

**THE EFFECTIVENESS OF GOOGLE CLASSROOM
LEARNING MEDIA BASED ON QUIZ ASSIGNMENT ON
STUDENT MEMORY ON THE MATERIAL OF DHIKR
AND PRAYER IN CLASS X AT ISLAMIC HIGH SCHOOL
AL AZHAR 16 SEMARANG**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining a
Bachelor's Degree in Islamic Education in Tarbiyah and Teacher
Training



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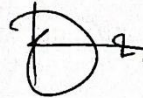
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ABSTRACT

Title : THE EFFECTIVENESS OF GOOGLE CLASSROOM LEARNING MEDIA BASED ON QUIZ ASSIGNMENT ON STUDENT MEMORY ON THE MATERIAL OF DHIKR AND PRAYER IN CLASS X AT ISLAMIC HIGH SCHOOL AL AZHAR 16 SEMARANG

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Memory as an important role in learning is closely related to the ability to remember, understand, and apply learning materials. Teachers can improve students' memory ability through interesting learning. One of the strategies that can be pursued is implementing learning with the help of learning media in the form of Google Classroom based on quiz assignments.

Low student memory is caused by the loss of the ability to recall information that has been known because of uninteresting and monotonous learning. The purpose of this study was to determine the effectiveness of Google Classroom learning media based on quiz assignments to improve student memory. This research approach is quantitative in the form of a quasi-experiment. The data collected was obtained using the Pretest Posttest Nonequivalent Control Group Design. The research sample of the experimental class is X Ibnu

Khaldun, with a total of 21 students, while the control class is X Ibnu Sina, with a total of 19 students. The data analysis technique was carried out through the independent sample t-test test regarding the difference between the posttest and pretest results of the experimental and control classes. The study results showed that the t_{count} value was 5.651 while the t_{table} was 2.024. This means that $t_{\text{count}} > t_{\text{table}}$ ($5.651 > 2.024$). The P value [Sig (2-tailed)] is 0.000 with a significance level of 0.05. Then, the alternative hypothesis (H_a) is accepted, while the zero hypothesis (H_o) is rejected. Thus, the Google classroom learning tool based on the quiz assignment effectively improves students' memory of dzikir and prayer subjects in class X of Al-Azhar 16 Selmarang Islamic High School.

Keywords: Google Calssroom, Quiz, Student Memory

TRANSLITERATE ARABIC-LATIN

The transliteration of Latin Arabic letters in this thesis is guided by the Decree of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia Number: 158/1987 and Number: 0543b/U/1987. The deviation of the writing of the kada sandang [al-] is deliberately consistent in order to fit the Arabic text.

ا	a	ط	t}
ب	b	ظ	z}
ت	t	ع	‘
ث	s\	غ	g
ج	j	ف	f
ح	h}	ق	q
خ	kh	ك	k
د	d	ل	l
ذ	z\	م	m
ر	r	ن	n
ز	z	و	w
س	s	ه	h

Madd Reading:

a = a panjang

i = I panjang

u = u panjang

Diphthong Reading:

au = او

ai = اي

iy = اي

FOREWORD

Praise and thanks be to Allah SWT., who has always bestowed His favor and grace so that the author can complete this thesis. Shalawat and salam may always be poured out to our lord, the Prophet Muhammad SAW., and may we be recognized by his people who get his intercession in the future, Ameen.

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Author

Nur Rohma Zulika

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CHAPTER I

INTRODUCTION

A. Background

Memory is a combination of the words power and memory. Linguistically, power is the ability to remember or retain information, while recall is the ability to remember or retrieve information. Language-wise memory can be defined as the ability to recall information that has been learned.¹ While, the term memory refers to an activity that has been experienced and stored in the mind and consciousness of an individual, stored at the moment when the activity is recalled when it is recalled at a later time.²

Memory has an important role in the learning process and the learning of learning materials by students. The process of remembering has stages that begin with information retrieval, storage, and retrieval of stored information.³ In the learning process, the ability to remember information with good concentration on the subjects that have been learned has a significant impact on student learning outcomes.⁴

¹ Siti Rochanah, 'Upaya Meningkatkan Daya Ingat Tentang Materi Keseimbangan Lingkungan Dengan Menerapkan Teknik Mind Mapping', *Journal on Education*, 4.1 (2021), 114–27.

² Baharuddin, *Psikologi Pendidikan Refleksi Teoritis Terhadap Fenomena*, ed. by Azis Safa (Yogyakarta: Ar-Ruzz Media, 2012), hlm. 111.

³ Amirul Haqi Fatah and Almirah Meida Risfina, 'Teori Pemrosesan Informasi Dan Implikasinya Dalam Pembelajaran', *Jurnal Ilmiah Mandala Education*, 9.3 (2023), 1632–41.

⁴ Acep Fatchuroji and others, 'Pengaruh Tingkat Konsentrasi Terhadap Hasil Belajar', *Journal on Education*, 5.4 (2023), 13758–65.

Each person has a different ability to remember; some have a strong memory ability, and some have a weak memory.⁵ Psychologically, people with good memory can increase students' motivation and self-confidence in learning. Strong memory not only affects students' literacy but also positively affects students' emotional and social development towards learning.⁶

The subject of Islamic Religious Education certainly requires the power of memory to understand, explore, and provide experience in religious life and shape student character through Islamic teachings.⁷ The material of dhikr and prayer is one of the materials of Islamic education, which is an integral part of Muslims regarding how to worship Allah by communicating through dhikr and prayer. The material of dhikr and prayer is included in Islamic Religion lessons on Fiqh. The material of dhikr and prayer requires memory ability, which involves processing information obtained through understanding and repetition to improve long-term retention. However, students' memory skills are not always strong because there are factors that inhibit memory, one of which is forgetfulness. Students often experience

⁵ Riska Damayanti, Rasmitadila, and Afridha Sesrita, 'Cara Guru Meningkatkan Daya Ingat Siswa Di Sekolah Dasar', *Al-Kaff Jurnal Sosial Humaniora*, 2.3 (2024), 248–54.

⁶ Mutiyati and others, 'Pentingnya Pemahaman Emosi Dalam Proses Pembelajaran Di MI Al-Masrhi Pangkalan Balai-Banyuasin', *Indo-MathEdu Intellectuals Journal*, 4.2 (2023), 1198–1208.

⁷ Hazizah Isnaini, 'Strategi Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius', *Ikhlas : Jurnal Ilmiah Pendidikan Islam*, 1.4 (2024), 95–111.

forgetfulness or low memory ability due to losing the ability to recall known information.⁸ This is supported by statistical data on the average value of the 2018/2019 national exam in religious subjects with tafsir, hadith, and fiqh subjects for SMA / MA equivalent, which are presented in Figure 1.1 below.

STATISTIK NILAI TAHUN PELAJARAN 2018/2019							
Jenis Satuan Pendidikan	SMA/MA			Jumlah Satuan Pendidikan	1.023		
Status Satuan Pendidikan	N & S			Jumlah Peserta	37.284		
STATISTIK	Per Mata Pelajaran						Semua Mata Pelajaran
	BAHASA INDONESIA	BAHASA INGGRIS	MATEMATIKA	TAFSIR	HADIS	FIKIH	
Kategori	Cukup	Kurang	Kurang	Cukup	Baik	Kurang	Cukup
Rata-Rata	65,06	44,22	35,14	63,58	74,69	53,82	51,81
Terendah	14,00	12,00	10,00	14,00	18,00	10,00	14,00
Tertinggi	100,00	100,00	100,00	100,00	100,00	100,00	373,00
Standar Deviasi	14,69	12,44	10,63	16,47	15,96	15,09	77,78

Figure 1. 1 National Exam Results, Center for Educational Assessment, Ministry of Education and Culture, 2019.

From the data above, it can be seen that the average score of the national exam on the subject matter of tafsir obtained an average score of 63.58 with a sufficient category, the hadith subject obtained an average score of 74.69 with a good category, and the fiqh subject obtained an average score of 53.82 with a poor category. From the acquisition of these data, it can be calculated that the average of the three religious subjects, namely tafsir, hadith, and fiqh, obtained a score

⁸ Nurun Nisa Islami Febriana and Nurkhaerat Alimuddin, 'Upaya Meningkatkan Daya Ingat Siswa Sekolah Dasar Dengan Metode Mnemonik', *Jurnal Teknologi Dan Pendidikan Dasar*, 1.1 (2024), 31–36.

with an average of 64.03. So the ability of students' memory in religious subjects is still relatively low.

This is in line with Sulaina's research, which shows that the average value of student memory in Fiqh class VII at MTs Al Manar is 54, with the majority of students at 58%, which is included in the very low category.⁹ This is due to the learning method applied, namely the lecture method with passive student recording, resulting in the absence of meaning and repetition of material, which results in information being forgotten more quickly, so that student memory becomes low. The learning difficulties experienced by SMA 9 Tebo Rimbo Bujang Jambi students are caused by low memory with many criteria.¹⁰

Based on the results of interviews with PAI teachers at Al Azhar 16 Islamic High School, information was obtained that the Islamic learning process has applied Google Classroom as a learning medium to help students understand learning. However, the teacher has not fully utilized the features used in Google Classroom. The use of Google Classroom as a learning media by providing learning materials and long answer exercises to students by sending them through Google Classroom. Long answer assignments encourage students to focus on solving one topic in depth without sufficient repetition and tend to be

⁹ Sulaina, 'Pengaruh Peenerapan Metode Resitasi Terhadap Daya Ingat Siswa Pada Mata Pelajaran Fiqih Kelas VII Di MTs Al Manar Tembung', *Jurnal Kualitas Pendidikan*, 2.3 (2024), 436–42.

¹⁰ Rini Aprilia Ningsih and others 'Penerapan Layanan Klasikal Untuk Mengatasi Kesulitan Belajar Peserta Didik Di SMAN 9 Tebo Rimbo Bujang Jambi', *Jurnal Pema*, 1.1 (2023), 22–29.

one-way. This leads to a lack of active student involvement in the learning process, resulting in weak student recall of the material learned.

Based on the existing problems, an effort is needed to overcome students' low memory ability in learning. One factor that influences the success of the learning process is the selection of appropriate learning media.¹¹ In the current digital era, using technology in the learning process encourages renewal efforts in utilizing technological results. One of the technological results that can be used in learning is the Google Classroom platform. The presence of the Google Classroom platform attracts teachers' attention to it, so many teachers have used it in the learning process.

The Google Classroom platform allows students to understand the subject matter, and various features have been available. One feature that has not been widely used by teachers in learning is the quiz assignment feature, allowing teachers to create a quiz that students can access online. Google Classroom media based on quiz assignment has characteristics that distinguish it from other media, such as being able to utilize efficient time by utilizing internet connections so that quiz assignment media is easily accessible and can be used in learning. In addition, the use of quizzes that are used repeatedly as an evaluation tool in learning can increase student involvement in the learning process

¹¹ Ani Daniyati and others, 'Konsep Dasar Media Pembelajaran', *Journal of Student Research*, 1.1 (2023), 282–94.

and memory of the subject matter.¹² Technology-based learning also allows students to learn independently and more flexibly, thus increasing students' interest and motivation towards learning materials.¹³

Based on the description above, researchers want to explore further the effectiveness of using quiz-based Google Classroom learning media in learning Islamic Religious Education for high school students, to achieve learning outcomes in the form of student memory which cannot be separated from the use of learning media in the form of quizzes. Therefore, experimental research is needed to improve learning practices because answering without a strong reason is insufficient. So, to overcome these problems, therefore it is necessary to conducting a more in-depth study of **“The Effectiveness of Google Classroom Learning Media Based on Quiz Assignments on Student Memory of Dhikr and Prayer Class X Material at Islamic High School Al Azhar 16 Semarang”**.

B. Research Question

¹² Desmayenti, ‘Penerapan Model Active Learning Tipe Kontrak Belajar Disertai Kuis Di Akhir Pembelajaran Pada Siswa Kelas X. IPK 3 MAN 2 Pesisir Selatan Sebagai Upaya Untuk Meningkatkan Aktifitas Dan Hasil Belajar Pada Mata Pelajaran PKN’, *Journal on Education*, 6.1 (2023), 3746–60.

¹³ Dodo Murtado and others, ‘Optimalisasi Pemanfaatan Media Pembelajaran Online Sebagai Upaya Meningkatkan Hasil Belajar Siswa Di Sekolah Menengah Atas’, *Journal on Education*, 6.1 (2023), 35–47 <<https://doi.org/10.31004/joe.v6i1.2911>>.

Based on the background of the above problem, the formulation of the problem in this study is:

1. How is Google Classroom media implemented based on quiz assignments concerning dhikr and prayer materials at SMA Islam 16 Al Azhar Semarang?
2. What is the level of memory retention regarding dhikr and prayer materials among class X students at SMA Islam 16 Al Azhar Semarang?
3. How effective is the application of quiz assignment-based Google Classroom media on students' memory retention of dhikr and prayer materials at SMA Islam 16 Al Azhar Semarang?

C. Research Objectives

The research objectives to be achieved are:

1. To find out the implementation of Google Classroom media based on quiz assignments on dhikr and prayer materials at SMA Islam 16 Al Azhar Semarang.
2. To find out the level of students' memory on dhikr and prayer materials for class X at SMA Islam 16 Al Azhar Semarang.
3. To find out the effectiveness of implementing Google Classroom media based on quiz assignments on students' memory on dhikr and prayer materials at SMA Islam 16 Al Azhar Semarang.

D. Research Benefits

1. Theoretically Benefits

This research aims to offer insights and enhance understanding of teachers' strategies for improving students' memory through quiz assignment-based Google Classroom learning media, thereby elevating the quality of learning for both researchers and readers.

2. Practical Benefits

- a) For UIN Walisongo University, it can increase the collection of literature for universities, either faculties or universities, to contribute knowledge about learning media.
- b) For school, it is hoped that with this research, schools can improve the quality of education and learning quality by applying learning methods and media to make it easier for teachers to carry out teaching in the classroom.
- c) For teachers, it is hoped that from the results of this research, teachers can provide one of the teachings using learning media.
- d) Researchers can develop skills and knowledge in the teaching process and gain experience, especially in the field of applying direct learning media in schools.
- e) For Readers, it is hoped that they can add and gain new knowledge. And it can be helpful for future researchers.

CHAPTER II

THEORETICAL FOUNDATION

A. Description of the Theory

1. Memory

a. The Essence of Memory

Memory skills are developed through a combination of active learning processes, repetition of material, applied cognitive strategies, and physical, emotional, and social support within the learning environment. Memory is a part of cognitive development that encompasses all the experiences and knowledge gained from various situations that can be accepted anytime.¹ Memory is closely related to storage, which is where information is collected. Information and knowledge can be obtained through the senses, such as sight, hearing, touch, taste, and smell.²

Memory is one of the factors that aids students in achieving learning success. A person's memory is inseparable from the brain's ability to store information. Knowledge is stored in the brain as memory. Memory is an essential part of the cognitive process in learning because it involves complex

¹ Rochanah.

² Nafsiah Hafidzoh Rahman and others, 'Pengaruh Media Flashcard Dalam Meningkatkan Daya Ingat Siswa Pada Materi Mufrodad Bahasa Arab', *Jurnal Tahsinia*, 2.2 (2021), 99–106 <<https://doi.org/10.57171/jt.v2i2.296>>.

cognitive functions, including the reception, storage, and retrieval of information, impressions, and responses learning.³ Students have different memories, so efforts are needed to enhance memory and reduce forgetting in order to master learning. Repetition, habituation, comprehension, motivation, and note-taking are some of the methods that can help retain information in memory. A strong memory in students positively impacts their academic achievement; conversely, poor memory can negatively affect their academic achievement in school.⁴

Alfun Sandi and Neviyarni explained that memory is the ability to retain information over time, involving the processes of encoding, storing, and retrieving knowledge brain.⁵ Winkle states that memory is a cognitive process through which an individual understands that their knowledge knowledge from past experiences.⁶

³ Abelia Agustin and others, 'Pembelajaran Antara Keterampilan Mengingat Pembelajaran Dengan Kemampuan Komunikasi Interpersonal Peserta Didik Kelas X MAN 1 OGAN ILIR', *Jurnal Bimbingan Dan Konseling*, 4.2 (2024), 14–26.

⁴ Ani Siti Anisah and Iis Salwa Maulidah, 'Meningkatkan Kemampuan Daya Ingat Siswa Melalui Metode Bernyanyi Pada Mata Pelajaran Sejarah Kebudayaan Islam', *Jurnal Pendidikan UNIGA*, 16.1 (2022), 581–91.

⁵ Alfun Sandi and Neviyarni, 'Ingatan II : Pengorganisasian, Lupa Dan Model-Model Ingatan', *Edukatif: Jurnal Ilmu Pendidikan*, 3.1 (2021), 115–23 <<https://doi.org/10.31004/edukatif.v3i1.191>>.

⁶ Sandi and Neviyarni.

Based on some of the definitions of memory above, it can be concluded that the definition of memory is the brain's ability to store or remember information from the past that will affect future experiences.

b. Memory's Aspect

Aspect is matters concerning something in more detail. Aspects of memory in learning can be assessed through observation and testing results. Memory's aspect such as:

1) Accuracy

Accuracy is defined as the quality of truth.⁷ Accuracy refers to the degree to which the stored information matches the actual information. In learning, accuracy is the extent to which students' answers are correct and in accordance with the subject matter. Indicators of accuracy in learning evaluation are doing tasks carefully, being careful in completing tasks, being able to complete tasks according to time standards.⁸

2) Fluency

⁷ Kumon, "Why Timing and Accuracy are Important in Your Child's Studies", accessed 25 Mei 2025, <https://www.kumon.com/why-timing-and-accuracy-is-important-in-your-childs-studies/?doing_wp_cron=1747980280.7155570983886718750000>.

⁸ Lili Lindasari and Yunni Arnidha, 'Pengaruh Penggunaan Media Aplikasi Quiziz Terhadap Pencapaian Akurasi Belajar Matematika', *Jurnal Muara Pendidikan*, 7.1 (2022), 19–25.

Fluency is the ability to present and reproduce information that has been stored.⁹ Fluency refers to the fluency or speed to recall information that has been learned. In addition, the fluency of a person's memory is also characterized by answering questions correctly and smoothly.¹⁰

3) Quantity

Quantity is the amount or the number of something.¹¹ Indicator quantity in memory means how much information or material can be stored and remembered by the brain, both in short memory and long memory.

4) Duration

Duration is expressed in units of a certain period of time.

Duration is the time span or length of something that lasts,

⁹ A. Luthfia, 'Research Knowledge Sharing "Construct Validation of Learning Efficiency (GI) and Retrieval Fluency (Gr) of AJT COGTEST"', *Universitas Gadjah Mada: Fakultas Psikologi*, 2021.

¹⁰ Nafizatunni'am and others, 'Pengaruh Model Problem Based Learning Terhadap Keterampilan Berpikir Kreatif Dan Hasil Belajar Biologi Siswa', *Journal of Classroom Action Research*, 5.4 (2024), 494–503 <<https://doi.org/10.61692/edufa.v2i2.111>>.

¹¹ Rama Sharma, "Quantity - Definition and Solved Examples", accessed 27 Mei 2025,

<https://www.vedantu-com.translate.google/maths/example-of-quantity?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=tc&_x_tr_hist=true>.

from start to finish.¹² Duration in memory indicators has a definition of how long a person is able to remember information that has been learned to access information that has been stored for reuse.

5) Consistency

Consistency is permanence and regularity in acting, thinking, or behaving; not changing.¹³ Consistency in memory refers to a person's ability to remember and re-express information that has been learned in a stable and fixed manner in different situations and times. Efforts are made to be consistent in remembering information by presenting information clearly and repeatedly to maintain one's consistency in remembering the information that was learned.

Memory's aspect also encompass the cognitive aspects of students. Here are some indicators of memory: 1) the ability to recall the material that has been learned, 2) the ability to complete assignments based on the material, 3) the ability to

¹² Redi Andriansah and Djoni Irianto, 'Pengaruh Durasi Pembelajaran Terhadap Sikap Dan Hasil Belajar Siswa Pada Mata Pelajaran Estimasi Biaya Konstruksi', *Jurnal Kajian Pendidikan Teknik Bangunan (JKPTB)*, 10.1 (2024), 78–84.

¹³ Kusuma Ningtyas Pramita Resya, "Pengaruh Konsistensi Diri Siswa terhadap Prestasi Belajar Matematika Siswa Kelas XI IPA SMA Negeri 1 Pangkah Kabupaten Tegal," *JagoMIPA: Jurnal Pendidikan Matematika dan IPA*, 1.2 (2021), hal. 113–23, doi:10.53299/jagomipa.v1i2.69.

grasp or understand the material, 4) the ability to restate the material, 5) the ability to memorize the material, and 6) the ability to explain the material again.¹⁴ The indicators of memory can be realized if the student has gone through three stages in the memory process, which are as follows:

- 1) Learning: Learning involves the acquisition of information or impressions that are received and processed, either directly, intentionally, or unintentionally. Generally, learning is referred to as encoding, which is the process of entering information into memory.¹⁵ The process of learning significantly impacts the duration of information stored in memory.
- 2) Retention: Retention refers to how a person retains information in their memory. During the retention stage, some records and impressions from past experiences are stored.
- 3) Remembering: Remembering is the act of recalling or recovering information that has been stored because it is needed.¹⁶ The remembering stage involves recalling

¹⁴ Anselmus Yata Mones, 'Upaya Meningkatkan Daya Ingat Siswa Kelas IV Melalui Penerapan Metode Praktek dan Latihan Terstruktur Pada Mata Pelajaran Pendidikan Agama Katolik', *Jurnal Selidik: Jurnal Seputar Penelitian Pendidikan Keagamaan*, 1.1 (2020), 19–29.

¹⁵ Risda, Fathia Jogi Septriwinti, and Fauziah Nasution, 'Pendekatan Proses Informasi', *Journal Mudabbir : Research and Education Studies*, 3.1 (2023), 49–59.

¹⁶ Muhammad Polem and others, 'Analisis Kemampuan Mengingat

information stored in the brain; these limits are not only retained but must also be accessed to reactivate what has been learned.

c. Types of Memory

The types of memory can be divided into two, namely:

1) Short-Term Memory

Short-term memory is the memory that can remember information that lasts for a few seconds to a minute or more at a time.¹⁷ However, short-term memory has an important role in memory processing because short-term memory is also a way station to long-term memory.¹⁸

In short-term memory, the information needed is readily available, so there is no need to search for the information in memory like in long-term memory. Information in short-term memory has quicker and more direct access, but information can be easily lost if it is not amplified.

2) Long-term Memory

Hafalan Juz'amma Siswa Sekolah Dasar', *Jurnal Edukasi : Jurnal Bimbingan Konseling*, 9.2 (2023), 229–224.

¹⁷ Deasy Harianti, *Metode Jitu Meningkatkan Daya Ingat* (Jakarta Selatan: PT. Tangga Pustaka, 2008), p. 10.

¹⁸ Ririn Musdalifah, 'Pemrosesan Dan Penyimpanan Informasi Pada Otak Anak Dalam Belajar: Short Term and Long Term Memory Ririn', *Al-Ishlah: Jurnal Pendidikan Islam*, 17.2 (2019), 218–35.

