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INTEGRATION OF GOOGLE DRIVE AND GOOGLE FORMS AS DIGITAL MEDIA IN TEACHING MAHARAH ISTIMA' TO MADRASAH ALIYAH STUDENTS

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Abstract

This study aims to examine the effectiveness of digitizing learning media through the Google Drive and Google Form platforms in improving students' listening skills (maharah istima') in Arabic language learning. Using a quasi-experiment method with a one-group pretest-posttest design, this study involved students who actively used digital platforms as learning media. The results showed a significant increase in the average score from pretest (68) to posttest (82), as well as a positive response from learners to the use of digital media, where more than 85% of students felt more enthusiastic, understood the material better, and wanted to continue using digital media. The Google Drive platform allowed flexible access to audio materials, while Google Forms made it easier to evaluate and analyze learning outcomes. The findings show that the integration of digital technology positively contributes to the improvement of students' maharah istima' skills, learning motivation and independence, as well as being an adaptive solution to the challenges of learning in the digital era.

Keywords: Digitization, *Maharah Istima'* (Listening Skill), Google Drive, Google Forms, Arabic Language Learning

INTRODUCTION | مقدمة

Today's technological advances have created enormous opportunities in the world of education, with the goal of enhancing the quality of learning(Candra Dewi et al., 2023). The world of education has certainly felt the impact of the digital era, as education is the most influential instrument and a key benchmark for a country's progress, which the quality of its education can measure(Nafi'ah Muamaroh & Fikri, 2022). Technology plays a role as a learning medium that enables excellence in utilizing the effectiveness of the learning process(Sahputra et al., 2024). One of the uses of technology in education is the completeness of information covering scientific knowledge. Digital literacy is one of the most influential and important skills for students. Digital literacy refers to the ability to use, understand, and evaluate information obtained through technology. However, there has been no specific study integrating both Google Drive and Google Forms in teaching *maharah istima'* at the Madrasah Aliyah level, which therefore constitutes the research gap addressed in this study.

Learning media is an important part of supporting the achievement of learning objectives(Wulandari et al., 2023). The development of learning media, especially during the pandemic, has undergone significant changes or transformations. Learning media can be defined as anything used to convey material from an educator in a structured manner so that students are able to learn effectively(Irfan et al., 2024). When learning media are presented in detail, there are materials, tools, or techniques used in teaching and learning activities that aim to make communication between educators and students more effective. Prof. Dr. H. Fuad Hassan said that the tools or materials used to present learning communication are meant to be more effective and enjoyable(Sanjaya, 2024). Among various Arabic language skills, maharah istima' poses its own challenges in the digital age, as this skill requires interactive and flexible media to support audio comprehension. Therefore, the use of digital platforms such as Google Drive and Google Forms is relevant in providing audio materials and evaluating students' comprehension efficiently.

Google Forms and Google Drive are prime examples of technological advances today, offering platforms that enable efficient and secure educational interactions(Mardiana et al., 2021). According to (Kurniawan, et.al., 2020), the platform has features that are easy to access and understand. This application not only facilitates the teaching and learning process, but also evaluation and classroom management(Ummah, 2019). According to (Maesaroh, 2018), Google Forms and similar platforms have become important tools in ensuring educational continuity and adapting to changes in the way we learn and teach(Efendi et al., 2022).

Google Drive, Google's online storage service, allows educators and students to easily and securely store, manage, and share various types of documents Nirmadarningsih Hiya et al., "Pelatihan Penggunaan 'Google Drive' Pada Proses Pembelajaran Dimasa Pandemi Covid 19 Di Lembaga Komunikasi Dan Informasi Dosen (LEMKOMINDO-Indonesia) (LEMKOMINDOIndonesia)," Journal Liaison Academia and Society (J-LAS) 1, no. 2 (2021): 9–18.. Google Drive's real-time collaboration features also facilitate cooperation between students and between teachers and students, making the learning process more interactive and flexible(Fatria, 2018). On the other hand, Google Forms offers ease in creating and distributing digital forms for various educational purposes, ranging from attendance, assignment collection, to online learning evaluations(Heryadi, 2021). With features such as automatic integration into spreadsheets, ease of data analysis, and an attractive and user-friendly interface, Google Forms can significantly increase participation and learning outcomes. Both platforms, with all their advantages and ease of use, have proven themselves to be effective solutions in addressing learning challenges in the digital age, especially during the period of remote learning due to the Covid-19 pandemic(Mahbub & Khusnul, 2022).

