

# **Application of *the Google Classroom* Application as a Learning Medium in Increasing The Interest in Learning PPKn Students in the Era of the Covid-19 Pandemic**

**Wida Shafira**

**Undergraduate Pancasila and Citizenship Education Program  
Universitas Sebelas Maret**

[widasvafira42@student.uns.ac.id](mailto:widasvafira42@student.uns.ac.id)

## **ABSTRACT**

This article aims to analyze the application of *the Google Classroom* application as a learning medium in increasing the interest in learning KDP students in the era of the Covid-19 pandemic. This research method uses a qualitative type of research. The data collection technique in this study used interview techniques and literature studies. The results showed that the application of *google classroom* application as a learning medium can increase the interest in learning KDP students. This can be proven through the results of interviews from 4 sources studied, 3 sources say that *google classroom* can increase interest in learning KDP because the delivery of material carried out by teachers is not only in the form of written material, but also in the form of power points and videos of creative and interactive learning and the availability of discussion spaces that can make students more active to exchange opinions. In addition, there are still several obstacles faced by teachers and students such as the lack of use of google classroom features, unstable internet connections and others. Therefore, teachers need to learn and add insights related to the features available in *Google Classroom* optimally and students can find a smooth and stable internet network before learning is carried out.

**Keywords :** *Google Classroom*, Learning Media, Interest in Learning, PPKn

## Introduction

In this era of the Covid-19 pandemic, it not only has a bad impact on health, but almost all areas of life, one of which is the world of education. This, of course, will give birth to a number of positive and negative impacts for teachers and students. Technology that was previously used as a secondary need turned into a basic facility in the world of education. According to Hammi (2017) stated that the current learning process is more directed at modern times with increasingly sophisticated technological allowances so as to create effective, interactive, productive and fun learning using existing online learning media so that the existence of learning media is very important to be needed today because one of the factors that determine the success of a learning is based on media that Used. One type of learning media that is mushrooming today is the *google classroom* application. *Google classroom* is an online learning application aimed at improving the quality of education as an alternative solution to the learning process that experiences limited classrooms. *Google classroom* can be a means of communicating between teachers and students to be more effective. (Atikah et al., 2021) The use of *google classroom* applications can support the achievement of learning objectives. (Testinawati, 2019) With *the google classroom* application, it can also be a means of collecting assignments in the form of documents, photos, and learning videos for students. The *google classroom* application can be used for all subjects including KDP.

Pancasila and Citizenship Education (PPKn) is a subject that combines knowledge, skills and attitudes in developing various competencies. The competence in question should be able to adapt to the development of the times accompanied by mastery of information and communication technology (ICT) so that it is relevant to global issues that occur today. (Ayu Maya Damayanti, Wirda Amalia, Yuniar Mujiwati, Adi Nur Aziz,

2021) In this case, teachers must be able to design learning by operating technology that is able to accommodate these competencies. A PPKn teacher should be able to adapt and follow technological advances by skillfully applying *the google classroom* application so that the learning process can run smoothly and enjoyably. One example is a teacher who not only explains the material and gives assignments, but is also interspersed with quiz activities in the *google classroom* feature section, namely *quiz* assignments so that students do not feel saturated and students' interest in learning is high.

In addition to learning media, learning success is also determined by interest in learning. According to Suyitno (2017) interest in learning is a factor that greatly affects the learning outcomes of students. (Fadlullah & Jatmoko, 2021) Students who have a high interest in learning will do more and faster in learning than students who have a low interest in learning. This certainly affects the learning outcomes obtained. Students who have an interest in learning will certainly get better learning outcomes than students who have a low interest in learning. Based on a preliminary study conducted by Baihaki, et al (2019) at SMA N 12 Banjarmasin, the low interest in learning students is due to one of them by the learning process in the classroom, especially the subject of PPKn. PPKn teachers still have difficulty involving students in the process of extracting and studying learning materials so that students are reluctant to express their opinions. Therefore, *google classroom* is an effective medium in the learning process. (Yulianah, Fatmawati, 2020)

