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Student Perceptions About Using *Google Classroom* and Its Effect on Student Learning Motivation

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ABSTRACT

This study is based in the context of online learning, which has led to students experiencing delays in assignment completion and reduced cooperation in discussion groups. The objective of this study is to ascertain student perspectives on the utilisation of Google Classroom and to assess the impact of its use on the learning motivation of students majoring in Economics Education. The sampling technique employed was random sampling, specifically with a sample size of 53 respondents. This study employs quantitative descriptive methodologies, utilising data analysis techniques such as normality tests, linearity tests, f tests, and simple linear regression tests. The research findings indicate a statistically significant value of 147,272 > 4.03, demonstrating a strong correlation between the utilisation of Google Classroom and student motivation for learning. The coefficient of determination is 0.743, indicating a strong positive link. This suggests that there is a major influence.

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1. INTRODUCTION

Technological advancements have significant impacts on various facets of human existence. The world of education is compelled to participate in the use of modern technology. Attaining a high standard of education can be achieved by focusing on the actions involved in the process of learning. The learning process plays a crucial role in the overall quality of education, as it encompasses the teaching and learning activities conducted by instructors and students in direct interaction. Learning is the cognitive process by which an individual acquires knowledge, comprehension, and the ability to perform tasks that were before unknown, incomprehensible, and unachievable. An inefficient learning process can result in suboptimal learning outcomes. Learning outcomes refer to the skills and knowledge that students have gained as a result of their learning. Therefore, the way students learn can have an impact on their learning outcomes (Murwaningtyas, 2012).

A well-motivated learner is essential for a successful learning process. Consequently, students' intrinsic motivation to study is the engine that keeps the educational process going and points the way towards the accomplishment of learning objectives. One strategy to increase students' intrinsic motivation to learn is to incorporate media into the learning process. Among the many forms of media used in education, media is among the most fundamental. These days, schools are putting greater

emphasis on technology-enhanced modernization activities that give students a more dynamic, engaging, effective, motivating, constructive, and enjoyable experience while learning. Media technology is also supposed to provide students with life skills (Nurbaeti, 2019).

Agustina (2011) states that students' intrinsic desire significantly impacts their academic performance, and that highly motivated learners tend to outperform their less motivated peers. Thus, the correlation between a student's intrinsic willingness to learn and their actual academic performance is positive. To accomplish predetermined objectives, one needs motivation, which can come from inside or from without (Bahar, 2010). In the absence of an intrinsic drive to learn, students may experience a decline in the level of their academic performance (Mudjiono, 2006).

Attractive media can impact learning motivation; for example, if students find the lecturer's visuals engaging, they will be more motivated to pay attention in class and hopefully retain more of what the instructor is teaching. Students' capacity to think critically while learning can be enhanced through the use of electronic media. (Prasetyono, 2019) . One learning media that utilizes the internet network is Google Classroom media. The use of Google Classroom is expected to make it easier for educators to provide appropriate information and learning to students (I, 2020) . There are so many learning applications aimed at teaching and learning processes like at home, namely Kahoot, Edmodo, and Google Classroom (Vhalery, R., Alfilail, SN, Robbani, H., & Hia, 2021) . One of the learning media used by lecturers in learning activities is using the Google Classroom application (Qomariah, Siti & Nursobah, 2019) . Google classroom media is media that utilizes the internet network using a computer or smartphone (Hakim, 2016) . Google classroom is a supporting tool in the learning and teaching process throughout the world (Al-Maroof, RAS, & Al-Emran, 2018) . Google classroom is used as a facility for interaction between lecturers and students through cyberspace (Okmawati, 2020) . Due to the monotonous learning process, students have low interest in reading and motivation to learn, even though the rapid development of science and technology can be maximized and used as a learning medium (Ali, L. U & Zaini, 2020) .