In general, there are four skills that must be learned in Arabic language education. These four skills are referred to as Maharah in Arabic, and they include maharah istima', maharah kalam, maharah qiraah, and maharah kitabah(Hasbullah et al., 2024). These four factors influence each other, and the experience and information gained through listening, speaking, and reading are determining factors that contribute significantly to the development of each skill in a continuous manner. Each skill has its own characteristics and special features, so each skill requires a process of practice and habituation, therefore requiring the right strategy in the learning process in accordance with Arabic language learning theory(Crowther, 1999).

While writing this article, the researcher found several previous studies, including one by Mahbub & Riska Khusnul (2022) in their research *"Pengembangan Media Audio untuk Pembelajaran Maharah Istima' di Madrasah Tsanawiyah Al-Amiriyah Blokagung Banyuwangi",*

states that the use of audiovisual media significantly improves students' understanding of the material(Mahbub & Khusnul, 2022). This medium allows students to be more focused and interested when learning Arabic contextually. Then, by Fita Fatria (2018) in her research *"Penerapan Media Pembelajaran Google Drive dalam Pembelajaran Bahasa Indonesia"* , concluded that Google Drive is effective as a learning medium due to its ease of access, flexibility of time, and ability to facilitate collaboration between users (Fatria, 2018). Furthermore, Fajar Heryadi's (2021) research shows that *"Penggunaan Google Forms sebagai Media Pembelajaran Daring pada Masa Pandemi"* , revealed that Google Forms greatly assist teachers in evaluating and measuring student understanding in real time, as well as improving the efficiency of the evaluation process (Heryadi, 2021). The most recent previous study was conducted by Suriana (2023) with the title *"Pengaruh Pembelajaran Berbasis Digital terhadap Hasil Belajar Peserta Didik"* which shows that digital media significantly improves student learning outcomes and motivation, especially in religious subjects such as faith and morals(Suriana, 2023).

The objectives of the above discussion in this study are 1) How the use of the Google Drive and Google Forms platforms can improve students' listening skills (Maharah Istima') in Arabic language learning and 2) to what extent the digitization of learning media contributes to increasing students' motivation and independence in learning. Listening through Google platforms, one of which is Google Drive, which can store audio files(Mahbub & Khusnul, 2022). Students can practice listening to Arabic by listening to audio files stored on the platform. Students simply click on the audio file, listen carefully, and can fill out questions through other platforms such as Google Forms(Putri et al., 2024)*.* However, there has been no research that empirically tests the effectiveness of integrating Google Drive and Google Forms in improving listening skills in the context of Madrasah Aliyah. This gap forms the basis for this study to analyze the extent to which the digitization of learning media through these two platforms can contribute to improving students' listening skills in Arabic language learning.

METHOD | منهج

This study employed a quantitative approach using a quasi-experimental design to examine the effectiveness of using Google Drive and Google Forms in enhancing students' Arabic listening skills (maharah istima'). The research utilized a one-group pretest–posttest design, in which students were given a test before and after the implementation of Google-based learning media to measure improvement in their listening ability. The research subjects consisted of 30 eleventh-grade students from Madrasah Aliyah Negeri (MAN) X Malang, selected through purposive sampling, namely students who actively used Google Drive and Google Forms in Arabic language learning activities. The research instruments included a listening skill test (pretest and posttest) and a student response questionnaire. The maharah istima' test consisted of 20 multiple-choice items that were validated by two Arabic language experts and one educational evaluation expert to ensure content validity in relation to the competencies measured. A limited pilot test was conducted with 10 students outside the research sample to assess empirical validity using Pearson's product–moment correlation and reliability using Cronbach's Alpha coefficient. The results indicated that the test items had high validity and satisfactory reliability.

The student response questionnaire employed a four-point Likert scale to assess students' perceptions of the effectiveness of digital media. The questionnaire was validated by a lecturer specializing in Arabic language instruction, and the reliability test yielded a Cronbach's Alpha value greater than 0.70, indicating high reliability. The study was conducted over a period of three weeks. During the first week, the pretest was administered, and students were introduced

to the use of digital platforms. The second and third weeks were devoted to the treatment phase, which involved maharah istima' learning activities utilizing Google Drive as a medium for storing and distributing learning audio materials and Google Forms as a tool for practice and evaluation. The three-week intervention duration was determined based on previous studies (Mahbub & Riska, 2022; Fatria, 2018), which demonstrated that significant improvement in listening skills can be achieved within two to four weeks of intensive instruction.

