The Influence of Student Perceptions about Google Classroom on Interest in Religious Learning at SMPN 1 Ngoro Jombang

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ABSTRACT

Google classroom is a web and mobile-based application which is able to be used as an online learning media. Google classroom as an internet-based service with e-learning system assumed to facilitate the learning. This study aims to know whether or not google classroom affect students' learning interests of religious subjects at SMP Negeri 1 Ngoro Jombang. This research design is quantitative, with exposed-facto approach. The population of this study was VII grade student of SMP Negeri 1 Ngoro Jombang. The sample was 72 students (25% from population) which were selected through simple random sampling. The research instrument was questionnaire, the data then analyzed by simple linear regression. The results showed that students' perception of google classroom was in the medium category (61% of respondents had score between 32 to 38). The student's interest of religious learning was also in the medium category, which is 64% or 46 respondents had score between 33 to 41. The hypothesis result showed that there is low influence (8%) between students' perception of google classroom towards the religious learning interest in SMP Negeri 1 Ngoro Jombang.

Keywords: Perceptions; google classroom; religious; interests.

ABSTRAK

Google classroom merupakan aplikasi berbasis web dan mobile yang dapat digunakan sebagai media pembelajaran online. Google classroom sebagai layanan berbasis internet dengan sistem e-learning diasumsikan dapat mempermudah pembelajaran. Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh google classroom terhadap minat belajar siswa pada mata pelajaran agama di SMP Negeri 1 Ngoro Jombang. Desain penelitian ini adalah kuantitatif, dengan pendekatan expost facto. Populasi penelitian ini adalah siswa kelas VII SMP Negeri 1 Ngoro Jombang. Sampel penelitian ini berjumlah 72 siswa (25% dari populasi) yang dipilih secara simple random sampling. Instrumen penelitian berupa kuesioner, data kemudian dianalisis dengan regresi linier sederhana. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap google classroom berada pada kategori sedang (61% responden memiliki skor antara 32 hingga 38). Minat siswa terhadap pembelajaran agama juga berada pada kategori sedang, yaitu 64% atau 46 responden memiliki skor antara 33 hingga 41. Hasil hipotesis menunjukkan bahwa terdapat pengaruh yang rendah (8%) antara persepsi siswa tentang google classroom terhadap minat belajar agama di SMP Negeri 1 Ngoro Jombang.

Kata kunci: *Persepsi; google classroom; keagamaan; minat.*

A. INTRODUCTION

The era of digitalization 5.0 has brought major changes in various aspects of life, including in the field of education. Information and communication technology is now an important element in the learning process (Al-Rahmi et al., 2020), especially with the widespread use of e-learning platforms such as Google Classroom. Integrating Google Classroom into the learning process not only facilitates the distribution of teaching materials (Harjanto & Sumarni, 2021), but also enables more efficient interaction between students and teachers through features such as online discussions and feedback. With the advancement of digitalization, the platform continues to evolve, offering various collaboration tools that support more interactive and dynamic learning (Gupta & Pathania, 2021). Google Classroom is a part of the online Google Apps for Education (GAFE) suite of productivity applications for teachers and students in online learning (Khairani et al., 2020). As a web-based and mobile application, Google Classroom offers convenience in material delivery, assignment management, and interaction between teachers and students online (Gupta & Pathania, 2021). Inspiration in learning on the web, trust in utilizing E-Learning innovation, and teachers' perspectives to online guidance sway how and if students will learn (Octaberlina & Muslimin, 2020). The presentation of varied material in use of Google Classroom platform can help students learn according to their learning style; so students do not get bored (Nuryatin et al., 2023). However, adaptation to this technology does not always go smoothly. At SMPN 1 Ngoro Jombang, for example, the use of Google Classroom is often influenced by students' perceptions of its effectiveness. This fact is relevant to study considering that the era of digitalization requires education to be able to adapt to technology to improve the quality of learning, including in religious subjects.