In fact, the application of *the google classroom* application still experiences several obstacles such as an unstable internet network, both from teachers and students there are still those who cannot operate *google classroom* as a learning medium in PPKn subjects, there are still students who have limited facilities and infrastructure such as *smartphones*. In addition, there is still a stuttering of technology experienced by teachers and

students in carrying out online learning using the *Google Classroom* application. This is in line with a preliminary study conducted by Gaby, et al (2022) at SMA N 1 Tapalang that there are several obstacles in the use of the *Google Classroom* application as a learning medium, namely network instability in accessing materials and assignments, lack of technology training and learning support tools such as gadgets. Most of the students also come from rural areas so they have to travel far from home to get a good signal. The stuttering of technology is also still visible in teachers and students so that technical education is needed in advance about the mechanism for implementing online learning and the use of the *Google Classroom* application. In addition, in ppkn learning there are also some materials that are considered difficult because of the absence of direct interaction. (Nurdin et al., 2022)

Thus, this study aims to analyze the application of the *Google Classroom* Application as a Learning Media in Increasing Students' Interest in Learning PPKn students in the Covid-19 Era.

## Literatur Review

### *Google Classroom* app

The *google classroom* application is an application that creates classrooms in cyberspace. *Google classroom* can be a means of collecting and submitting assignments and assignment assessments (Herman in Hammi, 2017). Features in the *google classroom* application such as *reuse posts*, *create questions*, *create assignments*, *create announcements* can be used by students to re-upload a number of files they worked on, create discussion rooms, deliver announcements so that teachers can see students who have collected assignments. (Salamah, 2020). *Google classroom* is intended to help the entire scope of education which helps students to overcome learning difficulties, share lessons and create

assignments without having to be present in the classroom. (Famukhit, 2020)

### Learning Media

According to Steffi Adam and Muhammad Taufik Syastra (2015) learning media are everything in physical and technical form in learning activities that can make it easier for teachers to convey the subject matter to students so that the learning objectives that have been formulated can be achieved. The general characteristics of learning media according to Oemar Hamalik (1994) are first, objects that can be palpable, heard and seen with the five senses. Secondly, the main emphasis lies in objects. Third, learning media is used as a medium of communication between educators and students. Fourth, learning media as a tool in teaching and learning activities. Fifth, the medium of learning as an intermediary in learning. Sixth, learning media is related to learning methods. Seventh, learning media as an operational action. (Ahmad Zaki, 2020)

### Interest in Learning

Interest in learning is the driving force to carry out learning activities from within the individual so that he can increase knowledge and skills and experience. Interest in learning can also be interpreted as the energy of strength in a person to achieve learning goals. The growth of interest is due to the desire to know and understand something and directs the learning interest of students more intensively in their learning activities (Iskandar, 2012: 181). The interest in learning depends not only on ability alone, but also how one determines mastery goals that focus on learning a new ability well or performance goals that focus on demonstrating our abilities towards others. (P., 2019)

## **Pancasila and Citizenship Education (PPKn)**

Pancasila and Citizenship Education is a learning related to Pancasila values and citizenship. Pancasila and Citizenship Education (PPKn) is very important in increasing citizenship awareness in daily life, including in schools. (Nurmalisa & Mentari, 2020) PPKn can also be interpreted as a subject to develop and preserve noble and moral values derived from the culture of the Indonesian nation. PPKn in Indonesia dynamically always develops in accordance with the vision and mission and needs of the government which influences in shaping the policy of the educational curriculum in Indonesia. (Prasetyo & Wahono, 2017)

### **Covid-19**

The Covid-19 pandemic has become a new disease that has emerged since December 2019. The disease originated in a city in China that originated from a free market in Wuhan City that sells extreme food. The disease affects breathing and has claimed many lives for those affected by Covid-19. The Covid-19 pandemic has had an impact on the education sector, requiring learning to be carried out online. Online learning utilizes the internet network with connectivity, accessibility, flexibility, and displays several types of interactions in learning. (Karim & Rinenggo, 2021) *Coronavirus* or coronavirus is a virus that causes mild to moderate upper respiratory tract infections, such as flu illness. There are many people infected with this virus, at least once in their lives (Fadli, 2020). These outbreaks can be prevented by avoiding direct interactions with infected people and people at risk of exposure to this coronavirus (Caley, Philp, & McCracken, 2008). In addition, it can regulate distance and physical contact that is likely to spread the virus or it can be called *social distancing*. (Suyahman, Falakh Ramadanti, Deny Oktaviani, 2020)

## **Methods**

This research uses qualitative research methods. According to Sarwono (2013) qualitative research can be described through data. The data collected comes from interview manuscripts, personal and official documentation and records of researchers who can support it. the object of study in the study.