To control for extraneous variables that could affect the research outcomes, several measures were taken. All participants used the same school-provided devices and internet connection in the language laboratory. The learning and evaluation sessions were conducted at the same time, every Tuesday and Thursday from 08:00 to 09:30. The same instructor and learning materials were used for all participants, and students' initial abilities were measured through the pretest to ensure equivalence prior to the treatment. The collected data were analyzed using descriptive statistics to determine the mean scores and improvement in learning outcomes, as well as a paired-sample t-test to examine significant differences between the pretest and posttest scores. Questionnaire data were analyzed using percentage and mean score calculations to describe students' responses toward the use of digital learning media.

RESULT | نتائج

Pretest Results

The results of this study indicate an improvement in students' Arabic listening skills (maharah istima') following the implementation of digital-based learning using the Google Drive and Google Forms platforms. Data analysis was conducted on the pretest and posttest scores of 30 students. The mean pretest score was 68.00 with a standard deviation (SD) = 8.4 and a score range of 50–82, while the mean posttest score increased to 82.00 with SD = 7.6 and a range of 68–96. The 14-point increase demonstrates a notable improvement in listening ability after the application of digital learning media.

The paired-sample t-test revealed a p-value < 0.05, indicating a statistically significant difference between the pretest and posttest results. However, to assess the magnitude of the effect beyond statistical significance, an effect size was calculated using Cohen's d formula:

$$d = \frac{M_{posttest} - M_{pretest}}{SD_{pooled}}$$

Given the **pooled standard deviation (SD**pooled_{pooled}pooled**) of 8.0**, the calculation is as follows:

$$d = \frac{82 - 68}{8.0} = 1.75$$

The obtained Cohen's d value of 1.75 indicates a very large effect size, according to Cohen's (1988) criteria. This finding suggests that the use of digital media through Google Drive and Google Forms had a strong impact on improving students' listening skills. Further analysis of individual variation showed that all students (100%) experienced score improvement, although

the degree of improvement varied among individuals. A total of 12 students (40%) showed an increase of more than 15 points, 14 students (47%) demonstrated a moderate improvement of 10–15 points, and 4 students (13%) exhibited a slight improvement of less than 10 points. No extreme outliers were found in the dataset, as all posttest scores remained within two standard deviations of the mean. Overall, these findings reinforce that the digitalization of learning media produces a substantial enhancement in students' maharah istima' skills—demonstrating not only statistical significance but also practical significance, as evidenced by the large effect size and consistent improvement across all participants.
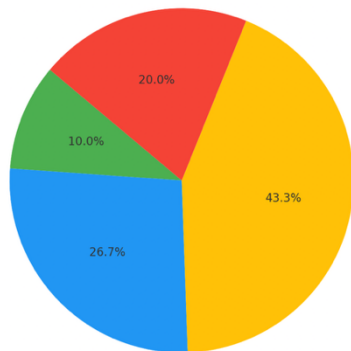
The following is a pie chart showing the distribution of students' pretest scores by category. This visual clearly shows that the majority of students fall into the "Fair" (43%) and "Poor" (20%) categories, highlighting the need for intervention using digital media. The results indicate that most students have not yet achieved optimal outcomes, with the majority still falling into the adequate and inadequate categories. This situation serves as a crucial foundation for implementing more adaptive and innovative learning strategies. Listening to Arabic is very difficult for students to understand because they only use audio from teachers and implement or evaluate it in their respective books(Di & Mi, 2025). This learning activity is monotonous for students, and the audio cannot be repeated because it is played by the teacher using a sound system. Therefore, another platform is needed to make it easier for students to understand and to make them interested in learning maharah istima', with better results(Ilfi et al., 2024).

Treatment Process

During the three-week learning process, students had access to:

1. Audio listening materials via the Google Drive platform,

2. Evaluation sheets in the form of essay questions completed via Google Forms

The entire learning process is conducted digitally, with an emphasis on independent learning(Paseleng et al., 2022). Students listen to the material in groups and immediately answer the questions provided. Learning is flexible, as students can access the material at any time according to their own learning pace. Google Drive is used as audio storage that can be accessed by all students via a barcode provided by the teacher. Google Forms are used for evaluation or to assess students' understanding of the audio content in Google Drive. The audio content can be reviewed by each student individually, independent of the teacher.

