
Islamic Education Learning through Google Classroom Learning Media in Relation to Learning Motivation

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Abstract: In the current era of technological sophistication, it encourages teachers to adjust learning media using online media. This study aims to determine students' perceptions of google classroom learning media in relation to their learning motivation. The steps in this study are, quantitative approach using correlation method, data collection tools: Observation, interviews, questionnaires and documentation, qualitative data using logic and for quantitative using statistical tests. The results showed that the relationship between students' perceptions of Google Classroom learning media and their learning motivation of the correlation coefficient was in the very low category of 0.01, the hypothesis was rejected meaning that there was no significant relationship, and the degree of influence of variable X on variable Y was 1%.

Keywords:

Google Classroom; Motivation Learning

Abstrak: Di era kecanggihan teknologi pada saat ini mendorong guru untuk menyesuaikan media pembelajaran dengan menggunakan media online. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap media pembelajaran google classroom hubungannya dengan motivasi belajar mereka. Langkah-langkah pada penelitian ini adalah, pendekatan kuantitatif dengan menggunakan metode korelasi, alat pengumpulan data: Observasi, wawancara, angket dan dokumentasi, data kualitatif menggunakan pendekatan logika dan untuk kuantitatif menggunakan uji statistik. Hasil penelitian menunjukkan Hubungan antara persepsi siswa terhadap media pembelajaran *Google Classroom* dengan motivasi belajar mereka koefisien korelasinya berada pada kategori sangat rendah yaitu 0,01, Hipotesisnya ditolak artinya tidak adanya hubungan yang signifikan, dan derajat pengaruh variabel X terhadap variabel Y sebesar 1%.

Kata Kunci:

Google Classroom; Motivasi Belajar

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INTRODUCTION

One of the impacts of the Covid-19 pandemic is changing learning habits in schools, from online to offline. The end of Covid-19 has also made it a new habit, where teachers can use online learning media to facilitate learning in class. In current learning activities, students can use applications such as: Google Meeting, Zoom Meeting, Google Classroom, Quizziz, WhatsApp and Youtube. The habit of distance learning by utilizing internet learning media has a positive impact on teachers and students to both take advantage of today's technological sophistication (Safitri & Nugraheni, 2020).

The results of a preliminary study through interviews with PAI teachers at SMPN 3 Bandung show that learning activities at the school during the adaptation period after the Covid-19 pandemic used Google Classroom learning media on the grounds that they were still adjusting teaching and learning activities during the pandemic. Teachers are required to use the online learning media, besides that because it's easy to use the features in the Google Classroom application. According to the PAI teacher, even though learning is carried out in class, the teacher is still Google Classroom, sometimes there are some students who are still not optimal when learning using the application due to boredom from the impact of distance learning for approximately 2 years, but some students are still enthusiastic about This learning media is because students can access material at any time, not only when PAI learning in class takes place.

The existence of a human perception will continue to make contact with the environment. This relationship is carried out by the five human senses, such as through the senses of taste, touch, smell, sight, and listener (Arsena et al., 2022). Perception is the process of understanding information received by individuals through stimuli and sensations that are determined by individual observations of events that occur in the surrounding environment (Jayanti & Arista, 2019). Perceptions that emerge into consciousness, can get support or obstacles from another perception. Support for this perception will eventually lead to a feeling of both a happy feeling and conversely a perception that gets obstacles will result in a feeling of displeasure (Robiansyah et al., 2020). So this perception is related to motivation, one of the factors that influence motivation is the environment, if a person's environment is good then good motivation will arise but vice versa if the environment is not good then the motivation will be weak (Aulawi, 2017).