In the literature review, Google Classroom has been widely researched in the context of online learning. There are several studies that highlight the effectiveness of Google Classroom in increasing student engagement and systematic task management (Harahap & Napitupulu, 2024). The studies also show that the platform contributes to easy access and flexibility of learning, especially in a distance education environment (Francisco, 2020). Putri's research reveals that positive perceptions of Google Classroom correlate with increased student interest in learning (Putri et al., 2022), especially in subjects that require in-depth understanding of concepts. Another study by Malikah shows that this platform is able to encourage collaboration and interaction, although there are still technical barriers and digital culture among students (Malikah, 2022). In the context of religious learning, related literature is limited, so further research is needed to explore how students' perceptions of Google Classroom influence their interest in learning religion. As such, the existing literature provides an initial foundation for analyzing this issue while highlighting a research gap that has not been widely studied. Limited studies in the literature suggest the need for in-depth exploration of the adaptation of digital platforms such as Google Classroom in religious education (Huda et al., 2024). This approach can reveal students' perceptions of the use of Google Classroom, which in turn can make a significant contribution to the development of theories on learning engagement in the context of religious education.

This study aims to identify and analyze the influence of student perceptions of the use of Google Classroom in increasing interest in religious learning at SMPN 1 Ngoro Jombang. While this study focused on perceptions, the author has aware of broader pedagogical issues (Hagge, 2021). The relevant studies have associated Google Class room with higher student satisfaction and enthusiasm (Ansong-Gyimah, 2020). Most of the studies have examined the

students and teachers' attitudes toward using and accepting Google Classroom (Albashtawi & Al Bataineh, 2020). Given the important role of technology in education, understanding students' perceptions of digital platforms such as Google Classroom is key to improving learning effectiveness (Budiningsih, 2024). Previous research shows that positive perceptions of technology can increase motivation and interest in learning (Vhalery et al., 2021), this is in line with the findings from a study conducted by Depita which states that collaboration and interaction on digital platforms can increase student engagement in learning (Depita, 2024). In SMPN 1 Ngoro Jombang, although the use of Google Classroom has been implemented, its effect on religious learning interest needs to be further investigated. This research is expected to not only reveal the relationship between students' perceptions and interest in learning religion, but also provide insights related to factors that influence these perceptions, such as students' digital readiness and the quality of technology use by teachers. Thus, this research will contribute to efforts to develop technology-based learning strategies, especially in religious subjects, to improve the quality of education in the digital era.

The importance of this study lies in the need to understand more about the influence of students' perceptions on the use of technology in learning, particularly in religious subjects. The current literature showed contradictive results according to the trust effect on online learning adoption, whether it is significant or not (Yaniawati, P., Maat, S. M., Supianti, I. I., & Fisher, 2022). Along with the increasing use of digital platforms in education, several studies have shown that students' perceptions of the effectiveness of digital learning tools greatly influence their engagement in learning. For example, research by Surwuy et al. emphasizes that adequate training and technology readiness for students and teachers can increase the success of technology implementation in learning (Surwuy et al., 2024) . In SMPN 1 Ngoro Jombang, although Google Classroom is used, differences in perceptions among students indicate potential obstacles in the application of the technology. Psychological factors, such as students' comfort and digital readiness, can be a barrier if not properly addressed (Aprilia, 2023). In addition, the relevance of learning materials tailored to students' needs and context is also an important factor influencing learning interest (Lisnawati et al., 2023) . Therefore, it is important to further examine how students' perceptions can influence their interest in religious learning using digital platforms. Thus, this argument emphasizes the importance of research to understand the dynamics of students' perceptions and the factors that influence them, in order to design more effective technology-based learning strategies.

B. METHODS

This study uses a quantitative causality (correlational) approach to analyze the relationship between student perceptions of the use of Google Classroom and interest in learning religion. The quantitative approach is used to process data in the form of numbers (Ghanad, 2023). The expos-facto research design was chosen because the main purpose of the study was to explore the influence of the independent variable (students' perception of Google Classroom) on the dependent variable (religious learning interest) (Harmoko et al., 2022) . The population in this study were seventh grade students at SMP Negeri 1 Ngoro Jombang. The research sample was selected by simple random sampling with a total of 72 students, which was calculated based on 25% of the total population of class VII at the school, to ensure the representativeness of a valid sample.