After three weeks of implementing digital learning, a post-test was conducted to measure the development of maharah istima' skills. The average score of the students increased to 82. The distribution of scores is as follows:

- 12 student (40%) were in the **Very Good** category (85–100),
- 14 student (47%) were in the **Good** category (70–84)
- 4 student (13%) were in the **Poor** category (55–69)
- 0 student (0%) were in the **Kurang** category (<55).

he following is a pie chart showing the distribution of students' post-test scores. There has been a significant improvement, with the majority of students falling into the Good (47%) and Very Good (40%) categories, and no students falling into the Poor category. This demonstrates the success of using digital media in teaching maharah istima'. This improvement shows that the use of digital media, namely the integration of Google Drive and Google Forms, has significantly boosted the improvement of maharah istima in Arabic(Nopriansyah et al., 2024). Tidak ada lagi siswa yang mendapatkan nilai di bawah standar minimum (kategori Kurang), yang sebelumnya terdapat 20% siswa dalam kategori tersebut.

To determine the significance of the increase, a paired sample t-test was conducted. The test results showed a p-value < 0.05, indicating a significant difference between the pretest and posttest results. The average difference of 14 points indicates that digital media has a strong influence on the improvement of students' listening skills. On the other hand, the use of technology makes students more interested because they use their own gadgets, which is not monotonous compared to learning through lectures and books.

In addition to quantitative data from test results, qualitative data was also obtained from questionnaire results. A total of:

- 40% of students said they were very happy using digital media.
- 47% of students felt more motivated and found it easier to understand the material.
- 13% of students felt quite enthusiastic about participating in the learning process.
- 0% of students said they felt uncomfortable or had difficulty using the media.

These results indicate that the integration of digital media not only improves cognitive aspects but also affective and motivational aspects of students. Learning becomes more engaging, interactive, and encourages students to learn independently. These findings align with Fita Fatria's (2018) research, which states that Google Drive is effective as a learning tool due to its flexibility and collaborative features. Additionally, Heryadi (2021) notes that Google Forms can simplify teachers' ability to assess students' understanding in real time. With a digital learning approach based on Google Drive and Google Form integration to improve Maharah Istima, students not only improve their listening skills, but also their digital literacy, time management, and independent learning skills. This supports the demands of 21st century education, which emphasizes technological competence and student-centered learning(Murtiyasa, 2001).

DISCUSSION | مناقشة

The use of digital-based learning media through the Google Drive and Google Form platforms in maharah istima' learning has shown a positive effect on improving students' listening skills. This transformation in learning is highly relevant to the demands of the times, which emphasize the integration of technology in the world of education(Hilmi & Hasaniyah, 2023). Digital media provides easy access to information, flexibility in learning time, and a more interactive and engaging learning experience compared to conventional methods(Hendra et al., 2023).

Google Drive, as a cloud-based file storage platform, allows educators to present audio learning materials in the form of files that can be accessed anytime and repeatedly. Students are given the freedom to download or play audio files repeatedly, according to their needs in understanding the material(Febrian et al., 2024). This feature helps students strengthen their

listening skills because they can learn at a pace that suits their individual abilities. In addition, Google Drive facilitates collaboration between teachers and students through direct comments or sharing relevant files, which encourages active engagement in the learning process(Aisyah & Ikhsan, 2022). Google Drive is also easily accessible; simply scanning a barcode can play audio on each student's device.

On the other hand, the use of Google Forms in listening comprehension learning provides efficiency in evaluating and assessing listening skills. Teachers can easily create multiple-choice or short-answer evaluation questions that can be accessed immediately after students listen to the learning audio. The automatic collection of answers via spreadsheets also facilitates quick and accurate analysis of student achievement. Visualization features, such as bar charts or pie charts, further support the processing of student learning outcomes. Google Forms can be accessed anytime and anywhere, making it very easy for students to complete them. Google Forms can be completed collaboratively with a group, and educators or teachers can immediately correct them once students have submitted their forms. Student results can also be displayed on a projector for collaborative correction(Efendi et al., 2022).

