The Impact of Teaching Using the Google Classroom Platform on the Achievement of the Tenth-Grade Students in the Subject of the Arabic Language in the Directorate of Education of Al-Qasr District

Wafa' D'yab Abed Alfattah Albdairat
Jordanian Ministry of Education
Email ID: Wafaaalberat456@gmail.com

Abstract
This study aimed to identify the effect of teaching using the Google classroom platform on the achievement of the tenth-grade female students in the subject of the Arabic language in the Directorate of Education of Al-Qasr District. To achieve the objectives of this study, the semi-experimental approach was used, the study sample consisted of (51) female students divided into two groups, the first group is the experimental group: which was taught using the (Google Classroom) platform and includes (25) students, and it was selected from Al-Qasr Secondary School for Girls, and the second group is the control group: which was taught using the usual method in teaching Arabic language. It includes (26) students. An achievement test was prepared in the Arabic language subject, then its validity and reliability were verified, and the studied educational material was prepared using the (Google Classroom) platform. The results of the study showed that there are statistically significant differences between the mean scores of the students in the test. post-achievement, which is attributed to the difference in the teaching method in the experimental group that was taught using the (Google Classroom) platform, and the control group that was taught in the usual way on assessments. The post-test achievement test, for the benefit of the students in the experimental group who studied using the Google Classroom platform.
Keywords: Google Classroom platform, achievement, tenth grade.

INTRODUCTION

The twenty-first century is considered the century of developments, challenges and changes that faced the educational process, due to the huge leaps and developments witnessed in this century, which led to the need to confront the changes of this era and the challenges it faces, as modernization and development in the educational process has become an urgent necessity.

This era is characterized by the rapid changes resulting from scientific and technological progress and information technology, so it has become necessary to keep pace with the educational process of these changes to face the problems that may result from them, such as: the abundance of information, the increase in the number of students, the lack of teachers, the distances, and with the emergence of the technological revolution in its certainty The information that made the world a small village increased the need to exchange experiences with others, and the student's need for rich, multi-source environments for research and self-development, so the so-called e-learning appeared (Al-Sarayrah, 2021).

Our current era is defined as the digital age resulting from the interaction of the human mind with technology. Technology has invaded all areas of contemporary human activity in the economy, services, communications, education, etc. Therefore, educational systems in the information society have focused on preparing individuals in a manner that qualifies them for the good use of information technology (Al-Srour, 2018).

Among the modern e-learning tools through which courses can be taught electronically easily are educational platforms (Learning Platforms), which are considered educational resources based on the web, as they have interfaces that combine educational services, communication between teachers and learners, while providing security requirements in order to enrich communication and learning. In the classroom (Lutfi, 2019).

(Kamil, 2019) believes that educational platforms are among the modern systems, which are among the latest and most popular education technologies, and these platforms have made a major change in how communication and participation between teachers and their students in terms of information exchange, and has become a world without borders, available to everyone as they can learn. At any time unconditionally, and removed the barriers and difficulties imposed by traditional teaching methods, and a channel of communication and education, which is a powerful means of interaction between learners.

(Al-Dosari, 2016) also mentions that the educational platform is a safe and private environment that targets teachers and students only, and digital classes are created and managed by school and university professors, and teachers in schools and universities have full administrative rights regarding the participation of students in their

classes, and only class students can view the content The innovator in the digital classrooms by the class management as long as it forms a closed group.

There are many electronic educational platforms that provide educational services, some of which are free, and some that require a cost to use all educational services, especially from educational institutions, and among these platforms (Google Classroom), which made a qualitative leap towards the development of e-learning, as it is considered one of the free platforms Which any person or organization can register on and provide educational content, as it enables teachers to create classes, distribute assignments, award marks, send comments, and see everything in one place, and the platform allows you to work on it anywhere and at any time on any device, as Teachers and students can log in from any computer or mobile device to access assignments, and the platform supports (42) different languages, including Arabic (Muhammad and Ali, 2020).

As a result of the conditions that the entire world is suffering from at the present time, represented by the spread of the Corona virus, which had a severe impact on the educational process as a result of this pandemic; Educational institutions suddenly found themselves forced to switch to distance education to ensure the continuity of the teaching and learning process, and to use the Internet, smart phones, and computers to communicate remotely with students (Yulia, 2021).

Based on this, this study will seek to know the impact of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education of the Al-Qasr District.

STUDY PROBLEM AND QUESTIONS

There are many problems facing the educational process and impeding its proper progress: such as the increase in the number of students, the individual differences of students that may require additional procedures during the study, the time of the school class, as well as the availability of infrastructure and others, as they are considered among the obstacles facing the traditional educational process. Saying that it has become necessary to search for means, methods and solutions in order to use e-learning in the educational process, and to use educational platforms in general and the (Google Classroom) platform in particular, that the use of this platform will contribute to raising the level of achievement among tenth grade students in the Arabic language subject, As you can see in previous studies (Al-Jundi, (2021); (Ibrahim, (2021); Paristiowati, Zulmanelis, Novita, 2020)); Al-Wasati, (2020)) that the use of the e-learning platform (Google Classroom) has contributed to raising the level of academic achievement and increasing learning among students.

The spread of the Corona pandemic (Covid 19) has also led to a halt to the educational process all over the world, not only in Jordan. These problems, obstacles and natural disasters (such as the Corona pandemic (Covid 19) have led to a rethinking of the need to think about new effective means and methods for the development of the educational process, And its continuity, and increasing its efficiency and ability, and based on that, this study came in order to identify the impact of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject for tenth grade students in the Directorate of Education of the Al-QasrDistrict.