It is said that learning media is a tool used by teachers in learning to achieve learning objectives (Supriyono, 2018). Teachers are expected to choose the right learning media because if the teacher succeeds in choosing the right learning media then the expected learning objectives will be achieved (Rozie, 2018). In addition, when the teacher succeeds in choosing the learning media carefully and correctly, the teaching and learning activities will take place in an interesting way so that they can spark students' attention and generate learning motivation in the end, students will focus on the topics to be discussed (Solikah, 2020). In the adaptation activities of distance learning with this online system,

one of the factors that influence learning motivation is the use of online learning media, the better the selection and use of media, the students will feel satisfied so that their learning motivation will be high (Hakim & Mulyapradana, 2020). Accuracy and accuracy in using instructional media are also able to increase the creativity and intensity of student learning so that students will be aware of the importance of learning. This is one of the factors in arousing student motivation (Amelia et al., 2014). Hamalik argued that the use of learning media in teaching and learning activities can generate desire, interest, motivation and stimulation and even bring psychological influences on students (Karo-Karo & Rohani, 2018).

The results of previous research that are relevant to this research are as follows; research conducted by Manik with the title "Student Perceptions of Google Classroom Learning Media in Physical Education Subjects Class VIII of SMP Mahanaim Bekasi Timur", where the results of his research showed positive and significant values (Manik, 2021). Ashadi and Suhaeb with the title "The Relationship between the Utilization of Google Classroom and Independence on Learning Outcomes of PTIK Students during the Pandemic Period", the results of their research showed significant results in each of the problem formulations (Ashadi & Sutarsih, 2020). Furthermore, research conducted by Ramadhan, Susilangingsih and Husma with the research title "Relationship between Use of Google Classroom.

RESEARCH METHODS

This research uses a type of quantitative approach. The quantitative approach is an approach to conducting research that applies an empirical view to understanding social reality as facts so that it can be generalized through objective measurements (Kartika et al., 2019). While the research method used is the correlation method, this method is a study to connect an element with other elements with the aim of creating a new and different shape and form from before (Parinata & Puspaningtyas, 2021). The correlational method is also an analytical method in statistics which aims to find a relationship between two variables that are quantitative in nature (Vebrianto et al., 2020). This relationship occurs due to causation between the independent variable and the dependent variable (Pratiwi, 2017). This research was conducted at SMP Negeri 3 Bandung with class VIII data sources, because this research location used Google Classroom learning media for PAI learning. The data collection techniques used in this study were observation, interviews, questionnaires, document studies where researchers processed the data through numbers and descriptions as clearly as possible so that the results could answer the existing problem formulation (Damayanti et al., 2020). The data in this study were obtained from several sources, including PAI teachers, school principals and students. Then, the results of the analysis of research data were compiled by means of data reduction, data presentation and drawing conclusions (Priatna, 2020)

RESEARCH RESULTS AND DISCUSSION

SMPN 3 Bandung is a formal junior secondary education institution in the city of Bandung, West Java, Indonesia, under the auspices of the Ministry of National Education, as is the case with junior high schools in general in Indonesia. from class VII to class IX. SMPN 3 Bandung began to stand in 1948 AD, so at this time the school has contributed to educating the nation's children for 74 years. SMPN 3 Bandung is located at Jalan Raden Dewi Sartika No.96, Pungkur Village, Regol District, Bandung City, West Java Province Indonesia 40252.

The total number of students for the 2020/2021 academic year is 856 students. Students are spread between classes from class VII – IX. For class VII there are 283 people, class VIII as many as 293, and for class IX as many as 282 people. Meanwhile for professional teaching and administrative staff. there are 55 education staff. There are 1 school principal, 39 subject teachers who are competent in their respective subjects, 3 BK teachers, 7 administrative staff, 1 librarian, 3 school guards, 1 security officer, for Islamic Religious Education teachers there are 3 teacher person. Among teachers and employees, there are both PNS and honorary status.

To analyze the X Variable data (students' perceptions of the use of Google Classroom learning media) the researcher asked questions and statements of 20 items which were given to 44 class VIII students. The questions and statements that were disseminated were the result of the development of predetermined indicators, these indicators namely; Technical, Learning Process, Material Content, Services, and Learning Time.

