.

Google Meet Application to Increasing Students Confidence

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This study aims to determine the effect of using the Google Meet application and the ease of online discussion on students' self-confidence levels at the Faculty of Computer Science of Dian Nuswantoro University. University learning has turned to using online communication media like the Google Meet application since the government issued a circular letter during the Covid-19 pandemic. However, the transition may affect students' psychology, particularly their self-confidence. This study applied behaviorist communication theory, new media theory, and technological determination theory. This study used a quantitative approach with an explanatory approach. Primary and secondary data were obtained from questionnaires distributed to 98 respondents and from a literature study. The results showed that the variable of using the Google Meet application had a 33.4% and the ease of online discussion variable had a 60.5% effect on students' self-confidence levels. The F-test's results showed that the use of the Google Meet application and the ease of online discussion on students' self-confidence levels had an F_{count} of 28.133 > F_{table} of 2.36, indicating a positive and significant effect. The R-Squared value was 37.2%, with the remaining 62.8% coming from the influence of variables beyond this study.

INTRODUCTIONS

Technology has a wide range of meanings and can function to refer to various fields and branches of knowledge and research. The term technology itself is derived by the Greek word "techne" that means proficient and "logia" that means to learn something. Forms of technology that are often encountered are information technology, medical technology, biotechnology technology, and others which have also spread to various aspects ranging from social, economic, to education (Iman Saufik, 2021).

In the context of Indonesian higher education institutions, technology is also widely used for lecture purposes. The government in Indonesia issued an information circular during the Covid-19 pandemic regarding distance learning with the good aim of trying to break the rope of spreading the virus. The form of policy enforced by the government is by changing the learning system to be online with the help of technology in the form of online media as the main medium (Firyal, 2020).

The existence of online media in lectures during a pandemic like this means that there are new channels or tools for lecturers and students that can be used to

communicate and deliver one-way and interactive learning programs. The teaching and learning activities using online media in lecture benches are carried out using various methods to make them more effective. One of these activities is an online discussion (Lestari, 2018).

Online discussion is one of the various steps used in education in higher education that functions to solve problems and find solutions to problems. Online discussions are considered capable of making lecture discussion activities more flexible. Efforts to lecture activities will run effectively and efficiently if accompanied by the availability of qualified and guaranteed online media. Allocated media and learning steps that are dynamic and conducive to optimizing student development are urgently needed. The interaction process that is carried out can be supported through a number of optimal media facilities (Hanifah Salsabila et al., 2020).

One of the variations of distance learning carried out by students and lecturers are using the Google Meet application so that students and lecturers can conduct virtual meetings or conduct online discussions. Considering that the method we use today is online learning, the discussion forums that are usually held face-to-face will also have the effect of going online. The theory of technological determinism and new media theory explains that the Google Meet application is an important variable that can influence the way of behaving over the transition that occurs so that students can meet their information and communication needs (Bimantoro et al., 2018).

Within the scope of the field of Communication Studies, there is a scientific branch related to psychology, namely Communication Psychology. Communication psychology is closely related to observing and understanding situations, conditions, and a person's personality in communicating. There are 3 aspects related to the psychology of communication, namely cognitive, affective, and psychomotor. Cognitive aspects are categorized as one of the three aspects that can be related to online discussion activities. This is because the online discussion process involves communication between students so it makes it easier to form an interaction in problem-solving. According to (Juniarti, 2018) The cognitive aspect is an aspect of human development that involves the psychological side of understanding and adapting to existing circumstances and the environment to influence attitudes, ideas or thoughts in individuals. If it is related to this research, behaviorism communication theory influences the process of changing behavior, especially self-confidence in students when conducting online discussions. In behaviorism, there is a technique called positive reinforcement, which is an event that can provide a change in a stimulus that diverts extrinsic motivation into intrinsic motivation (Asfar, 2019).

Based on this definition, a new question arises. In interacting and communicating, one of the important keys so that students can understand, adapt, and participate in interactive activities during good online discussions is self-confidence. Does the ease of online discussion affect students' psychology in communicating so they can increase their self-confidence or is it the other way around?