Long-term memory is where information is stored in the long term. The function of long-term memory is the ability to remember the past and use that information to utilize the present. Long-term memory is memory in the form of knowledge or information that has been possessed by individuals and has unlimited capacity.¹⁹

Factors that affect long-term memory are the stimulus itself, the process of information entering long-term memory with repetition, and the frequency of tests. Information stored in long-term memory will last for a long period of time if it is repeated and remembered continuously.²⁰

2. Google Classroom Learning Media Based on Quiz Assignment
 - a. The Essence of Learning Media

The word "media" is the plural form of the word "medium" which comes from the Latin word "medius" which literally means middle, intermediary or introduction.²¹ The definition of media in Indonesian can lead to something that delivers or conveys messages or information from the source of the

¹⁹ Evi Afiati and others, *Psikologi Pendidikan Dan Bimbingan*, ed. by Firman Hadiansyah and Desma Yuliadi Saputra (Serang: Untirta Press, 2022).

²⁰ Mohammad Ali Mahmudi and others, *Psikologi Pendidikan*, ed. by Free Dirga Dwatra (Padang: CV Hei Publishing Indonesia, 2024).

²¹ Hamzah Pagarra and others, *Media Pembelajaran*, Badan Penerbit UNM, 1st edn (Makassar: Badan Penerbit UNM, 2022), p. 5.

message (the sender) to the recipient of the message or information. AECT (Association of Education and Communication Technology, 1977) provides limitations on the media as all forms and intermediaries are used in the process of conveying messages or information.²² More specifically, media is a physical device or tool that can present messages or information and can stimulate students' attention to learn.

Meanwhile, learning is an interaction and communicative process between teachers and students that aims to exchange information and thoughts. Learning is an activity that aims to be in line with the learning goals of students and the curriculum.²³ The purpose of learning for students in the learning process is to achieve optimal development, which includes cognitive, affective and psychomotor aspects. In the learning process, the teacher is the subject who teaches, and the student is the subject being taught. So, learning is a process, effort, and a planned way of teaching so that the teaching and learning process between teachers and students occurs.

According to Hafidhah Hasanah, learning media is a component of learning resources that contain learning materials that can help educators in teaching to reduce boredom during

²² Ani Daniyati and others.

²³ Cecep Kusnadi and Daddy Darmawan, *Pengembangan Media Pembelajaran Konsep & Aplikasi Pengembangan Media Pembelajaran Bagi Pendidik Di Sekolah Dan Masyarakat*, 1st edn (Jakarta: Kencana, 2020), p. 2.

learning.²⁴ In line with Ani Daniyati's opinion that learning media is a tool, means, intermediary, and liaison to spread, carry, and convey a message or information and ideas, so that it can stimulate students' thoughts, feelings, actions, interests, and attention in such a way, so that the teaching and learning process occurs in students.²⁵

Muhammad Yaumi said that learning media is all forms of physical equipment (original objects, printed materials, visual, audio, audio-visual, multimedia, and web) that are designed in a planned manner to convey or intermediary information and build an interaction.²⁶

Based on several opinions that have been presented, it is shown that learning media is everything that is used as an intermediary from the informant or teacher to the recipient of information or students which aims to stimulate students to be interested and motivated in the learning process so that a learning goal is achieved.

b. Principles of Learning Media

²⁴ Rahmi Mudia Alti and others, *Media Pembelajaran*, (Padang: PT. Global Eksekutif Teknologi, 2022), p. 40.

²⁵ Ani Cahyadi, *Pengembangan Media Dan Sumber Belajar: Teori Dan Prosedur*, (Banjarmasin: Laksita Indonesia, 2019), p. 53-57.

²⁶ Muhammad Yaumi, *Media Dan Teknologi Pembelajaran*, 2nd edn (Jakarta: Kencana, 2018), p. 7.

In determining the learning media used, there are several principles that need to be considered as reference materials in optimizing the learning process, including the following:²⁷

1) Conformity

The conformity of the learning media used with the learning objectives, student characteristics, subject matter, and learning experience or methods used by students.

2) Ease of Access

The selection of learning media based on ease of access is related to the condition of media that is easily accessible by students, thereby increasing student involvement in the learning process.

3) Affordability

The selection and use of learning media needs to be carefully considered because the media is cost-effective but can provide benefits and convey the core message of learning; its preparation and use takes a relatively short time and requires little effort.

4) Quality

Learning media is chosen by paying attention to high-quality media, the quality of the media also requires a clear form of writing or visuals.

²⁷ E-book: Ani Cahyadi, *Pengembangan Media dan Sumber Belajar: Teori dan Prosedur*, ed. oleh M. Iqbal Asy Syauqi, 1 ed. (Banjarmasin: Laksita Indonesia, 2019), p. 53-57.

5) Interactivity

The selection of learning media must prioritize two-way communication between students and teachers so that students will be involved and motivated in the learning process.

6) Novelty

The selection of learning media with novelty refers to the use of new approaches and technologies which are considerations because newer media are sometimes better and more interesting for students.

c. Google Classroom Media Based on Quiz Assignment

Google Classroom Media is an internet-based service provided and developed by Google for learning activities. The Google Classroom platform was first released on August 12, 2014 by Google.²⁸ Google Classroom is part of G Suite for Education that comes in a mobile app version, and is also tied to G Drive, Calendar, Form, Jamboard, Hangouts Meet, Docs, Sheets, Slides and Gmail. Google Classroom can also be referred to as a Learning Management System (LMS), which is used to provide teaching materials and tests that are integrated with the results of direct assessments.

²⁸ Shindy Lestari and Aninditya Sri Nugraheni, 'Efektivitas Penggunaan Platform Google Classroom Dalam Meningkatkan Motivasi', *Research and Development Journal of Education*, 8.1 (2022), 1–12.

On the google classroom platform, there is a quiz assignment feature that can be used as a learning medium during learning by providing assignments in the form of quiz questions. Quizzes are a short game used in the field of education to measure the growth in students' knowledge, skills and abilities in learning materials.

The term interactive quiz is a quiz platform in which there are learning materials in the form of questions that allow students to increase their insight into learning materials.²⁹ Creating quiz assignments in Google Classroom collaborates with Google Forms to create quiz questions, and quizzes are done by students. The use of google classroom-based quiz assignments can be used as learning evaluation materials from learning materials that have been explained by teachers to improve students' understanding of learning materials.

d. Benefits of Google Classroom based on Quiz Assignment in Learning Media

The use of quiz assignments in google classroom as a learning medium has several benefits, as follows:³⁰

²⁹ Rosaliza Agus Dina and Deki Syaputra ZE, 'Pengembangan Media Kuis Interaktif Berbasis Powerpoint Pada Mata Pelajaran Sejarah Kelas XI Sma Negeri 7 Tanjung Jabung Timur TA. 2021/2022', *Istoria: Jurnal Ilmiah Pendidikan Sejarah Universitas Batanghari*, 5.2 (2021), 60.

³⁰ Alfina Dwi Ariyani and Sudarmini, 'Pemanfaatan Media Kuis Dalam Pembelajaran Bahasa Indonesia Di SMP Negeri 13 Yogyakarta', *Seminar Nasional Pengenalan Lapangan Persekolahan UAD*, 2021, 519–23.

- 1) Attracting students' attention by honing their brain's ability to think, so that they are excited to follow the learning process.
 - 2) Increase student activity by trying to answer the quiz questions given and feel challenged on the following quiz questions.
 - 3) Foster students' motivation to learn more independently when participating in the learning process with quiz assignments.
 - 4) Save time by doing work and grading quickly, as assessments can appear automatically because teachers have set assessments.
- e. Advantages and Disadvantages of Google Classroom Media Based on Quiz Assignment

Google Classroom media based on Quiz Assignments has advantages and disadvantages. Here are the advantages and disadvantages:

- a) The advantages include:³¹
 - 1) Ease in the registration process and classroom set-up, even though it does not have a qualified e-learning experience.

³¹ Rahmatia Thahir, 'Pengaruh Pembelajaran Daring Berbasis Google Classroom Terhadap Hasil Belajar Mahasiswa Pendidikan Biologi', *Edukatif: Jurnal Ilmu Pendidikan*, 2021 <<https://doi.org/10.31004/edukatif.v3i4.1123>>.

- 2) Efficient time in learning.
 - 3) Facilitate online collaboration with other e-learning applications.
 - 4) Data is stored practically and efficiently.
 - 5) Make it easy to distribute lesson-related data, files, or information to students.
- b) The disadvantages include:³²
- 1) It can only be accessed through a google account.
 - 2) It is private because the teaching and learning activities that take place cannot be shared with the public like social media applications in general, unless students are invited to join the class that the teacher has created.
 - 3) There is no indicator that shows the level of popularity.
- f. Google Classroom Indicators Based on Quiz Assignment

The Google Classroom learning media indicator based on quiz assignments refers to the characteristics used to assess the use of quiz assignments in Google Classroom in the learning process. The indicator covers various aspects as follows:

- 1) Accessibility

³² Rhodhiathi Fadzillah and others, 'Analisis Keefektifan Penggunaan Aplikasi Google Classroom Sebagai Media Pembelajaran Daring Untuk Siswa Sekolah Dasar', *Jurnal Pendidikan Dan Konseling*, 4.3 (2022), 222–32.

Ease for teachers and students to access quiz assignments in Google Classroom easily without experiencing technical difficulties in creating and doing quizzes in Google Classroom.³³

2) Interactivity

The ability to actively participate in taking quizzes and providing feedback between teachers and students on the comment feature in google classroom With the feedback provided between teachers and students, it is advantageous for teachers to find out the location of the students' weaknesses so that students understand their mistakes and improve their understanding.³⁴

3) Time Efficiency

Effective timing in completing the quiz within the stipulated time without feeling rushed. Teachers efficiently manage quiz assignments that include the planning,

³³ Vera Marisa and Devi Widya Ningsih, 'Teaching and Learning English Using Google Classroom at SMK Budisatrya Medan During Covid-19', *Pionir: Jurnal Pendidikan*, 11.1 (2022), 72–86 <<https://doi.org/10.22373/pjp.v11i1.13089>>.

³⁴ Sukmawati and Nensia, 'The Role of Google Classroom in ELT', *International Journal for Educational and Vocational Studies*, 1.2 (2019), 142–45.

execution, and evaluation stages to improve classroom learning.³⁵

4) Cognitive Skills

Analyze quiz questions that show improved critical and analytical thinking skills through the quiz questions given.

5) Learning Independence

Initiative in doing quizzes that shows a proactive attitude without relying on teachers and peers in the implementation of learning evaluations by doing quiz questions.

6) Memory Ability

Memorization ability refers to the ability of students to answer quiz questions correctly, which shows that students can remember and apply the subject matter that has been explained by the teacher.

g. Steps to Create a Quiz Assignment Through Google Classroom Media

1. Click Classwork and then Create and Quiz Assignment.

³⁵ Ahmad Azhari Yunus and Ahmad Syafi'i, 'Google Classroom as Learning Platform in Teaching Writing', *British (Jurnal Bahasa Dan Sastra Inggris)*, 9.1 (2020), 48.

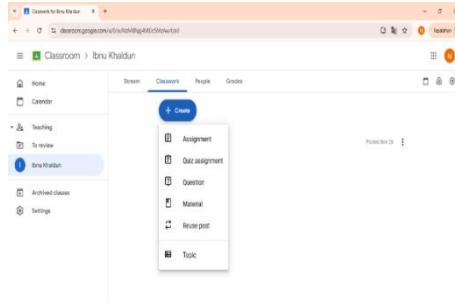


Figure 2. 1 Classwork in Google Classroom Display

2. Then, a page will open as below. Test settings click All Students, then fill in the test title, instructions for taking the quiz. Then, the time was set as a sign of when the last time students were allowed to take the quiz was. After that, click Blank Quiz.

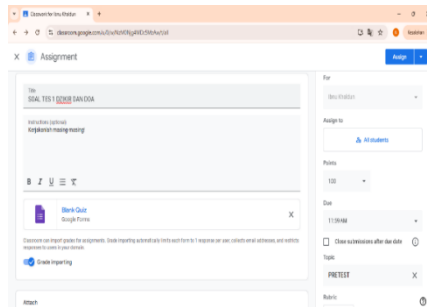


Figure 2. 2 Classwork Quiz Assignment Display

3. Then, the Blank Quiz Google Form page will open. In the Google Form Blank Quiz, various types of questions are provided.

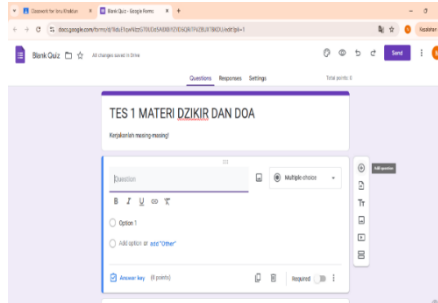


Figure 2. 3 Blank Quiz Google Form Display

4. After that, types of questions will appear, such as Short answer, Paragraph, Multiple Choice, Checkboxes, Drop down, Linear scale, and file submission facility through the File upload menu.

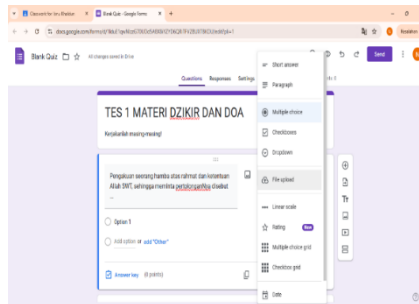


Figure 2. 4 Display of Question Types

5. Then for Blank Quiz it is replaced with the test title, Untitled question is filled with test questions, for Option is filled with multiple-choice answers, Answer key to set the answer key and score (a total of 100 points is ensured with each question adjusting how many questions are created. For example, there are 10 questions, then the point of each

question is 10. So $10 \times 10 = 100$ points), to add questions you can click the (+) sign on the side, Required is shifted as a sign of test questions that must be filled out by students.

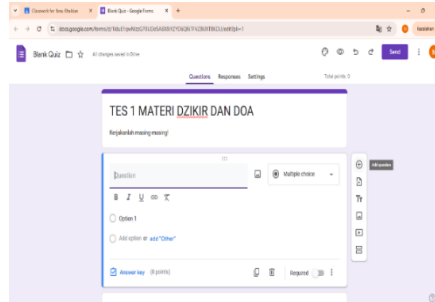
A screenshot of the Google Forms editor interface. The form is titled "TES 1 MATERI DZIKIR DAN DOA" with a subtitle "Kerjakan masing-masing". A multiple choice question is being edited, with the text "Dzikir" in the question field. The options field shows "Option 1" and a link to "Add option or use 'Other'". The question is marked as "Required" and is worth "10 points". The interface includes a top navigation bar with "Questions", "Responses", and "Settings" tabs, and a right-hand sidebar with various form editing tools.

Figure 2. 5 Display of Google Forms Features

6. The test view is presented in Figure 2.6 below:

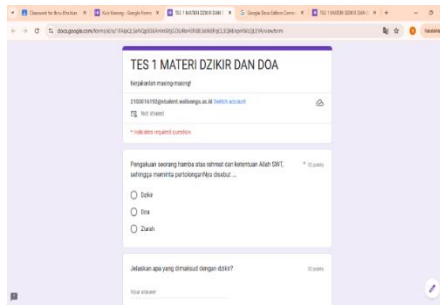
A screenshot of the Google Forms quiz assignment view. The form is titled "TES 1 MATERI DZIKIR DAN DOA" with a subtitle "Kerjakan masing-masing". The first question is a multiple choice question with the text "Dzikir" and three options: "Option 1", "Option 2", and "Option 3". The question is marked as "Required" and is worth "10 points". The second question is a text question with the text "Jelaskan apa yang dimaksud dengan Dzikir?" and is worth "10 points". The interface includes a top navigation bar with "Questions", "Responses", and "Settings" tabs, and a right-hand sidebar with various form editing tools.

Figure 2. 6 Quiz Assignment View with Google Form

7. Then go back to google classroom and click Assign to assign to the students.

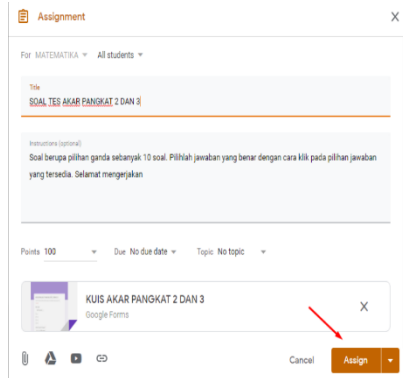


Figure 2. 7 Display of Quiz Assignment di Google Classroom

8. After assigning it to the Google Classroom page, the Quiz Assignment form can be found in the image below.

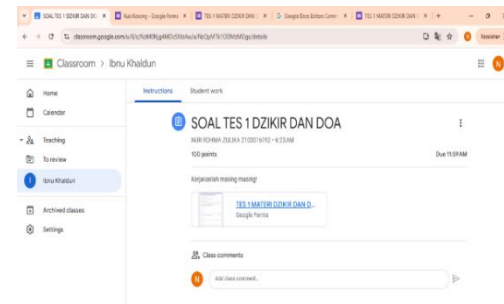


Figure 2. 8 Display of Quiz Assignments Ready to Be Done by Students

3. The Effectiveness of Google Classroom Learning Media Based on Quiz Assignment on Students' Memory

Student memory ability refers to the student's capacity to store, recall and bring back information that has been learned. Students' memory ability is the cognitive ability to remember, understand and apply the information that has been obtained in the learning process.

Dyramoti explained that students' memory skills are cognitive abilities that are trained and designed in such a way that something seen and heard can be stored in memory and can be regenerated if needed.³⁶ Therefore, student memory is one of the important factors that affect student learning outcomes.

Students' memory skills are highly emphasized in the cognitive aspect of students; there are several ways that are applied in the learning process, one of which is by using learning media. The development of effective learning media during learning can create a more interesting, interactive and effective learning experience for students.³⁷ Digital-based learning media allows dynamic and participatory learning, so that interactivity occurs in learning,³⁸ among these digital

³⁶ Mathilda Dyramoti and Rini Wahyuningsih, 'Pengaruh Aktivitas Bernyanyi Terhadap Daya Ingat, Motivasi Belajar, Dan Kreativitas Anak Di TK Methodist Jakarta Utara', *Jurnal Paud Agapedia*, 6.2 (2022), 197–208.

³⁷ Hamid Sakti Wibowo, *Pengembangan Teknologi Media Pembelajaran: Merancang Pengalaman Pembelajaran Yang Inovatif Dan Efektif*, ed. by Wahyu Anita (Semarang: Tiram Media, 2023).

³⁸ Aisyah Ali and others, *Media Pembelajaran Interaktif: Teori Komprehensif Dan Pengembangan Media Membelajaran Interaktif Di*

learning media, namely, Google Classroom learning media based on quiz assignments.

The use of Google Classroom learning media based on quiz assignments can cause interactive learning and provide a pleasant student learning experience repeating quiz media can help improve students' memory and understanding.³⁹ Google Classroom learning media based on quiz assignments is able to create a fun learning atmosphere and invite and stimulate learning, especially in the ability to understand and remember material in the form of memorization, namely dhikr and prayer.

Based on the theory above, it can be seen that google classroom learning media based on quiz assignments has effectiveness on students' memory of dhikr and prayer materials. This is the basis for a teacher to foster interaction with students through Google Classroom media by providing comments and feedback to students through Google Classroom or directly. Through google classroom learning media based on quiz assignments, teachers are able to apply technology for learning in accordance with the digital era at this time.

Sekolah Dasar, ed. by Sepriano (Jambi: PT. Sonpedia Publishing Indonesia, 2024).

³⁹ Wiwik Adinda and others, 'Development of Microlearning-Based Multimudia Learning to Improve Early Children's Literacy', *Cakrawala Pedagogik*, 8.2 (2024), 323–338 .

4. Definition Dhikr and Prayer Materials

a. The meaning of Dhikr and Prayer

In Indonesian, the word dhikr has been absorbed into a standard word written with dhikr. Dhikr simply means "remember". Dhikr as a verb (remember) in the Qur'an means that dhikr is remembering, mentioning the name of Allah and serving oneself to Allah by presenting it in the heart, memory and life of man.⁴⁰

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ

So remember me, and I will remember you. Give thanks to Me, and do not disobey Me. (Q.S. al-Baqarah/2: 152).

The meaning of Q.S. al-Baqarah verse 152 above is that He always gives His mercy and forgiveness to His servants who dhikr to Him. The meaning of the above surah is in line with the words of the Prophet PBUH from Abu Hurairah RA. Allah has said 'I am able to treat my servant as he prejudices Me, if he calls Me in himself, I call him in Me, if he calls Me in a group, then I call him a good group'.⁴¹

⁴⁰ Rifyal Ka'bah, *Dzikir Dan Do'a Dalam Al Qur'an* (Jakarta: Paramadina, 1999), p. 21.

⁴¹ Hardisman, *Berzikir Dalam Tauhid Menghadirkan Ketenteraman Jiwa Dan Pencegahan Penyakit Psikomomatik* (Yogyakarta: Gosyen Publishing, 2018), p. 65.

Prayer comes from the words الدُّعَا and الدُّعَا are two forms of mashdar (third form word) which means: seeking and asking. Prayer is a worship of self-servitude by expecting attention and affection, asking for help, showing the attitude of need and humiliation of humanity, and distancing oneself from feeling powered, except for the help of Allah SWT.⁴²

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ ۚ إِنَّ الَّذِينَ يَسْتَكْبِرُونَ عَنْ عِبَادَتِي
سَيَدْخُلُونَ جَهَنَّمَ دَاخِرِينَ

And your Lord said: "Pray to Me, and I will grant it to you. Indeed, those who boast of worshipping Me will go to Hell in a state of humiliation." (Q.S. al-Mu'min/40:60). In addition, prayer also means a request from a servant to Allah for something expected, asking to be released and kept away from the danger that may befall which is all beyond the power and effort of a servant.⁴³ The most humble and simple worship is prayer because it is general and not tied to place, time, or circumstances.

⁴² Syaikh Bakr bin Abdullah Abu Zaid, *Buku Induk Koreksi Dzikir Dan Doa* (Jakarta: Darul Haq, 2013), p. 10.

⁴³ Zainal Arifin Djamaris, *Doa Dan Tata Tertibnya* (Jakarta: PT RajaGrafindo Persada, 1997), p. 2.

There are several things that cause humans to have to pray to Allah, including the true call of the human soul, God has commanded human to pray to Him, and humans were created by God in a weak state and often unable to face life's problems, so prayer was a source of strength for them.

- b. The purpose of prayer is:
 - 1) To seek protection from Allah SWT.
 - 2) To ask for the help of Allah SWT.
 - 3) To obey Allah SWT.
 - 4) To obtain the pleasure of Allah SWT.
- c. The etiquette of prayer is as follows:
 - 1) Sincere (purify) one's intention for the sake of Allah SWT and make prayer a means to worship closer to Him.
 - 2) Increase prayers to Allah SWT in all things. Because prayer is a great form of worship.
 - 3) It is recommended to purify oneself with ablution before praying, even though purity is not required in prayer.
 - 4) Facing the qibla, because the Prophet PBUH, when praying istisqa prayers, faced himself to the qibla before the prayer.

- 5) Raising your hands to Allah SWT, by facing the palm of your hand to the face.
 - 6) Raising our hands high, even to the visible armpits, because this shows that we need and depend on Him.
 - 7) Starting the prayer with tahmid and rosary, which is praising and purifying Allah, then reciting prayers and greetings to the Prophet. Because the Prophet PBUH once reprimanded those who pray without reading tahmid and shalawat.
 - 8) Pray by hoping for goodness for yourself first, then for family, relatives, and all Muslims.
 - 9) Showing weakness and helplessness before Allah by having compassion and asking for mercy from Allah SWT.
 - 10) Pray by mentioning al-asma' al-husna which is found in the Qur'an and al-Hadith.
 - 11) Do not stop praying and multiply prayers if they have not been answered.
 - 12) Not disappointed in praying to Allah even though his prayer is not immediately granted.
 - 13) Increase prayers in free time, with daily prayers from waking up to going back to sleep.
- d. The conditions for receiving prayers include:
- 1) Sincere (purify) prayer only to Allah SWT.

