

The Effect Of The Application Of The Use Of Google Classroom As A Learning Media At SMA Negeri 1 Pancur Batu

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Abstract: In today's era, technological developments are very fast so that they can support learning very well, for example using the classroom application where using this application can make it easier for educators and students to carry out the learning process, where in this classroom application you will be able to send files, videos, links , ppt and so on to be used as learning materials given by educators, so that students can open the files provided anytime and anywhere without having to meet or meet with educators. The research method used is a qualitative method, which uses a questionnaire to be given to 30 students where there are questions about students' opinions in using the classroom application. The research results obtained are where students can greatly improve student learning achievement, because it can help students in learning.	Keywords: <i>Students, Educators, and Classroom</i>
Abstrak: Pada zaman sekarang perkembangan teknologi sangat melesat sehingga dapat menunjang pembelajaran dengan sangat baik, contohnya saja memakai aplikasi classroom dimana dengan menggunakan aplikasi ini dapat memudahkan pendidik maupun juga peserta didik dalam melakukan proses pembelajaran, dimana didalam aplikasi classroom ini akan dapat mengirim file, video, link, ppt dan sebagainya untuk sebagai bahan pembelajaran yang diberikan oleh pendidik nantinya, sehingga peserta didik dapat membuka file yang diberikan kapan saja dan dimana saja tanpa harus berjumpa atau bertemu dengan pendidik. Metode penelitian yang digunakan ialah metode kualitatif, dimana menggunakan kuisioner untuk diberikan kepada 30 peserta didik dimana adanya pertanyaan tentang pendapat peserta didik dalam menggunakan aplikasi classroom. Hasil penelitian yang didapat ialah dimana peserta didik sangat dapat meningkatkan prestasi belajar peserta didik, dikarenakan dapat membantu peserta didik dalam belajar.	Kata Kunci: <i>Peserta didik, Pendidik, dan Classroom</i>

A. Introduction

Currently technology is developing very rapidly. The existence of technology is very difficult to separate from human life. The rapid

development of technology is characterized by a very fast distribution of information and various types of communication in the midst of human life (Purnamawati et al., 2019). Technological developments also have a positive impact, especially in the world of education. This condition requires teaching staff to be more innovative and creative in the teaching and learning process so that the learning objectives can be achieved. To realize these educational goals, the cognitive, affective, and psychomotor aspects of students must be improved (Ridwan, T., & Umam, A. F. 2021). The COVID-19 pandemic condition forces all to be more independent (Ahmad, Z. A., & Manan, K. A. 2020). In the world of education, the role of teaching staff becomes very important in helping students learn independently to optimize the achievement of learning goals (Qholby, W. 2020). One way to do this is to increase student interest in learning. This is a very important aspect, because students' interest in learning which tends to be low makes the teaching and learning process less effective (Purnamawati, P, 2019).

Therefore, to increase student interest in learning, teaching staff need to conduct effective, conducive learning, and can make students happy. A more enthusiastic student learning process will make the learning process more active. This is very important in the midst of the Covid-19 pandemic that spreads in Indonesia so that the teaching and learning process in schools becomes less than optimal and forces students to study from home by optimizing online learning (Sirait, E. D., 2021).

Online stands for within the network, which demands to do work using online technology. Online learning can be carried out anywhere and anytime if there is still a network. There are various online platforms that can be used to support online learning, one of which is the Google Classroom application. Arum, S., & Bhakti, Y. B. 2020) The google classroom application as a medium in the implementation of online learning is highly recommended to be used in the teaching and learning

process, because it can be accessed by students and teachers in the learning process anywhere and anytime. The google classroom application is made to facilitate interaction in the virtual world between teachers and students. This application can be used by teachers and students for free, and can also be accessed using both Android and iOS-based mobile phones and can also be accessed on Windows, Linux and Mac-based laptops. This application can make it easier for students and teachers to access it anywhere and anytime. One of the vocational subjects taught at SMA Negeri 1 Pancur Batu class XI in the 2020/2021 school year.

Based on the results of observations that have been carried out in the learning process for Islamic subjects, in the learning process there are various commonly used learning platforms such as the teacher's room, whatsapp, zoom to google classroom. In implementing the learning platform during the current pandemic, students feel bored quickly and don't really listen to every material explained by the teacher. During the learning process, the following things were found: 1). Lack of enthusiasm from students during the learning process. 2) During the teaching and learning process, most of the students complained about the lack of internet quota they had. 3) Some students complained about the learning time, because there were other activities to do when they were at home.