Based on phenomenological research conducted by (Primary & Mulyati, 2020), online learning and discussion have obstacles such as problematic networks, inadequate devices, and other technical constraints that have the potential to hamper activities. However, (Haryadi, 2022), in his research, described the convenience of online discussions so that students have access to a wider range of learning resources so that they can increase their confidence in conveying ideas and opinions regarding material that has been received and understood.

Based on the descriptions and problems previously described, researchers feel compelled to explore this topic further in a closer scope, namely at the Faculty of Computer Science, Dian Nuswantoro University. The researcher formulated a goal, namely the research was carried out to find out how the use of the Google Meet application and the ease of online discussion can affect the level of confidence in students of the Faculty of Computer Science, Dian Nuswantoro University, Semarang. This research was made with great hope that it can be carried out and produce good research updates.

METHODS

Explanatory is the type of research that researchers use while the method uses a quantitative approach. The method in this explanatory quantitative research refers to population and sample searches, data collection techniques using research instruments, as well as data analysis/interpretation techniques for statistical hypothesis testing (Simbolon et al., 2021).

The population that the researchers will choose is all active students of the Faculty of Computer Science, Dian Nuswantoro University starting from the 2015 to 2021 class with a total of 5985 students. The population in this study as many as 5985 students will be sampled using the cluster sampling technique. The formula for calculating the sample is the Slovin formula with a significance level of 0.1 (10%). So, if it is put into the Slovin formula, then the sample calculation that can be presented is 98 students.

Questionnaire Guidelines are reference materials used by researchers to carry out data collection activities for respondents related to submitting sheets containing questions. Submission of the statement was made to obtain information materials and data requirements in measuring the level of student confidence when conducting online discussions through the Google Meet application. Researchers will use the Likert Scale as a reference in measuring the statement items listed in the questionnaire. The questionnaire distributed to the respondents will be carried out online via Google Form. The researcher will provide a list of 16 statements related to indicators regarding the effect of using Google Meet activities on the level of student confidence.

RESULTS & DISCUSSION

The purpose of this study is to find out "The Effect of Using the Google Meet Application and the Ease of Online Discussion on the Confidence Level of Students of

the Faculty of Computer Science, Dian Nuswantoro University". This research will present the results in the form of numbers because quantitative is the approach used. The data generated by this study were processed through the IBM SPSS Statistics 26 software program. It requires 98 respondent data through distributing questionnaires. These respondents were a sample of all 5985 students from the Faculty of Computer Science, Dian Nuswantoro University, class of 2015 – 2021, who had used the Google Meet application as an online discussion medium during remote lectures. The distribution of this questionnaire was carried out online using Google Forms via the Bit.ly/SkripsiMando link. While the research instrument needed for making a questionnaire is using a Likert Scale with a score of 1-4. There are 3 variables in this study, namely the use of the Google Meet application and the ease of online discussion (independent variable) and the level of student confidence (dependent variable).

Validity Test

The requirement for the validity test to be valid is that the r_{count} is greater than the r_{table} number. Otherwise, the instrument in the study is declared invalid.

Researchers used a research sample of 98 students from the Faculty of Computer Science, at Dian Nuswantoro University. Thus, the calculation on the degrees of freedom obtained DF = (98-2) = 96. Looking at the distribution of r_{table} with a significant level of 0.1 (10%), the number of r_{table} obtained through DF = 96 in this research instrument counted 0.167.

Table 1. Results of the X1 Variable Validity Test

Variable	Indicators	Items	r_{count}	r_{table}	Information
Using the Google Meet Aplication	Capable to Operate the Google Meet Application	X1.1	0,789	0,1671	**Valid**
	Have Lots of Experience in Using the Google Meet Application	X1.2	0,818	0,1671	**Valid**
	Easy to Access Google Meet Application	X1.3	0,858	0,1671	**Valid**
	Frequently open the Google Meet application for online lectures	X1.4	0,741	0,1671	**Valid**
	Able to Understand the Features of the Google Meet Application	X1.5	0,759	0,1671	**Valid**

(Source: Primary data processing, 2022)

Table 1 explains that the X1 variable, namely the use of the Google Meet application, has $r_{count} > r_{table}$. The variable X1 turns out to be valid after going through the testing process in the statement instrument.