The research instrument consisted of two main questionnaires, namely: a questionnaire of students' perceptions of the use of Google Classroom and a questionnaire of students' religious learning interest. Both questionnaires were systematically designed to obtain accurate and relevant data in accordance with the research objectives. The instrument that had previously been externally validated to 20 respondents and through the revision stage was then determined as a research instrument. Researchers collected data by distributing questionnaires to students who became the research sample. Data related to student perceptions of Google classroom were collected through questionnaires distributed and answered by 72 respondents. The questionnaire consists of 11 statement items where each item is given 4 answer options. After the data is obtained, the researcher checks the completeness of the answers obtained to determine the suitability of the data (editing). Furthermore, the researcher coded each respondent's answer (coding) and gave a score or numerical value to each instrument that had been filled in by the respondent (scoring). The data that has been in the form of numbers is then arranged into tables (tabulating) for the purpose of data classification. Once the data was classified, the researcher used simple linear regression statistical analysis to test the relationship between students' perceptions of Google Classroom and their interest in learning in religious subjects. This approach allowed the researcher to explore more deeply the influence of learning technology (google classroom) on (religious) learning interest among students of SMP Negeri 1 Ngoro Jombang.

C. FINDINGS AND DISCUSSION

Questionnaire Variable X

The calculation results show that the average value (mean) of the student perception variable about *Google classroom* at SMP Negeri 1 Ngoro Jombang is 35, which is obtained from the following calculation:

$$M_x = \frac{\sum X}{N}$$

$$M_{72} = \frac{41 + 30 + 40 + 38 + 40 + 37 + \ldots + 33}{72}$$

$$M_{72} = \frac{2511}{72}$$

$$M_{72} = 34{,}875$$

$$M_{72} = 35$$

After knowing the calculated average of the X variable score results, it is necessary to know the standard deviation value. The following is the calculation:

$$SD_X = \sqrt{\frac{\sum x^2}{N}} = SD_{72} = \sqrt{\frac{\sum x^2}{72}} = 2{,}997 = 3$$

Table 4.7
Mean and Standard Deviation - X
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Value_X	72	30	41	34.88	2.997
Valid N (listwise)	72				

Furthermore, the data on the results of student perceptions of *Google classroom* are grouped into 3 by dividing the hypothesized maximum score based on the results of the mean and standard deviation obtained, with reference to the following criteria:

Low   : X < M - 1 SD

Medium   : M - 1 SD$\leq$ X < M + 1 SD

High   : M + 1 SD$\leq$ X[1]

Thus, based on the results of the student perception score about *Google classroom,* the following criteria can be formulated:

Table 4.8
Variable Score Criteria for Students' Perception of *Google Classroom*
at SMP Negeri 1 Ngoro Jombang

Criteria	Score	Total	Percentage
Low	X < 32	12	17%
Medium	32$\leq$ X < 38	44	61%
High	38$\leq$ X	16	22%

Based on the results of research data on variable X, students' perceptions of *Google classroom* are classified as moderate, because out of 72 respondents only 12 students scored less than 32 so that around 17% of students were in the low category, and students with high category scores were around 22% or a total of 16 students. So that the most scores are in the medium category, namely 44 students or around 61%. Thus, it can be said that the perception of seventh grade students about *google classroom* at SMP Negeri 1 Ngoro is categorized as moderate.

Questionnaire Variable Y

As the calculation process applied to the questionnaire of student perceptions of *Google classroom* before, then based on the data from the Religious learning interest questionnaire results, the average value (mean) is 37 as a result of rounding the value of 36.902 from 2657 divided by 72.

The standard deviation (SD) of the Religious learning interest questionnaire score is 4. The following is the calculation:

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[1] S. Azwar, *Psychological Scale Formulation 2nd Edition*. Yogyakarta: Learning Library: 2012.