Based on the things that have been described, the authors want to raise a study entitled "The Influence of the Use of Google Classroom Applications on Students' Interest in Islamic Religious Education Class XI SMA Negeri 1 Pancur Batu class XI" The formulation of the problem that the researchers raised in this study are: 1) How is the application of the google classroom application on Islamic religious education subjects for class XI SMA Negeri 1 Pancur Batu?; 2) How is the student's interest in learning in Islamic religious education subjects for class XI SMA Negeri 1 Pancur Batu?; 3) How does the application of the Google Classroom

application affect student interest in Islamic religious education in class XI SMA Negeri 1 Pancur Batu?

B. Research Method

Research Methods The type of research used in this research is quantitative research methods. This research is located at SMA Negeri 1 Pancur Batu. The data collection in this study was carried out during the even semester of the 2020/2021 academic year, precisely from April to June 2021. (Azis & Yulkifli, 2021) Determination of the sample size using the Slovin formula with a significance level of 5 % and obtained the number of 30 students. There are two variables in this study, namely. The independent variable referred to in this study is the application of the Google Classroom application while the student's learning interest is the dependent variable. The methods used to collect data in this study include documentation, interviews, observations and questionnaires. This method is used to retrieve data related to the effect of the application of the Google Classroom application on students' interest in learning. The questionnaire used in this study is a closed type of questionnaire, namely a questionnaire that provides alternative answers that can be chosen by respondents, making it easier for respondents to answer them. (Pradana, D. B. P. 2017).

C. Results and Discussion

Results

The results of the research regarding the application of the google classroom application are known that the understanding of the google classroom application for both teachers and students is quite good. The application has been used since the beginning of the establishment of online learning. This application also tends to be easy to learn even more so for today's millennial generation students. Students already know how

to open applications, view learning materials, download learning materials, view assignments and also send assignments. Educators are also very familiar with using this application, teachers are used to both sending assignments, materials and also downloading student work assignments. The teaching and learning process for the study area of construction cost estimation in class XI is carried out once a week, namely every Thursday, at 12:30-15:30. (Nainggolan, A. P., & Manalu, R. B. B. 2021) These learning hours are in accordance with the learning schedule and have not changed even during the current pandemic. Learning during a pandemic requires a process.

Online learning is mandatory, so the Google Classroom application is used to support online learning. In the learning process, the teacher provides material in the form of reading, power points and videos for students to study, and also sometimes educators give some assignments to students to be done on time. The google classroom application is very useful during the current pandemic, the learning process can be carried out anytime and anywhere, so students no longer have to come to school. The weakness of the Google Classroom application that is most felt is related to the network. In accessing the google classroom application, the teacher uses Wifi both at home and at school, the wifi connection is considered very good and stable for use in accessing the application. This tends to be the opposite with students who only use a limited internet quota in their respective homes with mediocre internet quality and tends to be slow. (Pinontoan, K. F, 2021) This greatly disrupts the teaching and learning process and even students sometimes do not participate in the learning process due to internet connection problems. (Nurhaedah, N., & Arfandi, A. 2013).

Table 1. Categories of Students' Interest in Learning Trends.

Validation Results			
No	Category	Score	Interval

1.	Very High	6.67%	$X \geq 60$
2.	Height	16.67%	$60 > X \geq 50$
3.	Low	73.33%	$50 > X \geq 40$
4.	Very Low	3.33%	$X < 40$

In Table 1 it can be seen that the results of research on student interest in learning are in the low category. The description of the result data shows that 6.67% has a very high tendency, 16.67% has a high tendency. 73.33% have a low tendency. 3.33% has a very low tendency.

Before proceeding to hypothesis testing, the research data first meets the classical assumption test.

Table 2. Classical Assumption Test Results

No	Test	Score	Sig	Decision
1.	Normalitas	0,200	0,05	Normal
2.	Linieritas	0,356	0,05	Linier

The normality test used the Komolgorov-Smirnov test approach using a significance level of 5%. The results of the calculation of the normality test, it is known that the value of the Komolgorov-Smirnov test is 0.200 with a significance level of > 0.05 , this indicates that the data is normally distributed. The linearity test was carried out by testing in SPSS using a linearity test at a significance level of 0.05. The significance value = 0.356 more than 0.05, so it can be concluded that between the variables of the implementation of google classroom and interest in learning there is a significant linear relationship. (Azis & Yulkifli, 2021)

Hypothesis test

Hypothesis testing was conducted to determine the effect of the variable application of the google classroom application (X) on students' interest in learning (Y). Hypothesis testing was carried out using the t test.