THEREFORE, THIS STUDY WILL SEEK TO ANSWER THE FOLLOWING QUESTIONS:

- What is the effect of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject among tenth grade female students in the Education Directorate of Al-Qasr District?
- Are there statistically significant differences at the significance level ($\alpha = 0.05$) for the effect of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject among tenth grade female students in the Directorate of Education of the Al-QasrDistrict, due to the teaching method.

OBJECTIVES OF THE STUDY:

This study aimed to:

- Identifying the effect of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject for the tenth-grade female students in the Directorate of Education of Al-Qasr District.
- Detection of differences in the impact of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject among tenth grade students in the Directorate of Education of the Al-Qasr District, according to the teaching method.

THE IMPORTANCE OF STUDY:

The importance of this study lies in recognizing the theoretical and practical importance of the effect of teaching using (Google Classroom) on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education of the Al-Qasr District.

THE THEORETICAL ASPECT OF THE IMPORTANCE OF THIS STUDY IS AS FOLLOWS:

- This study contributes to supplementing the educational literature related to the subject of the study, which

is the effect of teaching using (Google Classroom) on the achievement of Arabic language for tenth grade students, and working to help prepare educational content suitable for technological development.

- This study comes in order to address the reconsideration of the traditional educational process, and an attempt to replace it with the electronic educational process (distance education) in order to keep pace with the current technological development, and the need to find solutions and alternatives to the traditional process has also emerged due to the emergence of the Corona pandemic (Covid-19). 19).

THE IMPORTANCE OF THE APPLIED STUDY IS EVIDENT IN THE FOLLOWING:

- E-learning is considered one of the basic and main pillars in the field of education, through what we are witnessing in the development of information and communication technology, which makes us need to comply with the requirements of current life, as well as the emergence of the Corona pandemic (Covid 19), which played a major role calling for the need to adopt and develop education E-learning in the world in general and in Jordan in particular, and the need to rely on e-learning instead of traditional education.
- The (Google Classroom) platform provides a real experience in how lessons are designed and used by teachers and students, especially for science.
- The (Google Classroom) platform contributes to enhancing self-learning for students without the need for traditional learning methods, through the use of modern technologies.
- The Google Classroom platform provides opportunities to diversify student learning, increase their interaction, and motivate them to do work and activities outside the classroom.
- The results of this study contribute to identifying the impact and benefit of the (Google Classroom) platform in finding solutions that in turn contribute to raising the level of achievement among tenth grade female students in the Arabic language subject.
- The results of this study contribute to the development of the teaching method of the Arabic language subject for tenth grade students.

TERMINOLOGICAL AND PROCEDURAL DEFINITIONS

GOOGLE CLASSROOM: One of the free (Google) applications, launched in (2014) and aims to provide assistance in managing the educational process. The teacher is able to conduct the assessment in different ways, and is characterized by ease of use, and its ability to link all other Google applications, and adapt them in learning with ease and ease (Beell, 2015)

IT IS PROCEDURALLY DEFINED: an application (Google Apps for Education) to help Arabic language teachers for the tenth grade to create and organize classrooms quickly, provide feedback in an effective manner, and communicate with classes easily and smoothly, and also helps students organize their work in (Google Drive), and complete and deliver it and direct communication with the students.

ARABIC LANGUAGE COURSE: It is one of the subjects of the Ministry of Education in the Hashemite Kingdom of Jordan for the tenth grade, which is in force starting from the academic year (2021/2022). The book contains (9) study units, divided into (4) units for the first semester and (5) Units for the second semester, the student studies these units according to a specific plan (Al-Tarawneh, et al., 2021).

ACHIEVEMENT: A specific level of achievement, or proficiency in school work, measured by teachers, or by prescribed tests. After passing tests and exams successfully (Al-Sarhan, 2016).

IT IS DEFINED PROCEDURALLY: it is a cognitive mental activity for female students in the tenth grade, which is inferred from the total scores that they obtain in their performance of the requirements of studying the subject of the Arabic language, that is, it determines the degree of assimilation by the students of certain experiences from the subject of the Arabic language, and it is measured by the degree that the students obtained in the achievement tests. prepared for this purpose.

THE LIMITS OF THE STUDY:

The limitations of this study were divided into the following:

- **OBJECTIVE LIMITATIONS:** This study is limited to the impact of teaching using (Google Classroom) on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education of Al-Qasr District.
- **SPATIAL LIMITATIONS:** This study is limited to secondary schools for girls in the Directorate of Education of Al-Qasr District.
- **TEMPORAL LIMITS:** The study tool was applied in the first semester of the year (2022-2023).
- **HUMAN LIMITS:** limited to tenth grade students in the Education Directorate of Liwa al-Qasr.

STUDY LIMITATIONS:

The results of this study are determined by its community, the response of the tenth grade students to the test prepared by the researcher, and the variables (Google Classroom).

THEORETICAL FRAMEWORK

(GOOGLE CLASSROOM): The expansion of e-learning and the competition of educational institutions to adopt it and their search for systems and applications that manage the learning process, many applications for e-learning management appeared, which made Google create a learning management application called Google Classroom (Google) 2019).

In May of 2014, the company (Google) used (G Suite) for education, which is an application for institutions and individuals that collects a group of applications in one interface, and through its experience, the company found that educational institutions tend to benefit from the services of these applications. In the educational processes, hence the birth of the (Google Classroom) application since (2014), which is an application that we can call an educational platform that allows educational institutions of all kinds to manage the educational process in their institutions, so that classes are recorded and materials are downloaded. educational, conducting all operations related to following up on classes, downloading educational materials, performing all operations related to following up on classrooms and learners, enabling the teacher to use the system independently, uploading scientific material and short exams, communicating with students directly, and allowing learners access to their classes independently, conducting their exams, and communicating with their teachers, or with their colleagues collectively or individually, and this is done through the Internet, and the company imposed on the person wishing to have an account and purchase K (G. Suite), and due to the high demand for the application, and in order to achieve the objectives of the company, in March of the year (2017) it provided this application to anyone who has an electronic account on (Gmail) (Google, 2019).