Google Classroom is an easy-to-use application. The use of Google Classroom can increase student activity, meaning that the use of e-learning with Google Classroom can be applied as a contemporary learning method (Sulastri, 2020) . The use of Google Classroom media has a significant influence on learning media, which means that using Google Classroom can be developed because it influences student learning motivation for the better. The use of Google Classroom media in online learning is preparing learning media, implementing learning using Google Classroom media such as materials, learning media, learning methods and learning strategies, as well as learning evaluations as usual, including cognitive assessments, effective assessments and psychomotor assessments (Febrianti, 2021) . Therefore, the government made a policy in the learning process where learning was carried out face-to-face and switched to online learning (Handhika, 2020) .

Google Classroom is an application that plays a passive role in the classroom where the most active role is the lecturer (Al-Maroof, RAS, & Al-Emran, 2018) . In Google Classroom there is a Google Classroom platform which has features such as assignments, communication. , grading, mobile application, time cost, privacy and archive course (Hanifah, W., & Putri, 2020) . It was concluded that the use of Google Classroom and learning motivation were in the medium category. This is in accordance with internal factors (Lestari, 2017) and external factors (Alifah, S., Narsih D., & Widiyarto, 2019), one of the common factors of internal and external factors is student perception. Student perception is the process of evaluating, receiving, expressing opinions, testing data and responding to the five senses to what students observe (Darmaji., D Kurniawan., DA, Astalini, A., & Nasih, 2019) . Student perceptions are measured through convenience, various benefits, and acceptance (Mustarin, A., & Wiharto, 2018).

In contrast to other research, this study aims to determine how students majoring in Economics Education perceive the use of Google Classroom and how it affects their motivation to learn. An academic institution in Riau has carried out this research.

2. METHODS

Quantitative descriptive methodologies are employed in this study. One of Pekanbaru's universities, the Economic Education Study Programme (FKIP), was the site of the research. This study aimed to examine the demographics of 115 students enrolled in the 2020 Economic Education Study Programme and their use of Google Classroom for both in-class and out-of-class communication. A total of 53 students were selected for the sample using simple random sampling techniques. utilising the Slovin formula for the population.

This study seeks to ascertain the correlation between X and Y, use the descriptive research approach. Descriptive research is a categorization of study that focuses on providing a detailed account of the condition or value of one or more variables, without attempting to explain the underlying causes (Sugiyono, 2019). Through the utilisation of descriptive approaches, researchers can ascertain the impact of a variable on other variations. This research encompasses independent variables and dependent factors, specifically:

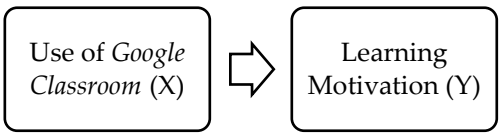

Figure 1. Types of Research

Information:
X : Independent Variable / Variable that influences
Y : Dependent Variable / Variable that is influenced
In this research there are two variables:

2.1 Independent Variables / Variables that influence

Independent variables are factors that have an impact on the causes of changes or the appearance of dependent variables (Sugiyono, 2019). The research focuses on the utilisation of Google Classroom as the independent variable. Frisnawati (2012) identifies the indicators for measuring the varying use of Google Classroom as:

a. Frequency
b. Attention
c. Duration

2.2 Dependent Variable / Variable that is influenced

The dependent variable is the variable that is affected and determined by the presence of the independent variables. The research focuses on student learning motivation as the dependent variable. The data regarding student learning motivation is collected through the administration of a questionnaire. The indicators of learning motivation, as stated by Sadirman AM in 2014, are:

a. Persevere in facing tasks
b. Tenacious in facing difficulties
c. Shows interest in a variety of issues
d. Work independently more often
e. Enjoys finding and solving problems

The population in this study were students of the 2020 class of Economic Education, FKIP, Riau University, Jalan Kampus Bina Widya, Simpang Baru Village, Kec. Handsome, Pekanbaru City. This research uses a *simple random sampling technique*, namely a sampling technique that gives each member of the population the same opportunity to be designated as a sample member in accordance with the

requirements for having used *Google Classroom* (Sugiyono, 2019) , of which there are 53 samples of Economic Education students from the class 2020.

