

THE RELATIONSHIP OF GOOGLE CLASSROOM-BASED ONLINE LEARNING WITH STUDENTS' LEARNING MOTIVATION AT STIKES SANTA ELISABETH MEDAN DURING THE COVID-19 PANDEMIC

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Abstract

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The purpose of this study is to identify the relationship between online learning based on google classroom and the learning motivation of STIKes Santa Elisabeth Medan students during the COVID-19 pandemic. The research design used by the researcher is correlational. The sample in this study were 114 respondents, and the sampling technique in this study was total sampling. The measuring instrument is in the form of a questionnaire. Data analysis was performed using the Chi-square test. The results showed that Google Classroom-Based Online Learning was less effective (64%) and student learning motivation was quite good (55.3%). Based on the Chi-square statistical test, p value = 0.000 (<0.05), it is concluded that there is a relationship between Google Classroom-Based Online Learning and learning motivation at STIKes Santa Elisabeth Medan during the 2021 Covid-19 Pandemic Period. It is hoped that students can improve the online learning process based on online by using google classroom, WhatsApp, google meeting, Edlink, zoom, and Edmodo so that online learning can be further enhanced in online learning motivation.

Keywords: Google Classroom-based online learning, Learning Motivation

1. Introduction

Coronaviruses are a large family of viruses that cause disease in humans and animals (World Health Organization, 2020). This coronavirus is a new type of virus found in humans since the extraordinary event that appeared in Wuhan, China, in December 2019, later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and causing Coronavirus Disease-2019 (COVID-19). (World Health Organization, 2020). The initial symptoms of COVID-19 are non-specific, presenting with fever and cough, which may then resolve spontaneously or progress to shortness of breath, dyspnea, and pneumonia causing Acute Respiratory Distress Syndrome (ARDS), kidney failure, coagulation dysfunction, multiple organ failure, and mortality (Chen et al., 2020; Guan et al., 2020).

Symptoms experienced by sufferers are usually mild and appear gradually, but some have no symptoms or even more severe and serious symptoms in some people (Chen et al., 2020; WHO, 2020; Guan et al., 2020). Serious cases of COVID-19 can progress to severe pneumonia, ARDS and multiple organ failure which can lead to death, while non-severe cases show the usual symptoms of respiratory system infection (Zhu et al., 2020; Huang et al., 2020; Li Q et al., 2020; Li Q et al., 2020). al., 2020; Chen et al., 2020; Chan et al., 2020; Wang D et al., 2020). To date, the amount of information about this virus is increasing every day and more and more data on transmission and its route, reservoir, incubation period,



symptoms and clinical outcomes, including survival rates are being collected worldwide (Corman et al., 2020).

Based on scientific evidence, COVID-19 can be transmitted from human to human through coughing/sneezing droplets (droplets), the people most at risk of contracting this disease are people who are in close contact with COVID-19 patients, including those caring for COVID-19 patients (Kemenkes RI, 2020). In humans, it usually causes respiratory tract infections, ranging from the common cold to serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (World Health Organization, 2020). The COVID-19 infection is spreading rapidly resulting in an increase in the number of infected patients worldwide. The public health emergency status established by the world health authorities and followed by the implementation of social restrictions and self-isolation or quarantine as well as limiting people's mobility, has the potential to have an impact on the community in the social, economic and educational fields (Gao, et al., 2020; Pfefferbaum & North, 2005). 2020; Spoorthy, et al., 2020).

Based on the world health authority, the government of the Republic of Indonesia took a policy regarding travel restrictions to Hubei province on January 27, 2020, which is the global center of COVID-19. The goal of the Indonesian government (President Joko Widodo) in taking this policy is to overcome the spread of COVID-19 in Indonesia, due to reports that there were two cases of COVID-19 infection in Indonesia on March 2, 2020 (Djalante et al., 2020). Patients who were confirmed to have COVID-19 in Indonesia started from an event in Jakarta where the patient was in contact with a foreign citizen (WNA) from Japan who lives in Malaysia. After the meeting, the patient complained of fever, cough and shortness of breath (WHO, 2020). The development of data on COVID-19 cases in Indonesia in 2020 was approximately 130,718 positive cases with details of 85,798 recovered cases and 5,903 deaths as of August 2020 which has spread to 34 provinces in Indonesia. The most COVID-19 sufferers are in DKI Jakarta (26,624 cases), East Java (25,917 cases), Central Java (10,765 cases) (WHO, 2020; BNPB, 2020).

Increasing cases of COVID-19 in Indonesia in 2020, the government of the Republic of Indonesia issued a policy on social restrictions. This problem makes the government and related institutions have to present alternative educational processes for students and students who cannot carry out the educational process at educational institutions (Purwanto, Pramono, Asbari, Santosa, Wijayanti, Hyun & Putri, 2020). This is in accordance with the circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of the corona virus disease (COVID-19) (Harnani, 2020). Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or learning online (Kemendikbud Dikti Circular Letter No. 1 of 2020). Universities are led to be able to organize online learning or online (Firman, F., & Rahayu, S., 2020).