Then to process the data, qualification is carried out using the technique of scoring positive and negative questions, for positive questions the score is 5 for students who choose very positive, 4 for students who choose positive, 3 for students who choose neutral, 2 for students who choose negative, and 1 for students who choose very negative. Meanwhile, for questions that were negative, the score was 5 for students who chose very negative, 4 for students who chose negative, 3 for students who chose neutral, 2 for students who chose positive, and 1 for students who chose very positive. This questionnaire, which consists of 20 question items and statements, can later be identified with the highest and lowest scores by means of; $20 \times 5 = 100$ and the lowest score is $20 \times 1 = 20$. The results of the scoring are then divided by 44, and then interpreted on a scale of five. The results of the analysis for this X variable are outlined in table 1 below:

Tabel 1. Partial Analysis of Google Classroom Learning Media Perception Variables

No	Indikator	Skor	Kategori
1	Teknis	4,19	Positif
2	Proses Pembelajaran	3,65	Positif
3	Konten Pembelajaran	3,38	Netral
4	Pelayanan	3,75	Positif
5	Waktu Pembelajaran	3,84	Positif

Based on the table of interpretation of variable X above, it can be seen that the average score of all indicators on variable X is $(4.19 + 3.65 + 3.38 + 3.75 + 3.84) : 5 = 3.76$. This figure is included in the positive category because it is on a scale of 3.51 - 4.50. Thus it can be concluded that students' perceptions of Google Classroom learning media are included in the positive category.

The next analysis is the normality test, this normality test is used to find out whether the data is normally distributed or not. The data can be obtained after conducting research in the field. This normality test uses the chi square calculation. Based on the calculation of the normality test listed in the appendix, it can be seen that the data variable X using a significance level of 5% obtained a Chi Square value (X^2 count) of -75.79 and a Chi Square value (X^2 table) of 12.59 at This 5% significance level shows X^2 count \leq X^2 table, it can be concluded that variable X (students' perceptions of Google Classroom learning media) is normally distributed.

The next data analysis is data variable Y, (learning motivation) the researcher asks questions and statements as many as 20 items of questions given to 44 class VIII students. The questions and statements that were disseminated were the result of the development of predetermined indicators, these indicators namely; activity duration, qualification level, activity frequency, persistence, devotion, aspiration level, and attitude.

In contrast to the data processing qualification with variable X where for variable Y the qualification is carried out using positive and negative question scoring techniques, for positive questions the score is 5 for students who choose always, 4 for students who choose often, 3 for students who choose sometimes, 2 for students who chose never, and 1 for students who chose never. Meanwhile, for negative questions, the score was 5 for students who chose never, 4 for students who chose never, 3 for students who sometimes, 2 for students who chose often, and 1 for students who chose always.

The results of the analysis for the Y variable are outlined in table 2 below:

Tabel 2. Partial Analysis of Learning Motivation Variables

No	Indikator	Skor	Kategori
1	Durasi	4,13	Tinggi
2	Frekuensi Kegiatan	3,72	Tinggi
3	Presistensi	4,07	Sedang
4	Ketabahan/Keuletan	3,76	Tinggi
5	Devosi	4,12	Tinggi
6	Tingkat Aspirasi	4,31	Tinggi
7	Tingkat Kualifikasi	3,65	Tinggi
8	Arah Sikap	3,51	Tinggi

Based on the interpretation table of variable X above, it can be seen that the average score of all indicators on variable X is $(4.13 + 3.72 + 4.07 + 3.76 + 4.12 + 4.31 + 3.65 + 3.51) : 8 = 3.91$. This figure is included in the high category because it is on a scale of 3.51 - 4.50. Thus it can be concluded that students' learning motivation is included in the high category.

The next analysis is the normality test, this normality test is used to find out whether the data is normally distributed or not. The data can be obtained after conducting research in the field. This normality test uses the chi square calculation. Based on the normality test calculations listed in the appendix, it can be seen that the Y variable data using a significance level of 5% obtained a Chi Square value (X^2 count) of -84.22 and a Chi Square value (X^2 table) of 12.59 at the significance level This 5% shows X^2 count $\leq X^2$ table, it can be concluded that variable Y (students' learning motivation) is normally distributed.