The object of research in this study is teachers of pancasila and citizenship education (PPKn) subjects and students of SMP Muhammadiyah 5 Surakarta. Sampling in this study used *purposive sampling* techniques. *Purposive sampling* technique is a sampling technique related to data sources with certain considerations (Sugiyono, 2015: 218) Data collection techniques in this study use interview techniques and literature studies. An interview is a meeting between two people who exchange information through question and answer to obtain information and information in research. Both techniques are used to obtain data and information that supports each other and complements the data needed.

In this study, 2 data sources were used, namely primary data and secondary data. The primary data from this study is the result of interviews regarding the application of *google classroom* as a learning medium to increase students' interest in learning KDP. Meanwhile, the secondary data in this study is data derived from the literature of books and reputable national journals related to the application of *google classroom* as a learning medium to increase students' interest in learning KDP.

## **Result**

Based on the results of an interview with one of the teachers of the Pancasila and Citizenship Education (PPKn) subject, namely Mrs. Mudi S.Pd SMP Muhammadiyah 5 Surakarta, the application of the Google Classroom application is effective to increase interest in learning PPKn for students. This can be seen during teaching and learning

activities, many students are enthusiastic about participating in PPKn learning using the *google classroom* application. When they first use the *google classroom* application as a learning medium for PPKn, students are asked to download the *google classroom* application and then *log in with the* email address of the student's classroom account. Then the teacher shares the class code that the learner must enter in *google classroom*. Before starting learning, PPKn teachers prepare for learning by sharing the attendance link in the *WhatsApp* group then entering the PPKn subject classroom that has been created by the teacher. "By using the *google classroom* application, it is easier for mom to share lesson materials in the form of Microsoft Word or power points and assignments. It is also easier for mothers to monitor students who have collected assignments with a set collection deadline," said Mrs. Mudi when interviewed on Sunday, May 29, 2022 at 09.10 WIB. However, behind the ease of implementing the *google classroom application*, Mrs. Mudi also still experiences several obstacles such as lack of education in utilizing various features in the *google classroom* application. Even though there are many features in the *Google Classroom* application that can be used in learning that can arouse students' interest in learning KDP, such as the *quiz assignment* feature to hold quizzes.

The results of an interview with one of the students, named Sherly, class IX of SMP Muhammadiyah 5 Surakarta, said that *Google Classroom* can increase interest in learning because in addition to sending assignments, teachers also share material in the form of creative and interactive learning videos in the ppkn subject so that the learning process becomes fun. He also said with the *google classroom* application, it can become more active because it can provide comments when the learning process or discussion takes place.

The results of an interview with one of the students named Afra class IX SMP Muhammadiyah 5 Surakarta were "In collecting assignments, the assignments that

have been collected cannot be seen by other friends because only the account owner and my teacher can see the assignments or evaluations that have been uploaded. In addition, the tasks collected will be assessed by the teacher and only the account owner can see the score so as to minimize the action of comparing grades," said Afra. Afra also said that *google classroom* can access PPKn subject matter including material in the form of learning videos made by teachers creatively that can attract the attention and enthusiasm of students. In addition, there are also obstacles faced in using the *Google Classroom* application, namely at the beginning of using the application, Afra felt difficulties due to an unstable internet connection. Meanwhile, the results of an interview with a student named Elya class IX of SMP Muhammadiyah 5 Surakarta, namely "The interest in learning PPKn depends on each child because some like to send h-1 *deadline assignments* and some are *on time* in sending assignments," said Elya. The obstacles faced are in addition to network problems, namely when doing assignments, laptops are often used every day so that they become errors and still lack in understanding the material delivered by teachers through *Google Classroom* because sometimes teachers only share material without explaining.

## Discussion

### Implement *Google Classroom*

The application of the *google classroom* application as a learning medium for KDP can be reviewed from the Theory of Symbol Systems. This theory was initiated by G. Salomon who explained the impact of media on learning. According to G. Salomon (1997) in Amber (2018) each media can convey content through a certain symbol system and the effectiveness of a medium depends on suitability with learners, content, and tasks. (Kurniawati, 2021) The application of *google classroom* media has a positive impact on

learning. This application provides smooth access for teachers and learners to discuss with each other, as a means of distribution, collection and assessment of tasks. *Google classroom* is designed in a structured manner so that it is effectively applied by teachers and students. (Putra et al., 2022) One of the impacts felt by teachers is that teachers are more aware of the use of ICT which can help teachers in carrying out the online learning process through *Google Classroom* better so as to increase students' interest in learning. According to Suyono and Hariyanto, (2015) revealed that the characteristics of students who have an interest in learning are having a fixed tendency to pay attention to something they are learning consistently, having a sense of liking and being happy with something that is in demand, getting a sense of satisfaction with something that is in demand, having a sense of interest in the activity they are interested in and preferring something they are interested in than others.