- 2) Knowing the meaning and purpose of prayer.
 - 3) Be earnest in prayer and not just ask.
 - 4) Confident that Allah is able to grant his prayer.
 - 5) Obey to Allah.
 - 6) Pray with all your heart and solemnity. Allah gave an example of the prophet Zechariah's behavior in praying.
 - 7) Stay away from all kinds of things that Allah forbids.
 - 8) Do not ask for the impossible and do not ask for it to be granted quickly.
- e. The reasons for the rejection of prayer include:
- 1) Pray in ways that God does not teach.
 - 2) Always eat and drink things that are haram.
 - 3) Abandoning the obligations that Allah commands to humans, including the obligation of amar ma'ruf nahi munkar.
 - 4) To make a mistake and to break the syllabus, and impatiently waiting for his prayer to be answered.
- f. Mustajab prayers includes:
- 1) The prayer of the pilgrim until he returns
 - 2) The prayer of the one who fights (jihad) until he stops
 - 3) Prayers for the sick until they are healed
 - 4) A person's prayer for his brother without his knowledge

- 5) Parents' prayers to their children
- 6) The prayer of the wronged
- 7) Traveler's prayer in goodness
- 8) Prayer of a person in distress
- 9) Prayer of a child who is dutiful to parents
- 10) Prayer of a just leader

g. Dhikr and Prayer Etiquette

Dhikr can be done outside of prayer or in prayer.

The words of dhikr include:

- 1) Tashbih, (سُبْحَانَ اللَّهِ)
- 2) Tahlil, (لَا إِلَهَ إِلَّا اللَّهُ)
- 3) Tahmid, (الْحَمْدُ لِلَّهِ)
- 4) Takbir, (اللَّهُ أَكْبَرُ)
- 5) Hauqalah, (لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ)
- 6) Istighfar, (أَسْتَغْفِرُ اللَّهَ الْعَظِيمِ)
- 7) Shalawat, (اللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِ سَيِّدِنَا مُحَمَّدٍ)

h. Dhikr and prayer after the fardhu prayer

- 1) Recite istghfar 3 times:

أَسْتَغْفِرُ اللَّهَ الْعَظِيمَ الَّذِي لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ وَأَتُوبُ إِلَيْهِ

Then recite:

لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ لَهُ الْمُلْكُ وَلَهُ الْحَمْدُ يُحْيِي وَيُمِيتُ
وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ وَلَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ.
اللَّهُمَّ أَنْتَ السَّلَامُ وَمِنْكَ السَّلَامُ وَإِلَيْكَ يُعُودُ السَّلَامُ فَحِينَا رَبَّنَا
بِالسَّلَامِ وَأَدْخِلْنَا الْجَنَّةَ دَارَ السَّلَامِ تَبَارَكْتَ رَبَّنَا وَتَعَالَيْتَ يَا ذَا الْجَلَالِ
وَإِلْهَام.

2) Recite tashbih 33 times: سُبْحَانَ اللَّهِ

3) Recite hamdalah 33 times: الْحَمْدُ لِلَّهِ

4) Recite takbir 33 times: اللَّهُ أَكْبَرُ

5) Then recite:

اللَّهُ أَكْبَرُ كَبِيرًا وَالْحَمْدُ لِلَّهِ كَثِيرًا وَسُبْحَانَ اللَّهِ بُكْرَةً وَأَصِيلًا, لَا إِلَهَ إِلَّا
اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ لَهُ الْمُلْكُ وَلَهُ الْحَمْدُ يُحْيِي وَيُمِيتُ وَهُوَ عَلَى
كُلِّ شَيْءٍ نَدِيرٌ, وَلَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ.

Then recite prayer:

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ حَمْدًا يُؤَاتِي نِعْمَةً وَيُكَافِي مَزِيدَهُ. يَا رَبَّنَا لَكَ
الْحَمْدُ وَلَكَ الشُّكْرُ كَمَا يَنْبَغِي لِلْجَلَالِ وَجْهِكَ وَعَظِيمِ سُلْطَانِكَ. اللَّهُمَّ

صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ صَلَاةً تُنَجِّنَا بِهَا مِنْ جَمِيعِ الْأَهْوَالِ وَالْأَفَاتِ
 وَتَقْضِي لَنَا بِهَا جَمِيعَ الْحَاجَاتِ وَتُطَهِّرُنَا بِهَا مِنْ جَمِيعِ السَّيِّئَاتِ وَتَرْفَعُنَا
 بِهَا عِنْدَكَ أَعْلَى الدَّرَجَاتِ وَتُبَلِّغُنَا بِهَا أَفْصَى الْعَالِيَاتِ مِنْ جَمِيعِ
 الْخَيْرَاتِ فِي الْحَيَاةِ وَبَعْدَ الْمَمَاتِ. اَللَّهُمَّ إِنَّا نَسْأَلُكَ سَلَامَةً فِي الدِّينِ
 وَالدُّنْيَا وَالْآخِرَةِ وَعَافِيَةً فِي الْجَسَدِ وَصِحَّةً فِي الْبَدَنِ وَزِيَادَةً فِي الْعِلْمِ
 وَبَرَكَاتٍ فِي الرِّزْقِ وَتَوْبَةً قَبْلَ الْمَوْتِ وَرَحْمَةً عِنْدَ الْمَوْتِ وَمَغْفِرَةً بَعْدَ
 الْمَوْتِ اَللَّهُمَّ هَوِّنْ عَلَيْنَا فِي سَكَرَاتِ الْمَوْتِ وَالتَّجَاةِ مِنَ النَّارِ وَالْعُقُوبِ
 عِنْدَ الْحِسَابِ. رَبَّنَا لَا تُزِغْ قُلُوبَنَا بَعْدَ إِذْ هَدَيْتَنَا وَهَبْ لَنَا مِنْ لَدُنْكَ
 رَحْمَةً ۖ إِنَّكَ أَنْتَ أَلْوَهَّابُ. اَللَّهُمَّ اغْفِرْ لِي وَلِوَالِدَيَّ وَارْحَمْهُمَا كَمَا رَحِمْتَ بَنِي
 صَغِيرًا. رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ.
 وَصَلَّى اللَّهُ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ وَسَلَّمَ وَالْحَمْدُ لِلَّهِ رَبِّ

العالمين.⁴⁴

⁴⁴ Faizah and Boden Hermansyah, *Pendidikan Agama Islam Kelas X SMA Islam Al Azhar* (Jakarta: PT. Tanmiyah Al Azhar, 2023), p. 106-121.

B. Literature Review

Research on students' memory ability through google classroom learning media based on quiz assignments by teachers in PAI subjects has been found in many previous scientific writings. However, there are still gaps that can be developed from the results of existing research. To avoid plagiarism, the following is an explanation of existing research that is related to the research to be carried out.

First, a research conducted by Gusti Putu Agung Arimbawa with the title "The Application of Word Wall Game Quis Combined with Classroom to Increase Motivation and Learning Achievement in Biology".⁴⁵ In this study, a type of research was used, namely classroom action research (PTK) with a qualitative descriptive analysis method with a research focus on how to apply word wall game quiz combined with classroom to increase student motivation and learning achievement. The results of the study show that in cycle I it shows that the implementation of the word wall game quiz method can increase students' motivation to learn Biology, while in cycle II the value of learning motivation and student learning achievement has increased. The average motivation of students to learn Biology is 85.85, and the average score of learning achievement is 84, with the category of very good. It was concluded that the word wall game quiz implementation

⁴⁵ I Gusti Putu A. A., 'Penerapan Wordwall Game Quis Berpadukan Classroom Untuk Meningkatkan Motivasi Dan Prestasi Belajar Biologi', *Indonesian Journal of Educational Development*, 2.2 (2021), 324–32.

method was able to increase the motivation and learning achievement of Biology students in grade XI MIPA 1 SMA N 1 Evening in the 2020/2021 school year.

The similarities between the research conducted by Gusti Putu Agung Arimbawa and the author's research are both researching the application of quiz games combined with google classroom in learning. There is a difference in that the method used in the author's research is an experimental method, while the research uses class action research. The difference in variable Y is that the author's research examined students' memory in PAI subjects, while the research examined students' motivation and learning achievement in Biology subjects, as well as the location of the research in the author's research at Al Azhar Islamic High School 16 BSB Semarang while the research was at SMA N 1 Petang.

Second, a research conducted by Nada Adilah, et al. with the title "The Effect of the Use of Google Classroom Media on the History Learning Process on the Activity of Students in Class XI IPS SMA N 1 Cilegon".⁴⁶ This study uses associative research using a quantitative approach. The results of the study show that there is an influence between Google Classroom learning media on the history learning

⁴⁶ Nada Adilah, Arif Permana Putra, and Agus Rustamana, 'Pengaruh Penggunaan Media Google Classroom Pada Proses Pembelajaran Sejarah Terhadap Keaktifan Siswa Kelas XI IPS SMA Negeri 1 Cilegon', *Reslaj : Religion Education Social Laa Roiba Journal*, 4.4 (2022), 866–86 <<https://doi.org/10.47476/reslaj.v4i4.1000>>.

process on student activity. This is shown by the equation between $t_{\text{count}} = 9.407 \geq t_{\text{table}} = 1.673$, then H_1 is accepted and H_0 is rejected and from the results of the simple regression equation the regression correlation coefficient is 0.617 obtained from the value of R square, showing that the value of the coefficient of 61.7% has a significant positive value on student activity with the results at the first meeting amounting to 68% more increased at the second meeting 77% and very significant at the third meeting of 95%. It was concluded that the study had an effect on the use of google classroom on students' activeness in learning student history in class XI IPS SMA Negeri 1 Cilegon.

The similarities in the study with this study are shown by both using google classroom media as a medium in the learning process. There is a difference between the study and the author's research lies in the Y variable and the location of the research, in the study the Y variable researches the activity of students in the history map in class XI IPS SMA Negeri 1 Cilegon, while in this study researches the memory of students in class X of Al Azhar Islamic High School 16 BSB Semarang.

Third, Rania Pinki Anggita with the title "The Influence of the Kahoot-Assisted Flipped Classroom Model on Students' Memory and Self-Confidence" in the thesis explained that the research uses a quasi-experimental type with a posttest only control group design model, this model design is an experiment with a research focus on the influence of the kahoot-assisted flipped classroom on students' memory and self-

confidence in biology materials.⁴⁷ The results of the study showed that the flipped classroom model assisted by kahoot on students' memory and self-confidence obtained a score of Sig. $0.000 < 0.05$, so it can be concluded that students' memory and self-confidence show an influence on the flipped classroom model.

There are similarities in the previous research with the author's research, namely both use the type of experimental research to determine the influence of X on Y, and both research on the influence of classroom media on students' memory. The difference between the author's research and the previous one is that the author's research focuses more on the memory of the PAI material, while the previous research focused on the memory of the Biology material and the ability of students' self-confidence. The location chosen by the previous researcher was at SMA N 06 Bandar Lampung, while the current location of the researcher is at SMA Islam Al Azhar 16 BSB Semarang.

Fourth, Jihan Abiyyah Ranaista with the title "The Use of Google Classroom with Problem Based Learning Model on Students' Mathematical Representation Ability" in the thesis explained that the research uses a quasi-experimental type with a posttest only control group design model with a research focus on how to use google classroom with a problem based learning model on students'

⁴⁷ Rania Pinki Anggita, 'Pengaruh Model Flipped Classroom Berbantuan Kahoot Terhadap Daya Ingat Dan Self-Confidence Peserta Didik' (Universitas Islam Negeri Raden Intan Lampung, 2022).

mathematical representation abilities in mathematics subjects.⁴⁸ The results of the study showed that the average score of students in learning using google classroom media with a problem-based learning model obtained a score of 76.17, which means that the mathematical representation ability of most students is good. For student responses to the use of Google Classroom media with the problem-based learning model cumulatively obtained 73.89%, which means that they are in the high category or students' responses are good for mathematics learning.

The similarity in the previous research with the author is in the use of the learning media used, namely google classroom, but on a different basis. Previous research used a problem-based learning model, while the author's research used a quiz assignment model. Both used the type of research with experiments to determine the influence of X on Y. The difference between the author's and previous research is that the author's research focuses more on students' memory in PAI material, while previous research focuses more on students' mathematical representation abilities. The location chosen by the previous research was at SMP N 17 South Tangerang City, while the author's research was carried out at SMA Islam Al Azhar 16 BSB Semarang.

⁴⁸ Jihan Abiyyah Ranaista, "Penggunaan Google Classroom Dengan Model Problem Based Learning Terhadap Kemampuan Representasi Matematis Siswa" Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2022).

C. Hypothesis Formulation

A hypothesis is a temporary answer to the formulation of the problem under study which is described in a statement sentence. It is provisional because the newly stated answer is based on relevant theories and supported by empirical data through research. The hypothesis is expressed in two forms, namely H_a (a hypothesis that states that there is an influence between the variables in question) and H_o (a hypothesis that states that there is no influence between the variables in question).⁴⁹ Based on the function of the above hypothesis, the hypothesis is formulated as follows:

1. H_a : There is an effectiveness of quiz assignment-based google classroom learning media on students' memory of dhikr and prayer materials.
2. H_o : There is no effectiveness of quiz assignment-based google classroom learning media on students' memory of dhikr and prayer materials.

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D Bandung* (Alfabeta, 2017), p. 57.

CHAPTER III RESEARCH METHODS

A. Types and Approaches to Research

The research used is descriptive quantitative research. Quantitative research uses a measurable and objective approach to human behavior to produce data in the form of numbers, then analyzed using certain statistical formulas.¹ The method used in this study is experimental. The experimental method is a research method that researchers conduct by providing a stimulus and then observing the influence or consequences of the stimulus on the object.²

The research design used in this study is a quasi-experiment (quasi-experimental design) applied to the Pre-test, Post-test, and Non-Equivalent Control Group Design research on two classes to be used as research objects. The selection of this design aims to provide a difference in treatment in the two classes, namely in the experimental class and the control class. The experimental class applied Google Classroom learning media based on quiz assignments, and the control class only applied conventional learning and did not use learning media using only ordinary methods. The research design can be seen in Table 3.1.

¹ E-book: Mundir, *Metode Penelitian Kuantitatif dan Kualitatif*, 1 ed. (Jember: STAIN Jember Press, 2013), p. 51.

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), p. 72.

Table 3. 1 Pre&Post-test Nonequivalent Control Group Design

Class	Pre-test	Perlakuan	Post-test
Experiment	O ₁	X ₁	O ₃
Control	O ₂	X ₂	O ₄

Description:

O₁ : Experimental class pre-test scores

O₂ : Pre-test value of the control class

O₃ : Experimental class post-test scores

O₄ : Control-class post-test scores

X₁ : Treatment of experimental classes (using google classroom learning media based on quiz assignments)

X₂ : Treatment of the control class (using conventional learning models)

This study was conducted to determine the improvement or results of the treatment given. The experiment was intended to find out the influence of X (Google Classroom-Based Quiz Assignment) on Y (Memory) and how much influence X had on Y depending on the meticulousness at the time of the study.

The research that has been done is quasi-experiment research with a pre-test, post-test, and nonequivalent control group design because by using this study, the researcher gets results before treatment,

and also, the researcher gets results or values when students have been given treatment. This can be done by comparing the two results that have been obtained to see the changes that occur in the class that is treated and the class that is not treated.

B. Place and Time of Research

1. Research Place

The researcher conducted this study at SMA Islam 16 Al-Azhar, BSB Semarang. The school is located in Jl. RM. Hadisoebeno Sosrowardyo, Pakunden Hamlet RT 01/RW 01, Mijen Village, Semarang City, Central Java. The researcher is interested in conducting research at the Islamic Senior High School 16 Al Azhar BSB Semarang because the school has adequate facilities and infrastructure, as will be described in the results of this thesis research report. Thus, the researcher considers the location of this school to be strategic enough to conduct research according to the assigned title.

2. Research Time

This research will be carried out in the Even semester of the 2025/2026 academic year on January 21 - February 12, 2025.

C. Population and Sample Research

1. Research Population

Population is a part consisting of objects or subjects that have certain qualities and characteristics that the researcher sets to study

and then draws conclusions.³ The subjects that became the population in this study involved all students of class X in the 2024/2025 school year at SMA Islam 16 Al Azhar Semarang.

Table 3. 2 Number of Students in Class X of Al Azhar Islamic High School 16 Semarang

No.	Class	Number of Students
1.	Ibnu Khaldun	21 people
2.	Ibnu Sina	19 people
3.	Ibnu Haytam	22 people
Total	62 people	

Source: Educator of Al Azhar 16 Islamic High School Semarang

2. Research Sample

Samples are part of the population that are taken and used as research objects by direct observation and used as a basis for decision-making.⁴ The sampling technique used is purposive sampling technique. Purposive sampling is a sample determination technique that considers the right subjects among the population who are able to provide the best information so that the data

³ Nidia Suriani, Risnita, and M. Syahran Jailani, 'Population Concept and Sampling and Participant Selection Reviewed from Educational Scientific Research', *Journal of Ihsan: Journal of Islamic Education*, 1.2 (2023), 24–36.

⁴ Nuryadi et al., *Basics of Research Statistics*, 1 ed. (Yogyakarta: Sibuku Media, 2017), p. 8.

obtained is more representative and can achieve the research objectives.⁵

The sample used in this study consisted of two classes, namely class X Ibn Khaldun, with 21 students as the experimental class, and class X Ibn Sina, with 19 students as the control class. The test instrument was first distributed to the test class in class X Ibn Haytam with a total of 22 students to test the test instrument by testing the validity, reliability, level of difficulty and differentiating power of the question to find out whether the test instrument is suitable for use or not for research.

D. Research Variables and Indicators

Variables are everything that will be researched, can be measured, and have varying values. Research variables are everything that concerns a research that has certain variations and is determined by the researcher as the object of research.⁶ The variables used in this study are:

1. An independent variable (X) is a variable that can affect or cause changes or the emergence of bound variables. In this study, the independent variable is the Google Classroom learning media

⁵ Asrulla and others, 'Population and Sampling (Quantitative), and Key Informant Selection (Qualitative) in a Practical Approach', *Tambusai Education Journal*, 7.3 (2023), 26320–26332.

⁶ Sugiyono, *Qualitative, Quantitative, and R&D Research Methods*. (Bandung: Alfabeta, 2015), p. 48.

based on quiz assignments. Indicators of the use of google classroom learning media based on quiz assignments in the learning process are shown in Table 3.3.

Table 3. 3 Google Classroom Indicators Based on Quiz Assignment

Aspects	Indicator
Accessibility	Seamlessly access quiz assignments
Interactivity	Provide feedback on comments or discussions
Time efficiency	Collect quiz assignments within the specified time limit
Cognitive skills	Analyze quiz questions with logical and in-depth arguments on quiz questions
Learning independence	Complete quizzes without relying on others
Train memory	Doing quiz repetition as an exercise for the ability to remember material

2. A dependent variable (Y) is a variable that is influenced, or that becomes a cause and effect due to the existence of an independent variable. In this study, the bound variables are students' memory of dhikr and prayer materials. Indicators of students' memory in this

study include being able to remember the material that has been learned, students' skills in memorizing, and students' ability to answer questions on dhikr and prayer materials for grade X students of SMA Islam Al Azhar 16 Semarang. Indicators of the cognitive test of dhikr and prayer materials as follows:⁷

- a) Students can remember of dhikr and prayer materials
- b) Students can understand of dhikr and prayer materials
- c) Students can applying of dhikr and prayer materials
- d) Students can analyze of dhikr and prayer materials

E. Data Collection Techniques

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. In this study, the following methods of data collection are:

1) Observation

Observation is a technique used to collect information or data through the process of researchers going directly into the field to make observations related to activities, places, objects and goals.⁸

⁷ Anselmus Yata Mones, 'Upaya Meningkatkan Daya Ingat Siswa Kelas IV melalui Penerapan Metode Praktek dan Latihan Terstruktur pada Mata Pelajaran Pendidikan Agama Katolik', *Jurnal Selidik: Jurnal Seputar Penelitian Pendidikan Keagamaan*, 1.1 (2020), 19–29.

⁸ Shabrina Alfari, 'Observation Report Text: Definition, Purpose, Structure & How to Compile It', accessed 18 December 2024 <<https://www.ruangguru.com/blog/cara-membuat-teks-laporan-hasil-observasi-dan-kaidah-kebahasaannya>>.

Observations were made to obtain data related to improving students' memory of dhikr and prayer materials through quiz assignment-based google classroom learning media at SMA Islam 16 Al Azhar Semarang. The implementation of observation is carried out through direct observation, namely by observation carried out without intermediaries on the object being researched using a data collection tool in the form of an observation guideline.

The observation steps carried out by the researcher are by making a research observation sheet which includes aspects such as planning, implementation and evaluation of learning contained in appendix 7. The researcher collaborates with the teacher to carry out the activity and the researcher becomes a direct observer of the activities carried out.

2) Documentation

Documentation is a data collection technique for analyzing documents both in writing and electronically. In this study, documentation was used as data to support the research. The documentation attached to this study is the school profile, learning photos, interview results, test results, pre-test and post-test results, and other documents needed from Al Azhar 16 Islamic High School Semarang.

3) Test

Test is a method used to measure a person's level of ability. The test contains questions or exercises to measure the knowledge

ability, intelligence, and skills of students or groups commonly referred to as test instruments.⁹ In this study, the tests carried out by the researcher are a pre-test of the student's initial data and a post-test or final student data, which is collected in this study to measure students' memory of the learning material. In this study, a multiple-choice test containing sample questions on a sheet of paper was used to assess students' memory ability.

F. Data Analysis Techniques

Data analysis techniques in quantitative research are the processing and analysis of data after it has been collected which is used to answer problem formulations or test hypotheses that have been formulated. The data analysis process is an important stage in research, because the results of the analysis will store the research findings. In this study, there are two stages of analysis used, namely:

1. Test Research Instruments

a. Validity Test

Validity is a measurement that shows the level of validity of a research instrument used. A valid instrument means that the measuring instrument used can measure what should be measured.¹⁰

⁹ Anas Sudijono, *Introduction to Educational Evaluation* (Jakarta: Rajawali Press, 2003), p. 89.

¹⁰ Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*, p. 21.

An instrument is declared valid if it has high validity. Meanwhile, the instrument is declared invalid if it has low validity. The validity of the question item is obtained by calculating the product moment correlation.¹¹ The calculation of the validity of test items can be presented as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Description:

r_{xy} : Correlation index

N : Number of subjects/respondents/sample

$\sum X$: Number of question item values

$\sum Y$: Total number of questions

The validity of the question items in this study was calculated with the help of the IBM 25 SPSS application. The steps to test the validity of test questions using SPSS IBM 25 are as follows:

- 1) Copy the respondent's answer file after which it is transferred to SPSS in the data view contained in the SPSS worksheet

¹¹ Syairana Stevanie Natasya and others, 'Analysis of High Order Thinking Skills (HOTS) Phase F Elements of Service, Trade, and Manufacturing Accounting Practicum for Accounting Vocational Schools Using the Anates Application Version 4.0', *Scientific Journal of Multidisciplinary Studies*, 8.11 (2024), 342–352 .