According to research in Nizam et.al (2020) in the book Portrait of Higher Education in the Time of COVID-19, online learning that students complain the most is the unpreparedness of the internet network (41%), excessive workload (26.8%), lectures replaced with assignments (9.8%), concentration sometimes decreases (9%), lecturers are less interactive (4.3%), and schedules change (1.6%). With various complaints on online learning, students need motivation from various parties, especially families. Motivation is a force or factor contained in humans, which causes, directs and organizes behavior (Martin Handoko, 1992). Meanwhile, according to Mc Donald, in Sardiman A.M (2009), motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal. Duncan is an administrative expert, in his book "Organization Behavior", suggests that in the concept of management, motivation means every conscious effort to influence a person's behavior in order to increase his maximum ability to achieve organizational goals. Based on the survey results according to



(Yani Fitriyani, et al; 2020), the results of research on student learning motivation during the COVID-19 pandemic were 80.27%.

In online learning, intrinsic motivation consists of self-motivation (self-motivation), self-discipline, self-adaptation, feeling indifferent (feeling indifferent) while extrinsic motivation consists of online learning, lecturers/teachers, use of online learning media, exams/ tasks, family, friends and environment (Lee et al., 2020). The indicator related to learning motivation is student curiosity. Curiosity is a very important initial capital in the learning process, with high curiosity, the desire will encourage students to find what they want to know (Fauzi et al., 2017). Based on the results of the initial survey that the researchers conducted regarding the results of student motivation for level 3 Nursing Study Program as many as 114 people with a semester achievement index (IPS) before the COVID-19 pandemic with an average score of 3.50 (87.5%). Meanwhile, during the COVID-19 pandemic, the results of learning motivation were obtained with an average value of 3.40 (85%).

The implementation of online learning is of course a new challenge for teachers/lecturers who make them have to master online learning media to carry out learning activities and are expected to be able to be creative in the learning process so that learning objectives can be achieved optimally (Mantra, 2020). According to (Iryana Muhammad, 2020) that online learning during the COVID-19 pandemic affected the level of student learning independence. According to Windhiyana (2020), the advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers/teachers, learning can be done anywhere and anytime (time and place flexibility), reaching students (students) in a broad scope (potential to reach a global audience), and simplify the refinement and storage of learning materials (easy updating of content as well as archivable capabilities). So, teaching and learning activities for teachers, lecturers, students, and students are now carried out through internet networks and applications that can support online learning which includes the learning process, giving assignments and others (Handarini and Wulandari, 2020).

In online learning there are many choices of online applications that can support online learning itself and each online learning application has a different system and way of working including the Google Classroom application, Google Meeting, Zoom, Whatsapp, Youtube, Edmodo and others (Marilyn, et al. ., 2020). A product or service has a high usability level or quality measure if it can meet several criteria, including: useful (useful); efficient (efficient); effective (effective); satisfying (satisfying); learnable (easy to learn); and accessible (easy to access) (Asnawi, 2018). The use of electronic media as a tool in learning activities or commonly known as e-learning, is one proof that the technology entering the 4.0 revolution era also affects the learning process, which on August 12, 2014, Google Apps for Education introduced a software or application called Google Classroom (Pustika et al., 2019).

This web application from Google offers a scheme for managing assignments given by teachers to students through a web browser-based virtual system or mobile app (Akib & Uluelang, 2019). There are three pages in the Google Classroom class view, namely 1) Stream; notification page in the form of announcements or posts from teachers; 2) Classwork; main page for teachers organizing assignments into modules and units; 3) People; this page displays a list of members of the class (Harjanto & Sumarni, 2019). In other words, Google creates applications that strengthen the creation of classrooms in the digital world (Sutrisna, 2018).

This google classroom application has been widely used by students in Indonesia with a total usage of 2.354% (Fauzan Jamaludin, 2020). The virtual system on Google Classroom makes it easier for teachers and students to carry out the learning process, especially distance learning (PJJ), because this application can be accessed anywhere and anytime by using internet access (Putri et al., 2019). With a more practical user experience, Google Classroom is more suitable to be used as a support / complement to learning, and



the flexibility of Google Classroom that can be associated with any model or method has been proven to support successful learning (Sukmawati & Nensia, 2019). Google Classroom's user friendly interface also makes it superior to Blackboard, which is also an e-learning system. Students feel that the blackboard is too rigid (Heggart & Yoo, 2018). The advantages of Google Classroom are easy to use, time-saving, cloud-based, flexible, and free (Iftakhar, 2016).