The type of research data used in this research is quantitative data. Quantitative data is data based on percentage calculations, averages and other statistical calculations. The data collection method in this research is distributing questionnaires which are distributed directly to respondents via a *Google Form link.* The questionnaire in this research was used to measure variable data (X) with 9 statements and variable (Y) with 12 statements.

The research employs statistical tools for data analysis. Data presentation can be conducted subsequent to the acquisition of data pertaining to the utilisation of Google Classroom and the level of motivation for studying. Sugiyono (2019) states that the Likert scale is employed for assessing individuals' views, attitudes, and opinions regarding a social issue. This study employs a questionnaire as the primary instrument, utilising a 1-5 Likert scale for scoring. The Likert scale is presented in the form of a checklist, where each option is represented by a numerical value ranging from 1 to 5.

Table 1. Likert Scale Technique Scores

No	Alternative Answers	Item Score
1	Always (S)	5
2	Often (SR)	4
3	Sometimes (KK)	3
4	Rare (J)	2
5	Very Rarely (JS)	1

Before carrying out data analysis, a prerequisite test is first carried out. The data obtained were analyzed using statistical methods of normality and linearity tests using the SPSS version 17 program.

Table 2. Assessment Category

No	Intervals	Category
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	Pretty good
4	21% - 40%	Not good
5	0% - 20%	Not good

A normality test is conducted to ascertain the normal distribution of the data. The normalcy test employs the Kolmogorov-Smirnov method with SPSS version 17. Data follows a normal distribution if the probability value is greater than the critical threshold of 0.05. The purpose of the linearity test is to determine whether there is a statistically significant linear relationship between two variables. Linearity testing can be conducted using the Deviation From Linearity method in SPSS version 17. Linearity testing is valuable for confirming the validity of the linear model employed in the analysis of test and research data.

2.3 Hypothesis testing

Hypothesis testing aims to determine the effect of using *Google Classroom* on learning motivation, as well as finding out which hypotheses are accepted or rejected in this research hypothesis. To test the hypothesis in this research, the F test was used.

2.3.1 F test

The F test is used to determine the influence of the independent variables (X) together on the dependent variable (Y). To find out the f test, researchers used SPSS version 17 computer assistance to find hypothesis tests. The level used is 0.5, if the significant value F < 0.05 then it can be seen that the independent variable (X) simultaneously influences the dependent variable (Y), (Ghazali, 2011).

2.3.2 Simple Linear Regression Test

A simple linear regression test is used to analyze the influence of independent variables that are positively or negatively related. The simple linear regression analysis aims to find out whether there is an influence between the use of *Google Classroom* and learning motivation. The analysis results were obtained through SPSS version 17 data processing, from the calculation results the significance value was below 0.05, meaning that the variable using *Google Classroom* had an effect on student learning motivation.

2.3.3 Coefficient of Determination Test

The coefficient of determination is used to state how much power the independent variable (use of Google Classroom) has on the dependent variable (learning motivation).

3. FINDINGS AND DISCUSSION

3.1 Descriptive Research

Google Classroom is a platform that enables online interaction between teachers and students, serving as a tool to enhance the learning process. A research questionnaire consisting of 9 statements was used to collect data from Economics Education students regarding their utilisation of Google Classroom. Data about the utilisation of Google Classroom and the level of motivation for learning was collected by administering questionnaires through Google Forms to the full population, consisting of 115 pupils. The data collected from the distribution of the questionnaire was gathered from a sample of 53 respondents.