- 2) Next, select the analyze menu and then correlate
- 3) Then select bivariate, and two tables will appear. Move all the items in the table on the left in their entirety to the table on the right. Then make sure the correlation coefficients of the Pearson section are checked, the test of significance of the two-tailed section is checked and the flag significant correlations section is checked.
- 4) Then click OK. Then the results will appear r_{count}

The significance level of 5% with $N = 22$ is obtained, $r_{\text{table}} = 0.432$. The instrument is said to be valid if, $r_{\text{count}} > r_{\text{table}}$ with a degree of freedom $\alpha = 5\%$. On the other hand, the instrument is said to be invalid if $r_{\text{count}} < r_{\text{table}}$. The criteria for the level of validity of question items according to Arikunto (2015)¹² are used based on the following Table 3.4.

Table 3. 4 Validity Level Criteria

R count	Criterion
0,81-1,00	Very High
0,61-0,80	High
0,41-0,60	Enough
0,21-0,40	Low
0,00-0,20	Very Low

¹² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2015), p. 89.

In this study, the researcher conducted an instrument test for the trial class, namely class X Ibn Haytam which amounted to 22 students. From the results of the instrumental trial test, test results were analyzed to test the validity of the test instrument to be used in the research using the help of SPSS. The data obtained is presented in Table 3. 5.

Table 3. 5 Validity Test Results

Question Item	Validity		Information
	r-table	r-count	
1	0, 432	0,528	Valid
2	0, 432	0,487	Valid
3	0, 432	0,492	Valid
4	0, 432	0,445	Valid
5	0, 432	0,459	Valid
6	0, 432	0,457	Valid
7	0, 432	0,485	Valid
8	0, 432	0,436	Valid
9	0, 432	0,472	Valid
10	0, 432	0,469	Valid
11	0, 432	-0,310	Invalid
12	0, 432	0,472	Valid
13	0, 432	0,433	Valid
14	0, 432	0,515	Valid
15	0, 432	0,474	Valid

16	0,432	0,436	Valid
17	0,432	0,068	Invalid
18	0,432	0,004	Invalid
19	0,432	0,434	Valid
20	0,432	0,496	Valid
21	0,432	0,457	Valid
22	0,432	0,434	Valid
23	0,432	-0,723	Invalid
24	0,432	0,434	Valid
25	0,432	0,028	Invalid

Table 3.5 shows that of the 25 questions on students' memory instruments for dhikr and prayer materials, 5 of them are invalid, this is shown in the value $r_{\text{count.}} > r_{\text{table.}}$. So, valid questions can be used in pre-tests and post-tests, and invalid questions can be removed. The following number of valid and invalid question items is presented in Table 3.6 below.

Table 3. 6 Results of Valid and Invalid Instruments

Criterion	r-table	Question Item	Total
Valid	0,432	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13,	20

		14, 15, 16, 19, 20, 21, 22, 24	
Invalid		11, 17, 18, 23, 25	5

b. Reliability Test

The instrument reliability test is carried out to measure how consistent the tests used are in providing relatively similar results. Reliability is the consistency of measurement results. The reliability test can be calculated using the following Alpha Cronbach formula:¹³

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Information:

r_{11} : Instrument reliability

k : The number of question items

$\sum \sigma_b^2$: Number of grain variances

σ_t^2 : Varians total

The reliability calculation in this study was carried out with the help of the IBM 25 SPSS application. The steps to

¹³ Gito Supriadi, *Statistik Penelitian Pendidikan* (Yogyakarta: UNY Press, 2021), p. 103-108.

test the reliability of test questions using SPSS IBM 25 are as follows:

- 1) Copy the respondent's answer file after which it is transferred to SPSS in the data view contained in the SPSS worksheet. Next, select the analyze menu and then scale
- 2) Then select reliability analysis, and two tables appear, move the whole question item from the left table to the right table
- 3) Then in the statistics text and in the descriptives for section then select scale if item deleted, then click continue. In the ANOVA table section, select none.
- 4) Then choose the Alpha Cronbach model
- 5) Then click OK. Then the results will appear r_{count}

The results showed that r_{hitung} was consulted with a significance level of 5% or 0.05. If $r_{\text{count}} > r_{\text{table}}$, then the test question items tested are reliable. If $r_{\text{count}} < r_{\text{table}}$ then the test question item tested is not reliable. The criteria for the reliability level of the questions according to Arikunto (2015)¹⁴ are used based on Table 3.7 below.

¹⁴ Arikunto, p. 89.

Table 3. 7 Reliability Level Criteria

R	Criterion
$R < 0,20$	Very Low
$0,20 \leq R < 0,40$	Low
$0,40 \leq R < 0,60$	Enough
$0,60 \leq R < 0,80$	High
$0,80 \leq R < 1,00$	Very High

From the questions that are valid and selected as research instruments, namely a total of 20 questions, then the reliability value is calculated with the help of SPSS. The results of the data acquisition are presented in Table 3.8 below.

Table 3. 8 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.824	20

The criteria for determining the reliability of each question item are as follows $r_{\text{count}} > r_{\text{table}}$. The value in this study was 0.444 with question items $(N) = 20$. It can be concluded that $r_{\text{count}} > r_{\text{table}}$ ($0.824 > 0.444$). Thus, the question items are declared reliable and have very high criteria.

c. Difficulty Level

An analysis of the difficulty level of the questions was carried out to evaluate their difficulty level. The difficulty index (P) is the number that indicates the difficulty and ease of a question. The formula used to determine the difficulty level of multiple-choice questions is as follows:¹⁵

$$P = \frac{B}{JS}$$

Description:

P : Difficulty Index

B : Many of them answered the questions correctly

JS : The number of all students taking the test

The calculation of the difficulty level of the questions in this study was carried out with the help of the SPSS IBM 25 application. The steps to test the difficulty level of the questions using SPSS IBM 25 are as follows:

- 1) Copy the respondent's answer file after which it is transferred to SPSS in the data view contained in the SPSS worksheet. Next, select the analyze menu and then descriptive statistics

¹⁵ Ina Magdalena and others, 'Analisis Validitas, Reliabilitas, Tingkat Kesulitan Dan Daya Beda Butir Soal Ujian Akhir Semester Tema 7 Kelas III SDN Karet 1 Sepatan', *Bintang: Jurnal Pendidikan Dan Sains: Jurnal Pendidikan Dan Sains*, 3.2 (2021), 198–214 <<https://ejournal.stitpn.ac.id/index.php/bintang>>.

- 2) Then select frequencies , and two tables appear, move the whole question item from the left table to the right table
- 3) Then on the statistics text and in the central tendency section then select mean, then click continue
- 4) Then make sure the table display frequency is checked
- 5) Then click OK. Then the results mean of the difficulty level of the question will appear.

According to Arifin, the higher the difficulty index (P), the easier it is to get the test questions. On the other hand, the lower the difficulty level (P), the more difficult it is to answer the test questions. The difficulty criteria can be seen in Table 3.9 below.¹⁶

Table 3. 9 Difficulty Index Questions

Difficulty Index	Kriteria
$P > 0,71$	Easy
$0,31 \leq P \leq 0,70$	Medium
$P < 0,31$	Hard

The question items that are considered good are those that are classified as a medium category index with a

¹⁶ Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2014), p. 272.

difficulty index between 0.31 and 0.70.¹⁷ The results of calculating the difficulty level of the questions in this study using the help of SPSS are presented in Table 3.10.

Table 3. 10 Results of Valid Question Difficulty Level

Question Item	Mean	Information
1	0,59	Medium
2	0,68	Medium
3	0,50	Medium
4	0,64	Medium
5	0,73	Easy
6	0,59	Medium
7	0,73	Easy
8	0,68	Medium
9	0,55	Medium
10	0,64	Medium
12	0,55	Medium
13	0,59	Medium
14	0,50	Medium
15	0,82	Easy
16	0,68	Medium

¹⁷ Wandri Ramadhan and others, 'Analisis Butir Soal Tipe Multiple Choice Questions Pada Penilaian Harian Sekolah Dasar', *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 10.2 (2023), 93–105 <<https://doi.org/10.21093/twt.v10i2.6155>>.

19	0,77	Easy
20	0,55	Medium
21	0,59	Medium
22	0,86	Easy
24	0,77	Easy

The analysis of the difficulty level of the questions was used to determine whether the questions used were in the easy, medium, or difficult categories. From the results of the calculation of the difficulty of valid questions, there were 14 questions in the medium category and six questions in the easy category. Questions with medium categories are question items 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 14, 16, 20 and 21. Questions with easy categories are question items 6, 8, 15, 19, 22 and 24.

d. Power of Difference

The differentiating power of questions is the ability of question items to distinguish between students who have high ability and low ability to master the material being tested.¹⁸

¹⁸ Eliza Pradita, Priarti Megawanti, and Yulianingsih, 'Analisis Tingkat Kesukaran, Daya Pembeda, Dan Fungsi Distraktor PTS Matematika SMPN Jakarta', *Himpunan: Jurnal Ilmiah Mahasiswa Pendidikan Matematika*, 3.80 (2023), 109–18.

The formula used in determining the differentiating power of the question is as follows:¹⁹

$$D = \frac{\bar{x}_A - \bar{x}_B}{SM}$$

Description:

$\bar{x}_A$: Upper group average

$\bar{x}_B$: Lower group average

SM : Maximum Score

The differentiating power calculation in this study was carried out with the help of the IBM 25 SPSS application. The steps to test the different power test questions using the IBM 25 SPSS are as follows:

- 1) Copy the respondent's answer file after which it is transferred to SPSS in the data view contained in the SPSS worksheet. Next, select the analyze menu and then scale
- 2) Then select reliability analysis, and two tables appear, move the whole question item from the left table to the right table
- 3) Then in the statistics text and in the descriptives for section then select scale if item deleted, then click continue. And in the ANOVA table section select none.

¹⁹ Laela Umi Fatimah and Khairuddin Alfath, 'Analisis Kesukaran Soal, Daya Pembeda Dan Fungsi Distraktor', *Jurnal Komunikasi Dan Pendidikan Islam*, 8.2 (2019), 37–64.

- 4) Then choose the Alpha Cronbach model
- 5) Then click OK. Then the results contained in the Item-Total Statistics will appear r_{count} .

After obtaining the results of the differentiating power of the question, the results of the differentiating power value are clarified based on the quality of the question. This is useful for determining the quality of the questions according to the calculation results. The differentiating power categories of questions are presented in Table 3.11 as follows:²⁰

Table 3. 11 Category of Differentiating Power Questions

Differentiating Power Index	Classification
$\leq 0,00$	Very Low
$0,00 - 0,20$	Low
$0,21 - 0,40$	Enough
$0,41 - 0,70$	Good
$0,71 - 1,00$	Very Good

The test of the level of differentiating power of questions is carried out to evaluate the effectiveness of a question in

²⁰ Anas Sudijono, *Pengantar Evaluasi Pembelajaran* (Jakarta: PT RajaGrafindo Persada, 2015), p. 389.

measuring differences in students' ability to answer questions. The results of the calculation of the distinguishing power of the questions in this study using statistical analysis with the help of SPSS are presented in Table 3.12.

Table 3. 12 Calculation Results of Differentiating Power of Questions

Question Item	r-count	Information
1	0,452	Good
2	0,394	Good Enough
3	0,396	Good Enough
4	0,444	Good
5	0,447	Good
6	0,384	Good Enough
7	0,472	Good
8	0,323	Good Enough
9	0,489	Good
10	0,351	Good Enough
12	0,309	Good Enough
13	0,316	Good Enough
14	0,418	Good
15	0,319	Good Enough
16	0,346	Good Enough
19	0,382	Good Enough

20	0,421	Good
21	0,361	Good Enough
22	0,443	Good
24	0,461	Good

Based on the results of the analysis of the differentiating power of valid questions, the results were obtained that there were 9 questions with good categories, namely question items 1, 4, 5, 7, 9, 14, 20, 22, 24. Meanwhile, there are 11 questions with quite good categories, namely question items 2, 3, 6, 8, 10, 12, 13, 15, 16, 19 and 21.

2. Data Analysis Test

a. Normality Test

A normality test is a test used as a prerequisite for analyzing data that aims to determine whether the data is normally distributed or not. Data can be said to be feasible if the data is normally distributed.

The normality test in this study used the Shapiro-Wilk test with the help of SPSS IBM 25 because the sample was less than 50. The requirement for normal distribution data in this study is a significance value of 0.05. The data is normally distributed if the significance value is more than 0.05.

Meanwhile, the data is not normally distributed if the significance value is less than 0.05.²¹

b. Homogeneity Test

Homogeneity test is a test used to show the level of variance similarity between the two groups of sample data from the population. The homogeneity test in this study used the Levene test with the help of SPSS IBM 25.²² The study used a significance of 5% or $\alpha = 0.05$. Data is declared to have a variance or homogeneous if the significance value > 0.05 . Conversely, if the significance value < 0.05 then the data is declared not homogeneous.

c. Hypothesis Test

Hypothesis test analysis is used to test the hypothesis of the proposed research. Hypothesis testing can be performed after normality and homogeneity tests with normally distributed and homogeneous data.²³ The research data of this hypothesis test uses a t-test with the help of SPSS IBM 25.

²¹ Suciati Rahayu Widyatuti, *Bahan Ajar Statistika Inferensial* (Cirebon: UNU Cirebon Press, 2022), p. 19.

²² Anisa Fitri and others, *Dasar-Dasar Statistika Untuk Penelitian*, ed. by Ronal Watrianthos, *Yayasan Kita Menulis* (Medan: Yayasan Kita Menulis, 2023), p. 61.

²³ Ramlan Silaban and others, 'The Effectiveness of the Problem-Based Learning Model Mediated by Student Worksheets on Chemistry Learning Outcomes and Critical Thinking Skills of High School Students', *Indonesian Journal of Education*, 9.1 (2021), 18–26.

Hypothesis tests were carried out to determine whether there was an average difference between two unpaired samples, namely between the experimental class and the control class. The basis for decision-making in the t-test is as follows:²⁴

- 1) The value of $\text{sig. (2-tailed)} < 0.05$, then H_0 was rejected and H_a was accepted, meaning that there was an effectiveness of google classroom learning media based on quiz assignments on students' memory of dhikr and prayer materials.
- 2) The value of $\text{sig. (2-tailed)} > 0.05$, then H_0 was accepted and H_a was rejected, meaning that there was no effectiveness of google classroom learning media based on quiz assignment on students' memory of dhikr and prayer materials.

d. Uji N-Gain (Memory Improvement Test)

The normality gain test is a test that analyzes pre-test and post-test score data with the aim of knowing how much the students' memory of dhikr and prayer material increases in the experimental and control classes between before and after treatment. Hake (2002) formulates the N-Gain test as follows:

²⁴ Yuliardi, Ricki, dan Zuli Nuraeni, *Statistika Penelitian; Plus Tutorial SPSS* (Innosain, 2017), p. 211.

$$\text{N-Gain} = \frac{\text{Spot-Spre}}{\text{Smaks-Spre}}$$

Description:

Spot : Post-Test Scores

Spre : Pre-Test Scores

Smaks: Ideal Maximum Score (100)²⁵

The research data of this gain normality test uses the N-Gain test with the help of the IBM 25 SPSS. The interpretation categories of memory-enhancing N-Gain are presented in table 3.13, as follows:²⁶

Table 3. 13 N-Gain Score Categories

N-Gain Index	Category
$G > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$0 < g < 0,3$	Low

²⁵ Mirani Oktavia, Aliffia Teja Prasasty, and Isroyati, 'Uji Normalitas Gain Untuk Pemantapan Dan Modul Dengan One Group Pre and Post Test', *Simposium Nasional Ilmiah Dengan Tema: (Peningkatan Kualitas Publikasi Ilmiah Melalui Hasil Riset Dan Pengabdian Kepada Masyarakat)*, 2019, 596–601 <<https://doi.org/10.30998/simponi.v0i0.439>>.

²⁶ Sahid Raharjo, 'Cara Menghitung N-Gain Score Kelas Eksperimen Dan Kontrol Dengan SPSS' <<https://www.spssindonesia.com/2019/04/cara-menghitung-n-gain-score-spss.html>> [accessed 5 January 2025].

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Overview of Al Azhar Islamic High School 16 Semarang

1. Profile Al Azhar Islamic High School 16 Semarang

Al Azhar Islamic High School 16 Semarang is an Islamic-based school in Semarang City on Jalan RM. Hadisoebeno Sosrowardyo, RT01/RW01, Pakunden Hamlet, Kedungpane Village, Mijen District, Semarang City, Central Java. Al Azhar Islamic High School 16 Semarang is under the auspices of the Ministry of Education and Culture and has been accredited with an A for carrying out its activities. In addition, this school is one of the schools under the Al Himsya Foundation. In the 2024/2025 school year, Al Azhar Islamic High School 16 Semarang uses an independent learning curriculum. Al Azhar Islamic High School 16 Semarang has excellent programs branded "Adab Strengthening School", including worship strengthening programs, adab strengthening programs, Qur'an tahfidz programs, English language practice programs, and college selection preparation programs.¹

Al Azhar Islamic High School 16 Semarang has students from grades X to XII, totaling 200, 18 educators, and three education staff. The facilities owned by Al Azhar Islamic High School 16 Semarang include seven classrooms, five laboratory rooms, four teacher

¹ Documentation at Al Azhar Islamic High School 16 Semarang on January 8, 2025.

bathrooms, two counseling rooms, and three administrative rooms. The school also has a library room, a dream room, a teacher's room, a worship room, a UKS room, a warehouse room, a circulation room, a TU room, and a student council room. In addition, the school also has a parking lot and a large sports field.²

2. Vision and Mission of Al Azhar Islamic High School 16 Semarang

a. Vision of Al Azhar Islamic High School 16 Semarang

Creating Muslim scholars who are devout and civilized, skilled and accomplished, have a global perspective, and are concerned for the environment.

b. Mission of Al Azhar Islamic High School 16 Semarang

- 1) Realizing digital-based school management through the development of an integrated information system
- 2) Realising a religious school environment with the inculcation of strong Islamic values, especially in terms of the implementation of compulsory worship and sunnah for all school residents

² Kementerian Pendidikan Dasar dan Menengah, 'Data Pokok Pendidikan SMA Islam Al Azhar 16 Semarang' <<https://dapo.dikdasmen.go.id/sekolah/09E8CD02893EF2948D34>> [accessed 9 January 2025].

- 3) Carry out learning activities and self-habituating oriented to the content of IMTAQ by the Qur'an and As-Sunnah
- 4) To implement the cultivation of manners through a well-structured and systematic program
- 5) Realising quality learning activities through the development of internal programs to improve pedagogic and professional competencies of educators
- 6) Improving learning support infrastructure, especially in the development of innovative learning to support the development of 21st-century skills
- 7) Realising the development of academic and non-academic abilities according to multiple intelligences, interests, and passions to be able to compete in the global world
- 8) Implement performance-building programs on the academic and non-academic potential of students to create high-performance schools and produce graduates who can compete at the higher education level
- 9) Realising a clean, healthy, beautiful, green, and shady school environment and cultivating love for the environment
- 10) Realising a culture of recycling into valuable goods as an effort to prevent environmental damage

- 11) Realising environmental preservation and preventing pollution.³

B. Data Description

The research was used to determine the effectiveness of quiz assignment-based Google Classroom learning media to improve students' memory of dhikr and prayer materials. The design of this study is an experiment with class X Ibn Khaldun as the experimental class and a class X Ibnu Sina as the control class. The research began by conducting a pre-test for both classes, which aimed to determine the initial memory ability of students of the dhikr and prayer materials. Then, normality and homogeneity tests were conducted on the students' pre-test results. The results of the two tests were the pre-test data of the two classes with normal and homogeneous distribution (having the same initial ability).

The next step is experimental class learning with the treatment of Google Classroom learning media based on quiz assignment, while the control class is with the treatment of conventional learning methods or lecture methods. This research was applied to the PAI subject matter, namely, dhikr and prayer material, which was held three times with a time allocation of 2 x 45 minutes. Then, a post-test was given to both classes to find out the students' final results and compare them with the

³ Documentation at Al Azhar Islamic High School 16 Semarang on January 10, 2025.

initial results to see the difference in memory improvement between the experimental and control classes.

The results of learning obsessive-compulsive with the application of Google Classroom-based quiz assignments in the experimental class are presented in Figure 4.1.

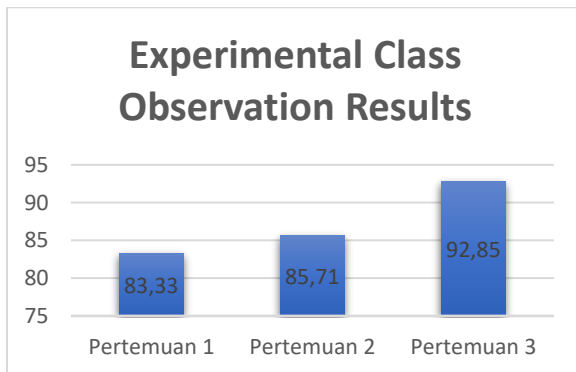


Figure 4. 1 Observation Results of Google Classroom-Based Quiz Assignments

The researcher determined the final score criteria in the appendix of the quiz assignment-based Google Classroom Media Observation instrument. The provisions for the final score of the quiz assignment-based Google Classroom media observation instrument in this study are if the final score (91-100) means that the implementation of the quiz assignment-based Google Classroom media syntax is carried out very well, if the final score (81-90) means that the implementation of the quiz assignment-based google classroom media syntax is carried out well, if the final score (71-80) means that the implementation of the quiz assignment-based google classroom media syntax is carried out

quite well and if the final score (<70) means that the implementation of the quiz assignment-based google classroom media syntax is carried out poorly. From the results of Figure 4.1, it was found that at the 1st meeting, the implementation of learning by applying Google Classroom learning media based on quiz assignment obtained a final score of 83.33,⁴ including in the good category, the 2nd meeting obtained a score of 85.71 including in the good category⁵ and at the last meeting obtained a score of 92.85 including in the outstanding category.⁶ From the three meetings, it can be concluded that the application of the use of Google Classroom learning media based on quiz assignments have been implemented well because every time after the implementation of learning, teachers and researchers reflect with improvements at the next meeting regarding the steps of implementing google classroom media treatment based on quiz assignment.

In addition to observation data on the implementation of quiz assignment-based Google Classroom learning media, the data obtained in this study are initial in the form of experimental and control class pre-test scores presented in Table 4.1 and final data in the form of experimental and control class post-test scores presented in Table 4.2.

⁴ Observation on January 22, 2025.

⁵ Observation on February 5, 2025.

⁶ Observation on February 12, 2025.

Table 4. 1 Initial Data of Students' Pre-Test Scores

No.	Experimental Classes	Pre-test Experiment	Control Classes	Pre-test Control
1	Rz	40	ABR	60
2	AZR	45	AZS	65
3	ASP	40	Arl	50
4	AI	30	Brl	70
5	Br	70	BFI	50
6	CRH	65	Ch	65
7	DNM	55	DAC	65
8	Fs	85	HA	65
9	GH	65	IF	45
10	KYS	50	KHAE	65
11	Sj	60	MNA	70
12	Lk	75	MNAI	40
13	Rf	55	NAP	50
14	MRAR	35	MA	55
15	NC	65	NIA	65
16	RAA	65	OSN	60
17	RK	65	RA	70
18	TMAS	60	TZ	75
19	VCW	65	RRN	65
20	VA	60		
21	Zn	50		

Table 4. 2 Final Data of Students' Post-test Scores

No.	Experimental Classes	Post-test Experiment	Control Classes	Post-test Control
1	Rz	90	ABR	75
2	AZR	80	AZS	85
3	ASP	85	Arl	70
4	AI	85	Brl	80
5	Br	95	BFI	70
6	CRH	90	Ch	80
7	DNM	80	DAC	70
8	Fs	100	HA	80
9	GH	90	IF	65
10	KYS	85	KHAE	75
11	Sj	95	MNA	75
12	Lk	95	MNAI	65
13	Rf	80	NAP	70
14	MRAR	85	MA	75
15	NC	90	NIA	80
16	RAA	90	OSN	80
17	RK	95	RA	75
18	TMAS	85	TZ	90
19	VCW	90	RRN	85

20	VA	85	
21	Zn	90	

C. Data Analysis

Data analysis will process data collected from pre-test and post-test values in the experimental and control classes. This data analysis aims to prove the acceptance or rejection of the hypothesis that the researcher has proposed by using the t-test.