Based on research conducted by Katmiasih, et al (2021) at SMK Negeri 1 Marancar that the use of *google classroom* can be a means of distributing assignments, submitting assignments and even assessing the tasks collected With *google classroom* teachers can effectively and efficiently manage Azhar and Iqbal classes (in Elfauziah, et al, 2019). (Katmiasih, Harahap & Harahap, 2021) Thus, this application can help make it easier for teachers and students to carry out the learning process more deeply.

### ***Google Classroom* in Increasing Students' Interest in Learning KDP**

With the growing era of technology, learning programs are directed to make better use of technology. This is in line with research conducted by Halimah Sa'diya, et al (2021) at SMA Negeri 1 Wonosari that *google classroom* has proven effective in reducing the negative impact of PPKn learning seen in several forms. First, students feel that *google classroom* is effective in delivering material,

ease of access and can increase interest in learning KDP which also affects their cognitive development through satisfaction surveys. PPKn teachers can also share material through *Google Classroom* in the form of power points, learning videos and images that can arouse and increase students' interest in learning PPKn. Secondly, KDP teachers feel that *google classroom* is very helpful in seeing the learning development of the students. PPKn teachers can see the learning development of students through the tasks given, the activeness of students in the learning process through discussion rooms provided in *google classroom* and others. However, from some of the advantages of the *Google Classroom* application, there are still some obstacles faced by students, namely related to limited internet access and quota as well as all incomplete material as learning in normal times before the Covid-19 pandemic. The results of the study recommend to the government, education offices, and schools to develop a design for future outbreak and disaster risk management by preparing a more comprehensive, integrative, and affordable online learning system. (Halimah Sa'diyah, Anisa Fitri Hastuti, 2021)

In this study, it can also be reviewed from behavioristic theory. This theory focuses on inputs in the form of stimulus and outputs in the form of responses. Behavior in learning will change if there is a stimulation and response. (Safaruddin, 2016) Stimulus is a child's learning environment both internally and externally which is the cause for learning. Meanwhile, the response is impact, in the form of a physical reaction to stimulans. Judging from the behavioristic learning theory that in increasing the interest in learning KDP of students there is a stimulus and response where *the google classroom* application as a stimulus given by teachers to students to cause a response, namely an increase in student interest in learning. This is in line with research conducted by Isnainah, et al (2021) that based on the results of questionnaires and interviews with teachers and students of SMP

Negeri 11 Samarinda regarding the effectiveness of using *google classroom* as a whole, *google classroom* is effectively used in learning and students' interest in learning and students' interest in learning is high. (Ayu et al., 2021)

## Conclusion

Based on the overall description of the results of research that has been carried out, it can be concluded that the application of *google classroom* as a learning medium can increase the interest in learning PPKn students. The *google classroom* application is a very flexible learning media as long as it is connected to the *internet*. The application of *the Google Classroom application* is effective in increasing interest in learning in the PPKn learning process which can provide new insights for teachers and students. This can be proven from the 4 primary sources studied, 3 sources state that *google classroom* can increase students' interest in learning because the material shared in *google classroom* is not only in the form of material in writing, but also in the form of power points and creative and innovative learning videos. Meanwhile, source 1 of another source says that the interest in learning students depends on each student. However, there are still some obstacles faced in the application of *google classroom* both from teachers who are still lacking in utilizing the features in *google classroom* and from students who experience difficulties when initially using *google classroom*, instability of the internet network, lack of understanding regarding the material presented by the teacher virtually.

Based on this, teachers are required to add insights related to utilizing the features available in *Google Classroom* optimally so that learning goals can be achieved. Students can search for information about the use of the *Google Classroom* application through teachers and the internet, before starting learning, students can also look for places that have good signals and students can ask the

teacher if there is material that is still not understood.