Table 4.10
Mean Value and Standard Deviation - Y
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Value_Y	72	27	43	36.90	3.850
Valid N (listwise)	72				

Table 4.11
Criteria for Religious Learning Interest Variable Score
at SMP Negeri 1 Ngoro Jombang

Criteria	Score	Total	Percentage
Low	$X < 33$	12	17%
Medium	$33 \leq X < 41$	46	64%
High	$41 \leq X$	14	19%

Based on the results of research data on variable Y, there are 12 students with scores below 33 or around 17%, while students with high category scores are 14 students or around 19%. So that the highest score is in the moderate category, namely 46 students or around 64%. Thus, the interest in learning Religion of seventh grade students at SMP Negeri 1 Ngoro can also be categorized as moderate.

Hypothesis Test Results of the Effect of X on Y
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
GC Perception	72	30	41	2511	34.88	2.997
Learning Interest	72	27	43	2657	36.90	3.850
Valid N (listwise)	72					

Correlations

		GC Perception	Learning Interest
GC Perception	Pearson Correlation	1	.283*
	Sig. (2-tailed)		.016
	N	72	72
Learning Interest	Pearson Correlation	.283*	1
	Sig. (2-tailed)	.016	
	N	72	72

*. Correlation is significant at the 0.05 level (2-tailed).

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	GC perception[a]	.	Enter

a. All requested variables entered.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
GC Perception	72	30	41	2511	34.88	2.997
Learning Interest	72	27	43	2657	36.90	3.850

b. Dependent Variable: Learning Interest

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283a	.080	.067	3.718

a. Predictors: (Constant), GC Perception

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	24.212	5.153		4.698	.000
GC Perception	.364	.147	.283	2.472	.016

a. Dependent Variable: Learning Interest

The Effect of Student Perceptions of *Google Classroom* on Religious Learning Interest at SMP Negeri 1 Ngoro Jombang

Based on the data interpretation on the statistical test results, it can be understood that based on the *Pearson* correlation results table, it is known that the significance value is 0.016 so that it is smaller than 0.05. This informs that there is a significant relationship between students' perceptions of *Google Classroom* and Religious learning interest at SMP Negeri 1 Ngoro Jombang.

Pearson correlation is a statistical method used to measure and analyze the linear relationship between two variables. In this study, the Pearson correlation test showed a significance value of 0.016, which means it is smaller than the standard limit of 0.05, so it can be concluded that the relationship between students' perceptions of Google Classroom and interest in learning Religion is indeed significant. The significance value in statistical analysis serves as an indicator to determine whether the results obtained are strong enough to rule out the possibility that the relationship occurs by chance. Thus, the smaller the significance value, the greater the belief that there is a real relationship between the two variables being tested. In the context of this study, the results of the statistical test support the hypothesis that the use of technology in learning, especially through Google Classroom, has an influence on students' motivation and interest in understanding Religion material. This finding is in line with the theory of constructivism, which emphasizes that technology-based learning interactions and experiences can increase engagement and understanding of academic concepts. Therefore, the findings of this study can be the basis for the development of digital-based learning methods to improve the effectiveness of Religion education at the secondary school level.

While based on the *Summary* model table, it is known that the magnitude of the correlation or relationship value (R) of the two variables is 0.283. From this output, the coefficient of determination (R *Square*) is 0.080, which implies that the influence of the independent variable (student perceptions of *google classroom*) on the dependent variable (Religious learning interest) is 8%.

The R value, or correlation, indicates the extent of the relationship between two variables, in this case, students' perceptions of Google Classroom and interest in learning Religion. With an R value of 0.283, it can be said that the relationship between the two variables is categorized as weak but still shows a relationship. In regression analysis, the independent variable is a variable that influences or is used to predict changes in other variables, while the dependent variable is a variable that is influenced or is the result of the independent variable. In this study, students' perceptions of Google Classroom act as independent variables, while interest in learning Religion is the dependent variable. In addition, the coefficient of determination (R Square) value of 0.080 indicates that the contribution of students' perceptions of Google Classroom in influencing interest in learning Religion is 8%, which shows that most other factors influence interest in learning other than the variables studied. The coefficient of determination functions to explain the extent to which the independent variable is able to explain changes in the dependent variable. The higher the R Square value, the greater the influence of the independent variable on the dependent variable, while a low value indicates that there are still many other factors that influence the dependent variable. Thus, these results indicate that although perceptions of Google Classroom are related to interest in learning religion, there are still other aspects that need to be studied to obtain a more comprehensive picture.