1. Descriptive Analysis

a. Pre-test Experiment and Control Class Scores

The data from the pre-test results were obtained from the pre-test value before treatment was carried out in the experimental and control classes. Pre-test score data for the experimental class and the control class were obtained through the provision of 20 multiple-choice questions. The pre-test was conducted in the experimental class of 21 students and control classes of 19 students. Based on the results of the calculation using IBM SPSS 25, the results of the descriptive statistics test were obtained from the data of the pre-test results presented in Table 4.3.

Table 4. 3 Description of Pre-test Experimental Class and Control Class

Descriptive Statistics					
N		Minimum	Maximum	Mean	Std. Deviation
Experiment Pre-test	21	30	85	57.14	13.654
Control Pre-test	19	40	75	60.53	9.559

In Table 4.3, the results of the experimental class pre-test obtained an average of 57.1 and a standard deviation of 13.6. The highest score is 85, and the lowest score is 30. Meanwhile, the control class pre-test got an average of 60.5 and a standard deviation of 9.5. The highest score is 75, and the lowest score is 40.

b. Experimental and Control Class Post-test Scores

The data of the post-test results were obtained from the post-test value after treatment was carried out in the experimental and control classes. Based on the calculation using IBM SPSS 25, the results of the descriptive statistics

test were obtained from the data of the post-test results presented in Table 4.4.

**Table 4. 4 Descriptive Statistics Post-test
Eksperiment and Control Class**

Descriptive Statistics					
N		Minimum	Maximum	Mean	Std. Deviation
Experiment Post-test	21	75	95	83.57	5.510
Control Post- test	19	65	90	76.05	6.786

The data of the post-test results were obtained from the post-test value after treatment was carried out in the experimental and control classes. Based on the calculation using IBM SPSS 25, the results of the descriptive statistics test were obtained from the data of the post-test results presented in Table 4.4.

2. Initial Data Analysis

Initial data was obtained from the pre-test score, namely, data received from the initial score before treatment was carried out in

the experimental and control classes. Initial data analysis was obtained by conducting normality tests and homogeneity tests.

a. Initial Data Normality Test of Experimental Class and Control Class

The normality test in the study's initial data was used to determine whether the two groups were normally distributed. The initial data used to test normality was the pre-test value of students' memory on dhikr and prayer materials. The normality test calculation uses the Shapiro-Wilk test with the help of IBM SPSS 25. The normality test criteria with the hypothesis that if the value of Sig. 2 tailed is more than the significance value of 5%, then H_0 is accepted and H_a is rejected, which means that the data is normally distributed. Meanwhile, if the value of Sig. 2-tailed is less than the significance value of 5%, then H_0 is rejected and H_a is accepted, which means that the data is not normally distributed.⁷ Calculating the normality test value of the experimental and control class pre-test values obtained the results presented in Table 4.5.

⁷ Suciati Rahayu Widyatuti, *Bahan Ajar Statistika Inferensial* (Cirebon: UNU Cirebon Press, 2022), p. 19.

**Table 4. 5 Results of Initial Data Normality Test for
Experimental and Control Class**

Tests of Normality				
Daya Ingat Dzikir &Doa	Class	Shapiro-Wilk		
		Statistic	df	Sig.
	Pretest Experiment	.961	21	.533
	Pretest Control	.908	19	.069
*. This is a lower bound of the true significance. a. Lilliefors Significance Correction				

Based on Table 4.5, it can be seen that the significance value (Sig.) referring to Shapiro-Wilk was obtained as Sig. The value of the experimental class was 0.533, and the control class was 0.069. The normality test results of the two classes were greater than the significance level of 5%, so H_0 was rejected, and H_a was accepted. So, it can be concluded that the data of the pre-test results in the experimental and control classes are declared to be normally distributed.

b. Initial Data Homogeneity Test of Experimental Class and Control Class

The homogeneity test is carried out after the normality test is normally distributed, which aims to determine whether the experimental and control classes have the same

(homogeneous) or different (inhomogeneous) abilities. The homogeneity test in this study used the Levene Test with the help of IBM SPSS 25. The criteria for testing the homogeneity test with the hypothesis is that if the Sig value. 2 is more than the significance value of 5%, H_0 is accepted, and H_a is rejected, meaning that the data is homogeneous.⁸ Meanwhile, if the Sig. 2 tailed is less than the significance value of 5%, then H_0 is rejected, and H_a is accepted, which means that the data is not homogeneous. Calculating the homogeneity test of the experimental and control class pre-test values obtained the results in Table 4.6.

**Table 4. 6 Results of Initial Data Homogeneity Test
for Experimental Class and Control Class**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-test Daya Ingat Dzikir&Doa	Based on Mean	2.073	1	38	.158
	Based on Median	1.619	1	38	.211
	Based on Median and with adjusted df	1.619	1	37.201	.211
	Based on trimmed mean	2.131	1	38	.153

⁸ Anisa Fitri and others, *Dasar-Dasar Statistika Untuk Penelitian*, ed. by Ronal Watrianthos, *Yayasan Kita Menulis* (Medan: Yayasan Kita Menulis, 2023), p. 61.

Based on Table 4.6, it can be seen that the significance value (Sig.), which refers to the Levene Test test, obtained a Sig. Value of 0.158. The homogeneity test results are greater than the 5% significance level, so H_0 is rejected, and H_a is accepted. So, it can be concluded that the pre-test data in the experimental class and the normal control class have homogeneous variants.

Based on the results of the calculation of the normality and homogeneity test of the initial data, namely the pre-test results of student memory in the experimental class and control class with values that meet the testing criteria, it can be concluded that the initial data comes from samples that are normally distributed and homogeneous. This means that the sample has the same initial ability. There is no significant difference, so the sample can be used for research with the experimental method, namely giving treatment through Google Classroom learning media based on Quiz assignments in the experimental class and conventional learning methods in the control class to determine the memory of dhikr and prayer material of class X students.

3. Final Data Analysis

Final data were obtained from post-test scores after treatment was carried out in the experimental and control classes. Final data

analysis was used to determine the influence of independent variables on dependent variables. The final data analysis was obtained by conducting normality tests and homogeneity tests.

a. Final Data Normality Test of Experimental Class and Control Class

The normality test in the final data was the post-test value of the experimental class and the control class, which was calculated using the Shapiro-Wilk test. The normality test calculation uses the Shapiro-Wilk test with the help of IBM SPSS 25. The normality test test criteria with the hypothesis that if the value of Sig. 2 tailed more than the significance value of 5%, then H_0 is accepted and H_a is rejected, which means that the data is normally distributed. Meanwhile, if the value of Sig. 2 tailed is less than the significance value of 5%, then H_0 is rejected, and H_a is accepted, which means that the data is not normally distributed.⁹ The calculation of the normality test value of the post-test value of the experimental and control classes obtained the results presented in Table 4.7.

⁹ Suciati Rahayu Widyatuti, *Bahan Ajar Statistika Inferensial* (Cirebon: UNU Cirebon Press, 2022), p. 19.

**Table 4. 7 Results of Final Data Normality Test for
Experimental Class and Control Class**

Tests of Normality				
Daya Ingat Dzikir &Doa	Class	Shapiro-Wilk		
		Statistic	df	Sig.
	Post-test Experiment	.924	21	.105
	Post-est Control	.950	19	.402

Based on Table 4.7, it can be seen that the significance value (Sig.) referring to Shapiro Wilk was obtained as a Sig. The value of the experimental class was 0.105, and the control class was 0.402. The normality test results of the two classes were greater than the significance level of 5%, so H_0 was rejected, and H_a was accepted. Thus, it can be concluded that the data of the post-test results in the experimental class and control classes were declared to be normally distributed.

b. Experiment Class and Control Class Final Data Homogeneity Test

The homogeneity test is performed after a normal-distributed normality test, which aims to determine whether the experimental and control classes have the same (homogeneous) or different (non-homogeneous) capabilities. The homogeneity test in this study used the Levene Test with the help of IBM SPSS 25. The homogeneity test test test

criteria with the hypothesis that if the value of Sig. 2 tailed is more than the significance value of 5%, then H_0 is accepted and H_a is rejected, which means that the data is homogeneous.¹⁰ Meanwhile, if the Sig. 2-tailed value is less than the significance value of 5%, then H_0 is rejected, and H_a is accepted, which means that the data is not homogeneous. The calculation of the homogeneity test value of the experimental and control classes post-test was obtained as presented in Table 4.8.

Table 4. 8 Final Data Homogeneity Test Results of Experimental Class and Control Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-test Daya Ingat Dzikir&Doa	Based on Mean	.739	1	38	.395
	Based on Median	.616	1	38	.437
	Based on Median and with adjusted df	.616	1	37.121	.438
	Based on trimmed mean	.665	1	38	.420

¹⁰ Anisa Fitri and others, *Dasar-Dasar Statistika Untuk Penelitian*, ed. by Ronal Watrianthos, *Yayasan Kita Menulis* (Medan: Yayasan Kita Menulis, 2023), p. 61.

Based on Table 4.8, it can be seen that the significance value (Sig.) referring to the Levene Test was obtained with a Sig. value of 0.395. The homogeneity test results were greater than the significance level of 5%, so H_0 was rejected and H_a was accepted. Thus, it can be concluded that the data of the post-test results in the experimental class and the normal control class have homogeneous variants.

4. T-Test Hypothesis Test Analysis

The t-test hypothesis test is used to test the truth of the initial research conjecture. The hypothesis test in this study tests the significant difference between the results of the difference in post-test and pre-test data conducted in the experimental and control classes. The t-test used in this study is an independent sample test because two groups are being compared, namely the experimental and control classes. The submission of the t-test hypothesis in this study is if the sig value. (2-tailed) $< 5\%$, then H_0 is rejected, and H_a is accepted, which means there is an effectiveness of Google Classroom learning media based on quiz assignments on student memory on the material of dhikr and prayer.¹¹ Meanwhile, if the sig value. (2-tailed) $> 5\%$, then H_0 is accepted, and H_a is rejected, which means there is no effectiveness of Google Classroom learning media based on Quliz's assignment on student memory on

¹¹ Yuliardi, Ricki, dan Zuli Nuraeni, *Statistika Penelitian; Plus Tutorial SPSS* (Innosain, 2017), p. 211.

the material of dhikr and prayer. Calculate the hypothesis test for the difference between the final data and the initial data of the experimental and control classes with the independent sample test using the help of IBM SPSS 25. The results are presented in Table 4.9.

Table 4. 9 Hypothesis Test Results T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post – pre	Equal variances assumed	7.220	.011	5.651	38	.000	15.902	2.814	10.205	21.599
	Equal variances not assumed			5.808	31.717	.000	15.902	2.738	10.323	21.482

Based on Table 4.9, the results of the t-test analysis in this study obtained a t value of 5.651, df of 38 and Sig. (2-tailed) of

0.000. This data shows that $\text{Sig. (2-tailed)} < 0.05$ significance level or $0.000 < 0.05$, then H_a is accepted, and H_o is rejected. Furthermore, in terms of the tcount value, which is 5.808 and the ttable value, which is 2.024, the value of tcount $>$ ttable ($5.651 > 2.024$), then H_a is accepted, and H_o is rejected. H_a is accepted, meaning that there is a significant average difference between the experimental class and the control class.

The results of the analysis showed a significant difference in the ability of students' memory on the material of dhikr and prayer at Islamic High School 16 Semarang, where the experimental class using Google Classroom learning media based on quiz assignment showed better results than the control class which only used conventional methods or lecture methods. Thus, it can be concluded that there is effectiveness of variable X (learning media Google classroom-based quiz assignment) on variable Y (student recall of dhikr and prayer material) in class X SMA Islam Al-Azhar 16 Semarang.

5. N-Gain Test Analysis

Furthermore, the N-Gain test aims to determine how much the students' memory of dhikr and prayer material increases before and after being treated. The results of the N-Gain test value are also used to compare the level of student memory between the experimental class and control classes. The N-Gain test in this study uses the N-Gain test with the help of IBM SPSS 25. In

proposing the N-Gain test hypothesis in this study with the N-Gain test criteria, namely, if the N-Gain index ($G > 0.7$), then student memory is included in the high category, if the N-Gain index ($0.3 \leq g \leq 0.7$) then student memory is included in the medium category and if the N-Gain index ($0 < g < 0.3$) student memory is included in the low category.¹² The calculation of the N-Gain test of the initial data and the final data of the experimental and control classes obtained the results presented in Table 4.10.

Table 4. 10 N-Gain Test Results

Descriptives					
	Class			Statistic	Std. Error
NGain%	Experiment	Mean		74.1555	2.37697
		95% Confidence Interval for Mean	Lower Bound	69.1972	
			Upper Bound	79.1138	
		5% Trimmed Mean		73.7861	
		Median		71.4286	
		Variance		118.650	
		Std. Deviation		10.89264	
		Minimum		55.56	
		Maximum		100.00	

¹² Sahid Raharjo.

		Range		44.44	
		Interquartile Range		14.85	
		Skewness		.251	.501
		Kurtosis		.338	.972
	Control	Mean		39.0714	2.99270
		95% Confidence Interval for Mean	Lower Bound	32.7839	
			Upper Bound	45.3588	
		5% Trimmed Mean		39.2856	
		Median		40.0000	
		Variance		170.169	
		Std. Deviation		13.04487	
		Minimum		14.29	
		Maximum		60.00	
		Range		45.71	
		Interquartile Range		11.11	
		Skewness		-.461	.524
		Kurtosis		-.047	1.014

Based on Table 4.10, it can be seen that after the treatment of using Google Classroom learning media based on the quiz assignment in the experimental class, the average value of N-Gain

is 0.74, which means that there is an increase in student memory of dhikr and prayer material included in the high category with the criteria $g > 0.7$. Meanwhile, the average value of N-Gain in the control class after treatment with conventional learning methods was 0.39, which increased student memory of dhikr and prayer material included in the medium category.

D. Discussion of Research Results

Based on the description and analysis of the data that has been presented, further discussion is needed. The discussion of the results of this study is divided into three parts, namely (1) discussing the implementation of Google Classroom media based on quiz assignment on the material of dhikr and prayer class X at Islamic High School 16 Al Azhar Semarang, (2) discussing the level of student memory on the material of dhikr and prayer class X at Islamic High School 16 Al Azhar Semarang, (3) discussing the effectiveness of the application of google classroom media based on quiz assignment on student memory on the material of dhikr and prayer class X at Islamic High School 16 Al Azhar Semarang.

1. Implementation of Google Classroom Based on Quiz Assignment on Dhikr and Prayer Class X Material at Al Azhar 16 Islamic High School Semarang

The application of Google Classroom learning media based on quiz assignments is applied to the experimental class, namely class X Ibnu Khaldun Islamic High School 16 Al Azhar Semarang.

The application of Google Classroom learning media based on quiz assignments is relevant to the vision and mission of SMA Islam 16 Al Azhar Semarang, which is to improve the pedagogical and professional competence of teachers by increasing the ability to integrate technology in learning by utilizing various interactive features in google classroom and improving structured learning. In addition, Google Classroom media is also designed to facilitate digital learning that emphasizes the use of smart learning media. Using smart learning media with Google Classroom media based on quiz assignments supports the development of 21st-century abilities, including critical thinking skills, collaboration, communication and creativity.¹³ Google Classroom learning media based on quiz assignments in this study was applied to one of the PAI materials of class X Senior High School, namely the material of dhikr and prayer. The teacher uses this media to measure students' understanding of the material delivered by providing multiple-choice questions that test students' memory of the material of dhikr and prayer.

The use of Google Classroom media based on the Quiz assignment in this study was carried out through several structured steps. First, the teacher prepares teaching modules and teaching materials that will be delivered to students, as well as quiz

¹³ Yokhebed, 'Profile of 21st Century Competency: Communication, Creativity, Collaboration, Critical Thinking at Prospective Biology Teachers', *Bio-Pedagogi*, 8.2 (2019), 94.

assignments containing questions about dhikr and prayer material through Google Classroom with the help of Google Forms. After that, the teacher determines the time limit for the quiz in Google Classroom. Next, the teacher delivered the dhikr and prayer materials to the students sequentially and clearly, ensuring that each student understood the material presented. After explaining the dhikr and prayer material, the teacher gave a quiz task prepared through Google Classroom to measure students' memory of the dhikr and prayer material delivered previously. The results of students' quiz assignments can be seen automatically after the work is completed in Google Forms, so the teacher can immediately know the scores obtained by students. By knowing the results of these scores, the teacher can determine the level of students' memory and understanding of the material that has been delivered, as well as conduct discussions directly in class.

The distribution of quiz assignments through Google Classroom aims to evaluate student learning that can measure the achievements of learning activities that have been carried out, and can increase insight into learning materials by recalling the material that the teacher has explained.¹⁴ The stages of using Google Classroom media based on the Quliz assignment start with

¹⁴ Awiria Awiria and others, 'Pelatihan Mengembangkan Evaluasi Pembelajaran Inovatif Menggunakan Google Form, Kahoot Dan Quizziz Di Sekolah Dasar', *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat UNSIQ*, 9.1 (2022), 112–19 <<https://doi.org/10.32699/ppkm.v9i1.2173>>.

making quiz questions through Google Classroom with the help of Google Forms. Next, the teacher sets the maximum score students get and the time limit for the quiz. Then, the teacher submits the quiz assignment by clicking “Assign” on the quiz creation page in Google Classroom.¹⁵

The results of observations of the implementation of Google Classroom learning media based on quiz assignment on dhikr and prayer material in class X Ibn Khaldun Islamic High School Al Azhar 16 Semarang are reinforced by statistical calculations of the final score contained in the description of the data in Figure 4.1 that the implementation of google classroom learning media based on quiz assignment at the 1st meeting received a final score of 83.33 with a good category. Then, the final score of the 2nd meeting was 85.71 with a good category, and at the last meeting, the final score was 92.85 with a very good category. The successful implementation of Google Classroom learning media based on quiz assignments in the experimental class did not escape reflection and improvement at each meeting, so at the 3rd meeting, the final score of its implementation was 92.85 with a very good category. So, the implementation of Google Classroom learning media based on quiz assignments in this study can be considered

¹⁵ Irsa Lina Aulia, Janah Mutmainah, and Dede Indra Setiabudi, ‘Pemanfaatan Aplikasi Google Classroom Sebagai Media Pembelajaran Pada Masa Pandemi Di Sekolah Dasar’, *Soshumdik*, 1.2 (2022), 59–67.

effective because it has fulfilled the syntax or steps of learning activities using Google Classroom based on quiz assignments well.

2. Students' Memory Level in Dhikr and Prayer Materials Class X at SMA Islam 16 Al Azhar Semarang

The increase in student memory in this study can be seen from the descriptive analysis of pre-test and post-test values of dhikr and prayer material and strengthened by testing with the N-Gain test to see the difference in the increase in student memory of dhikr and prayer material between the experimental class and the control class. Based on the results of descriptive data analysis it shows that the level of memory of experimental class students (getting Google Classroom learning media treatment based on quiz assignment) and control class (getting conventional learning method treatment) before being given treatment in both classes shows that the memory of control class students is higher than the experimental class.

This is shown in the descriptive analysis of the pre-test research of the two classes with different averages: the experimental class is 57.14, and the control class is 60.53. However, after being given treatment in both classes, experimental class students' memory level was higher than that of the control class. This is shown in the descriptive analysis of the research post-test, with each class obtaining an average: the experimental class of 83.57 and the control class of 76.05. The average increase from

pre-test to post-test scores of the experimental class was 26.43, while the control class was 15.52. So, the change in the value of the experimental class is higher than that of the control class.

From the average pre-test and post-test of the experimental and control classes, the N-Gain test was conducted to determine how much the students' memory of dhikr and prayer material increased after each class was given different treatments. Based on the results of the N-Gain test data analysis, it was found that the experimental class received an average N-Gain value of 0.74, and the control class received an average N-Gain value of 0.39. The acquisition of the N-Gain value is categorized according to the N-Gain value obtained. The experimental class obtained an N-Gain value, which was included in the high category with the criteria ($g > 0.7$) on improving student memory. In contrast, the control class obtained an N-Gain value, which was included in the medium category with the criteria ($0.3 \leq g \leq 0.7$).¹⁶

With the increase in student memory with the N-Gain calculation, the experimental class has a higher memory improvement compared to the control class, which has a moderate memory improvement. This is due to the provision of different treatments in each class; the control class is given treatment in learning with conventional methods such as lectures, while the experimental class is given treatment in learning with the use of

¹⁶ Sahid Raharjo.

Google Classroom learning media based on quiz assignments. The difference in treatment in learning affects students' understanding and memory because learning with media is more interesting, so it can increase students' interest and motivation to learn.¹⁷ So, it can be concluded that the experimental class treated with Google Classroom learning media based on quiz assignment has a higher increase in memory of dhikr and prayer material compared to the control class, which is treated using conventional methods.

3. The Effectiveness of Google Classroom Media based on Quiz Assignment on Students' Memory in Dhikr and Prayer Materials Class X at SMA Islam 16 Al Azhar Semarang

The research method used in this study is an experimental method that aims to compare the effectiveness of learning using Google Classroom learning media based on quiz assignments with learning using conventional methods. As stated in the initial hypothesis, Google Classroom media is effective based on quiz assignments on students' memory recall of dhikr and prayer material.

Based on the normality test results on the initial data of the experimental and control class research, the Sig. Value is 0.533 and 0.069. The normality test results of the two classes are greater than the 5% significance level, so H_0 is rejected, and H_a is accepted, so it can be stated that the initial data of the two classes are declared

¹⁷ Ariyani and Sudarmini.

normally distributed. Then, the results of the homogeneity test of the initial data of the experimental class and control class obtained a Sig. Value of 0.158. The homogeneity test results are greater than the 5% significance level, so H_0 is rejected, and H_a is accepted. Thus, both classes are homogeneous; that is, both classes have the same initial ability.

In the normality test of the final data, the experimental and control classes obtained a Sig. Value of 0.105 and 0.402. The normality test results of the two classes are greater than the 5% significance level, so H_0 is rejected, and H_a is accepted, so it can be stated that the final data of the two classes are also declared normally distributed. Then, the results of the homogeneity test of the final data of the experimental class and control class obtained a Sig. Value of 0.395. The homogeneity test results are greater than the 5% significance level, so H_0 is rejected, and H_a is accepted. So, the two classes are homogeneous.

Furthermore, hypothesis testing is carried out after the data is declared normal and homogeneous distribution. Hypothesis testing in this study used an independent sample t-test to test the significant difference between the results of the final data and the initial data conducted in the experimental and control classes. The sig value indicates the results of the t-test analysis in this study. 2-tailed value of 0.000. So, it can be seen that the sig value. (2-tailed) < 0.05 so that H_0 is rejected and H_a is accepted. In other words, if

the value of the t-test hypothesis test results of $0.000 < 0.05$, it can be concluded that the effectiveness of Google Classroom learning media based on quiz assignment on student memory of dhikr and prayer material in class X SMA Islam Al-Azhar 16 Semarang.