The findings of this study indicate that the use of digital-based learning media through the Google Drive and Google Forms platforms has a significant effect on improving students' Arabic listening skills (maharah istima'). This result not only demonstrates a statistically significant difference between pretest and posttest scoress but is also supported by a large practical effect size (Cohen's d = 1.75), reflecting a strong influence of the intervention. From a theoretical perspective, these findings can be explained through the Technology Acceptance Model (TAM) proposed by Davis (1989), which posits that users' acceptance of technology is determined by two primary factors: perceived usefulness and perceived ease of use. In the context of this study, students perceived Google Drive and Google Forms as tools that facilitated their learning process and provided tangible benefits in understanding listening materials. The high accessibility, user-friendly interface, and ease of uploading and downloading tasks contributed to greater acceptance and motivation among students to engage with these digital platforms(Suriana, 2023).

Furthermore, this study's findings align with the Cognitive Theory of Multimedia Learning by Mayer (2001), which asserts that learning is more effective when information is presented through a combination of visual and auditory channels. Google Drive served as an auditory medium, providing students with audio files that could be replayed as needed, while Google Forms functioned as an interactive visual platform that enabled students to respond to questions and receive instant feedback. The integration of these two platforms created a learning environment that supports dual-channel information processing, enhances retention, and promotes active and independent learning.

These findings are consistent with previous research. Fatria (2018) found that Google Drive effectively improves learning outcomes due to its flexibility and accessibility. Similarly, Heryadi (2021) reported that Google Forms enhances evaluation efficiency and provides rapid feedback, which in turn boosts students' learning motivation. Additionally, Mahbub and Riska Khusnul (2022) demonstrated that the use of audiovisual media significantly contributes to improving listening skills by reinforcing focus and engagement in contextual Arabic comprehension. Consequently, the present study extends previous findings by showing that the combined use of Google Drive and Google Forms yields a stronger effect than using either platform alone, as it merges flexible access with direct evaluation and feedback mechanisms. Moreover, the observed individual variations in improvement indicate that although all students experienced score gains,

the degree of progress varied according to their initial abilities and digital learning habits. This phenomenon aligns with the principles of learner-centered digital pedagogy, which emphasize that the effectiveness of digital media is strongly influenced by students' technological literacy and learning autonomy.

Overall, the findings of this study affirm that the digitalization of learning media through Google Drive and Google Forms not only enhances cognitive learning outcomes but also strengthens motivation, autonomy, and technology acceptance among students in the context of Arabic language learning. These results support the direction of 21st-century education, which emphasizes the integration of technology, flexible access, and self-directed learning as key pillars of modern education. This study reinforces the finding that the appropriate integration of digital learning media can improve the quality of Arabic language learning, particularly in listening skills(Fadhly et al., 2024). The use of technology is no longer merely a supplement, but has become an integral and indispensable component in modern, interactive, and student-centered teaching and learning processes. However, the implementation of digital media also requires guidance from teachers, especially during the initial stages of use and adaptation. The availability of devices and adequate internet connectivity are important supporting factors that must be considered to ensure that the implementation of technology does not become a new barrier in the learning process. Overall, the digitalization of learning media through Google platforms is an adaptive and relevant solution to address the needs of modern learning. This research opens up broader opportunities for the development of other more interactive and sustainable digital-based learning models in the future (Ilfi et al., 2024).

CONCLUSSION | خاتمة

The results of this study demonstrate that the digitalization of learning media through the Google Drive and Google Forms platforms has a significant effect on improving the Arabic listening skills (maharah istima') of students. Google Drive provides ease and flexibility of access to audio materials, enabling students to learn independently and repetitively according to their needs. Meanwhile, Google Forms facilitates the evaluation process, provides instant feedback, and assists teachers in analyzing learning outcomes quickly and efficiently. The integration of these two platforms has proven effective not only in enhancing students' cognitive performance but also in fostering motivation and learning autonomy, which align with the demands of 21st-century education. Despite the strong positive results, this study has several limitations. The research design did not include a control group, which restricts the generalizability of the findings to the specific sample context. The relatively small sample size (30 students) and short intervention period (three weeks) also limit the assessment of the long-term sustainability of digital learning effects. In addition, external variables such as digital literacy and learning environment conditions could not be fully controlled.

Based on these limitations, future research is recommended to employ an experimental design with a control group to enable more objective comparisons of learning effects. Longitudinal studies are also needed to examine the durability of digital learning impacts on language skills. Furthermore, future research directions could focus on developing AI-integrated learning models, such as the use of speech recognition technology for interactive istima' practice, and conducting comparative analyses across different digital platforms to identify the most effective combinations of media for Arabic language learning in the era of digital transformation.

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