Meanwhile, based on the *Coefficients* table, it is known that the constant value (α) is 24.212. This means that the consistent value of the learning interest variable is 24.212. While the value of student perceptions about *Google classroom* (b / regression coefficient) is 0.364. So that every 1% increase in the value of student perceptions of *google classroom*, Religious learning interest increases by 0.364. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

The Coefficients table in regression analysis serves to show the quantitative relationship between the independent variables and the dependent variables through constant values and regression coefficients (Arkes, 2023). The constant value of 24.212 indicates that if the independent variable, namely students' perceptions of Google Classroom, is zero, then the interest in learning Religion remains at 24.212. Meanwhile, the regression coefficient of 0.364 indicates that every 1% increase in students' perceptions of Google Classroom will increase interest in learning Religion by 0.364. A positive regression coefficient indicates that the relationship between the two variables is unidirectional, meaning that the more positive students' perceptions of Google Classroom, the higher their interest in learning Religion. Conversely, if the regression coefficient is negative, then the direction of the influence is opposite, where an increase in the independent variable actually causes a decrease in the dependent variable. Thus, the results of this analysis further strengthen the finding that the use of technology in learning has the potential to support increased student motivation and interest in learning. Therefore, this study can contribute to the development of technology-based learning strategies that are more effective in increasing students' academic engagement in the field of Religion studies.

Thus, the regression equation of the research data processed with SPSS 16.00 *for Windows* is as follows:

Y = a + bX
Y = 24.212 + 0.364 X

Description:

a) *a = constant number*

b) *b = regression coefficient number*

c) *If there is no perception of google classroom, the consistent value of student interest in learning is 24,212.*

d) *Every 1% increase in student perceptions, then interest in learning will increase by 0.364*

e) *The value of b is positive (+), so it has a positive effect*

In other words, Religious learning interest = 24.212 + 0.364 students' perception of *google classroom,* and the hypothesis reads:

H0 : Simple regression equation (Y = 24, 212 + 0.364 X) is not linear

H1 : The simple regression equation (Y = 24.212 + 0.364 X) is linear

Based on the results of hypothesis testing, it is known that the significance value (*Sig.2-tailed*) of 0.016 is smaller than the probability of 0.05, so H1 is accepted and H0 is rejected. With a coefficient of determination (R *Square*) of 0.080, it can be concluded that the effect of student perceptions of *google classroom* (X) on Religious learning interest (Y) is very small, which is 8% and the rest (92%) is influenced by other factors not studied.

Hypothesis testing in the study aims to test whether there is a significant relationship between the independent variables and the dependent variables based on the data obtained. The significance value (Sig.2-tailed) of 0.016 indicates that the results of the statistical analysis have a high level of confidence, because the value is smaller than the probability limit of 0.05 which is usually used as a standard in hypothesis testing. In this case, the null hypothesis (H0), which states that there is no relationship between students' perceptions of Google Classroom and interest in learning Religion, is rejected. Conversely, the alternative hypothesis (H1), which states that there is a relationship between the two variables, is accepted. In addition, the coefficient of determination (R Square) value of 0.080 indicates that only 8% of the variation in interest in learning Religion can be explained by students' perceptions of Google Classroom, while the remaining 92% is influenced by other factors not examined in this study. Thus, although the relationship between these two variables is significant, the contribution of technology factors to interest in learning Religion is relatively small. Therefore, further research is needed to identify other factors that play a role in increasing students' motivation and interest in learning Religion subjects. These findings also underline that pedagogical aspects, learning environment, and students' social and psychological factors may play a greater role in shaping learning interests than simply the use of technology in learning.

D. CONCLUTION

Based on the results of the data analysis, it can be concluded that there is an influence between students' perceptions of Google Classroom and Religious learning interest at SMP Negeri 1 Ngoro Jombang, because the results of the hypothesis test show that H0 is rejected (Sig-2 tailed 0.016 <0.05.). The amount of influence of students' perceptions of google classroom on religious learning interest at SMP Negeri 1 Ngoro Jombang in 2021 is very small, which is 8% and the rest (92%) is influenced by other factors.

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