The conclusion about the effectiveness of learning media above strengthens the theory expressed by Hamid, who stated that effective learning media during learning can create a more interesting, interactive and effective learning experience for students.¹⁸ This statement aligns with Yulia's statement that using learning media with quiz tasks can increase students' understanding and interest in PAI material.¹⁹ Thus, departing from the research data results described above, it can be generalized that Google Classroom learning media based on quiz assignments is more effective than conventional learning methods in improving student memory of the material of dhikr and prayer. The results above are expected because, theoretically, as described in the previous chapter, Google Classroom learning media based on quiz assignments has several advantages in terms of improving student memory compared to conventional learning methods.

The advantages of Google Classroom learning media based on quiz assignments above can be understood that the learning

¹⁸ Wibowo.

¹⁹ Yulia Intan Br. Karo Karo and others, 'Pemanfaatan Game Edukasi Untuk Penguatan Materi PAI Di Sekolah Menengah', *Mesada: Journal of Innovative Research*, 1.2 (2024), 171–79.

process using Google Classroom based on quiz assignments involves interactive learning, such as quizzes that can increase students' cognitive engagement, which has a positive impact on students' memory of dhikr and prayer material, this media has a challenging and fun nature for students in the implementation of learning and triggers students to think more actively in remembering the information that has been learned. This is by Wiwik's findings that the use of Google Classroom learning media based on quiz assignments can lead to interactive learning and provide a pleasant student learning experience by repeating quiz media, which can help improve student memory and understanding.²⁰ Thus, this learning media is worth considering in the learning process because this learning media is assumed to be able to encourage students to further improve their memory in the learning process.

Although Google Classroom learning media based on quiz assignments offers various advantages, some obstacles must be considered. The main obstacle is the lack of teacher skills in using the quiz assignment feature on Google Classroom to the fullest, thus hampering learning effectiveness.²¹ In addition, limitations to

²⁰ Wiwik Adinda and others, 'Development of Microlearning-Based Multimudia Learning to Improve Early Children's Literacy', *Cakrawala Pedagogik*, 8.2 (2024), 323–338.

²¹ Mahdiah Ramadhani, 'Problematika Penggunaan Google Classroom Dalam Pembelajaran Pendidikan Agama Islam Di SMAN 29 Jakarta Tahun Pelajaran 2021/2022' (UIN Syarif Hidayatullah Jakarta, 2021).

access caused by unstable internet access can hinder access to quizzes promptly.²² Also, the lack of teacher creativity in using Google Classroom learning media based on quiz assignments due to the teacher's lack of understanding of the features provided by Google Classroom causes learning to run less effectively.²³

However, to overcome these obstacles in using Google Classroom learning media based on quiz assignments in learning, various solutions are offered, namely, school institutions conduct intensive training activities on technology-based learning, especially the Google Classroom platform for teachers.²⁴ The training aims to improve teachers' ability to operate Google Classroom smoothly and make them more familiar with the various features of Google Classroom. In addition, the importance of cooperation between the school, government and internet service providers to provide more stable internet access that aims to support the implementation of more effective and equitable

²² Mohammad Iqbal Alvishar, 'Implementasi Pembelajaran E-Learning SMP Hang Tuah 1 Surabaya Kelas 8 Semester Ganjil Dari Sudut Pandang Peserta Didik Pada Mata Pelajaran IPS', *Dialektika:Pendidikan IPS*, 4.3 (2024), 21–32.

²³ Rose Winda and Febrina Dafit, 'Analisis Kesulitan Guru Dalam Penggunaan Media Pembelajaran Online Di Sekolah Dasar', *Jurnal Pedagogi Dan Pembelajaran*, 4.2 (2021), 211–21.

²⁴ Marlya Fatira AK and others, 'Peningkatan Kemampuan Guru Dalam Pembelajaran Daring Menggunakan Google Classroom', *Mitra Akademia: Jurnal Pengabdian Masyarakat*, 3.2 (2021), 61–68.

digital learning.²⁵

Along with the discussion above, the main problem in this study is the low memory of students caused by the factor of students' forgetfulness of the material delivered by the teacher. Quiz-based Google Classroom learning media can build student learning motivation, thus making students enthusiastic about participating in learning during the learning process and increasing student memory of the material that the teacher has delivered.²⁶ Accepting the hypothesis that Google Classroom learning media based on quiz assignments significantly affects student memory of dhikr and prayer material strengthens the understanding that the media has an important role in improving student memory.

From the results of this study, it can be understood that Google Classroom learning media based on quiz assignments is proven to be effective in improving the memory of class X students of Al Azhar Islamic High School on the material of dhikr and prayer significantly. Therefore, this learning media should be used as a choice for teachers in carrying out the learning process and become

²⁵ Kusyana, Suci Muzfirah, and Rofiq Noorman Haryadi, 'Efektivitas Dan Kendala Penggunaan Media Digital Dalam Pengajaran Bahasa', *Wistara: Jurnal Pendidikan Bahasa Dan Sastra*, 5.1 (2024), 92–102 <<https://doi.org/10.23969/wistara.v5i1.13954>>.

²⁶ Ariyani and Sudarmini.

an alternative to solving problems related to the problem of low student memory.

E. Research Limitations

This research has been carried out as much as possible, but researchers realize there are still some obstacles. This obstacle is not caused by gaps but by limitations in carrying out research. Some of the limitations of the research are:

1. Research time limitations

This research was carried out in a limited time, which only had time as needed. Although the research time is quite short, the researcher has fulfilled the requirements of this study.

2. Limitations of research instruments

Every researcher has challenges in preparing research instruments. The accuracy and suitability of research instruments on research variables is a challenge that must be considered carefully.

3. Limitations of learning media implementation

At the time of learning by using Google Classroom learning media based on quiz assignments, initially, the teacher did not understand at using the media for learning. However, after the researcher gave directions on the proper use of media during the learning reflection, at the next meeting, the teacher was able to use Google Classroom-based media proficiently.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis and discussion in this study, it was obtained that the results of the hypothesis test on the results of the post-test and pre-test data differences using the independent sample t-test showed that the t_{count} value was 5.651 while the t_{table} was 2.024. This means that $t_{\text{count}} > t_{\text{table}}$ ($5.651 > 2.024$). The P value [Sig (2-tailed)] is 0.000 with a significance level of 0.05. Then, the alternative hypothesis (H_a) is accepted, while the zero hypothesis (H_o) is rejected. The hypothesis results of this t-test are strengthened by the experimental class's N-Gain test of 0.74, which means that the improvement of students' memory of dhikr and prayer materials is included in the high category with criteria ($g > 0.7$). Meanwhile, the N-Gain value of the control class was 0.39, which means that the improvement of students' memory of dhikr and prayer materials was included in the moderate category with criteria ($0.3 \leq g \leq 0.7$). This proves that the improvement in memory of students in the experimental class is higher than the control class. Thus, it can be concluded that the quiz assignment-based Google Classroom learning media effectively improves students' memory of dhikr and prayer materials in class X of Al-Azhar Islamic High School 16 Semarang.

However, several obstacles can arise in learning using quiz assignment-based Google Classroom learning media, namely the lack

of teacher skills in using and optimizing the features available in Google Classroom and limited internet access that hinder the smooth learning process. Therefore, the right solution to overcome this is to provide training on the use of learning media for teachers and maximize the internet network infrastructure in schools so that the learning process can run smoothly and effectively.

B. Suggestion

Based on the description of the discussion of the results of the research and the conclusion of this study, it is stated that there is an effectiveness of quiz assignment-based Google classroom learning media on students' memory of dhikr and prayer materials in class X of Al-Azhar Islamic High School 16 Semarang. So, at the end of this article, there are some suggestions as follows:

1. For the Principal, the findings of this research should be considered in implementing appropriate policies to improve the quality of learning by organizing learning media training for educators to improve their teaching skills with the help of learning media technology, as well as improving complete facilities and infrastructure to improve students' academic achievement, especially in PAI subjects.
2. For educators, teachers should be aware that the learning process is dynamic. Therefore, teachers must actively improve the quality of

learning by applying learning methods and media that are continuous with the subjects taught.

3. Students should strive to foster high interest and motivation in learning PAI subjects. Providing learning media is hoped to arouse students' interest in learning and play an active role in learning.
4. For the researchers, it is hoped that they can study more sources and references related to the application of technology-based learning media to improve the research results.

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APPENDIX

Appendix 1 Research Request Letter

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185 Website: http://fkip.walisongo.ac.id
Nomor	: 4548/Un.10.3/K/KM.00.11/12/2024	17 Desember 2024
Lamp	: -	
Hal	: Izin Penelitian/Riset	
Kepada Yth. Kepala Sekolah SMA Islam 16 Al Azhar di Semarang		
<i>Assalamu'alaikum Wr. Wb.</i>		
Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada Mahasiswa Si Prodi Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:		
Nama	: Nur Rohma Zulika	
NIM	: 2103016192	
Semester	: 7	
Judul Skripsi	: EFEKTIVITAS MEDIA PEMBELAJARAN GOOGLE CLASSROOM BERBASIS QUIZ ASSIGNMENT TERHADAP DAYA INGAT SISWA PADA MATERI DZIKIR DAN DOA KELAS X DI SMA ISLAM 16 AL AZHAR SEMARANG	
Dosen Pembimbing : 1. Dr. Ridwan, M.Ag. 2. Dwi Yunitasari, M.Si.		
Untuk melaksanakan penelitian/riset di SMA ISLAM 16 AL AZHAR SEMARANG yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset/penelitian dan dukungan data dengan tema/judul sebagaimana tersebut diatas pada tanggal 06 - 31 Januari 2025. Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya disampaikan terima kasih. <i>Wassalamu'alaikum Wr. Wb.</i>		
		 Dekan Bag Tata Usaha Giti Khotimah
Tembusan Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang		

Appendix 2 List of Instrument Trial Students

No.	Nama	Kode
1	Aisyah	Resp 01
2	Ardyaraka	Resp 02
3	Athailla	Resp 03
4	Bethsaydha	Resp 04
5	Diandra	Resp 05
6	Fania	Resp 06
7	Ezza	Resp 07
8	Khansa	Resp 08
9	Latifa	Resp 09
10	Mutia	Resp 10
11	Nabil	Resp 11
12	Nabila	Resp 12
13	Naila	Resp 13
14	Putri	Resp 14
15	Rahman	Resp 15
16	Salsa	Resp 16
17	Sanzabila	Resp 17
18	Vanya	Resp 18
19	Zaki	Resp 19
20	Ghazy	Resp 20
21	Zufar	Resp 21
22	Wira	Resp 22

Appendix 3 List of Experimental Class Students

No.	Nama	Kode
1	Rizki	Rz
2	Andrew Azmi Rais	AZR
3	Aryasatya Shankara P.	ASP
4	Altafasha Ihtisyam	AI
5	Birru	Br
6	Cut Ratu H.	CRH
7	Danilla Nirwasita M.	DNM
8	Faishal	Fs
9	Ghaida Hanyfah	GH
10	Kayla Yasminatus S.	KYS
11	Sajeeda	Sj
12	Lakeswara	Lk
13	Rafif	Rf
14	M. Reiken Al Rizki	MRAR
15	Nadhifa Chalisa	NC
16	Raya Asha A.	RAA
17	Raya Kinasih	RK
18	Tania M. Aulia S.	TMAS
19	Valentina Cindy W.	VWTC
20	Violette Anjanettes	VA
21	Zano	Zn

Appendix 4 Student Name List of Control Class

No.	Nama	Kode
1	Al Baihaqi Rasyid	ABR
2	Anneliese Zahratul S.	AZS
3	Arlen	Arl
4	Berliana	Brl
5	Bilal Faqih Ilmi	BFI
6	Chiquita	Ch
7	Devi Aldorra Cloris	DAC
8	Haikal Ahmad	HA
9	Ikhsanuddin Fachlevi	IF
10	Keisya Hanna A.E.	KHAE
11	M. Naufal Ali	MNA
12	M. Naufal Alvaro	MNAI
13	Nazeha Adzra P.	NAP
14	Myisha Alezzia	MA
15	Nico I.A.	NIA
16	Oryza Sativa N.	OSN
17	Rafi Aryasetya	RA
18	Thalita Zivnoreen	TZ
19	Raisa Rafida N.	RRN

Appendix 5 Experimental Class Teaching Modules

INFORMASI UMUM	
A. Identitas Modul	
Nama Penyusun	: Nur Rohma Zulika
Institusi	: SMA Islam Al Azhar 16 Semarang
Tahun Penyusunan	: 2025
Jenjang Sekolah	: SMA
Mata Pelajaran	: Pendidikan Agama Islam
Kelas/Semester	: X/Genap
Alokasi Waktu	: 3 JP x 90 menit
ADAB 1	: Meniatkan Semata-Mata Mencari Ridho Allah Sebelum Memulai Belajar
IMTAQ	: Barangsiapa yang menuntut ilmu yang dengannya dia seharusnya menginginkan wajah Allah, (tetapi) dia tidak mempelajarinya melainkan karena kekayaan dunia, maka dia tidak akan mendapatkan harumnya surga pada hari kiamat. (HR. Abu Daud)
B. Kompetensi Awal	
Guru membimbing peserta didik mengenai gambaran awal materi. Lalu peserta didik memberi tanggapan yang dikaitkan dengan materi ajar yang dipelajari yaitu dzikir dan doa.	
C. Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil Alamin	
- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar. - Berkebinekaan global dengan cara melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi atau praktikum. - Mandiri dengan cara sadar diri dan tidak ketergantungan pada teman saat melaksanakan kegiatan pembelajaran. - Bergotong royong dengan cara melatih peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok. - Bernalar kritis dengan cara melatih peserta didik dengan pertanyaan-pertanyaan dalam peristiwa kehidupan sehari-hari yang berhubungan dengan topik materi.	
D. Sarana dan Prasarana	
- Proyektor, laptop, kertas - PPT, LKPD, buku pendamping	
E. Target Peserta Didik	
Peserta didik kelas X tidak ada kesulitan dalam menerima dan memahami materi ajar.	
F. Model Pembelajaran	
Active Learning	
G. Metode Pembelajaran	
- Ceramah - Tanya Jawab - Kuis	

KOMPONEN INTI

A. Tujuan Pembelajaran

1. Peserta didik dapat mengingat kembali pengertian dzikir dan doa
2. Peserta didik dapat menyebutkan waktu-waktu mustajab
3. Peserta didik dapat menjelaskan dalil dzikir dan doa
4. Peserta didik dapat menerangkan keutamaan dzikir dan doa
5. Peserta didik dapat mengkategorikan waktu-waktu mustajab berdoa
6. Peserta didik dapat menunjukkan sebab-sebab tertolaknya doa
7. Peserta didik dapat menentukan syarat-syarat diterimanya doa
8. Peserta didik dapat menerapkan adab dan tata cara dzikir dan doa

B. Kriteria Ketercapaian Pembelajaran

1. Mengingat kembali pengertian dzikir dan doa
2. Menyebutkan waktu-waktu mustajab
3. Menjelaskan dalil dzikir dan doa
4. Menerangkan keutamaan dzikir dan doa
5. Mengkategorikan waktu-waktu mustajab berdoa
6. Menunjukkan sebab-sebab tertolaknya doa
7. Menentukan syarat-syarat diterimanya doa
8. Menerapkan adab dan tata cara dzikir dan doa

C. Kata Kunci

Dzikir, doa dan haulqolah

D. Pemahaman Bermakna

Dzikir dan doa merupakan cara seorang hamba untuk berkomunikasi dengan Allah SWT.

E. Pertanyaan Pemantik

1. Apakah kalian sering dzikir dan doa?
2. Mengapa seseorang dianjurkan berdzikir dan berdoa?
3. Hal apa yang kalian rasakan setelah dzikir dan doa?

F. Persiapan Pembelajaran

1. Mempersiapkan perangkat pembelajaran (membuat modul ajar beserta kelengkapan lampirannya)
2. Mempersiapkan media pembelajaran
3. Mempersiapkan buku sebagai sumber belajar
4. Menyusun LKPD
5. Melakukan penguatan adab belajar unggulan SMA Islam Al Azhar 16 sebelum pembelajaran.
6. Memastikan bahwa ruang kelas sudah bersih, aman dan nyaman

G. Kegiatan Pembelajaran

PERTEMUAN KE-1

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdoa bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Apakah kalian sering dzikir dan doa?"

5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Melakukan pretest lalu dilanjutkan guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru menunjuk salah beberapa siswa untuk membacakan dalil tentang materi dzikir dan doa.
3. Guru memberikan kuis untuk meningkatkan daya ingat siswa mengenai materi dengan media google classroom berbasis quiz assignment.
4. Peserta didik menyiapkan media pembelajaran dengan membuka room kelas di google classroom.
5. Guru menjelaskan cara menggunakan media pembelajaran kuis di google classroom.
6. Peserta didik mengerjakan kuis dengan mandiri dan menyelesaikannya sesuai waktu yang telah ditentukan.
7. Guru mengecek nilai yang diperoleh oleh siswa dan berdiskusi mengenai kuis yang telah dikerjakan.
8. Peserta didik saling memberikan respon dan tanggapan mengenai materi dzikir dan doa yang ada di kuis tersebut.
9. Guru memberikan verifikasi berupa respon atas hasil diskusi peserta didik.

Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi menghindari dzikir dan doa.
3. Guru memberikan pekerjaan rumah untuk mengerjakan LKS.
4. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

PERTEMUAN KE-2

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdo'a bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Mengapa seseorang butuh untuk berdzikir dan berdoa?"
5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru memberikan kuis untuk meningkatkan daya ingat siswa mengenai materi dengan media google classroom berbasis quiz assignment.
3. Peserta didik menyiapkan media pembelajaran dengan membuka room kelas di google classroom.
4. Guru menjelaskan cara menggunakan media pembelajaran kuis di google classroom.

5. Peserta didik mengerjakan kuis dengan mandiri dan menyelesaikannya sesuai waktu yang telah ditentukan.
6. Guru mengecek nilai yang diperoleh oleh siswa dan berdiskusi mengenai kuis yang telah dikerjakan.
7. Peserta didik saling memberikan respon dan tanggapan mengenai materi dzikir dan doa yang ada di kuis tersebut.
8. Guru memberikan verifikasi berupa respon atas hasil diskusi peserta didik.

Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi dzikir dan doa.
3. Guru memberikan tugas ke siswa untuk mengerjakan LKS.
4. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

PERTEMUAN KE-3

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdo'a bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Hal apa yang kalian rasakan setelah dzikir dan doa?"
5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru memberikan kuis untuk meningkatkan daya ingat siswa mengenai materi dengan media google classroom berbasis quiz assignment.
3. Peserta didik menyiapkan media pembelajaran dengan membuka room kelas di google classroom.
4. Guru menjelaskan cara menggunakan media pembelajaran kuis di google classroom.
5. Peserta didik mengerjakan kuis dengan mandiri dan menyelesaikannya sesuai waktu yang telah ditentukan.
6. Guru mengecek nilai yang diperoleh oleh siswa dan berdiskusi mengenai kuis yang telah dikerjakan.
7. Peserta didik saling memberikan respon dan tanggapan mengenai materi dzikir dan doa yang ada di kuis tersebut.
8. Guru memberikan verifikasi berupa respon atas hasil diskusi peserta didik.
9. Melakukan posttest

Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi dzikir dan doa.
3. Guru memberikan pekerjaan rumah untuk membaca materi selanjutnya.
4. Guru menyampaikan materi yang harus dipelajari pada pertemuan selanjutnya.
5. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

Disampaikan,

Semarang, 15 Januari 2025

Mengetahui,
Guru PAI SMA Islam Al Azhar 16 Penciti
Semarang

Warih Aditya, S.Pd. I.

Nur Rohma Zulika

Appendix 6 Control Class Teaching Modules

INFORMASI UMUM	
A. Identitas Modul	
Nama Penyusun	: Nur Rohma Zulika
Institusi	: SMA Islam Al Azhar 16 Semarang
Tahun Penyusunan	: 2025
Jenjang Sekolah	: SMA
Mata Pelajaran	: Pendidikan Agama Islam
Kelas/Semester	: X/Genap
Alokasi Waktu	: 3 JP x 90 menit
ADAB I	: MENIATKAN SEMATA-MATA MENCARI RIDHO ALLAH SEBELUM MEMULAI BELAJAR
IMTAQ	: Barangsiapa yang menuntut ilmu yang dengannya dia seharusnya menginginkan wajah Allah, (tetapi) dia tidak mempelajarinya melainkan karena kekayaan dunia, maka dia tidak akan mendapatkan harumnya surga pada hari kiamat. (HR. Abu Daud)
B. Kompetensi Awal	
Guru membimbing peserta didik mengenai gambaran awal materi. Lalu peserta didik memberi tanggapan yang dikaitkan dengan materi ajar yang dipelajari yaitu dzikir dan doa.	
C. Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil Alamin	
- Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar. - Berkebinekaan global dengan cara melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi atau praktikum. - Mandiri dengan cara sadar diri dan tidak ketergantungan pada teman saat melaksanakan kegiatan pembelajaran. - Bergotong royong dengan cara melatih peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok. - Bernalar kritis dengan cara melatih peserta didik dengan pertanyaan-pertanyaan dalam peristiwa kehidupan sehari-hari yang berhubungan dengan topik materi.	
D. Sarana dan Prasarana	
- Proyektor, laptop, kertas - PPT, LKPD, buku pendamping	
E. Target Peserta Didik	
Peserta didik kelas X tidak ada kesulitan dalam menerima dan memahami materi ajar.	
F. Model Pembelajaran	
Konvensional	
G. Metode Pembelajaran	
- Ceramah - Tanya Jawab - Diskusi	

Dipindai dengan CamScanner

KOMPONEN INTI

A. Tujuan Pembelajaran

1. Peserta didik dapat mengingat kembali pengertian dzikir dan doa
2. Peserta didik dapat menyebutkan waktu-waktu mustajab
3. Peserta didik dapat menjelaskan dalil dzikir dan doa
4. Peserta didik dapat menerangkan keutamaan dzikir dan doa
5. Peserta didik dapat mengkategorikan waktu-waktu mustajab berdoa
6. Peserta didik dapat menunjukkan sebab-sebab tertolaknya doa
7. Peserta didik dapat menentukan syarat-syarat diterimanya doa
8. Peserta didik dapat menerapkan adab dan tata cara dzikir dan doa

B. Kriteria Ketercapaian Pembelajaran

1. Mengingat kembali pengertian dzikir dan doa
2. Menyebutkan waktu-waktu mustajab
3. Menjelaskan dalil dzikir dan doa
4. Menerangkan keutamaan dzikir dan doa
5. Mengkategorikan waktu-waktu mustajab berdoa
6. Menunjukkan sebab-sebab tertolaknya doa
7. Menentukan syarat-syarat diterimanya doa
8. Menerapkan adab dan tata cara dzikir dan doa

C. Kata Kunci

Dzikir, doa dan hauqolah

D. Pemahaman Bermakna

Dzikir dan doa merupakan cara seorang hamba untuk berkomunikasi dengan Allah SWT.

E. Pertanyaan Pemantik

1. Apakah kalian sering dzikir dan doa?
2. Mengapa seseorang dianjurkan berdzikir dan berdoa?
3. Hal apa yang kalian rasakan setelah dzikir dan doa?