Based on all the explanations above, the researcher is interested in conducting research with the reason to find out the relationship between online learning based on Google Classroom and the learning motivation of STIKes Santa Elisabeth Medan students during the COVID-19 pandemic.

2. Methods

The research design is an analytical survey with a cross sectional approach. This research was conducted at STIKes Santa Elisabeth Medan. The total sample in this study was students as many as 114 respondents, the criteria for respondents were not in a state of illness and were willing to be respondents using the total sampling technique. Bivariate data processing using the chi square test.

3. Results and Discussion

Table 1.

Frequency distribution of respondents based on demographic data of respondents at S1 Nursing Academic Stage level III at STIKes Santa Elisabeth Medan

Characteristic	<i>f</i>	%
Age		
15-20	94	82.5
21-25	20	17.5
Total	114	100
Gender		
Male	13	11.4
Female	101	88.6
Total	114	100
Religion		
Catholic	67	58.8
Protestant	47	41.2
Total	114	100

Based on table 1, it is obtained that the age of the majority of respondents is 15-20, namely 94 people (82.5%). Based on gender, most of them were women, 101 people (88.6%). Based on religion, most of them are Catholic 67 people (58.8%).

Table 2.

Frequency distribution of online learning based on Google Classroom STIKes Santa Elisabeth Medan

Online learning based on Google Classroom	<i>f</i>	%
Effective	26	22.8
Less effective	73	64



Ineffective	15	13.2
Total	114	100

Based on table 2, it is obtained that respondent data stating that the majority of Google Classroom Based Online Learning is less effective as many as 73 people (64%) and the minority is ineffective as many as 15 people (13.2%).

Based on the results of research conducted by researchers at STIKes Santa Elisabeth Medan at S1 Nursing Academic Stage level III, it was obtained respondent data stating that online learning based on Google Classroom was effective 26 people (22.8). Less effective as many as 73 people (64%) and ineffective as many as 15 people (13.2%).

Based on the results of Suhada's research, et al (2020) said that 62.63% of students agreed in understanding learning material using Google Classroom, 60.42% of students agreed on the effectiveness of using the Google Classroom application, and 46.74% of students agreed in the use of the google classroom application in biology practicum. It can be concluded that the use of the google classroom application in online learning during the COVID-19 outbreak is quite good and effective, it's just that it will be better if it is combined with other online platforms.

Ashadi & Suhaeb's research results (2020) say that there is a significant relationship to the use and independence of student learning with learning outcomes in software engineering courses. This can be seen by the value of Sig. (2-tailed) = 0.000 < 0.05 (5%) with a Pearson correlation coefficient of 0.511. This shows that the correlation value of the relationship between the use of google classroom and student learning independence together with student learning outcomes in software engineering courses is in the medium category. The conclusion of the hypothesis H0 is rejected and H1 is accepted, so the conclusion is that there is a relationship between the use of google classroom and the independence of student learning in software engineering courses.

This is also in line with Susanti's research (2016) which finds that there is a significant correlation/correlation of -0.328 between effective learning using google classroom on the value of students' cognitive learning outcomes in Biology lessons at SMA CHARIS Malang. The effect of effective learning using google classroom on cognitive learning outcomes with a regression test of 10.7%, while the remaining 80.3% is influenced by other variables. Effective learning cannot be seen from the use of google classroom alone but is prepared holistically through learning components.

Table 3.
Frequency distribution of student learning motivation of STIKes Santa Elisabeth Medan

Student Learning Motivation	f	%
Well	44	38.6
Pretty good	63	55.3
Not good	7	6.1
Total	114	100

Based on table 3, the data obtained from respondents who have good student learning motivation are 44 people (38.6%), 63 people are good enough (55.3%) and 7 people are not good (6.1%).

Based on the learning motivation table above, the data obtained from respondents who have good student learning motivation are 44 people (38.6%), 63 people are good enough (55.3%) and 7 people are not good (6.1%).



The above is in line with Fauziah, et al (2017) saying that there is a significant relationship between learning motivation and interest in learning for fourth grade students at SDN Poris Gaga 05 Tangerang City with an rcount value of 0.889 which is greater than rtable 0.264 or $0.89 > 0.264$ with a very high level of relationship. strong. There is a positive relationship between learning motivation and interest in learning for fourth grade students at SDN Poris Gaga 05 Tangerang City with a coefficient of determination that is $0.889 \times 0.889 \times 100 = 0.791\%$.