## References

- Ahmad Zaki, D. Y. (2020). The Use of Learning Media to Improve Student Learning Achievement in pkn lessons at Darussa'adah Private High School, Pangkalan Susu District. *Al-Ikhtibar: Journal of Educational Sciences*, 7(2), 809–820. <https://doi.org/10.32505/ikhtibar.v7i2.618>
- Atikah, R., Concerned, R. T., Hernayati, H., & Misbah, J. (2021). Utilization of Google Classroom as a Learning Medium During the Covid-19 Pandemic. *Journal of Excerpts*, 7(1), 7–18. <https://doi.org/10.31980/jpetik.v7i1.988>
- Ayu, I. D., Diantari, M., Made, N., Graduation, R., & Artika, I. W. (2021). Utilization of Google Classroom Portal in Persuasive Text Learning in Class VIII C of SMP Negeri. *Journal of Indonesian Bhasa Education and Literature*, 260–269.
- Ayu Maya Damayanti, Wirda Amalia, Yuniar Mujiwati, Adi Nur Aziz, I. L. (2021). The use of the Google Classroom Application in Civic Education Learning during the Covid-19 Pandemic at SMP Negeri 1 Wonorejo. *Journal of Education: Journal of Research Results and Literature Studies*, 1(2), 37–380.
- Fadlullah, A., & Jatmoko, D. (2021). Improving Student Interest And Learning Outcomes With Google Classroom In Automotive Basic Engineering Subjects. *Journal of Automotive Engineering Education*, 16(01), 43–49.
- Famukhit, M. L. (2020). Google Classroom as an Online Learning Media in the Stkip Pgri Pacitan Informatics Education Study Program. *Journal of Educational Research*, 12(1), 1–9. <http://www.ejournal.stkippacitan.ac.id/index.php/jpp/article/view/314>

- Halimah Sa'diyah, Anisa Fitri Hastuti, & W. H. P. (2021). Efektivitas of Google Classroom in The Management of Pandemic Learning at SMA Negeri 1 Wonosari. *UMS Journals*, 3(1), 1–12. <https://doi.org/10.23917/blbs.v3i1.13893>
- Karim, A., & Rinenggo, A. (2021). Character Education through Civics Learning in the Era of the Covid-19 Pandemic. *Journal of Educational Development Insights*, 09(1), 1–11.
- Katmiasih, Harahap, M. S., & Harahap, S. D. (2021). A Study of the Impact of The Application of Google Classroom in Online Learning During the Pandemic. *Mathedu Journal (Mathematic Education Journal)*, 4(2), 202–208.
- Kurniawati, E. (2021). Application of Monopoly Game-Based Learning Media For. *Pedagogy : Journal of Education And Learning*, 1(1), 1–5.
- Nurdin, G. M., Amaliah, N., & Nurhalisah, S. (2022). Analysis of the Use of the Google Classroom Application as a Learning Medium during the Covid-19 Pandemic. *Edumaspul Journal*, 6(1), 212–216.
- Nurmalisa, Y., & Mentari, A. (2020). Peranan Learning Civic Education. *Journal of Bhineka Tunggal Ika*, 07(1), 34–46.
- P., A. A. (2019). Development of Interest in Learning in Learning. *Idaarah: Journal of Education Management*, 3(2), 205. <https://doi.org/10.24252/idaarah.v3i2.10012>
- Prasetyo, A., & Wahono, M. (2017). *Civic Education: concrete efforts to strengthen multiculturalism in Indonesia*. 14(2), 196–205.
- Putra, G. S., Ananda, A., & Indrawadi, J. (2022). The use of Google Classroom in PPKn Learning at SMA Negeri 2 Painan During the Covid-19 Pandemic. *Journal of Civic Education*, 5(1), 83–89.
- Safaruddin. (2016). Teori learning Behavioristic. *Journal of Islamic Studies & Education*, 8(2), 119–135.
- Salamah, W. (2020). Description of The Use of Google Classroom Application in the Learning Process. *Journal of Educational Research and Development*, 4(3), 533–538.
- Suyahman, Falakh Ramadanti, Deny Oktaviani, D. P. W. (2020). Problems in LEARNING PPKN in the Covid-19 Era at SMA NEGERI 3 SUKOHARJO. *Journal of Progressive Civics*, 15(2).
- Testinawati, Y. (2019). Learning Innovation Using Google Classroom as a Virtual Class During the Covid-19 Pandemic in Preliminary Elementary School. *September*, 348–359.
- Yulianah, Fatmawati, D. J. (2020). Literature Study on the Influence of Project-Based Learning Models on the Analysis of the Use of Google Classroom Media on Students' Learning Interests during the Covid-19 Pandemic in PPKn Subjects. *I(2)*, 65–74.