F. Persiapan Pembelajaran

1. Mempersiapkan perangkat pembelajaran (membuat modul ajar beserta kelengkapan lampirannya)
2. Mempersiapkan media pembelajaran
3. Mempersiapkan buku sebagai sumber belajar
4. Menyusun LKPD
5. Melakukan penguatan adab belajar unggulan SMA Islam Al Azhar 16 sebelum pembelajaran.
6. Memastikan bahwa ruang kelas sudah bersih, aman dan nyaman

G. Kegiatan Pembelajaran

PERTEMUAN KE-1

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdoa bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Apakah kalian sering dzikir dan doa?"

5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Melakukan pretest lalu dilanjutkan guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru meminta peserta didik untuk memperhatikan materi yang dijelaskan dan siswa mencatat materi dzikir dan doa.
3. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi dzikir dan doa.
4. Peserta didik mengajukan pertanyaan yang berkaitan materi dzikir dan doa kepada guru.
5. Guru memberi apresiasi atas pertanyaan dan tanggapan peserta didik mengenai materi dzikir dan doa.
6. Guru memanggil perwakilan peserta didik untuk membacakan catatan yang telah dicatat peserta didik di depan kelas.
7. Guru memberikan verifikasi atau penguatan mengenai materi dzikir dan doa yang sudah dipelajari

Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi menghindari dzikir dan doa.
3. Guru memberikan pekerjaan rumah untuk mengerjakan LKS.
4. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

PERTEMUAN KE-2

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdo'a bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Mengapa seseorang butuh untuk berdzikir dan berdo'a?"
5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru meminta peserta didik untuk memperhatikan materi yang dijelaskan dan siswa mencatat materi dzikir dan doa.
3. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi dzikir dan doa.
4. Peserta didik mengajukan pertanyaan yang berkaitan materi dzikir dan doa kepada guru.
5. Guru memberi apresiasi atas pertanyaan dan tanggapan peserta didik mengenai materi dzikir dan doa.
6. Guru memanggil perwakilan peserta didik untuk membacakan catatan yang telah dicatat peserta didik di depan kelas.

7. Guru memberikan verifikasi atau penguatan mengenai materi dzikir dan doa yang sudah dipelajari

Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi dzikir dan doa.
3. Guru memberikan tugas ke siswa untuk mengerjakan LKS.
4. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

PERTEMUAN KE-3

Pendahuluan (10 menit)

1. Guru mengucapkan salam, menyapa peserta didik dan bertanya kabar serta berdo'a bersama sebelum belajar.
2. Guru melakukan absensi mengecek kehadiran dan kesiapan peserta didik.
3. Guru mengajak peserta didik untuk ice breaking agar lebih fokus menerima pelajaran.
4. Guru memberikan stimulus berupa pertanyaan pemantik: "Hal apa yang kalian rasakan setelah dzikir dan doa?"
5. Guru menyampaikan tujuan pembelajaran dan menjelaskan kegiatan apa saja yang akan dilakukan serta hal-hal apa saja yang akan dinilai dari peserta didik selama proses pembelajaran.

Kegiatan Inti (75 menit)

1. Guru menyampaikan materi dzikir dan doa dengan ceramah menggunakan bantuan PPT.
2. Guru meminta peserta didik untuk memperhatikan materi yang dijelaskan dan siswa mencatat materi dzikir dan doa.
3. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi dzikir dan doa.
4. Peserta didik mengajukan pertanyaan yang berkaitan materi dzikir dan doa kepada guru.
5. Guru memberi apresiasi atas pertanyaan dan tanggapan peserta didik mengenai materi dzikir dan doa.
6. Guru memanggil perwakilan peserta didik untuk membacakan catatan yang telah dicatat peserta didik di depan kelas.
7. Guru memberikan verifikasi atau penguatan mengenai materi dzikir dan doa yang sudah dipelajari.
8. Melakukan posttest

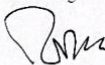
Kegiatan Penutup (5 menit)

1. Guru dan peserta didik bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Guru dan peserta didik menyimpulkan materi dzikir dan doa.
3. Guru memberikan pekerjaan rumah untuk membaca materi selanjutnya.
4. Guru menyampaikan materi yang harus dipelajari pada pertemuan selanjutnya.
5. Guru menutup kegiatan pembelajaran dengan do'a bersama dan salam.

Dinindai dengan CamScanner

Semarang, 17 Januari 2025

Mengetahui,
Guru PAI SMA Islam Al Azhar 16 Peneliti
Semarang



Warih Aditya, S.Pd. I.



Nur Rohma Zulika

Appendix 7 Quiz Assignment-Based Google Classroom Media Instrument Sheet Grid

Variabel	Sub Variabel	Indicator	Instruments	Item Number
Google Classroom Media Based on Quiz Assignment	Learning Planning	Preparation of teaching modules	Preparing the teaching module	1-9
		Preparation of TPACK material	Preparing teaching materials	
		Preparation of google classroom media based on quiz assignments	Open the classroom and select create quiz assignment	
			Write a learning instruction with the title of the quiz-created material	
			Add quiz questions by selecting a blank quiz in the form of a google form	

			Set the type of multiple-choice quiz questions, set the answer key and the value of each question	
			Set a quiz deadline in google classroom	
			Distribute quizzes by clicking assign in a taught class	
		Room preparation	Preparing for the class to be taught	
	Learning Implementation	Introduction	Conditioning students to be conducive	10-14
			Providing motivation and appreciation of the subject matter	
			Explain learning objectives	
			Deliver an outline of learning activities	
			Check students' initial abilities	

		Core Activities	Explain learning materials in order	15-24
			Demonstrate the relevance of the learning material to real life	
			Presenting learning with TPACK	
			Conducting assessments for learning with google classroom learning media based on quiz assignments	
			Giving quizzes about the material in google classroom	
			Students open google classroom and select assigned tasks and work independently	
			Monitor student quiz work	
			Students complete the quiz according to the predetermined time	

			Review student quiz results by viewing automatic grades on google form	
			Provide feedback with discussion through the comments page on google classroom or directly	
	Learning Evaluation	Learning Evaluation	Summarizing learning outcomes	25-28
			Assessing learning outcomes	
			Reflecting on the learning process with students	
			Providing follow-up after learning	

Appendix 8 Sheets of Student Memory Instrument Grid Dhikr and Prayer Materials

Variabel	Sub Variabel	Question Indicator	Instruments	Item Number	Number of Questions
Student Recall of Dhikr and Prayer Material	Remember	Remember the meaning of dhikr and prayer (C1)	Presented with questions about the meaning of dhikr and prayer, learners can recall the meaning of dhikr and prayer correctly	1, 4	2
		List the forms of dhikr and prayer (C1)	Presented with questions about the forms of dhikr and prayer, learners can recall the sound of the forms of dhikr and prayer	12, 15, 19	3
	Understand	Explain the postulates of dhikr and prayer (C2))	Presented with questions about the postulates of dhikr and prayer, learners can explain the meaning	10, 11, 14, 16, 17	5

			of the postulates of dhikr and prayer correctly		
		Categorizing mustajab times (C2)	Presented with questions about mustajab times for prayer, learners can categorize mustajab times for prayer correctly	3, 23, 25	3
	Apply	Determining people whose prayers are mustajab (C3)	Presented with questions about mustajab prayers, learners can analyze people whose prayers are mustajab correctly	21,	2
		Applying the adab and procedures for dhikr and prayer (C3)	Presented with questions about the manners and procedures for dhikr and prayer, learners can apply the manners and procedures for dhikr and prayer correctly	5, 20, 22	3

		Determine the conditions for the acceptance of prayer (C3)	Presented with a question about the conditions for acceptance of prayer, learners can determine the conditions for acceptance of prayer correctly	8, 9	2
	Analyze	List the virtues of dhikr and prayer correctly (C4)	Presented with a question about the virtues of dhikr and prayer, learners can analyze the virtues of dhikr and prayer correctly	7, 18	2
		Analyze the causes of the rejection of prayer (C4)	Presented with a question about the causes of the rejection of prayer, learners can analyze the causes of the rejection of prayer correctly	2, 6	2
			Given questions about the concepts of dhikr and prayer,	13	1

		Compare the concepts of dhikr and prayer (C4)	learners can compare the concepts of dhikr and prayer correctly.		
Number of Questions					25

Appendix 9 Instrument Test Question Sheet

Nama :

Kelas :

Hari, Tanggal :

1. Mengingat Allah dengan hati dan lisan merupakan arti dari...
 - a. Doa
 - b. Dzikir
 - c. Shalawat
 - d. Ziarah
 - e. Shalat
2. Dalam Al Qur'an Surah Al-Baqarah ayat 172 menjelaskan salah satu sebab-sebab tertolaknya doa yaitu....
 - a. Melalaikan kewajiban ibadah shalat
 - b. Selalu makan dan minum barang-barang yang haram
 - c. Berbuat maksiat
 - d. Memutuskan silaturahmi
 - e. Tidak sabar menunggu doanya terkabul
3. Waktu yang tepat untuk melaksanakan doa yaitu...
 - a. Dilakukan saat shalat
 - b. Saat sedih
 - c. Saat dalam keadaan darurat
 - d. Kapan saja
 - e. Saat gembira

4. Salah satu cara seorang hamba berkomunikasi dengan Allah yaitu dengan berdoa, maka arti doa dalam Islam yaitu...
 - a. Ibadah wajib yang harus dilakukan setiap saat
 - b. Mengharapkan bantuan Allah tanpa usaha dari diri sendiri
 - c. Permohonan atau permintaan kepada Allah dengan penuh harap dan tawakkal
 - d. Ritual yang dilakukan untuk mendapatkan duniawi semata
 - e. Menyembah Allah
5. Adab berdoa yaitu memulai doa dengan tahmid dan tasbih lalu dilanjutkan dengan membaca shalawat, tujuan dari tahmid dan tasbih yaitu....
 - a. Doa yang dipanjatkan lebih cepat dikabulkan Allah
 - b. Doa menjadi lebih panjang
 - c. Supaya orang lain terkesan dengan doa yang dilafalkan
 - d. Untuk memuji dan menyucikan Allah
 - e. Doa dengan menyebut nama Allah
6. Seorang muslim berdoa dengan tergesa-gesa dan tidak sabar. Setelah beberapa waktu berlalu tanpa jawaban, dia merasa frustrasi dan mengeluh kepada Allah. Penyebab doa tersebut tidak terkabul karena ...
 - a. Tidak menggunakan waktu yang tepat untuk berdoa
 - b. Tidak mengawali doa dengan memuji Allah
 - c. Tidak didukung dengan amalan baik
 - d. Tidak berdoa pada waktu yang disunahkan

- e. Tidak sabar dan mengeluh
7. Keutamaan doa yang dipanjatkan dengan penuh keyakinan dan keikhlasan menurut hadis Rasulullah yaitu...
 - a. Doa tersebut menghapus dosa-dosa kecil
 - b. Doa tersebut pasti terkabul dengan cepat
 - c. Doa tersebut menjadi amal jariyah yang terus mengalir
 - d. Doa tersebut tidak terkabul
 - e. Doa tersebut tidak tertolak oleh Allah
 8. Sebagai hamba Allah kita harus selalu berbaik sangka kepada Allah apabila doa-doa kita belum terkabul, karena hal tersebut merupakan sikap yang dapat kita tunjukkan apabila menghadapi masalah tersebut sesuai dengan pernyataan di bawah, kecuali...
 - a. Tetap berhusnudzon kepada Allah atas setiap ketentuannya
 - b. Menganggap bahwa Allah tidak menyayangi kita
 - c. Yakin bahwa Allah mengetahui segala sesuatu yang terbaik untuk hambanya
 - d. Belum waktunya mendapatkan yang diinginkan
 - e. Yakin bahwa Allah akan mengabulkan doa hambanya
 9. Faktor syarat diterimanya doa seorang hamba yaitu dengan kesucian hati dan niat. Berikut hal yang dapat menghalangi doa diterima oleh Allah SWT yaitu...
 - a. Berdoa dengan benar sesuai syariat
 - b. Meminta sesuatu yang bermanfaat
 - c. Selalu berprasangka baik

- d. Berdoa dengan penuh kesungguhan
 - e. Memiliki niat yang buruk dalam berdoa
10. **وَمَا تَشْفُونَ إِلَّا ابْتِغَاءَ وَجْهِ اللَّهِ** Ayat di samping merupakan potongan Surah Al-Baqarah ayat 272 menjelaskan tentang tujuan berdoa adalah ...
- a. Untuk memohon perlindungan kepada Allah Swt.
 - b. Untuk memohon pertolongan Allah
 - c. Untuk mentaati Allah
 - d. Untuk memperoleh keridhoan Allah
 - e. Untuk menyerahkan diri kepada Allah
11. “Dan sebutlah nama Allah, sebanyak banyaknya agar kamu beruntung.” (Al-Anfal: 45). Makna yang tersirat dari ayat di samping yaitu...
- a. Membuat hati menjadi tenang
 - b. Mendapatkan pengampunan dan pahala besar
 - c. Dengan mengingat Allah, maka Allah akan ingat kepada kita
 - d. Banyak menyebut nama Allah, maka akan jadi beruntung
 - e. Dzikir merupakan pembeda antara yang mukmin dan munafik
12. Doa yang dilafalkan untuk memohon keselamatan dan perlindungan dari bahaya yaitu...
- a. Doa qunut
 - b. Doa iftitah
 - c. Doa rabbi zidni ilma
 - d. Doa atas musibah
 - e. Doa takhiyat akhir

13. Dzikir dan doa memiliki konsep perbedaan utama antara keduanya yaitu...
- a. Dzikir hanya berupa lafadz, sedangkan doa berupa permohonan
 - b. Dzikir hanya dilakukan setelah shalat, sedangkan doa dilakukan kapan saja
 - c. Dzikir adalah doa yang singkat dan tidak perlu pemahaman
 - d. Dzikir bersifat lebih umum, sedangkan doa lebih bersifat spesifik
 - e. Dzikir dapat dilakukan kapan saja, sedangkan doa hanya dapat dilakukan saat berdoa
14. Dalam riwayat al-Baniyy, Rasulullah bersabda bahwa terdapat empat doa yang tidak akan ditolak oleh Allah yaitu orang yang haji hingga ia kembali, berjihad, sakit dan doa seseorang terhadap saudaranya tanpa sepengetahuannya. Dalam hadis tersebut doa yang paling cepat diterima oleh Allah di antara doa-doa yang lainnya yaitu doa...
- a. Seseorang terhadap saudaranya tanpa sepengetahuannya
 - b. Berjihad
 - c. Orang sakit
 - d. Orang yang haji hingga ia kembali
 - e. Doa orang tua kepada anaknya
15. لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ merupakan lafadz dzikir...
- a. Tahmid
 - b. Hauqolah

- c. Tashbih
 - d. Istighfar
 - e. Tahlil
16. (28: الرَّعْدُ) أَلَا يَذْكُرُ اللَّهُ تَطْمَئِنُّ الْقُلُوبُ Dalam firman Allah SWT. pada ayat tersebut yaitu tentang keutamaan dzikir dan doa yang dimaksud dengan تَطْمَئِنُّ yaitu...
- a. Gelisah
 - b. Aman
 - c. Hati
 - d. Tentram
 - e. Sedih
17. Dzikir dalam arti khusus adalah shalat, terdapat dalam Al Qur'an surah...
- a. At-Thaha: 14
 - b. Al A'raf: 205
 - c. An Nisa: 103
 - d. Al Baqarah: 152
 - e. Al Maidah: 7
18. Yang dimaksud dengan keutamaan berdzikir menurut ajaran Islam adalah...
- a. Menghindari perbuatan dosa
 - b. Mendekatkan diri kepada Allah dan memperoleh ketenangan
 - c. Menjaga kesehatan fisik
 - d. Memperoleh keberuntungan duniawi

e. Meningkatkan hubungan sosial antar sesama

19. رَبَّنَا آتِنَا مِنْكَ رَحْمَةً وَهَيِّءْ..

a. رَبَّنَا صَغِيرًا

b. لَنَأْمُرَ نَارَ شَدَا

c. يَوْمَ يَقُومُ الْحِسَابُ

d. وَأَنْتَ خَيْرُ الرَّاجِمِينَ

e. رَبَّنَا صَغِيرًا

20. Jika seseorang ingin berdoa agar diberikan kelancaran dalam ujian, cara yang perlu dilakukan oleh seorang hamba adalah dengan...

a. Langsung berdoa meminta kelancaran dalam ujian

b. Berdoa dengan mengangkat kedua tangan tanpa bersholawat dahulu

c. Menunggu waktu tertentu untuk berdoa tanpa menerapkan adabnya

d. Memulai doa dengan memuji Allah, kemudian bershalawat kepada Nabi kemudian baru memohon

e. Berdoa dengan tergesa-gesa

21. Waktu berdoa yang mustajab untuk berdoa menurut Islam diantara waktu-waktu berikut yaitu...

a. Diantara waktu adzan dan iqomah

b. Saat setelah shalat wajib

c. Doa di hari Jum'at

d. Bulan Ramadhan

e. Semua jawaban benar

22. Doa yang dilakukan dengan tindakan menunjukkan kerendahan hati di hadapan Allah dalam doa yang berbentuk dengan laga yaitu...
- a. Berdiri tegak dengan penuh keyakinan
 - b. Mengangkat tangan dan menghadap kiblat
 - c. Membaca doa dengan dengan suara yang pelan
 - d. Menundukkan kepala atau bersujud
 - e. Mengangkat kepala dan mengangkat tangan
23. Waktu yang dianggap paling mustajab saat berdoa di hari Jumat adalah...
- a. Setelah shalat Subuh
 - b. Sebelum khatib naik mimbar
 - c. Setelah khatib selesai khutbah
 - d. Saat khatib khutbah
 - e. Di antara waktu adzan dan iqamah shalat Jumat
24. Allah dapat mengabulkan semua doa hambanya, karena Allah memiliki Dzat Maha...
- a. Mendengar
 - b. Melihat
 - c. Berkehendak
 - d. Mengasihi
 - e. Menyayangi
25. Salah satu waktu mustajab untuk berdoa di Arafah yaitu...
- a. Setelah wukuf selesai

- b. Sebelum melakukan wukuf
- c. Ketika wukuf di Arafah
- d. Saat kembali dari Mina
- e. Setelah tawaf

KUNCI JAWABAN

1. B	6. E	11. D	16. D	21. E
2. B	7. E	12. A	17. C	22. D
3. D	8. B	13. D	18. B	23. E
4. c	9. E	14. A	19. B	24. C
5. D	10. D	15. B	20. D	25. C

Appendix 10 Instrument Validation Sheet

Lampiran 5 Lembar Validasi Instrumen

Mata Pelajaran : PAI (Materi Dzikir dan Doa)

Kelas : X

Jumlah Soal : 25

Penyusun Soal : Nur Rohma Zulika

NIM : 2103016192

Jurusan : Pendidikan Agama Islam

No	Indikator	Nomor Soal																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	17	18	19	20	21	22	23	24	25		
1	Soal sesuai dengan instrumen kisi-kisi daya ingat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Materi yang ditanyakan sesuai tujuan pembelajaran	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Kesesuaian soal dengan indikator daya ingat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Pilihan jawaban homogen dan logis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	Hanya ada satu jawaban	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Pokok soal dirumuskan dengan singkat, jelas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Appendix 11 Values and Results of the Instrument Validity Test

No. Urut	Nama	Nomor Soal																									Nilai
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Resp 01	0	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	1	0	1	56
2	Resp 02	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	80
3	Resp 03	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	60
4	Resp 04	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	48
5	Resp 05	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	44
6	Resp 06	1	0	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	48
7	Resp 07	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	80
8	Resp 08	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	48
9	Resp 09	0	0	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	0	1	0	1	1	1	1	0	44
10	Resp 10	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	80
11	Resp 11	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	76
12	Resp 12	0	1	0	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	1	48
13	Resp 13	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	80
14	Resp 14	0	1	0	0	0	0	0	0	1	0	1	0	1	1	1	0	1	1	1	1	0	0	1	0	0	44
15	Resp 15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	84	
16	Resp 16	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	80
17	Resp 17	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	48
18	Resp 18	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	84
19	Resp 19	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	76
20	Resp 20	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	0	1	48
21	Resp 21	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	72
22	Resp 22	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	0	1	0	72
Jumlah benar		13	15	11	14	16	13	16	15	12	14	14	12	13	11	18	15	10	13	17	12	13	19	14	17	13	
VALIDITAS	r-tabel	Dengan taraf signifikansi 5% dan N 22, maka diperoleh r-tabel = 0,432																									
	r-hitung	0,528	0,487	0,492	0,445	0,459	0,457	0,485	0,436	0,472	0,469	-0,310	0,472	0,433	0,515	0,474	0,436	0,068	0,004	0,434	0,496	0,457	0,434	-0,723	0,434	0,028	
	Kriteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	

Appendix 12 Instrument Reliability Test Results



Reliability Statistics	
Cronbach's Alpha	N of Items
.824	20

Appendix 13 Difficulty Level Test Results Questions

itics

Q7	Q8	Q9	Q10	Q12	Q13	Q14	Q15
22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0
.73	.68	.55	.64	.55	.59	.50	.82

Q16	Q19	Q20	Q21	Q22	Q24
22	22	22	22	22	22
0	0	0	0	0	0
.68	.77	.55	.59	.86	.77

Appendix 14 Results of the Differentiating Power Test Questions

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	12.41	18.729	.452	.814
Q2	12.32	19.084	.394	.817
Q3	12.50	18.929	.396	.817
Q4	12.36	18.814	.444	.814
Q5	12.27	18.970	.447	.814
Q6	12.41	19.015	.384	.817
Q7	12.27	18.874	.472	.813
Q8	12.32	19.370	.323	.820
Q9	12.45	18.545	.489	.812
Q10	12.36	19.195	.351	.819
Q12	12.45	19.307	.309	.821
Q13	12.41	19.301	.316	.821
Q14	12.50	18.833	.418	.815
Q15	12.18	19.680	.319	.820
Q16	12.32	19.275	.346	.819
Q19	12.23	19.327	.382	.817
Q20	12.45	18.831	.421	.815
Q21	12.41	19.110	.361	.818
Q22	12.14	19.457	.443	.816
Q24	12.23	19.041	.461	.814

Appendix 15 Pre-test and Post-test

Nama :

No. Absen :

Kelas :

Hari, Tanggal :

1. Mengingat Allah dengan hati dan lisan merupakan arti dari...
 - a. Doa
 - b. Dzikir
 - c. Shalawat
 - d. Ziarah
 - e. Shalat
2. Dalam Al Qur'an Surah Al-Baqarah ayat 172 menjelaskan salah satu sebab-sebab tertolaknya doa yaitu....
 - a. Melalaikan kewajiban ibadah shalat
 - b. Selalu makan dan minum barang-barang yang haram
 - c. Berbuat maksiat
 - d. Memutuskan silaturahmi
 - e. Tidak sabar menunggu doanya terkabul
3. Waktu yang tepat untuk melaksanakan doa yaitu...
 - a. Dilakukan saat shalat
 - b. Saat sedih
 - c. Saat dalam keadaan darurat
 - d. Kapan saja
 - e. Saat gembira
4. Salah satu cara seorang hamba berkomunikasi dengan Allah yaitu dengan berdoa, maka arti doa dalam Islam yaitu...
 - a. Ibadah wajib yang harus dilakukan setiap saat
 - b. Mengharapkan bantuan Allah tanpa usaha dari diri sendiri

- c. Permohonan atau permintaan kepada Allah dengan penuh harap dan tawakkal
 - d. Ritual yang dilakukan untuk mendapatkan duniawi semata
 - e. Menyembah Allah
5. Adab berdoa yaitu memulai doa dengan tahmid dan tasbih lalu dilanjutkan dengan membaca shalawat, tujuan dari tahmid dan tasbih yaitu....
 - a. Doa yang dipanjatkan lebih cepat dikabulkan Allah
 - b. Doa menjadi lebih panjang
 - c. Supaya orang lain terkesan dengan doa yang dilafalkan
 - d. Untuk memuji dan menyucikan Allah
 - e. Doa dengan menyebut nama Allah
 6. Seorang muslim berdoa dengan tergesa-gesa dan tidak sabar. Setelah beberapa waktu berlalu tanpa jawaban, dia merasa frustrasi dan mengeluh kepada Allah. Penyebab doa tersebut tidak terkabul karena ...
 - a. Tidak menggunakan waktu yang tepat untuk berdoa
 - b. Tidak mengawali doa dengan memuji Allah
 - c. Tidak didukung dengan amalan baik
 - d. Tidak berdoa pada waktu yang disunahkan
 - e. Tidak sabar dan mengeluh
 7. Keutamaan doa yang dipanjatkan dengan penuh keyakinan dan keikhlasan menurut hadis Rasulullah yaitu...
 - a. Doa tersebut menghapus dosa-dosa kecil
 - b. Doa tersebut pasti terkabul dengan cepat
 - c. Doa tersebut menjadi amal jariyah yang terus mengalir
 - d. Doa tersebut tidak terkabul
 - e. Doa tersebut tidak tertolak oleh Allah
 8. Sebagai hamba Allah kita harus selalu berbaik sangka kepada Allah apabila doa-doa kita belum terkabul, karena hal tersebut merupakan sikap yang dapat kita tunjukkan apabila menghadapi masalah tersebut sesuai dengan pernyataan di bawah, kecuali...