Silvana (2017) also says that there is a relationship between learning motivation and learning outcomes with the *student centered learning* on the subjects of simulation and digital communication at SMK Negeri 2 Surabaya has a positive and significant relationship. This is indicated by the value of the correlation coefficient between the two variables of 0.626 with a strong category and a positive value, which means that the more students' learning motivation increases, the value of learning outcomes will also increase. In addition, it is known that the significant value is 0.000 which is smaller than 0.05 so it can be interpreted that there is a significant (mean) relationship between the variables of learning motivation and student learning outcomes. Based on the results of the t test, it is known that the calculated t value is 4.68, which is greater than the t table value, which is 1.69. Thus, $t_{count} > t_{table}$ which means H_0 is rejected and H_1 is accepted. So it can be concluded that there is a positive and significant relationship between learning motivation and student learning outcomes in simulation subjects and digital communication class X RPL 2 at SMK Negeri 2 Surabaya.

Based on the results of research Sari (2014) said that based on the data obtained from the analysis carried out, it was concluded that the relationship between learning motivation and student learning outcomes at SDN 11 Petang, East Jakarta had a significant relationship. This is indicated by the contribution of the coefficient of determination or the contribution of the influence of the learning motivation variable to this variable is 0.123 or 12.3%. So, 87.7% student learning outcomes are influenced by other factors. Furthermore, the relationship can be seen from the Pearson Correlation value, which is obtained from the value of $R = 0.351$, when compared to the interpretation table of the correlation coefficient, the value of $r = 0.351$ is in the low-level coefficient interval. It is concluded that learning motivation and learning outcomes have a low relationship, meaning that the lower the value of learning motivation, the lower the student learning outcomes at SDN 11 Petang, East Jakarta.

Table 4.

The Relationship between Google Classroom Based Online Learning and Student Motivation at STIKes Santa Elisabeth Medan

Google Classroom Based Online Learning	Student Learning Motivation						Total	P-Value
	Good		Fairly good		Not good			
	f	%	f	%	f	%		
Effective	19	16.7	7	6.1	0	0.0	26	22.8
Less effective	23	20.2	49	43	1	0.9	73	64
Ineffective	2	1.8	7	6.1	6	5.3	15	13.2
Total	44	38,6	63	55,3	7	6,1	114	100

Based on table 5.4, it can be seen that the results of the cross tabulation of the relationship between Google Classroom-Based Online Learning and Student Motivation at STIKes Santa Elisabeth Medan during the 2021 Covid-19 pandemic showed that the Chi-Square test results obtained significant results $P = 0.00$ because the p-value was smaller. of $= < 0.05$, it is concluded that there is a relationship between



online learning based on google classroom and the learning motivation of STIKes Santa Elisabeth Medan students during the 2021 COVID-19 pandemic.

Based on the results above, the respondent's data which states that Google Classroom-Based Online Learning is effective 26 people (22.8%). Less effective as many as 73 people (64%) and ineffective as many as 15 people (13.2%).

Likewise, the results of table 5.3 obtained data on respondents who have good student learning motivation 44 people (38.6%), 63 people (55.3%) good enough and 7 people (6.1%).

Based on the results of research conducted by researchers, there is a relationship between ineffectiveness in the online learning process based on Google Classroom with student learning motivation during the COVID-19 pandemic, where the learning process before the COVID-19 pandemic showed that learning motivation was still increasing compared to the online learning process during the pandemic. decreasing in terms of motivation to learn. So that the results of the learning motivation of students/I level 3 of the Nursing Study Program were 114 people with a semester achievement index (IPS) before the COVID-19 pandemic with an average score of 3.50 (87.5%). Meanwhile, during the COVID-19 pandemic, the results of learning motivation were obtained with an average value of 3.40 (85%).

The results of the questionnaire on the implementation of BDR learning which have poor effectiveness with a criterion of 48% are in the evaluation process. Students feel that the evaluation in the form of assignments given is too much and burdensome. In the BDR process, a lot of material is delivered through LKS, it aims to improve students' critical thinking skills. However, students consider the task given is an assessment test for learning outcomes so that students feel heavy in completing it. Actually, the task given by the teacher is a process that is deliberately made by the teacher to assess the learning process, not just to assess the final achievement. In this case, there are differences in the perceptions of students and teachers on the course of the evaluation process.

The results of the study also reported that not a few students had difficulty understanding lecture material given online. Teaching materials are usually delivered in the form of readings that are not easily understood by students (Sadikin, A., & Hakim, N., 2019)

4. Conclusions

Google Classroom-Based Online Learning at STIKes Santa Elisabeth Medan during the 2021 COVID-19 Pandemic During the Undergraduate Nursing Academic Stage Level III, the data obtained were less effective as much as 86.8%. Motivation to study at STIKes Santa Elisabeth Medan during the COVID-19 Pandemic Period in 2021 at the Academic Stage III Nursing Undergraduate Degree, the data obtained were the best enough in terms of motivation to learn (93.9%). There is a relationship between Google Classroom-Based Online Learning and learning motivation at STIKes Santa Elisabeth Medan during the COVID-19 Pandemic Period in 2021, with a p-value of 0.000 (<0.05) using the chi-square test.

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