Table 2. Results of the X2 Variable Validity Test

Variable	Indicators	Items	r_{count}	r_{table}	Information
Ease of	Easy to Communicate in	X2.1	0,620	0,1671	**Valid**

Online Discussion	Online Discussions				
	Understand Online Discussion Material	X2.2	0,778	0,1671	**Valid**
	Focus on Lecturer Delivery during Online Discussions	X2.3	0,745	0,1671	**Valid**
	Able to Complete Tasks in Online Discussions	X2.4	0,713	0,1671	**Valid**
	Able to Find Solutions when Problems Occur in Online Discussions	X2.5	0,782	0,1671	**Valid**
	Able to Meet Information Needs during Online Discussions	X2.6	0,748	0,1671	**Valid**

(Source: Primary data processing, 2022)

Table 2 explains that the variable X2, namely the ease of online discussion, has r $_{count}$ > r $_{table}$. The variable X2 turns out to be valid after passing the testing process in the statement instrument.

Table 3. Results of the Y Variable Validity Test

Variable	**Indicators**	**Items**	**r $_{count}$**	**r $_{table}$**	**Information**
Confidence Level of Students of the Faculty of Computer Science, Dian Nuswantoro University	Able to Express Ideas and Opinions during Online Discussions	Y.1	0,720	0,1671	**Valid**
	Actively Interact during Online Discussions	Y.2	0,834	0,1671	**Valid**
	Able to Make Decisions during Online Discussions in Progress	Y.3	0,739	0,1671	**Valid**
	Dare to Answer Lecturer Questions Well	Y.4	0,709	0,1671	**Valid**
	Dare to Appear in Front of the Class during Online Discussions	Y.5	0,832	0,1671	**Valid**

(Source: Primary data processing, 2022)

Table 3 explains that the variable Y, namely the level of self-confidence of students at the Faculty of Computer Science, Dian Nuswantoro University, has r $_{count}$ > r $_{table}$. The variable X2 turns out to be valid after passing the testing process in the statement instrument.

Reliability Test

The requirement for reliability in a research instrument is if at least the Cronbach's Alpha score on the research instrument is greater than 0.7.

Table 4. Reliability Test Results of Variables X1, X2, and Y

Variable	*Cronbach's Alpha*	Standard Cronbach's Alpha	Information
Using the Google Meet Application	0.851	0.7	**Reliable**
Ease of Online Discussion	0.824	0.7	**Reliable**
Confidence Level of Students of the Faculty of Computer Science, Dian Nuswantoro University	0.826	0.7	**Reliable**

(Source: Primary data processing, 2022)

Table 4 explains that the X1 variable is the use of the Google Meet application, the X2 variable is the ease of online discussion, and the Y variable is the level of confidence of students at the Faculty of Computer Science, Dian Nuswantoro University for each Cronbach's Alpha number at 0.851, 0.824 and 0.826. It is said in a condition that the calculation of Cronbach's Alpha reliability must be above 0.7. Reliability testing conducted by this researcher showed that all the variables above were from 0.7 (0.851 > 0.7, 0.824 > 0.7 and 0.826 > 0.7). It turned out to explain that the instruments in this study were all reliable.

Classic Assumption Test

This test is carried out in the calculations needed before carrying out multiple linear regression analysis in the next stage so that it is valid and not biased. The classic assumption test includes:

Normality test

In this calculation, the researcher will carry out a normality test using the Kolmogorov-Smirnov method available in the IBM SPSS Statistics 26 software. There is a way to obtain significant figures in the Kolmogorov-Smirnov method, namely through the Monte Carlo Sig. (2-tailed) on the exact menu. It is enough to adjust the significance level and also the number of research samples according to the previous Slovin formula calculation, namely 0.1 (10%) and 98 respondents. The requirement for data to be normal is if it has a significant level > 0.1. If it is less than <0.1, then the data is considered abnormal.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		98
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.87634093
Most Extreme Differences	Absolute	.116
	Positive	.107
	Negative	-.116

Test Statistic			.116
Asymp. Sig. (2-tailed)			.002ᶜ
Monte Carlo Sig. (2-tailed)	Sig.		.133ᵈ
	90% Confidence Interval	Lower Bound	.076
		Upper Bound	.189

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 98 sampled tables with starting seed 2000000.