THE CONCEPT ((GOOGLE CLASSROOM): The Google Classroom platform can be defined as a free educational service for managing e-learning over the Internet, which aims to simplify the process of sharing files between teachers and learners by helping teachers to create an electronic classroom on it (Google, 2019).

(Bawi, 2019) defined it as an interactive educational environment that employs web technology and combines the advantages of content management with social networks, and enables teachers to publish lessons and goals, set assignments, implement educational activities, and communicate with teachers through various techniques, such as dividing students into work groups, and helps to Exchanging ideas and opinions between students and teachers, and sharing educational content among them, which helps achieve high-quality educational outcomes.

FEATURES OF THE GOOGLE CLASSROOM PLATFORM:

We note that Google left no room but tried to provide a unique service to help users with daily tasks, and this is evidence of the success of Google services in accessing all daily activities and education on the Internet. Al-Jarrah (2018) mentioned that the (Google Classroom) platform has a set of characteristics The features that distinguish it from other applications include:

- Free application: The company provides the application to all users for free.
- Internet-based application: The application is used directly through the Internet, which allows its users to access their classes and manage the educational process from any place or time the user desires.
- Cloud-based application: Cloud computing allows application users to upload and access files from anywhere in the world without cost or special equipment, and to benefit from all other cloud computing features.
- Support for all languages of the world, especially the Arabic language: The application supports all languages of the world, especially Arabic, without the need for subscriptions or special updates.
- Allows downloading all types of files.
- An easy-to-use control panel for the learner, teacher and system administrator.
- Allows teachers to make announcements, calendars, upload assignments, and the ability to solve them either directly or by re-uploading them and conducting exams directly.
- Works on all operating systems (Windows, Android, Iphine, Web-based Widows Mobile).

USES OF THE GOOGLE CLASSROOM PLATFORM IN EDUCATION:

Platforms have been widely used in education and training for all sciences, and any platform is based on fixed pillars (Majid, 2014):

- **LEARNER:** Anyone can register on the platform of his choice and receive the education and training he desires according to the terms of the available platform, most of which are free and available at any time.
- **THE TEACHER OR THE DESIGNER:** The teaching and design process can be carried out by one professor, or each professor plays one role, as the designer designs the contents of the teaching material and puts it at the disposal of the group, while the teacher-teacher facilitates the learning process.
- **ADMINISTRATIVE:** He is the one who takes care of the management of the platform and performs all administrative work.
- **ACADEMIC ACHIEVEMENT**: Achievement is one of the most important topics of interest to educators

and the educational community because of its great importance, as academic achievement refers to the amount of information and knowledge that students obtain during their studies. schools, and the level of achievement among students is determined through tests, evaluations, or reports for teachers (Al-Saeedi, 2019).

Many psychologists and researchers have dealt with the subject of academic achievement from multiple points of view and many approaches. There are those who define academic achievement as obtaining descriptive information that shows the extent to which students have obtained directly from the content of the study material, through tests that the teacher applies to his students. On the course of the school year, to measure the extent to which students absorb the knowledge, concepts, and skills that are related to the study period at a certain time or at the end of a certain educational period (Al-Anani, 2005).

(Mahmoud, 2009) believes that academic achievement is the result of the interaction between a group of environmental, educational, and personal factors of the student, and (Ibrahim, 1995) defines academic achievement as the extent to which students absorb what they have learned of knowledge or skill experiences in academic courses, and it is measured by the degree to which they get the student must pass exams at the end of the year.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT:

There are many factors that influence academic achievement and contribute to it to a large extent. Researchers have divided these factors into the first: Internal factors: These are the cognitive and psychological characteristics of the student that distinguish his personality from others, and are related to genetic factors and psychological characteristics, which are health status, intelligence, motivation, and level of maturity. , level of ambition, and self-concept, second: external factors: which are the environment surrounding the student, represented by the following: the social and economic status of the student's family (income, level of education, type of housing, and place of residence), and the social structure of the family (the number of individuals, and the pattern of social relations) and methods of family upbringing (Hamdan, 1996; Al-Orabi, 1995).

(Jumaa, 2002) indicated that it is possible to limit the factors influencing academic achievement in mental abilities, the health factor, the social factor, and the psychological factor.

THE IMPORTANCE OF ACADEMIC ACHIEVEMENT: (TAWFIQ, AND JUMA, 2018; MUDAQIN, AND LAOUR, 2014)

- Academic achievement is of great importance in the educational educational process as it is one of the most important embarrassments of education that learners seek.
- Academic achievement is considered one of the general areas that have received the attention of parents and educators, as it is one of the educational goals that seek to provide the individual with the sciences and knowledge that develop his perceptions and pave the way for the personality to grow properly.
- Academic achievement satisfies the psychological needs sought by the learners, and in not satisfying this need, it leads to the student's feeling of frustration, which results in aggressive responses by the student that may lead to disturbances in the academic system.
- The importance of academic achievement in the educational process lies in the fact that it is treated as a criterion for measuring the efficiency of the educational process and its efficiency in developing the various talents and capabilities available in society.

REACHING A GOOD LEVEL OF ACHIEVEMENT THAT INSTILLS SELF-CONFIDENCE.

Methods of measuring academic achievement:

Schools resort to many methods through which the academic achievement of students is measured, and these methods are represented in the regular tests, where students are subjected to many tests through which the teacher evaluates the student based on the grades set by the teacher, and achievement can be measured by Jobs, chores, and homework assignments that the teacher assigns to students, or through oral or essay tests, or reports and discussions that take place in the classroom. Standardized tests are considered among the methods of measuring academic achievement, such as tests of right and wrong, filling in the blanks, interviewing, arranging, and others (Al-Zaghoul, 2015).