The utilisation of Google Classroom is determined by three factors, each of which is transformed into a statement item. The Google Classroom evaluation utilised a 5-point Likert scale, ranging from 1 to 5. This assessment was administered to 115 participants, from whom data was collected from 53 responders. The respondents' data yielded a minimum score of 9 and a maximum score of 45.

Table 3 . Data Categories Use of Google *Classroom*

No	Intervals	Frequency	Percentage	Category
1	37.9 - 45	34	64.15	Very good
2	30.7 - 37.8	19	35.85	Good
3	23.5 - 30.6	0	0	Pretty good
4	16.3 - 23.4	0	0	Not good
5	9 - 16.2	0	0	Not good

According to the information shown in Table 3, with respect to the data category for Google Classroom usage, it is evident that 53 students or respondents fell into the "very good" category, accounting for 64.15% of the total. There were no students in the "not good" category. Based on the frequency data presented in the table above, it is evident that the utilisation of Google Classroom falls within the excellent category, exhibiting the highest frequency. The categories of student learning motivation statistics are presented in the following table:

Table 4. Data Categories Motivation to learn

No.	Intervals	Frequency	Percentage	Category
1	50.5 - 60	30	56.6	Very good
2	40.9 - 50.4	23	43.4	Good
3	31.3 - 40.8	0	0	Pretty good
4	21.7 - 31.2	0	0	Not good
5	12 - 21.6	0	0	Not good

Based on Table 4 regarding learning motivation, it can be seen that there are 30 respondents who have a very good category with a percentage of 56.6%. Judging from the frequency, it is known from

the table above that the learning motivation of Economics Education students is categorized as very good.

3.2 Analysis Prerequisite Test

3.2.1 Normality test

Kolmogrof Smirnov technique with the help of SPSS version 17. Data was declared normally distributed if the significant value was above the 0.05 significance level.

The results of the normality test for using *Google Classroom* (X) and student learning motivation (Y) can be seen in table 5:

Table 5. Normality Test Results for *Google Classroom Use* and Learning Motivation

		Unstandardized Residuals
N		53
Normal Parameters [a,,b]	Mean	.0000000
	Std. Deviation	2.25592388
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.089
Kolmogorov-Smirnov Z		,736
Asymp. Sig. (2-tailed)		,651

Based on the outcomes of the normality test, significant data was obtained in the Asymp.Sig column (2-tailed), where the variable (X) use of *Google Classroom* and learning motivation (Y) was 0.651 > 0.05, it was concluded that the variable data (X) use of *Google classroom* and variable (Y) learning motivation are normally distributed.

3.2.2 Linearity test

The purpose of the linearity test is to ascertain the presence or absence of a statistically significant linear association between the independent variable and the dependent variable. The linearity test is employed as a precondition in correlation or linear regression analysis. The study utilised SPSS version 17 to assess the linearity of data between the utilisation of Google Classroom and learning motivation, employing a significant level of 0.05. Two variables are considered linear if the significance level exceeds 0.05. The linearity test calculation conducted using SPSS 17 indicated a linearity result with a significance level of 0.249, which yielded a higher level of significance. To enhance understanding, the linearity test can be observed in Table 6, specifically:

Table 6. Linearity Test Results

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Learning Motivation * Use of Google Classroom	Between Groups	(Combined)	840,475	13	64,652	13,387	,000
		Linearity	764,192	1	764,192	158.231	,000
		Deviation from Linearity	76,283	12	6,357	1,316	,249
	Within Groups		188,355	39	4,830		
	Total		1028,830	52			

Based on table 6 above, it can be seen that the significance value obtained by SPSS version 17 processing is 0.249 which shows a result of 0.249 > 0.05 so that there is an influence of using *Google Classroom* on the learning motivation of Economics Education students.