(Source: Primary data processing, 2022)

Table 5 explains that the significant figures generated by the Kolmogorov-Smirnov method are Monte Carlo Sig. (2-tailed) has a number 0.133 > 0.1. So, the data has a normal distribution.

Multicollinearity Test

A good regression is if the independent variable does not have multicollinearity with the VIF number appearing < 10 and the Tolerance number > 0.1.

Table 6. Multicollinearity Test Results

	Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	IF
(Constant)	3.521	1.703		2.068	.041		
Using the Google Meet Application	.091	.100	.082	.907	.367	.804	1.244
Ease of Online Discussion	.517	.082	.569	.6.274	.000	.804	1.244

a. Dependent Variable: Confidence Level of Students

(Source: Primary data processing, 2022)

Table 6 explains that the VIF and Tolerance numbers for the two independent variables are 1.244 and 0.804. If the data is associated with the regression conditions on the multicollinearity test, the result is a VIF number of 1,244 <10 and a tolerance number of 0.804 > 0.1. There is no multicollinearity in the conclusion of the two independent variables in this study.

Heteroscedasticity Test

In testing heteroscedasticity, the method chosen by the researcher was the Glejser test through IBM SPSS Statistics 26 software. To prevent heteroscedasticity, the data regression in the Glejser test must meet the requirements, namely a significant number must be > 0.1.

Table 7. Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.852	1.125		1.647	103
Using the Google Meet Application	.010	.066	.017	145	885
Ease of Online Discussion	-.036	.054	-.074	-.652	516
a. Dependent Variable: RES2					

(Source: Primary data processing, 2022)

Table 7 explains that the significant number on the Glejser test meets the requirements and the researchers describe it in the following table:

Table 8. Summary of Heteroscedasticity Test Results (Glejser Test)

Variable	Number Significant	Information
Using the Google Meet Application	$0{,}885 > 0{,}1$	Heteroscedasticity is not proven
Ease of Online Discussion	$0{,}516 > 0{,}1$	Heteroscedasticity is not proven

(Source: Primary data processing, 2022)

Multiple Linear Regression Analysis

To know the strength of the relationship, multiple linear regression analysis is required. The strength of the relationship tested was the independent variable: the use of the Google Meet application (X1) and the ease of online discussion (X2) in influencing the dependent variable: the level of student confidence (Y).

Table 8

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.521	1.703		2.068	041
Using the Google Meet Application	.091	.100	.082	907	367
Ease of Online Discussion	.517	.082	.569	6.274	000
a. Dependent Variable: Confidence Level of Students					

Results of Multiple Linear Regression Analysis

(Source: Primary data processing, 2022)

Table 8 explains that the constant number (a) is spelled out to be 3.521 and for the use of the Google Meet application (b_1) is spelled out to be 0.091 and the ease of online discussion (b_2) is spelled out to be 0.517. So, the following formula is formed:

$$Y = 3{,}521 + 0{,}091X_1 + 0{,}517X_2 + e$$

Which means:

The constant number of students' self-confidence (Y) states that if the variables X1 and X2 are spelled out to be 0 (zero), namely the use of the Google Meet application and the ease of online discussion, then the student's confidence level (Y) is spelled out to be 3.521.

The X1 coefficient is spelled out as 0.091 meaning that if there is an increase in the X1 variable (use of the Google Meet application) spelled out 1%, then the level of student confidence increases spelled out as 0.091 (9.1%) or vice versa if there is a decrease in the X1 variable (use of the Google Meet application) spelled out as 1% , then the level of student self-confidence decreased to 0.091 (9.1%).

The X2 coefficient is spelled out as 0.517 meaning that if there is an increase in the X2 variable (ease of online discussion) spelled out as 1%, then the level of student confidence increases spelled out as 0.517 (51.7%) or vice versa if there is a decrease in the X2 variable (ease of online discussion) spelled out as 1%, then the level of student self-confidence decreased to 0.517 (51.7%).