If the value of t_{table} is less than t_{count} , it can be concluded that there is an influence between the independent variables on the dependent variable. (Khunaini, N. 2021) The magnitude of the t table value for a significant level of 5% db (degrees of freedom) 28 is 2.048. The result of t_{count} is obtained by using the SPSS 24.0 application for windows, which is 8.818. Based on the results of testing the hypothesis, it can be concluded that there is an influence between the application of the Google Classroom application on students' interest in learning in the subject of construction cost estimation for class XI SMA Negeri 1 Pancur.

The results of the calculation of the simple regression coefficient value show that the constant coefficient value obtained is 13,722 the independent variable coefficient (X) is 0.652. So that the regression equation can be obtained $Y=13.722+0.652X+e$. Based on the above equation, it can be seen that the constant value is 13,722. so the value of this constant indicates that when the implementation of google classroom 0, the value of learning interest is 13,722. Furthermore, the positive value (0.652) contained in the regression coefficient of the Google Classroom implementation variable illustrates that the direction of the relationship between the Google Classroom implementation variable and the learning interest variable is unidirectional, so that each increase of one unit of the Google Classroom implementation variable will cause an increase in learning interest of 0.652. Based on the results of the study, the R^2 value was 0.735 or 73.5%. These results indicate that there is an influence between the variables of the application of the google classroom application on students' interest in learning by 0.735 or 73.5%. While the remaining 26.5% in this study is influenced by other variables that are not included in the simple linear regression model. (Mustaufan, A. 2021).

Discussion

Based on the results of the study, it can be seen that the understanding of the google classroom application for both teachers and

students is quite good. This application also tends to be easy to learn, so teachers and students can run this application well. The results obtained in this study are in line with research (Arfandi, A. 2020) entitled The Effect of the Google Classroom Application on the Learning Interest of High School / Vocational High School Students. , use, and easy to access.

Based on the research results, in the learning process, the application of google classroom can facilitate the learning process. This can save time because teachers only need to provide material in the form of readings, power points and videos for students to study, and sometimes there are educators who give assignments to students to do on time. This research is in line with research that has been carried out by (Damayanti, S. A., Santyasa, I. W, 2020) entitled the use of a learning management system based on google classroom, in the learning process using google classroom has a positive impact on learning outcomes and can also provide benefits in the teaching and learning process because educators allocate more time to students and to take care of school administrative matters allocate less time.

Based on the results of the study, it is known that the google classroom application is very useful during the current pandemic, the teaching and learning process can be carried out anytime and anywhere. The results obtained in this study are in line with research (Mustaufan, A. 2021) with the title The Effect of the Google Classroom Application on the Learning Interest of High School / Vocational High School Students. The results of this study can be seen that there are various advantages of the google classroom application, students find it helpful in the learning process teaching because they can learn anywhere and anytime. This Google classroom learning media can also be accessed on various communication tools, both computers, laptops, tablets, and smartphones. Based on the results of the study, it is known that the most perceived lack

of the google classroom application is related to the network. (Khofifah, L., Supriadi, N., & Syazali, M. 2021)

This is very disturbing the teaching and learning process and even students sometimes do not follow the learning process due to internet connection problems. In line with the results of research conducted by (Hikmatiar, H., Sulisworo, D., & Wahyuni, M. E. 2020) entitled the use of a learning management system based on the google classroom, in learning the shortcomings of google classroom such as it is difficult to manage students in the learning process, especially responding to the response given by educators, the results of assignments carried out by students are easier to copy because students are not directly supervised by the teacher, not all schools can implement the google classroom application due to uneven internet network problems in the area so that sometimes the google classrom application does not can be accessed. The results of research on student interest in learning are in the low category. The description of the result data shows that 6.67% has a very high tendency, 16.67% has a high tendency. 73.33% have a low tendency. 3.33% has a very low tendency.

