



Students' Learning Interests During the Covid-19 Pandemic Period of Google Meet Application Implementation

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Abstract

This research explores the impact of the Google Meet application on learners' motivation to participate in the institution using two parallel classrooms: one for experimental treatments and the other as a control class. Both courses are identical in every way except for the use of Google Meet. The experimental class studied via the Google Meet program and differed dramatically from the control class, which was taught straight from the internet (face to face). There is an average gap of 101.79 between the experimental class's 100 and 92 interest scores, which is the widest and the narrowest. For the control group, the highest score was 95 (88.65) and the lowest score was 70. According to these findings, using Google Meet as a learning tool has a significant influence on students' motivation to study. Since it is so simple to set up, it may be used whenever and wherever a student needs it to be.

Keywords: Google Meet; Covid-19 pandemic; learning interest; application; basic science

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Introduction

In today's global world, advancements in all disciplines, including information technology (IT), are very fast (Lew et al., 2019). Globalization has had a significant influence in the rapid advancement of technology, making it simpler for users to

carry out formerly difficult tasks (Divayana et al., 2021). Individual learning experiences have been affected by the development of new communication technologies (Dutta & Elers, 2020), which enable individual learning experiences and increase basic user interaction (Kumar et al., 2019). Since the



global spread of the COVID-19 epidemic, many people have been compelled to work from home and have virtual meetings (Yang et al., 2021). As a result, many individuals choose to remain connected via online meeting or web conferencing programs like Zoom, Skype, and now Google Meet. Without a synergy of proper learning techniques and approaches, online learning will be meaningless (Young & Goldstein, 2021).

Science is defined as a method or procedure for solving a problem or comprehending a natural occurrence (event). It is founded on scientific goods, scientific procedures, and scientific mindsets, in essence (Wang et al., 2021). All scientific activities are viewed as a scientific process in order to perfect information about nature and uncover new knowledge. The process skills approach to science learning is stressed so that students may discover data, create ideas, hypotheses, and scientific attitudes in order to meet learning goals (Ekici & Erdem, 2020). Science is a collection of facts, ideas, propositions, principles, laws, hypotheses, and models that make up a scientific product (Hui et al., 2020). Science as a process is a collection of hands-on activities, experiments, and projects aimed at learning about the world's marvels (Subramaniam, 2020).

Disease caused by microorganisms' Acute coronavirus 2 is the causative agent of the SARS-CoV-2 respiratory illness (severe acute respiratory coronavirus 2). The Coronavirus may cause infection in a wide variety of organisms, including mammals. When humans are infected with the coronavirus, it often results in disorders of the respiratory tract, such as the common cold, MERS (Middle East Respiratory Syndrome), and SARS (severe acute respiratory syndrome). Coronavirus COVID-19 was discovered in Wuhan, China in 2019 and is a brand-new coronavirus species (Ebadi & Heidarlanlu, 2020).

Institutions, madrasas, colleges, and residential schools throughout the globe have been forced to close because of the 2019-20 Coronavirus epidemic (Vanslambrouck et al., 2018). in the implementation of learning in Islamic boarding schools and other educational institutions (Becker et al., 2021). Motivating students to learn (Fauth et al., 2019) and pique their curiosity in what they're learning are just two of the many strategies being used to boost student performance in the classroom, according to researchers. Because everything we think and do is included in the process of learning, which is critical for altering our behavior. In the formation of habits, beliefs, values, aspirations, and other characteristics of character, as well as our unique sense of self, education is critical (Hamilton & Finley, 2019).

This study, according to Hamilton & Finley (2019), is an example of Classroom Action Research. The design, execution, observation, and reflection phases of this study were divided into two cycles. Data from the student observation sheet instrument are utilized. From Cycle I to Cycle II, there was an increase in outcomes. The study's findings are as follows: 1) Learners can benefit from learning the fundamentals of science via the use of Google Meet. 2) Learners' capacity to analyze and operate scientifically, as well as their attitude toward science, may be improved by using Google Meet to teach them the fundamentals of science. 3) Google Meet may be used to teach primary school students the fundamentals of science, allowing them to experiment with simple experiments. Students at a college or institution are using Google's Meet application to learn basic science in an effort to counteract the negative effects of the 19th COVID pandemic on student learning interests.