After analyzing the data for each research variable separately, the next step is to analyze the relationship between students' perceptions of Google classroom learning media in PAI subjects and their learning motivation. The data obtained for analysis came from questionnaires distributed to respondents, namely class VIII students of SMPN 3 Bandung. The data obtained is normally distributed data, then the linear regression equation test shows that $a = 0.90$ and $b = -0.01$. By distributing the coefficients a and b into the regression equation formula, for the X and Y variables in this study, $Y = 0.90 + (-0.01)(x)$. This means that every increase of one unit is -0.01. The next analysis is this regression linearity test, the authors use the F test. According to the theory - If $F_{\text{count}} < F_{\text{table}}$ then the regression is linear. If $F_{\text{count}} > F_{\text{table}}$ then the regression is not linear. Based on the data obtained (attached), because $F_{\text{count}} = 5.18$ and $F_{\text{table}} = 2.86$ then $F_{\text{count}} > F_{\text{table}}$.

Thus it can be concluded that in this study between variables X and Y variables the regression is not linear. Furthermore, the calculation of the price of the correlation coefficient obtained the value of $r = 0.01$. These prices are included in a scale of 0.00 - 0.19, so if these prices are categorized, they are included in a very low correlation.

Therefore it can be concluded that the relationship between students' perceptions of Google Classroom learning media and their learning motivation has a very low correlation. And the last test that was carried out was the hypothesis test, from the results of calculating the correlation coefficient in the previous analysis, it was obtained a Tcount of 0.06 with a 42 degree of freedom 5% significance level, a Ttable of 2.02 was obtained, this indicates that based on the calculation of the research hypothesis above, $t_{\text{count}} 0.06 < t_{\text{table}} 2.02$ then the hypothesis in this study H_a is rejected, meaning there is no relationship between students' perceptions of the use of Google Classroom learning media with their learning motivation in PAI subjects in class VIII SMPN 3 Bandung.

Based on the results of the research described above, it was obtained that students' perceptions of Google Classroom learning media which were processed through partial analysis were included in the high category. This is known

because the average result of these variables is 3.76. This figure is included in the high category because it is on a scale of 3.51 – 4.50. As explained in the theory of perception, that perception arises in the subconscious due to the influence of the environment, so that it is a process of using existing knowledge to be able to obtain and interpret stimuli (stimuli) received by a person's sensory system (Desmita, 2016). Perception will arise when there is someone's activity in sensing, interpreting or interpreting information obtained by the five human senses (Sudarsono & Suharsono, 2016). Factors that play a role in the formation of perceptions include; 1) the object of money is perceived. 2) the presence of sense organs. 3) attention (selective attention) (Munfarokhah, 2020). Basically the process of forming a perception occurs within a person, but perception is also influenced by the experience of the learning process and knowledge. So in this case the authors argue that students' perceptions of Google Classroom learning media can affect students' learning motivation depending on the environment and the stimulation provided by the student's internal and external factors.

While the measurement results on the learning motivation variable (Y) are included in the high category with a score of 3.91. This figure is included in the high category because it is on a scale of 3.51 – 4.50. Motivation in learning is important for students to have in order to create more passionate teaching and learning activities because students are motivated in their learning (Achadah, 2019).

Motivation to learn is a psychological drive for students so that there is a desire to learn (Fauziah et al., 2017). This motivation to learn is something that becomes fundamental for someone in carrying out an activity. Learning motivation is the most important capital in carrying out the learning process. Learning motivation is in the form of encouragement from within students to carry out learning activities effectively and efficiently in order to achieve results that students can be proud of.

Especially when in the current adaptation learning activities where face-to-face meetings are limited so that the teacher's interaction to provide motivation is also limited. Factors that inhibit and encourage a person in learning are found in the students themselves and also the learning or playing environment (Anggraini, 2011). In addition, factors in learning such as the teacher's learning model/method and the media used can encourage or hinder students' learning motivation. Learning motivation can be used as a driving force for students to create continuity and direct learning activities in the hope that goals will be achieved.

The two data, both variable X and variable Y obtained from the results of this study, are data that are normally distributed using a significance level of 5%, as well as testing X^2 count $\leq X^2$ table. The results of the research above indicate that the hypothesis in this study was rejected. this can be seen from the calculation results where t_count $0.06 < t_table$ 2.02. Thus H_0 in this study was rejected.