PREVIOUS STUDIES:

This section reviews a number of relevant previous studies, which dealt with various topics on the impact of using (Google Classroom), whether on school or university students, and the following is a presentation of the studies that were reached, arranged from the newest to the oldest.

The study (Hamidah, Irmayanti, Afandi, 2022) aimed to determine the effect of e-learning using Google classroom on student learning outcomes, and the impact of e-learning by using (Google Meet) program on student learning outcomes, and was there a difference in the average level of learning outcomes students that

were taught using Google classroom) and (Google meet), and the study sample consisted of 36 students from PGRI Vocational Secondary School in Kediri, Indonesia, and the semi-experimental approach was used to achieve the objectives of the study, and the achievement test was relied upon, and the results of the study were shown after a simple regression test The sample test indicates that there is a positive effect of the Google Classroom platform on learning outcomes, and that there is a positive effect of (Google Meet)on learning outcomes.

Ibrahim's study, (2021), aimed at identifying the impact of teaching using the Classroom platform on the achievement of the Foundations of Education subject for first-grade students at Ibn Rushd College. To achieve the objective of the study, the semi-experimental approach was used. Selection of a sample of (400) male and female students, with (200) male and female students from previous years, with (100) male students and (100) female students, with the same procedure for year students. In the previous years, for the academic year (2018-2019), in the College of Education IbnRushd for Humanities University of Baghdad, and to achieve the goal of the research, the researcher built a written achievement test consisting of (20) items, and the results showed that there was a statistically significant difference in the achievement test in favor of experimental group.

The study of Al-Jundi, (2021), aimed to identify the effect of using the educational platform (Google classroom) on the level of academic achievement and the development of self-regulated learning skills for students of the field training course. The semi-experimental approach was used for one experimental group by following the pre and post test due to its suitability to the nature of this study. Where the study population included (134) male and female students of the third year at the Faculty of Physical Education, Fayoum University for the year (2019-2020), the second semester, and a random sample of male and female students was chosen. Among the most important findings of the study: The use of the e-learning platform (Google classroom) contributed to improving the level of academic achievement among the research sample and also helped to develop students' self-regulated learning skills. The research sample.

The study of Al-Azzawi and Novan (2021) aimed to identify the effect of using the Google classroom educational platform on the achievement of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation, by validating the following zero hypothesis: Hypothesis: There is no statistically significant difference at the level of significance (0.05) between the mean scores of the students of the experimental group studying on the (Google classroom) platform and the average scores of the students of the control group taught in the traditional way in the achievement test of the subject of measurement and evaluation. A sample of students from the University of Tikrit / College of Education for Human Sciences / Department of Educational and Psychological Sciences / fourth stage intentionally, for the academic year (2020/2021) (first semester), and the research sample reached (80) students, and the two researchers were rewarded between the two study groups in a number of The relevant variables are: the chronological age calculated in months, the rate of the third stage, the intelligence test, the gender variable, and for the two study groups. To conduct the experiment, the researchers prepared an achievement test as a tool For a study, the number of test items was (40), and the following results showed: There is a statistically significant difference at the level of significance (0.05) between the mean scores of the students of the experimental group studying on the Google classroom platform and the average scores of the students of the control group taught in the traditional way in the achievement test Measurement and evaluation material for the benefit of the experimental group.

COMMENTING ON PREVIOUS STUDIES:
1. The previous studies varied in terms of aim. They indicated the impact of teaching using the (Google Classroom) platform on the academic achievement of the Arabic language course for tenth grade female students. Thus, the current study agreed with previous studies in terms of the aim and methodology.
2. The previous studies varied in terms of determining the sample size and specifications, and the current study agreed with previous studies that were presented in terms of the sample selection method.

What distinguishes the current study from previous related studies that were previously presented is that it dealt with the effect of teaching using the (Google Classroom) platform on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education for the Al-Qasr District, and this was not addressed by the researchers in their studies within the limits of the researcher's knowledge.

METHODOLOGY AND DESIGN
This chapter presents the methodology of the study, the study population and its sample, the tools used to collect data, and tests for its validity and reliability. The chapter also deals with a description of the teaching strategies used in the study, the method and procedures for applying them to the study sample, and a description of the study variables and statistical treatment methods for data analysis.

STUDY METHODOLOGY:

The study relied on the semi-experimental approach, and this approach was used; Due to the nature of the study and its suitability to achieve its objectives, which is to reveal the effect of teaching using the Google Classroom platform (Google Classroom) on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education in the Southern Mazar District.

STUDY COMMUNITY:

The study population consisted of tenth grade female students in public schools affiliated to the Directorate of Education of the Al-Qasr District for the academic year (2022/2023 AD), with a total number of about (534) students, according to the statistics issued by the Directorate of Education and Education of the Al-Qasr District in Karak Governorate for the year (2022). M.

THE STUDY SAMPLE:

The sample of the study was chosen in the experimental and control groups of tenth grade female students in Al-Qasr District in an intentional manner from Al-Qasr Secondary School for Girls, where the students were selected from two academic divisions in a simple random manner, which were also randomly distributed into two groups, namely:

1. The control group: which was taught using the usual method in teaching the subject of the Arabic language, and it includes (26) students, and it was chosen from Al-Qasr Secondary School for Girls.
2. The experimental group: which was taught through the use of the Google Classroom platform and includes (25) students, and it was selected from Al-Qasr Secondary School for Girls.

Table (1) shows the distribution of the female students in the study sample, according to the academic disciplines at Al-Qasr Secondary School for Girls.