- a. Tetap berhusnudzon kepada Allah atas setiap ketentuannya
 - b. Menganggap bahwa Allah tidak menyayangi kita
 - c. Yakin bahwa Allah mengetahui segala sesuatu yang terbaik untuk hambanya
 - d. Belum waktunya mendapatkan yang diinginkan
 - e. Yakin bahwa Allah akan mengabulkan doa hambanya
9. Faktor syarat diterimanya doa seorang hamba yaitu dengan kesucian hati dan niat. Berikut hal yang dapat menghalangi doa diterima oleh Allah SWT yaitu...
- a. Berdoa dengan benar sesuai syariat
 - b. Meminta sesuatu yang bermanfaat
 - c. Selalu berprasangka baik
 - d. Berdoa dengan penuh kesungguhan
 - e. Memiliki niat yang buruk dalam berdoa
10. وَمَا تُقْفُونَ إِلَّا ابْتِغَاءَ وَجْهِ اللَّهِ. Ayat di samping merupakan potongan Surah Al-Baqarah ayat 272 menjelaskan tentang tujuan berdoa adalah ...
- a. Untuk memohon perlindungan kepada Allah Swt.
 - b. Untuk memohon pertolongan Allah
 - c. Untuk mentaati Allah
 - d. Untuk memperoleh keridhoan Allah
 - e. Untuk menyerahkan diri kepada Allah
11. Doa yang dilafalkan untuk memohon keselamatan dan perlindungan dari bahaya yaitu...
- a. Doa qunut
 - b. Doa iftitah
 - c. Doa rabbi zidni ilma
 - d. Doa atas musibah
 - e. Doa takhiyat akhir
12. Dzikir dan doa memiliki konsep perbedaan utama antara keduanya yaitu...
- a. Dzikir hanya berupa lafadz, sedangkan doa berupa permohonan

- b. Dzikir hanya dilakukan setelah shalat, sedangkan doa dilakukan kapan saja
 - c. Dzikir adalah doa yang singkat dan tidak perlu pemahaman
 - d. Dzikir bersifat lebih umum, sedangkan doa lebih bersifat spesifik
 - e. Dzikir dapat dilakukan kapan saja, sedangkan doa hanya dapat dilakukan saat berdoa
13. Dalam riwayat al-Baniyy, Rasulullah bersabda bahwa terdapat empat doa yang tidak akan ditolak oleh Allah yaitu orang yang haji hingga ia kembali, berjihad, sakit dan doa seseorang terhadap saudaranya tanpa sepengetahuannya. Dalam hadis tersebut doa yang paling cepat diterima oleh Allah di antara doa-doa yang lainnya yaitu doa...
- a. Seseorang terhadap saudaranya tanpa sepengetahuannya
 - b. Berjihad
 - c. Orang sakit
 - d. Orang yang haji hingga ia kembali
 - e. Doa orang tua kepada anaknya
14. لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ الْعَلِيِّ الْعَظِيمِ merupakan lafadz dzikir...
- a. Tahmid
 - b. Hauqolah
 - c. Tashbih
 - d. Istighfar
 - e. Tahlil
15. (28: الرَّعْدُ) لَا يَذْكُرُ اللَّهُ تَطْمَئِنُّ الْقُلُوبُ Dalam firman Allah SWT. pada ayat tersebut yaitu tentang keutamaan dzikir dan doa yang dimaksud dengan تَطْمَئِنُّ yaitu...
- a. Gelisah
 - b. Aman
 - c. Hati
 - d. Tentram
 - e. Sedih

16. ... رَبَّنَا آتِنَا مِنْ لَدُنْكَ رَحْمَةً وَهَيِّءْ ... Lengkapilah doa di samping...
- a. رَبَّنَا إِنِّي صَغِيرٌ
 - b. لَنَأْمُرَنَّا نَارَ شَدَا
 - c. يَوْمَ يَقُومُ الْحِسَابُ
 - d. وَأَنْتَ خَيْرُ الرَّاحِمِينَ
 - e. رَبَّنَا إِنِّي صَغِيرٌ
17. Jika seseorang ingin berdoa agar diberikan kelancaran dalam ujian, cara yang perlu dilakukan oleh seorang hamba adalah dengan...
- a. Langsung berdoa meminta kelancaran dalam ujian
 - b. Berdoa dengan mengangkat kedua tangan tanpa bersholawat dahulu
 - c. Menunggu waktu tertentu untuk berdoa tanpa menerapkan adabnya
 - d. Memulai doa dengan memuji Allah, kemudian bershalawat kepada Nabi kemudian baru memohon
 - e. Berdoa dengan tergesa-gesa
18. Waktu berdoa yang mustajab untuk berdoa menurut Islam diantara waktu-waktu berikut yaitu...
- a. Diantara waktu adzan dan iqomah
 - b. Saat setelah shalat wajib
 - c. Doa di hari Jum'at
 - d. Bulan Ramadhan
 - e. Semua jawaban benar
19. Doa yang dilakukan dengan tindakan menunjukkan kerendahan hati di hadapan Allah dalam doa yang berbentuk dengan laga yaitu...
- a. Berdiri tegak dengan penuh keyakinan
 - b. Mengangkat tangan dan menghadap kiblat
 - c. Membaca doa dengan dengan suara yang pelan
 - d. Menundukkan kepala atau bersujud
 - e. Mengangkat kepala dan mengangkat tangan

20. Allah dapat mengabulkan semua doa hambanya, karena Allah memiliki Dzat Maha...
- a. Mendengar
 - b. Melihat
 - c. Berkehendak
 - d. Mengasihi
 - e. Menyayangi

Appendix 16 Pre-test and Post-test Student Answer Sheets

LEMBAR JAWABAN SISWA INSTRUMEN PRE-TEST MATERI DZIKIR DAN DOA

Nama : Andraw Azmi Pait

Kelas : Ibnu Khaldun

No. Absen : 02

Hari, Tanggal : 22 / 01 / 2025

1.	A	B	~~C~~	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	A	B	~~C~~	D	E
5.	A	B	C	~~D~~	E
6.	A	B	C	D	~~E~~
7.	A	B	C	D	~~E~~
8.	A	B	C	~~D~~	E
9.	A	B	C	D	~~E~~
10.	A	B	C	D	~~E~~

11.	A	B	C	D	~~E~~
12.	~~A~~	B	C	D	E
13.	A	B	C	~~D~~	E
14.	A	B	C	D	~~E~~
15.	A	~~B~~	C	D	E
16.	A	~~B~~	C	D	E
17.	A	B	C	~~D~~	E
18.	A	B	C	D	~~E~~
19.	A	B	C	~~D~~	E
20.	A	B	C	~~D~~	E

LEMBAR JAWABAN SISWA INSTRUMEN POST-TEST MATERI DZIKIR DAN DOA

Nama : Faishal

Kelas : X Ibnu Khaldun

No. Absen : 8

Hari, Tanggal : 12 / 2 / 2025

1.	A	~~B~~	C	D	E
2.	A	~~B~~	C	D	E
3.	A	B	C	~~D~~	E
4.	A	B	~~C~~	D	E
5.	A	B	C	~~D~~	E
6.	A	B	C	D	~~E~~
7.	A	B	C	D	~~E~~
8.	A	~~B~~	C	D	E
9.	A	B	C	D	~~E~~
10.	A	B	C	~~D~~	E

11.	~~A~~	B	C	D	E
12.	A	B	C	~~D~~	E
13.	~~A~~	B	C	D	E
14.	A	~~B~~	C	D	E
15.	A	B	C	~~D~~	E
16.	A	~~B~~	C	D	E
17.	A	B	C	~~D~~	E
18.	A	B	C	D	~~E~~
19.	A	B	C	~~D~~	E
20.	A	B	~~C~~	D	E

LEMBAR JAWABAN SISWA
INSTRUMEN PRE-TEST MATERI DZIKIR DAN DOA

Nama : Muhammad Fadhil

Kelas : X Ibtid'iyah

No. Absen : 9

Hari, Tanggal : Rabu, 22 Januari 2025

1.	A	B	C	D	☒
2.	A	B	C	☒	E
3.	☒	B	C	D	E
4.	A	B	☒	D	E
5.	A	B	C	☒	E
6.	A	B	C	D	☒
7.	A	B	☒	D	E
8.	A	☒	C	D	E
9.	A	B	C	D	☒
10.	A	B	C	D	☒

11.	☒	B	C	D	E
12.	A	B	C	D	☒
13.	A	☒	C	D	E
14.	☒	B	C	D	E
15.	A	B	☒	D	E
16.	A	B	C	☒	E
17.	A	B	C	☒	E
18.	A	B	C	D	☒
19.	A	B	☒	D	E
20.	A	B	☒	D	E

LEMBAR JAWABAN SISWA
INSTRUMEN POST-TEST MATERI DZIKIR DAN DOA

Nama : Muhammad Fadhil

Kelas : X Ibtid'iyah

No. Absen : 18

Hari, Tanggal : 12 Februari 2025

1.	A	☒	C	D	E
2.	A	☒	C	D	E
3.	A	B	☒	D	E
4.	A	B	☒	D	E
5.	A	B	C	☒	E
6.	A	B	C	D	☒
7.	A	B	C	D	☒
8.	A	☒	C	D	E
9.	A	B	C	D	☒
10.	A	B	C	☒	E

11.	☒	B	C	D	E
12.	A	B	C	☒	E
13.	☒	B	C	D	E
14.	A	☒	C	D	E
15.	A	B	C	☒	E
16.	A	☒	C	D	E
17.	A	B	C	☒	E
18.	A	B	C	D	☒
19.	☒	B	C	D	E
20.	A	B	C	☒	E

Appendix 17 Learning Outcomes with Google Classroom Media based on Quiz Assignment

Classroom > PAI X IBNU KHALDUN
2024-2025

Petunjuk Tugas siswa

Kembalikan 100 poin

☒		adinda salsabila	100 Draf
☒		althafasa ihtisyam	80 Draf
☒		andrew azmi	100 Draf
☒		aryasatya shankara	100 Draf
☒		danilla nirwasita	93 Draf
☒		ghaida hanyfah	93 Draf
☒		kayla YASMINATUSSHIH...	93 Draf

			
Diserahkan	Diserahkan	Diserahkan	Diserahkan
			
Diserahkan terlambat	Diserahkan	Diserahkan terlambat	Diserahkan
			
Diserahkan	Diserahkan	Diserahkan	Diserahkan
			
Diserahkan	Diserahkan	Diserahkan	Diserahkan

 Insights

Average

88.84 / 100 points

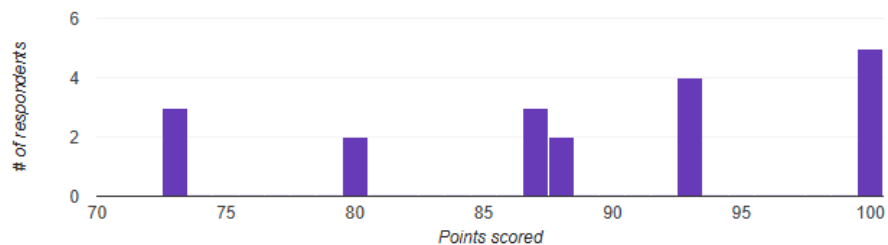
Median

88 / 100 points

Range

73 - 100 points

Total points distribution



Appendix 18 Percentage Score of Learning Implementation with Google Classroom Media based on Quiz Assignment

Hari/Tanggal : Rabu, 22 Januari 2025

Tempat : Kelas X Ibu Khalden

Waktu : 13.00 - 14.30 WIB.

No.	Aspek yang diamati	Indikator	Skor			
			1	2	3	4
1	Perencanaan Pembelajaran	Mempersiapkan modul ajar			✓	
		Mempersiapkan materi ajar		✓		
		Membuka classroom dan memilih create tugas kuis			✓	
		Menulis instruksi pembelajaran dengan judul materi yang dibuat kuis			✓	
		Menambahkan soal kuis dengan memilih blank quiz yang berbentuk google form			✓	
		Mengatur jenis soal kuis dengan pilihan ganda, menyetel kunci jawaban dan nilai setiap soal			✓	
		Menentukan batas waktu pengerjaan kuis di google classroom			✓	
		Mendistribusikan kuis dengan klik assign di kelas yang diajar			✓	
		Mempersiapkan kelas yang akan diajar			✓	
		Mengondisikan siswa agar kondusif		✓		
2	Pelaksanaan Pembelajaran	Memberikan motivasi dan apersepsi materi pelajaran		✓		
		Menjelaskan tujuan pembelajaran			✓	

		Menyampaikan garis besar kegiatan pembelajaran		✓		
		Mengecek kemampuan awal siswa			✓	
		Menjelaskan materi pembelajaran secara berurutan		✓		
		Menunjukkan relevansi materi pembelajaran dengan kehidupan nyata		✓		
		Menyajikan pembelajaran dengan TPACK		✓		
		Melakukan assessment for learning dengan media pembelajaran google classroom berbasis quiz assignment		✓		
		Memberikan kuis mengenai materi di google classroom		✓		
		Siswa membuka google classroom dan memilih tugas yang ditugaskan dan dikerjakan secara mandiri		✓		
		Memantau pengerjaan kuis siswa		✓		
		Siswa menyelesaikan kuis sesuai dengan waktu yang telah ditentukan		✓		
		Mereview hasil kuis siswa dengan melihat nilai otomatis pada google form		✓		
		Memberikan umpan balik dengan diskusi melalui laman komentar pada google classroom atau secara langsung		✓		
3	Evaluasi Pembelajaran	Menyimpulkan hasil pembelajaran	✓			

		Melakukan penilaian hasil pembelajaran			✓	
		Melakukan refleksi proses pembelajaran bersama siswa	✓			
		Memberikan tindak lanjut setelah pembelajaran	✓			
Jumlah skor			3	10	51	
Total skor			70			

Keterangan:

Skor 1: belum dilaksanakan

Skor 2: dilaksanakan tetapi belum efektif

Skor 3: dilaksanakan dan efektif

Penilaian: $\frac{\text{Total skor} \times 100}{\text{Skor maksimal (84)}} = \frac{70 \times 100}{84} = 83,33$

Keterangan skor akhir:

91-100 = baik sekali

81-90 = baik

71-80 = cukup baik

< 70 = kurang

Hari/Tanggal : Rabu, 5 Februari 2025

Tempat : X Iku Khalidun

Waktu : 13.00 - 14.30 WIB

No.	Aspek yang diamati	Indikator	Skor				
			1	2	3	4	5
1	Perencanaan Pembelajaran	Mempersiapkan modul ajar			✓		
		Mempersiapkan materi ajar			✓		
		Membuka classroom dan memilih create tugas kuis			✓		
		Menulis instruksi pembelajaran dengan judul materi yang dibuat kuis			✓		
		Menambahkan soal kuis dengan memilih blank quiz yang berbentuk google form			✓		
		Mengatur jenis soal kuis dengan pilihan ganda, menyetel kunci jawaban dan nilai setiap soal			✓		
		Menentukan batas waktu pengerjaan kuis di google classroom			✓		
		Mendistribusikan kuis dengan klik assign di kelas yang diajar			✓		
		Memperstapakan kelas yang akan diajar		✓			
		Mengondisikan siswa agar kondusif		✓			
		Memberikan motivasi dan apersepsi materi pelajaran	✓				
2	Pelaksanaan Pembelajaran	Menjelaskan tujuan pembelajaran	✓				

		Menyampaikan garis besar kegiatan pembelajaran			✓		
		Menjelaskan kemampuan awal siswa			✓		
		Mengaitkan materi pembelajaran secara berurutan			✓		
		Menunjukkan relevansi materi pembelajaran dengan kehidupan nyata			✓		
		Menyajikan pembelajaran dengan TPACK			✓		
		Melakukan assessment for learning dengan media pembelajaran google classroom berbasis quiz assignment			✓		
		Memberikan kuis mengenai materi di google classroom			✓		
		Siswa membuka google classroom dan memilih tugas yang ditugaskan dan dikerjakan secara mandiri			✓		
		Memantau pengerjaan kuis siswa	✓				
		Siswa menyelesaikan kuis sesuai dengan waktu yang telah ditentukan	✓				
		Mereview hasil kuis siswa dengan melihat nilai otomatis pada google form			✓		
		Memberikan umpan balik dengan diskusi melalui laman komentar pada google classroom atau secara langsung	✓				
3	Evaluasi Pembelajaran	Menyimpulkan hasil pembelajaran	✓				

		Melakukan penilaian hasil pembelajaran			✓		
		Melakukan refleksi proses pembelajaran bersama siswa		✓			
		Memberikan tindak lanjut setelah pembelajaran		✓			
Jumlah skor			2	16	54		
Total skor					72		

Keterangan:

Skor 1: belum dilaksanakan

Skor 2: dilaksanakan tetapi belum efektif

Skor 3: dilaksanakan dan efektif

Penilaian: $\frac{\text{Total skor} \times 100}{\text{Skor maksimal (84)}} = \frac{72 \times 100}{84} = 85,71$

Keterangan skor akhir:

91-100 = baik sekali

81-90 = baik

71-80 = cukup baik

< 70 = kurang

Hari/Tanggal : Rabu, 12/2/2025

Tempat : X Bn Khatun

Waktu : 13.00 - 14.30

No.	Aspek yang diamati	Indikator	Skor				
			1	2	3	4	5
1	Perencanaan Pembelajaran	Memperiapkan modul ajar			✓		
		Memperiapkan materi ajar			✓		
		Membuka classroom dan memilih create tugas kuis			✓		
		Menulis instruksi pembelajaran dengan judul materi yang dibuat kuis			✓		
		Menambahkan soal kuis dengan memilih blank quiz yang berbentuk google form			✓		
		Mengatur jenis soal kuis dengan pilihan ganda, menyatel kunci jawaban dan nilai setiap soal			✓		
		Menentukan batas waktu pengerjaan kuis di google classroom			✓		
		Mendistribusikan kuis dengan klik assign di kelas yang diajar			✓		
		Memperiapkan kelas yang akan diajar			✓		
		Mengondisikan siswa agar kondusif			✓		
		Memberikan motivasi dan apersespi materi pelajaran			✓		
		Menjelaskan tujuan pembelajaran			✓		
2	Pelaksanaan Pembelajaran						

		Menyampaikan garis besar kegiatan pembelajaran	✓			
		Mengecek kemampuan awal siswa	✓			
		Menjelaskan materi pembelajaran secara berurutan		✓		
		Menunjukkan relevansi materi pembelajaran dengan kehidupan nyata		✓		
		Menyajikan pembelajaran dengan TPACK		✓		
		Melakukan assessment for learning dengan media pembelajaran google classroom berbasis quiz assignment		✓		
		Memberikan kuis mengenai materi di google classroom		✓		
		Siswa membuka google classroom dan memilih tugas yang ditugaskan dan dikerjakan secara mandiri		✓		
		Memantau pengerjaan kuis siswa	✓			
		Siswa menyelesaikan kuis sesuai dengan waktu yang telah ditentukan		✓		
		Mereview hasil kuis siswa dengan melihat nilai otomatis pada google form	✓			
		Memberikan umpan balik dengan diskusi melalui laman komentar pada google classroom atau secara langsung		✓		
3	Evaluasi Pembelajaran	Menyimpulkan hasil pembelajaran	✓			

		Melakukan penilaian hasil pembelajaran		✓		
		Melakukan refleksi proses pembelajaran bersama siswa		✓		
		Memberikan tindak lanjut setelah pembelajaran		✓		
Jumlah skor			12	66		
Total skor						

Keterangan:

Skor 1: belum dilaksanakan

Skor 2: dilaksanakan tetapi belum efektif

Skor 3: dilaksanakan dan efektif

Penilaian: $\frac{\text{Total skor} \times 100}{\text{Skor maksimal (84)}} = \frac{91 \times 100}{84} = 108,33$

Keterangan skor akhir:

91-100 = baik sekali

81-90 = baik

71-80 = cukup baik

< 70 = kurang

Appendix 19 Research Process Documentation



Appendix 20 Certificate of Research Completion



YAYASAN AL-HIMSYA SMA ISLAM AL AZHAR 16

Kampus KB-TK-SD-SMP-SMA Islam Al Azhar BSB City Semarang
Jl. RM. Hadisoebeno Sosrowardoyo, Mijen, Semarang
Telp. 024-76676876 Email: smaia.alazhar16@yahoo.com



SURAT KETERANGAN

No. 041/SKet/SMAIA16.SMG/II/1446.2025

Dasar Surat dari Universitas Islam Negeri Walisongo Semarang, Nomor:
4548/Un.10.3/K/KM.00.11/12/2024, tanggal : 17 Desember 2024, Prihal: Izin penelitian/Riset.

Dengan ini Kepala SMA Islam Al Azhar 16 menerangkan bahwa :

Nama : Nur Rohma Zulika
NIM : 2103016192
Prodi : Pendidikan Agama Islam
Fakultas : Ilmu Tarbiyah dan Keguruan

Mahasiswa tersebut benar-benar telah melakukan Riset di SMA Islam Al Azhar 16 pada tanggal
6 – 31 Januari 2025 dengan judul skripsi “Efektifitas Media Pembelajaran Google Classroom
Berbasis Quiz Assignment terhadap Daya Ingat Siswa Materi Dzikir dan Doa Kelas X SMA Islam
Al Azhar 16 Semarang”.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Semarang, 18 Desember 2025

Kepala Sekolah

Titian Ajiyana, S.Pd., M.M.

CURRICULUM VITAE

A. Personal Data

1. Name : Nur Rohma Zulika
2. Place and Date of Birth : Pati, 24 Juli 2003
3. Address : Sitirejo, RT. 02 RW. 03,
Tambakromo, Pati
4. HP : 082129155586
5. E-mail : nurrohmazulika45@gmail.com

B. Educational Background

1. Formal Education
 - a. SD N Sitirejo
 - b. MTs N 1 Pati
 - c. SMA N 6 Kabupaten Tangerang
 - d. UIN Walisongo Semarang