The results of this study are in line with research conducted by Mustaufan (2021) entitled Increasing Interest in Learning Sociology Through Narrative Videos of Students' Stories Using the Google Classroom Platform. Students' interest in learning is included in the low category, the results of this study are known to the percentage of student interest in learning is only about 36.7%. Based on the results of this study, it can be concluded that there is an influence between the application of the Google Classroom application on students' learning interest in the subject of construction cost estimation for class XI at SMA Negeri 1 Pamcur. This can be seen with the value of $t_{count} = 8.818$ with a value of $db = 2.048$ with a significance level of 5%. This research is in line with research from (Husain, C. 2014) with the title The Effect of Google

Classroom Learning Media in Real Analysis Learning on Student Learning Motivation. The results obtained in this study obtained a t-count = 43.116 with p-value = 0.000 < 0.05, it can be concluded that there is a significant influence between student learning motivation after applying learning using the google classroom application.

1. Create Class and Join Class

The initial activity carried out in Google Classroom (GC) is to create a class or join a class. Creating a class is addressed to the teacher (teacher) while joining a class is addressed to the student (listener). Creating classes in GC is not limited in number. For classes that are not used can be archived using the archive selection menu (Archive). Deleting a class using the Delete menu can be done if the class has been archived before. Archived classes can be restored to active using the Restore menu.

2. Creating Information on the Forum (Stream)

Classes that have been created on Google Classroom (GC) can be used to provide general information to students such as providing general discussion materials and learning materials. Forums are generally used as a medium for delivering ungraded information. Forums can be used by teachers to interact without evaluation with students. (Husain, C. 2014).

3. Creating Tasks (Classwork)

Google Classroom (GC) can be used to assign assignments to students. Assignments are given on the Tasks menu (Classwork). The assignments given can be in the form of essay answers or multiple choice depending on the type of assignment given. The task in the form of a short description is entirely answered by typing the answer in the answer box (TextBox) that has been given to the GC.

4. Adding Students and Teachers (People)

Addition of students and teachers can be done by sharing a link or by directly adding a student's email address in the class. Through the Student List menu (People). If a student's name or email is found in the

student list that is not a student in the class, the teacher can delete that name from the class.

5. Monitoring Student Assessment (Grades)

The large number of students can be easily monitored in a single Assessment menu (Grades). In this menu, students can be seen their activeness and learning development based on the monitoring of the scores achieved by students during the learning period. In addition, teachers can also use Student Assessment as attendance based on the tasks carried out by students. (Mirlanda, E.P, 2019).

Creating a class using the + menu can be done by the teacher. The process of joining the class is done by the teacher by joining each other in the class that has been created by each teacher. The experiment of making and joining the class was done well, so the teacher could explain to the students what to do to join the class. Information generation using the Forum (Stream) can be used by teachers. The information creation experiment was well done. Several teachers comment on information to each other to create active interaction on the Forum.

Making assignments (Classwork) is done well by the teacher. Teachers make assignment questions and are responded to by other teachers creating a simulation of task interactions between teachers and students. Experiment making questions using the Task menu options provided by the GC and using Google Forms. The addition of students and teachers is done well by the teacher. Some teachers try to become students and are added to the class manually by inviting email addresses or sending class codes. Student Assessment Monitoring can be used by both teachers. (Anggraini, E. 2019).

D. Conclusion

Based on the results of the research and discussion, some conclusions can be drawn as follows: 1) The application of the google classroom

application on Islamic religious education subjects for class XI SMA Negeri 1 Pamcur Batu is good, this is evidenced by each indicator trend for the variable application of the google classroom application. 2) Students' learning interest in Islamic religious education subjects in class XI SMA Negeri 1 Pancur Batu is included in the low category seen from the indicators of student attention, student feelings of pleasure and student interest, although student involvement is included in the high category. So that overall student interest in Islamic religious education in class XI SMA Negeri 1 Pancur Batu is included in the low category; 3) The application of the google classroom application has a positive effect on student interest in learning Islamic religious education subjects for class XI SMA Negeri 1 Pancur Batu. This can be proven in a simple linear regression analysis, the coefficient of the independent variable is 0.652. The value of $t_{count} > t_{table}$ ($8.818 > 2.048$) and the value of Adjusted R^2 is 0.735. So that the better the use of google classroom, the better the interest in learning for class XI students in Islamic religious education subjects for class XI SMA Negeri 1 Pancur Batu; 4) After carrying out this training, the teachers are able and understand how to use Google Classroom to support learning and evaluation of students' assessments. In addition, teachers also have teaching documentation that is stored properly in Google Classroom, which can be evaluated continuously to achieve better and optimal learning.

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