The description above shows that the independent variables: the use of the Google Meet application (X1) and the ease of online discussion (X2) influence the dependent variable: the level of student self-confidence (Y).

Hypothesis Testing

T-test

The researcher will conduct a T-test through the IBM SPSS Statistics 26 software program. T-test calculations will be carried out 2 times involving each independent variable to the dependent variable. It is necessary to calculate the T_{table}, namely the significance level is spelled out to be 0.1 (10%). As a result, the T_{table} numbers are:

T_{table}	$= t (a/2 ; n-k-1)$
$a = 10\%$	$= t (0,1/2 ; 98-2-1)$
	$= (0,05 ; 95)$
T_{table}	$= 1,661$

Through these calculations, it is known that the T_{table} number to be used in the T-test is 1.661.

1)   Variable Use of the Google Meet Application (X1) on the Level of Student Confidence (Y)

Table 9. Equation One T-test Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	ig.
	B	Std. Error	Beta		
(Constant)	7 .724	1 .852		4 .170	000

Using the Google Meet Application	3 68	. 106	.334	3 .475	001

a. Dependent Variable: Confidence Levels of Students

(Source: Primary data processing, 2022)

Table 9 explains that the variable significance of the use of the Google Meet application (X1) on the level of student self-confidence (Y) is 0.001 <0.1 with a T_{count} of 3.475 > T_{table} 1.661, indicating that H_{01} is rejected and H_{a1} is accepted. The use of the Google Meet application (X1) influences the level of student confidence (Y), namely 0.334 (33.4%). The use of the Google Meet application (X1) can be seen that it has a significant positive effect on the level of student confidence (Y).

2) Ease of Online Discussion Variable (X2) on Student Confidence Level (Y)

Table 10. Equation Two T-test Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	ig.
	B	St d. Error	Beta		
(Constant)	4 .516	1. 302	-	3 .469	001
Ease of Online Discussion	. 550	.0 74	.605	7 .453	000

a. Dependent Variable: Confidence Levels of Students

(Source: Primary data processing, 2022)

Table 10 explains that the significance value of the variable ease of online discussion (X2) on the level of student confidence (Y) is spelled out to be 0.000 <0.1 with a T_{count} of 7.453 > T_{table} of 1.661, indicating that H_{02} is rejected and H_{a2} is accepted. The influence of the ease of online discussion (X2) on the level of student confidence (Y) is 0.605 (60.5%). This means that the ease of online discussion (X2) has a significant positive effect on the level of student confidence (Y).

F-test

Researchers will carry out the F-test through the IBM SPSS Statistics 26 software program which is obtained in the ANOVA table. The significant figures expected by the researcher are f <0.1 and f_{count} > F_{table} through a significance level of 0.1 (10%). The way to determine the number F_{table} is:

F_{table} = f (k; nk)

F_{table} = f (2 ; 98-2)

F_{table} = f (2 ; 96)

F_{table} = 2.36

Through these calculations, it is known that the F_{table} number to be used in the F-test is 2.36.

Table 11. F-test Results

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	202.262	2	101.131	28.133	.000[b]
Residual	341.504	95	3.595	-	
Total	543.765	97	-	-	

a. Dependent Variable: Confidence Levels of Students

b. Predictors: (Constant), Ease of Online Discussion, Using the Google Meet Application

(Source: Primary data processing, 2022)

Table 11 explains that the variable use of the Google Meet application (X1) and ease of online discussion (X2) on the level of student confidence (Y) is 0.000 <0.1 with an F_{count} of 28.133 > F_{table} 2.36, indicating that H_{03} is rejected and H_{a3} accepted. This shows that the use of the Google Meet application (X1) and the ease of online discussion (X2) have a significant influence on the level of student confidence (Y).

Determination Coefficient Test

In the coefficient of determination test, researchers will test whether the effect of using the Google Meet application (X1) and the ease of online discussion (X2) has a high or even low contribution to the level of student confidence (Y).

Table 12. Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610[a]	.372	.359	1.896

a. Predictors: (Constant), Ease of Online Discussion, Using the Google Meet Application

(Source: Primary data processing, 2022)

Table 12 explains that the R Square number is spelled out to be 0.372 or 37.2%. This means that the contribution from the effect of using the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y) is only 37.2%, while the remaining 62.8% is the influence of other variables outside this study.