Research Method

The Different Types of Research Experiment Design is the term for this sort of study. One class is utilized for trials that will be treated, while the other class is used as a control class that will not be treated in this study design. A university was used for the research. Purposive sampling was the method used in this investigation. According to the research objectives, the experimental class and control class are the recommendation class and between the control class and the experimental class. The sample was selected based on this consideration. use the Google Meet application and studying in person or face-to-face while utilizing online instruction.

Result and Discussions

The scale used is the Likert model scale. The scale of interest in learning is based on Slameto theory. Several markers of interest in learning, according to Slameto, include sentiments of interest, pleasure, acceptance, and student engagement. On this scale, the statements consist of two types of statements, namely positive and negative statements with the number used by 30 items which each question was scored with a score of 1-5 which was used to observe and measure the interest of students in semester VI PGMI learners in the control class and the experimental class at various times (Al-Rahmi et al., 2018).

Table 1. Data on the Experimental Class's Learning Interest

Number	Interval	Total	Percentage	Category
1	29-40	0	0	Very low
2	41-71	0	0	Low
3	89-100	26	86,00	Very high
4	72-88	4	13,00	High
	Total	30	100	

According to the data collected from the application of the Google Meet application in the experimental class, the proportion of students with very high learning motivation was as high as 18 learners with 86%, and the number of learners with high learning motivation was as high as 4 learners with f

13%. After doing research and analyzing information on the findings of study in the control class, which involves direct interaction between teachers and students. (face to facelearning), the following information was obtained:

Table 2. Information on the Learning Desire of the Control Group

No	Interval	Total	%	Category
1	89-100	9	30,00	Very high
2	72-88	17	57,00	High
3	41-71	4	13,00	Low
4	29-40	0	0	Very low
	89-100	30	100	



The information gleaned from the adoption of the Google Meet application in the experimental class revealed that a number of learners had very high learning motivation, including 9 learners with a 30 percent, high

learning motivation, including 17 learners with a 57 percent, and low learning motivation, including 4 learners with a 13 percent.

Table 3. Statistical Data

		CC	EC
Total	Valid	30	30
	Missing	0	0
Mean		88.65	101.79
Median		94.01	101.00
Std. Error of Mean		1.979	0.967
Std. Deviation		9.905	4.830
Minimum		71	92
Maximum		95	100

Note: CC- Control Class; EC- Experiment Class

The statistical outcomes can be explained with valid data (N) of 30 for every class, whereas the number of missing data is zero, indicating that the data is legitimate for processing. According to the data for the control group, the mean or average interest in learning is 101.79 with a standard error of 0.967%. After sorting the data, the median is the middle number (50 percent), which is 98.00. Minimum data value is 92 and highest data value is 100, hence the range is $(100-92) = 8$. The mean or average learning interest in the control group is 88.65 with a standard error of 1.979. The median is the middle number (50 percent) after evaluating the information, which reveals 88.65 as the median. The least data value is 71 and the largest data value is 95, making the range $(95-71) = 24$. The larger the range, the more diverse the information.

Conclusion

There is a significant disparity between the experimental class in which students learned via the use of Google meet and the control class in which the educational process was carried out in a conventional manner (face to face). It is clear from the statistics above that 85 percent of the students in the

experimental class are motivated to study, and the remainder are still interested. In contrast, students in the control group who aren't actively engaged in the learning process tend to do worse. An average interval of 101.79 is discovered between the control class and the experimental class, with the control class scoring 92 and the experimental class scoring 100. This class had an average interval of 88.65 between 95 and 71, whereas the control class only had 95 and 71 as their highest and lowest scores. Learners' desire in learning has a significant impact on their usage of the Google Meet application since it is straightforward to use, flexible in terms of time and location, and can be used by pupils in any location.

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