Table No. (1): Distribution of female students in the academic divisions in the experimental group and the control group

Group	Class	NO.	Percentage
Experimental Group Google Classroom Platform	A	25	49.02
Control Group Traditional Teaching Method	B	26	50.98
Total		51	100

The study was implemented using Google Classroom platform software, for the following reasons:

1. Availability of a number of study subjects for the tenth grade to apply the study tools.
2. The cooperation of the school administration and the teachers with the researcher and facilitating her task in the process of applying the study tools.
3. The presence of a sufficient number of female students in the academic divisions to be distributed according to the two study groups, "the control and the experimental".
4. The presence of female teachers in the school; Those who have long experience in teaching the Arabic language for the tenth grade.
5. The spatial proximity of the researcher's place of residence to the school; Which facilitates the application and follow-up of the field study procedures by the researcher.
6. The availability of the necessary tools and capabilities in the two schools for the application of the Google Classroom platform in teaching.

STUDY TOOLS

PREPARING THE STUDY MATERIAL ACCORDING TO THE TEACHING METHOD

The process of designing and preparing the educational unit "Define Your Life" from the Arabic Language Study Book using the Google Classroom platform went through the following stages:

1. **THE ANALYSIS STAGE**: learners' characteristics were identified, educational needs were identified, and the content of the study unit was analyzed
2. **DESIGN PHASE:** At this stage, a conceptual outline of the requirements for teaching the educational unit was developed using the Google Classroom platform to build the content of the unit and its lessons and how to link them with each other, and an accurate description of the methods and procedures related to how to implement the educational unit in its final form based on the objectives, and an appropriate vision was developed How students use the scientific content provided to them and required of them while using the software, and it includes several stages: the preparation stage, the scenario stage, and the application stage, as in the following steps:
3. **THE PRODUCTION STAGE:** in which the design requirements were prepared and collected, including accurate formulation of objectives, preparation of material, activities, training, and all that is required for

display, such as texts, still and animated images, videos, presentations, computer links, etc. At this stage, translation and implementation of the design process from an educational plan and scenario to a tangible learning environment By converting the written educational content and pictures into electronic content through the use of the (Google Classroom) platform, where there are many tools available in the platform that create, edit, develop and share a variety of electronic content from media and video, and this was done as follows: Determining the way to display the educational content to the students: It is a presentation of the content that was prepared in advance using the Google Classroom platform and sent on computers and peripherals simultaneously at the time of classes. In addition, the scientific content includes educational videos that were uploaded and displayed using the Google Classroom platform. Female students: This was done through questions presented using the (Google Classroom) platform. As for the method of final evaluation of students' performance, it was through an arbitrated post-achievement test is taken.

4. **THE STAGE OF WRITING THE SCRIPT:** At this stage, the broad lines represented in the formulation of the objectives and the elements of the study unit were translated.

5. **APPLICATION STAGE:** The application stage is the stage in which the electronic learning environment is implemented simultaneously using the Google Classroom platform, where the students from the study sample were instructed to open the links listed on the computers, and they were presented with a guide that consisted of an educational video describing the application tools, its characteristics and uses, In addition to providing practical training on using the (Google Classroom) platform.

6. **IMPLEMENTATION STAGE OF THE EDUCATIONAL UNIT:** The educational unit was implemented on the students in the experimental group of the study sample.

The application of the achievement test on the female students from the survey sample was also benefited from in conducting the process of ensuring the clarity of the test questions for the students, the validity of the instructions related to the test, as well as the procedures for verifying the psychometric properties of the test, related to calculating the coefficients of difficulty and discrimination, and the validity and stability of the test, as follows:

A- DIFFICULTY AND DISCRIMINATION COEFFICIENTS FOR THE ACHIEVEMENT TEST

Difficulty and discrimination coefficients were calculated for the answers of female students from the survey sample to the achievement test questions in the subject of the Arabic language for the tenth grade, as follows:

DIFFICULTY COEFFICIENT FOR THE ACHIEVEMENT TEST:

The difficulty coefficient was used to determine the difficulty or ease of answering the achievement test questions in the subject of the Arabic language for the tenth grade. The difficulty coefficient measures the percentage of female students who answered the question correctly, and the difficulty coefficient is calculated by applying the following equation:

Difficulty coefficient = (x/n) x 100%

The value of (x) indicates the number of students who answered the question correctly.

N: represents the total number of female students who have taken the achievement test.

The difficulty coefficients for the achievement test were calculated in Table (2) for the answers of the students in the survey sample, as shown.

Table No. (2):Difficulty coefficients for the achievement test questions of the Arabic language for the tenth grade

Question NO.	Difficulty coefficient	Question NO.	Difficulty coefficient	Question NO.	Difficulty coefficient
1	0.565	8	0.652	15	0.478
2	0.609	9	0.609	16	0.522
3	0.435	10	0.565	17	0.565
4	0.478	11	0.739	18	0.652
5	0.565	12	0.652	19	0.696
6	0.609	13	0.609	20	0.739
7	0.435	14	0.565	--	-

Table (2) shows that the values of the difficulty coefficients for the achievement test items for the Arabic language course applied to the survey sample ranged between (0.739 - 0.435); This means that there are no questions in the achievement test for female students in the tenth grade in the study unit "Renew Your Life" with a difficulty coefficient of more than (0.80) or less than (0.20).

The previous values of the difficulty and ease coefficients for the achievement test questions in the subject of the Arabic language are considered; It is educationally acceptable to use the test in the current study, and accordingly, no question was omitted from the test questions for tenth grade female students in the study unit "Renew Your Life" in light of the results of the difficulty coefficient values.