DISCUSSION

In the discussion section, the researcher will describe the effect of using the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y). The technique in selecting the sample is using the cluster sampling technique, namely the division of respondents based on the area or group that has been determined. The distribution of questionnaire was presented via Google form and involved a sample of 98 respondents who came from active students of the 2015-2021 class which were divided into 8 study programs from the Faculty of Computer Science, Dian Nuswantoro University. The data that has been collected is then

recapitulated in the form of data tabulations and the data is processed using the IBM SPSS Statistics 26 software program. The following is the description:

The Effect of Using the Google Meet Application on Student Confidence Levels

In connection with the tests that have been carried out, the researcher provides a statement that there is a significant and positive effect related to the use of the Google Meet application on the level of student confidence. Based on the theory of new media, Marshall McLuhan and Dannis McQuail (1987) argue that the existence of new media can develop and influence how a person's behavior toward the fulfillment of information and communication needs. The emergence of communication media such as Google Meet functions as a medium for exchanging information and solving problems quite quickly and efficiently, especially when students carry out learning in class. Students' self-confidence will certainly increase if they can operate, have a lot of experience, are easy to access, frequently open, and understand the features in the Google Meet application so as not to minimize technical problems that interfere with the learning process in class.

This statement can be proven through the T-test which obtained the significance of the effect of using the Google Meet application (X1) on the level of student confidence (Y) spelled out 0.001 <0.1 with a T $_{count}$ of 3.475 > T $_{table}$ 1.661, indicating that H01 is rejected and Ha1 is accepted. The influence of the use of the Google Meet application (X1) on the level of student confidence (Y) is 0.334 (33.4%). This shows that the use of the Google Meet application (X1) has a significant positive effect on the level of student confidence (Y). This statement can be proven through the T-test which obtained the significance of the effect of using the Google Meet application (X1) on the level of student confidence (Y) spelled out 0.001 <0.1 with a T $_{count}$ of 3.475 > T $_{table}$ 1.661, indicating that H01 is rejected and Ha1 is accepted. The influence of the use of the Google Meet application (X1) on the level of student confidence (Y) is 0.334 (33.4%).

This shows that the use of the Google Meet application (X1) has a significant positive effect on the level of student confidence (Y). This statement can be proven through the T-test which obtained the significance of the effect of using the Google Meet application (X1) on the level of student confidence (Y) spelled out 0.001 <0.1 with a T $_{count}$ of 3.475 > T $_{table}$ 1.661, indicating that H01 is rejected and Ha1 is accepted. The influence of the use of the Google Meet application (X1) on the level of student confidence (Y) is 0.334 (33.4%). This shows that the use of the Google Meet application (X1) has a significant positive effect on the level of student confidence (Y). The influence of the use of the Google Meet application (X1) on the level of student confidence (Y) is 0.334 (33.4%). This shows that the use of the Google Meet application (X1) has a significant positive effect on the level of student confidence (Y). The influence of the use of the Google Meet application (X1) on the level of student confidence (Y) is 0.334 (33.4%). This shows that the use of the Google Meet application (X1) has a significant positive effect on the level of student confidence (Y).

The theory of technological determination put forward by McLuhan is also closely related to the chosen research topic, because it fits the core of this theory which describes tools/media that are capable of shaping ways of thinking, acting, and attitudes. The role of the Google Meet application as a form of tool/media created by humans will be able to influence the level of student confidence.

The Effect of Ease of Online Discussion on Student Confidence Levels

In connection with the tests that have been carried out, the researcher provides a statement that there is an effect related to the ease of online discussion on the level of student confidence. Based on the explanation regarding online discussions, the purpose of online discussions is to train students' communication skills who are members of online discussion forums, especially college students. Good communication in online discussions will certainly facilitate the process of exchanging ideas so that they are more focused and structured. Good communication skills must also be accompanied by a qualified understanding. The right way to maximize understanding of the material is to focus on the material or topic being discussed and taught by the lecturer. Another indicator for ease in online discussions is the fluency in conveying ideas, the extent to which thoughts are expressed, so that solutions in solving problems on a topic that is being reviewed together online can be resolved. Actors in online discussions are expected to be able to provide personal perspectives, give and respond to ideas, increase understanding and knowledge, and know how far they can understand and know about the problems they face.