3.3 Hypothesis test

The purpose of hypothesis testing is to determine the presence of a correlation between the variable of Google Classroom usage (X) and the variable of learning motivation (Y). This analysis will determine which submitted hypotheses can be accepted or rejected in the research. The f test was employed to examine the hypothesis in this study. The f test findings obtained from SPSS version 17 are displayed in table 7, which includes the following:

Table 7. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	764,192	1	764,192	147,272	,000 [a]
	Residual	264,638	51	5,189		
	Total	1028,830	52			

It can be seen in Table 7 regarding the f test between the variable use of *Google Classroom* (X) and the variable (Y) for the learning motivation of Economic Education students. The result was 147,272, where there is a positive influence between the use of *Google Classroom* and the learning motivation of Economic Education students. The results of using *Google Classroom* F_{count} were 147,272 > F_{table} 4.03 with a significance level of 0.000 < 0.05, and this shows that the use of *Google Classroom* has a significant effect on student learning motivation.

To find out whether the influence of the independent variable (use of *Google Classroom*) and the dependent variable (learning motivation) is positively related or not, it can be seen in the following table:

Table 8. Simple Linear Regression Test Results

Model		**Unstandardized Coefficients**		**Standardized Coefficients**		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11,552	3,270		3,532	,001
	Use of Google Classroom	1,023	,084	,862	12,136	,000

Google Classroom is obtained, namely 0.000 < 0.05. From this data, it is known that the significance value is below 0.05, meaning that the *Google Classroom* usage variable (X) influences the student learning motivation variable (Y). The following simple linear regression equation in research is as follows:

$$Y = a + bX$$

The description is:

a. The constant value (a) is 11,552, meaning that if there is no use of *Google Classroom* (X), the consistent value of student learning motivation (Y) is 11,552.
b. The regression coefficient (b) value of using *Google Classroom* is 1.023, indicating that if the value of the variable using *Google Classroom* (X) increases by 1%, then the value of the learning motivation variable (Y) will increase by 1.023 because the regression coefficient value is positive. So it can be stated that the use of *Google Classroom* has a positive effect on student learning motivation.

c. T-calculated value 12,136 is greater than the t-table value of 2.001. With a significance value for using *Google Classroom* of 0.000, it is smaller than the probability of 0.05. So it can be concluded that there is a significant influence of using *Google Classroom* on learning motivation.

The table below displays the percentage contribution of the independent variable (usage of Google Classroom) to the dependent variable (learning motivation).

Table 9. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,862 [a]	,743	,738	2,278

Based on table 9 , it can be seen that the results of the analysis of the coefficient of determination (R^2) show that *the R Square* is 0.743 or 74.3%. This means that the variable use of *Google Classroom* influences the student learning motivation variable. The remaining 25.7% is influenced by variables other than the variables studied in this research.

Discussion

According to student responses, the research findings indicate that student opinions about the usage of Google Classroom fall into the "medium" range, suggesting that the use of Google Classroom is considered satisfactory. This aligns with the hypothesis positing that student views can be evaluated based on their degree of satisfaction with the use of Google Classroom. The mentioned level of satisfaction pertains to the emotional state that results from the fulfilment of desires and expectations related to student contentment (Elon, 2021). This remark corroborates the research findings, which indicate that student perceptions fall within the "medium" to good range.

Student learning motivation falls under the "medium" classification, indicating that it is categorised as Good. According to the notion, motivation encompasses the impetus in a given environment that stimulates action towards attaining a desired objective. According to Sadirman AM (2014), motivation serves as a catalyst for attaining success. With a strong sense of motivation, an individual will exert significant effort and achieve commendable outcomes. The level of an individual's motivation will significantly impact their academic performance. Therefore, this serves as an incentive for pupils to enhance their learning process more effectively in the future.

Student attitudes on the utilisation of Google Classroom impact student's level of enthusiasm to learn. The findings of this study align with Mariska's (2013) research, which demonstrates a correlation between views of E-Learning usage and learning motivation. The students' perspectives of their utilisation of Google Classroom can have an impact on their level of motivation to learn. If the utilisation of Google Classroom for learning is inadequate, students' lack of enthusiasm during lectures may hinder their ability to effectively absorb the material presented by the lecturer.