CALCULATING THE VALUES OF THE DISCRIMINATION COEFFICIENT FOR THE ACHIEVEMENT TEST:

The values of the discrimination coefficient were calculated for the answers of female students who took the achievement test in the survey sample, with the aim of determining the effectiveness of the test questions and its ability to distinguish between female students who have high and low abilities in answering the test questions, according to the following steps:

1. Arranging the results of the students who took the test in the survey sample consisting of (23) students on the achievement test in ascending order.
2. Dividing the results of the students on the achievement test into two groups: the first group, which represents the students who have achieved high scores, at a rate of (50%) of the students, and the second group, which represents the students who have achieved low scores, at a rate of (50%) of the students who have taken the test.
3. Determine the number of female students who answered the first question in the test correctly from the female students in the first group, and who achieved high grades.
4. Determining the number of female students who answered the first question in the test correctly from the female students in the second group, who achieved low grades.
5. Determine the value of the difference in the previous items (3) and (4), and divide the result by the number of female students in one of the two groups.

The discrimination coefficient value was calculated through the following equation $= (x - y) / n$

Where the values of "x" refer to the number of female students in the first group, the "higher achievement category", who answered the question correctly.

y: The number of female students in the second group, "the lowest category in achievement," who answered the question correctly.

N: The number of female students in one of the two groups.

The discrimination coefficients were calculated for the answers of the students in the survey sample on the achievement test in science subject, as shown in Table (3).

Table (3):Discrimination coefficients of achievement test questions for female students in the survey sample on the achievement test in Arabic language.

Question NO.	Discrimination coefficient	Question NO.	Discrimination coefficient	Question NO.	Discrimination coefficient
1	0.595	8	0.460	15	0.465
2	0.790	9	0.679	16	0.690
3	0.603	10	0.480	17	0.595
4	0.440	11	0.605	18	0.490
5	0.680	12	0.405	19	0.685
6	0.605	13	0.490	20	0.499
7	0.556	14	0.555	--	-

It is clear from Table (3) that the values of the discrimination coefficients for the achievement test questions for the Arabic language subject, which was applied to female students from the exploratory sample, ranged between (0.790 - 0.405). And based on the calculation of the difficulty and discrimination coefficients for the achievement test questions in the previous Arabic language subject; All items of the achievement test were approved in the light of the previous results of the test. This is based on what Odeh (2010) indicated for the acceptable range of paragraph difficulty, which ranges between (0.20-0.80), as well as for paragraph distinction, as the test paragraph is considered acceptable if its discrimination coefficient is higher than (0.39), and acceptable and it is recommended to improve it if the coefficient is Its discrimination ranges between (0.20-0.39), and it is recommended to delete it if the paragraph discrimination coefficient ranges between (0-0.19), and the negative discrimination must be deleted, and accordingly, none of the paragraphs were deleted based on the values of the difficulty coefficient or the discrimination coefficient.

B- TEST STABILITY:

The study relied on calculating the stability coefficient values for the achievement test in the Arabic language for the tenth grade using the test-retest method, with a time difference of (7) days between the first application of the achievement test and the second application of it, and after conducting the test on the students in the survey sample. The values of the stability coefficient for the test questions amounted to (0.962), which is a statistically significant value at the significance level (0.01); This indicates that the test has a high degree of stability.

STUDY VARIABLES:
FIRST: THE INDEPENDENT VARIABLES.

Teaching method: It has two levels, which are:

1. Teaching using the (Google Classroom) platform.

2. Teaching using the usual method.

SECOND: THE DEPENDENT VARIABLE.

It is represented in the achievement of the students on the achievement test questions, and it is measured by the total scores obtained by the students in the achievement test.

STUDY DESIGN:

The semi-experimental study was designed and represented by symbols as follows:

EG1: O1 X O1

CG: O1 - O1

Where:

(EG1): The experimental group that was taught using the Google Classroom platform.

(CG): the control group that was taught using the usual method.

(O1): achievement test

(X): Processing, which was the use of the Google Classroom platform).

Test of equivalence of the two study groups:

The scores of the students were monitored in the pre-test for the test prepared for this study, before the start of the experimental study, where the arithmetic mean and standard deviation were calculated for the performance of the study individuals on the achievement test, and the (t) test was used to identify the differences between the scores of the students in the experimental and control groups in Table (4):

Table No. (4):The results of the "T" test to test the differences between the scores of the students in the experimental group and the control group on the pre-achievement test

Group	NO.	Arithmetic Mean	Standard Deviation	T Value	Sig
Experimental Group Google Classroom Platform	25	10.12	1.88	-0.99	0.33
Control Group Traditional Teaching Method	26	10.62	1.67		

It is clear from the results presented in Table (4) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the scores of the students in the experimental group that were taught using the Google Classroom platform)) and the control group that was taught in the usual way in the pre-test, where the value of (T) calculated (-0.99), which is a non-statistically significant value. This indicates that the experimental and control groups are equal in the pre-test.

PRESENTATION AND DISCUSSION OF RESULTS AND RECOMMENDATIONS

The current chapter includes a presentation of the descriptive and analytical results that were reached after applying the study tools, data collection, processing and analysis; With the aim of investigating the impact of teaching using the (Google Classroom) platform on academic achievement in the subject of the Arabic language for the tenth grade.

PRESENTATION AND DISCUSSION OF THE RESULTS OF THE STUDY:

The results related to the first question: What is the effect of teaching using the Google Classroom platform on the achievement of the Arabic language subject for tenth grade female students in the Directorate of Education for the Al-Qasr District?

To answer the first question of the study, the values of the arithmetic mean and standard deviations of the students' scores were first calculated in the experimental group (which was studied using the (Google Classroom) platform, and the control group (which was studied in the usual way) on the post-achievement test, the subject of the Arabic language, and the value of the arithmetic averages was also calculated And the standard deviations of students' scores in the pre-test, in order to control the effect of the pre-test, and the results were as shown in Table (5).