Then, on the theory of behaviorism communication put forward by an expert from the United States named John B. Watsons. This theory describes how a person experiences changes in behavior experienced. Changes in behavior that occur depend on the interaction, namely the input in the form of a stimulus received and the output in the form of the resulting response. Stimulus can be in the form of things that are given by lecturers to students when discussions are carried out, while responses are responses or answers given.

In this theory there is also the term positive reinforcement which gives advantages, namely changing behavior by making support, appreciation, and appreciation as a medium of motivation. So, through this technique it is hoped that students will be better able to increase their confidence in conducting online discussions because there is a response given by the lecturer in the form of appreciation and respect for any thoughts that have been poured into the form of ideas and opinions in an online discussion forum. This statement can be proven through the T-test which obtained the significance of the ease of online discussion (X2) on the level of student confidence (Y) spelled out 0.000 <0.1 with a T_{count} of 7.453 > T_{table} 1.661, indicating that H02 is rejected and Ha2 is accepted. The influence of the ease of online discussion (X2) on the level of student confidence (Y) is 0.605 (60.5%). This shows that the ease of online discussion (X2) has a significant positive effect on the level of student confidence (Y).

The Effect of Using the Google Meet Application and Ease of Online Discussion on Student Confidence Levels

In connection with the tests that have been carried out, the researcher provides a statement that there is a simultaneous influence related to the use of the Google Meet application and the ease of online discussion on the level of student confidence. This can be seen through the F-test which gives the result that the variable significance of the use of the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y) is spelled out $0.000 < 0.1$ with the f $_{count}$ $28.133 > $ F $_{table}$ 2.36, indicating that H03 is rejected and Ha3 is accepted. This shows that the use of the Google Meet application (X1) and the ease of online discussion (X2) have a significant influence on the level of student confidence (Y).

The results of the R Square determination coefficient test are spelled out to be 0.372 or 37.2%. This means that the contribution from the influence of using the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y) is only 37.2%, while the remaining 62.8% is the influence of other variables outside this study.

CONCLUSION

After carrying out various testing methods, there are conclusions in this study, namely:

The use of the Google Meet application can affect the level of student confidence. The results of the T-test show that the use of the Google Meet application (X1) on the level of student confidence (Y) is $0.001 < 0.1$ with a T $_{count}$ of $3.475 > $ T $_{table}$ 1.661, indicating that H01 is rejected and Ha1 is accepted.

The ease of online discussion can affect the level of student confidence. The results of the T-test show that the ease of online discussion (X2) on the level of student confidence (Y) is $0.000 < 0.1$ with a T $_{count}$ of $7.453 > $ T $_{table}$ 1.661, indicating that H02 is rejected and Ha2 is accepted.

The use of the Google Meet application and the ease of online discussion can affect the level of student confidence. The results of the F-test show that the use of the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y) is $0.000 < 0.1$ with an F $_{count}$ of $28.133 > $ F $_{table}$ 2.36, indicating that H03 is rejected and Ha3 was accepted.

The R Square coefficient of determination test is spelled out to be 0.372 or 37.2%. This means that the contribution from the influence of using the Google Meet application (X1) and the ease of online discussion (X2) on the level of student confidence (Y) is only 37.2%, while the remaining 62.8% is the influence of other variables outside this study.

SUGGESTION

The researchers are aware of the imperfections and limitations of this study. Therefore, there are several suggestions that researchers can provide, namely:

For readers, especially students, their understanding of the use of applications such as Google Meet is increased so that they are used to conducting learning activities and online discussions. Increasing self-confidence in online discussions is also a positive thing because it provides opportunities for oneself to contribute to conveying ideas and solving problems that affect self-quality improvement.

For further research, it is hoped that this research will be able to develop by considering variables outside of existing research. Thus, it can prove that variables have a greater contribution to the level of student confidence. In addition, widening the scope and reach is also recommended so that the results and benefits obtained can be even wider.

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