As for the results of the research above, that the effect of variable X on variable Y is only 1%, thus there are 99% of their learning motivation influenced by other factors.

This is in line with what was stated by Herzberg that one of the motivations that exist within a person is extrinsic motivation according to him, this extrinsic motivation affects the level of a person's motivation. Extrinsic motivation is motivation that comes when students get stimulation or encouragement from outside themselves, such as learning media, learning methods, prizes, punishments, learning environment and learning processes that take place in the classroom (Huda, 2016).

The results of the study showed that there was no relationship between students' perceptions of Google Classroom learning media in PAI subjects in relation to their learning motivation, and the influence given by the X variable which was only 1% could give an illustration that this could be due to the lack of proficient students or teachers in using google classroom so that there is a possibility that the learning media used will further increase students' motivation in this research area.

Talking about learning motivation, there is an internal drive for students, students need to have a driving motive from within themselves themselves (Syaparuddin et al., 2020). If students have intrinsic motivation within themselves, then they will consciously carry out learning activities without any element of coercion. Students who have high motivation in learning the subject matter, then of course he will learn it within a certain period of time. He can be said to have the motivation to learn (Yulika, 2019). The motivation arises because of the encouragement within the learner himself because he needs something from what he has learned. Motivation is indeed related to someone's need to raise awareness to carry out learning activities. While external motivation for students, everything or circumstances that come from outside the students themselves can stimulate and encourage enthusiasm for learning and participating in learning activities. There are three main components in motivation, namely: needs, encouragement, and goals (Arianti, 2019). Needs occur when individuals feel that there is an imbalance between what they have and what they expect, encouragement is the mental strength to carry out activities in order to fulfill those that are oriented towards fulfilling expectations or achieving goals, these goal-oriented drives are the core of motivation (Arianti, 2019).

The ideal learning process is when a teacher can encourage children's creativity, make students active in learning, understand the learning being learned and take place in pleasant circumstances. Ideal learning means the achievement of predetermined learning objectives. However, in the current conditions, ideal learning is certainly a challenge for a teacher. This happens because in learning the teacher is an important actor who is directly involved with students so that the teacher is the most influential person in maintaining the quality of learning (Faizah Adisty, 2020). Overall the teacher is a decisive part of the education system component. The teacher can also be a factor in the success of a student, the most important thing is its relation to the learning process and shaping students' abilities to be better.

From the statement above, it can be concluded that not all students can easily have high learning motivation. However, it needs encouragement both from within itself (intrinsic) in the form of desire and desire and encouragement of learning needs, as well as from outside (extrinsic) in the form of appreciation, a conducive learning environment, learning activities and interesting learning media. Because the use of learning media that attracts students' attention will stimulate students to study more actively. Conversely, if the learning media used is less attractive to students or even boring, it will make students bored and reluctant to learn (Sari, 2013).

CONCLUSION

Based on the research that has been done by starting to look for the reality of students' perceptions of Google Classroom learning media in Islamic Religious Education subjects, it is included in the positive category. This is based on the average score obtained at 3.76. This figure, when interpreted, is included in the scale of 3.51 - 4.50, then it is followed by analyzing the reality of student learning motivation towards Google Classroom learning media in the subject of Islamic Religious Education which is included in the high category. This is based on the average score obtained at 3.91. This figure, when interpreted, is included in a scale of 3.51 - 4.50, so the results of the relationship between Google Classroom learning media and students' learning motivation in the subject of Islamic Religious Education are included in the very low category. This is based on the results of calculating the price of the correlation coefficient which is 0.01, the hypothesis is rejected meaning that there is no significant relationship between Google Classroom learning media in Islamic Religious Education subjects and students' learning motivation and the level of influence given by variable X to variable Y is equal to 1%. This shows that there are 99% of other factors that influence variable Y. research can be used as a basis for further research related to increasing students' learning motivation in the school environment in particular and in society in general and this research is expected to be used as an option or solution in ongoing learning by utilizing technological sophistication. Educators are expected to be more skilled and innovative in using online learning media so that they are able to answer the challenges of today's times.

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