Table No. (5):Arithmetic means and standard deviations of the scores of the students in the experimental group and the control group on the achievement test in the subject of the Arabic language

Group	Pre-Test		Post-Test	
	Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Control Group Traditional Teaching Method	10.62	1.67	13.961	1.61
Experimental Group Google Classroom Platform	10.12	1.88	16.840	2.23

It is clear from Table (5) that there are apparent differences in the achievement in the post achievement test between the mean scores of the control group that was taught using the regular method, and the experimental group that was taught using the Google Classroom platform software.

In order to determine the statistical significance of the differences in the arithmetic averages of the scores of female students in the experimental and control groups in the post-application of the achievement test in the Arabic language subject, the analysis of common variance test (ANCOVA) was used to detect the statistical significance between the arithmetic means and to adjust the effect of the pre-test, and the results were as in Table (6).

Table No. (6):The results of analysis of covariance (ANCOVA) to test the differences in the scores of the students in the experimental group and the control group on the post achievement test in the subject of the Arabic language

Contrast Source	Squares sum	Freedom Degree	Squares Mean	F Value	SIG	Square effect eta (η2)
	24.114	1	24.114	**7.22***	0.01	0.131
Group	118.048	1	118.048	**35.38***	0.00	0.424
48	3.338	48	3.338			
50	289.922	50	-			

*Statistically significant at the significance level (a≤0.05).

The results in Table (6) indicate that there are statistically significant differences between the mean scores of students in the post-achievement test, which is attributed to the difference in the teaching method in the experimental group that was taught using the Google Classroom platform, and the control group that was taught in the usual way on the post-measurement test. Achievement, as the (F) values calculated for the test as a whole were (35.38), and this value is statistically significant at the significance level (a≤0.05)); This indicates that there are statistically significant differences between the mean scores of female students in the achievement test in the subject of the Arabic language in Liwa al-Qasr education schools in the two groups: the experimental group that was taught using the (Google Classroom) platform, and the control group that was taught in the usual way, which is due to the difference in the teaching method.

It is also noted from the results in Table (6) that the value of Eta square (η2), which amounted to (0.424), indicates that the use of the Google Classroom platform in teaching has greatly affected the increase in achievement among female students in the tenth grade in Liwa al-Qasr education schools. , which was reflected positively on the students' scores in the post-achievement test.

In order to determine the value of the difference in the arithmetic averages of the scores of the students in the control and experimental groups on the post achievement test, the modified arithmetic averages were found resulting from isolating the effect of the performance of the students of the two groups in the pre- achievement test on their performance in the post achievement test, and the results were as in Table (7).

Table (7):The adjusted arithmetic means of the students' scores in the experimental and control groups after isolating the effect of the pre-test

Group	The adjusted arithmetic mean	Standard Error
Control Group Traditional Teaching Method	13.866	0.360
Experimental Group Google Classroom Platform	16.940	0.359

It is clear from the results in Table (7) that the adjusted arithmetic mean after isolating the effect of the pre-test scores of female students in the two experimental groups amounted to about (16.940) out of (20), while the value of the arithmetic mean of the scores of female students in the control group was (13.866), which confirms that the differences The statistic between the arithmetic means of the students' scores is in favor of the students in the experimental group who studied using the Google Classroom platform.

It is clear from the foregoing the effectiveness of teaching using the (Google Classroom) platform, and this result can be attributed to the fact that teaching on this platform helps to take into account individual differences among students, and thus leads to improving the quality of distance education and private learning among students, and to the automatic download of files published by The teacher has a special file for the student on the (Google Classroom) platform, and this helps the students to refer to these files at anytime and anywhere (Al-Tarawnah, 2020).

The researcher noticed that the experimental group outperformed the tenth grade female students in the Arabic language subject, because it allowed the students to walk according to their abilities and their own speed to reach high levels of thinking in science, and also the experimental group's superiority was due to the fact that the students learn without influence or criticism from others. The use of Google Classroom also increased the students' self-confidence, and increased their ability to deal with their high levels of thinking, and the students

became accustomed to using Google tools and their prior knowledge of the user interface, and increased motivation in following the electronic content.

The results of this study agreed with previous studies (Hamidah, Iramayanti, Afandi, (2022); Ibrahim, (2021); Al-Jundi, (2021); Al-Azzawi, and Novan, (2021); Al-Wasiti, (2020); Paristiowati, Zulmanelis, Novita , (2020); Al-Tarawneh (2020); Oyarinde, Komolafe (2020; Sujannah, Cahyono, Astuti, (2019); Al-Bawy, and Ghazi (2019); Al-Samkari, and Al-Jarrah (2018); (Basher, (2017).); (DiCicco, (2016; Al-Amor, (2016)), in the presence of differences between the mean scores of the control group and the experimental group in the post-test and in favor of the experimental group, and this indicates the positive effect of using the Google Classroom platform in the teaching process and its impact on the level The achievement of the female students, and this study differed with the study of Ghanem (2016) on the ineffectiveness of the educational use of Google (Classroom) among the students.

The results of this study agreed with the results of Al-Wasiti's study (2020); There are statistically significant differences at the level of significance ($\alpha = 0.05$) for the effect of teaching using (Google Classroom) on the achievement of physics among secondary school students in private schools in Madaba Governorate, depending on the teaching method, which shows the importance of the impact of using the Google Classroom platform on achievement in this subject. Science, and allows the development and education of creativity in the individual, and the use of the Google Classroom platform, which is represented in defining concepts and objectives of the study subject, explaining lessons and giving examples created an atmosphere of activity, excitement and interaction among students, and led to the spread of modern technology and the development of the information age helped in achieving Positive result of using Google Classroom platform.

RECOMMENDATIONS

In light of the results, the study recommends the following:

1. Encouraging Arabic language teachers in Liwa al-Qasr schools to use (Google Classroom) because of its role and impact on increasing students' academic achievement.
2. Activating the use of (Google Classroom) in other educational subjects in Liwa al-Qasr schools to increase the academic and scientific achievement of students.
3. Holding training courses for Arabic language teachers in Liwa al-Qasr, which in turn contribute to training teachers on how to use the Google Classroom application.
4. Conducting more studies on the effectiveness of teaching using Google Classroom in teaching other educational subjects, and knowing the obstacles that may face its use.