Sadirman AM (2014) states that people who are motivated to learn tend to exhibit traits like being thorough when dealing with tasks, persistent when faced with challenges, interested in a wide range of problems, preferring to work independently, and rapidly becoming bored with routine assignments. routine. Having a desire to learn is a sign of accomplishment motivation in students. Students that are intrinsically motivated to learn tend to do better in class and accomplish more of their set objectives.

In this research, students' perceptions regarding the use of *Google Classroom* showed good responses, namely ease of access, can be done anywhere and at any time, saves costs, relevance of time and appropriate learning materials, lecturers provide opportunities for discussions and questions so that interaction between lecturers is created. and students. The facilities and media used make it easier for students to submit assignments online . On the other hand, students must have high motivation to be able to understand the material that has been explained by the lecturer. By understanding the material well, students can interact with other students.

Based on the results of research conducted by researchers, it shows that the use of *Google Classroom* has a positive and significant effect on the learning motivation of Economics Education students. This can be seen from the calculated t value of 12.136 > t table 2.001 with a significance level of 0.000 < 0.05. Motivation is defined as a person's strength that can create a desire within oneself to carry out a learning activity. One technique for developing the ability and willingness to learn is to foster learning motivation in students. Motivation that arises from a person is influenced by *internal* and *external factors,* where the use of *Google Classroom* is a factor that influences learning motivation.

Utilising Google Classroom can enhance students' learning motivation by providing expedited access to lecture materials, course assignments, and crucial information from instructors. Iftakhar (2016) states that the benefits of utilising Google Classroom include cost savings and the elimination of paper usage. Google Classroom is a versatile platform that can be accessed using a smartphone or laptop, enabling students to engage in learning from any location without the need for physical writing materials. This fosters student engagement and comprehension of the lecturer's content, ultimately cultivating student enthusiasm for learning and enhancing student motivation.

The findings of this study indicate that the utilisation of Google Classroom might enhance students' level of motivation towards learning. The findings of this study align with the research conducted by Nurbaeti (2019), indicating a substantial impact of Google Classroom as a learning medium on students' motivation to learn. The findings of this study align with the findings of Sulastri's (2020) research, demonstrating that the utilisation of e-learning through Google Classroom has a notable and constructive impact on enhancing students' willingness to learn.

4. CONCLUSION

According to the findings of the data analysis conducted in this study, it can be inferred that the use of Google Classroom has a substantial impact on students' motivation to learn. Utilising Google Classroom, the calculated F value of 147,272 exceeds the critical F value of 4.03. This indicates that the use of Google Classroom has a substantial impact on student motivation for learning. Therefore, we can confidently accept the alternative hypothesis (Ha) and conclude that there is a positive influence present. Based on data collected from 53 Economic Education students at FKIP Riau University, it can be concluded that the students have a positive opinion of the utilisation of Google Classroom and its impact on enhancing their enthusiasm to learn. Students have a high level of motivation. The calculation results from the f test indicate a significant correlation between the utilisation of Google Classroom and student learning motivation, with a computed F value of 147.272, which exceeds the critical F value of 4.03. The correlation coefficient (r) between the utilisation of Google Classroom and the level of learning motivation among Economics Education students at FKIP Riau University is 0.743, indicating a strong positive link. The researcher offers several recommendations based on the research findings. Firstly, it is advised that students who lack focus in utilising technology as a learning tool should exercise discernment in choosing media. This will enable students to fully leverage technology as a learning medium, thereby enhancing their understanding and knowledge, as well as boosting their motivation to learn. 2) Lecturers are encouraged to prioritise the selection of media for learning activities, as incorporating Google Classroom into the learning process can enhance student motivation to learn. 3) Future researchers are encouraged to employ alternative methodologies, such as direct experimentation, to substantiate the findings derived from this study.

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