REFERENCES

Al Sorour, Noura, (2018), Employing modern technology in the educational process in the Kingdom of Saudi Arabia and its role in improving the performance of teachers and students, Riyadh, Saudi Arabia, **Journal of Educational and Psychological Sciences**, 4 (2), 18-42.

Al-Anani, Hanan, (2005), **Mental Health**, Amman, Dar Al-Fikr.

Al-Azzawi, Nidal, Noufan, Khaled, (2021), The effect of using the "Google Classroom" educational platform on the achievement of students of the Department of Educational and Psychological Sciences in the subject of measurement and evaluation, University of Tikrit - College of Education for Humanities, **Journal of Tikrit University for Humanities**, 28 (12) , 465–485.

Al-Bawi, Magda, Ghazi, Ahmed, (2019), the effect of using the Google Classroom educational platform on the achievement of Image Processing students in the Department of Computers and their attitudes towards e-learning, **International Journal of Research in Educational Sciences**, 2 (2), 123-170.

Al-Dosari, Muhammad, (2016), **the reality of the use of electronic educational platforms by faculty members in teaching English at King Saud University**, an unpublished master's thesis, Jordan, Yarmouk University.

Al-Jarrah, Abdul-Mahdi, (2018), The effect of using the (Google Classroom) application in teaching an introduction course in the curricula in developing scientific thinking skills, **Educational Science Studies**, 45 (3), 313-330.

Al-Saeedi, Hanan, (2019), The Impact of Teaching Mathematics Using the Electronic Maps Program in Developing the Achievement of Primary School Students in Asir Region**, Education World Journal**, Egypt, 18 (57), 1-42.

Al-Sarhan, Muhammad, (2016), The Effectiveness of Virtual Laboratories in the Achievement of Third Intermediate Grade Students in Riyadh, Saudi Arabia, **Journal of Educational Sciences**, 1 (1), 413-435.

Al-Wasiti, Bakr Adnan, (2020), The Effect of Using the (Google Classroom) Application on Physics Achievement for High School Students in Private Schools in Madaba Governorate, Middle East University, College of Educational Sciences, Department of Special Education and Educational Technology, **unpublished master's thesis**, Jordan .

Al-Zaghoul, Emad, (2015**), Principles of Educational Psychology**, Amman, Jordan, Dar Al-Masirah for Publishing and Distribution, 6th edition.

Bell, K., (2015). Google Classroom, Shake Up Learning, LLC, Retrieved from www.ShakeUplearning.com

El-Gendy, Mohamed, (2021), The effect of using the educational platform (Google classroom) on the level of academic achievement and the development of self-regulated learning skills for students of the field training course, Helwan University, **Scientific Journal of the Faculty of Physical Education for Boys**, 92 (1), 521-541.

For first-grade students at Ibn Rushd College, Wasit University, **Journal of the College of Education**, 45 (1), 457-480.

Ghanem, MonjiAzmy, (2016), **The Impact of Using Google Applications on Developing Sixth Grade Students' Acquisition of Scientific Concepts in Public Schools in Tulkarem Governorate and Their Attitudes towards Technology Acceptance**, An-Najah National University, College of Graduate Studies, unpublished master's thesis.

Google A, (2019), **About Google Classroom**. Retrieved on 27/ June, From Google Classroom: https://support.google

Hamidah, Roimatul, Irmayanti, Elis, Afandi, Tjetjep, (2022), The Effect of E-learning Using Google Classroom and Google Meet on the Learning Outcomes of Class XI Students, Economics Education, Faculty of Economics and Business, Nusantara University PGRI Kediri, Indonesia, **International Journal of Research and Review**, 9 (7), 112-134.

Kamel, Hani, (2019), Interactive educational platforms and their impact on the development of Internet usage skills and reducing the cognitive burden of the hearing impaired in the preparatory stage, Benha University, **Scientific Journal of Educational and Qualitative Studies and Research**, 8 (8), 105-163.

Lutfi, Iman, (2019), **Using the Google Classroom educational platform to teach a proposed electronic course in healthy nutrition for the disabled and its effectiveness in developing cognitive achievement and attitude among students and teachers**, published research, Arab Studies in Education and Psychology (ASEP), 115 (115), 167 -202.

Mahmoud, Faiza, (2000), **Some styles of parental treatment as perceived by children and their relationship to achievement motivation and academic achievement among a sample of secondary school students**, unpublished master's thesis, Institute of Graduate Studies of Childhood, Ain Shams University, Cairo, Egypt.

Mahmoud, Mahmoud Shukr, and others, (2019), **Guide to using the Google Classroom e-learning platform for teachers**, Al-Mansour University College, Information Technology Department, first edition.

Said, Kenish, (2012), **educational communication and its relations to levels of academic achievement, a study of a sample of second year secondary school students,** Oran University, Faculty of Social Sciences, Department of Psychology and Education Sciences, unpublished master's thesis, Algeria.

Saleh, Hossam, (2016), **Methods and Strategies for Teaching Science**, Iraq, Central Obedience, Diyala University.

Saraira, Raed, (2021), The Effectiveness of Teaching Using Cloud Computing in Developing Reflective Thinking Skills for Eighth Grade Students in the Computer Subject, **Journal of Human and Society Sciences**, 10 (1), 419-454.

Tawfiq, Broki, and Jumaa, Siata, (2018**), the LLM system and its impact on academic achievement**, Faculty of Humanities, Social and Islamic Sciences, Ahmed Deraya University, unpublished master's thesis, Algeria.