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Implementation of Google Meet Application in the Learning of Basic Science in the Covid-19 Pandemic Period of Student Learning Interests

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Abstract. This research is a quantitative study aimed to find the effect of the Google meet application on student interest in the University of Nurul Jadid Paiton Probolinggo by using experimental design research design using two parallel classes, one class is used for experimental treatments and one other class as a control class. There is a significant difference between the experimental class conducted by learning using the Google Meet application and the control class where the learning process is carried out directly (face to face). The highest interval of interest in learning is found in the experimental class with a score of 110 and the lowest with a score of 94 with an average interval of 101.84. While the control class only had the highest score of 106 and the lowest score of 70 with an average interval of 89.52. So with this overall data that learning using the Google meet application has a very high influence on student interest in learning this is because the learner is very easy to implement, time is flexible and can be implemented where each student is located.

1. Introduction

Developments in the global era that occur today are so rapid in all fields including information technology (IT) [1]. The era of globalization has a big role in technological development that is



so fast and makes it easier for users to carry out activities that were previously more difficult now easier [2][3]. The development of new communication technologies [4], which support individual learning experiences and enhance basic user interaction [5], has influenced individual learning experiences and added a new dimension to 'social learning' [6][7].

Since the spread of the COVID-19 pandemic around the world, it has forced many workers to continue working from home and to hold online meetings. This makes many online meeting or web conferencing applications such as Zoom, Skype and now Google Meet the choice of many people to stay connected. Online learning will certainly not be meaningful without the synergy of appropriate learning strategies and methods [8][9].

Science as a process or way to find solutions to a problem or understand a phenomenon (event) in nature. In essence, it is built based on scientific products, scientific processes, and also scientific attitudes. As a scientific process all scientific activities are interpreted to perfect knowledge about nature and to discover new knowledge. The learning process of science is emphasized on the process skills approach, so students can find facts, build concepts, theories and scientific attitudes so that learning objectives are achieved [10][11]. Science as a scientific product is a collection of knowledge consisting of facts, concepts, propositions, principles, laws, theories, and models. Science as a process is a collection of hands-on activities, experiments, and projects that aim to investigate the wonders of the world [12].

COVID-19 is a contagious disease caused by acute coronavirus 2 (severe acute respiratory coronavirus 2 or SARS-CoV-2) respiratory syndrome. This virus is a large family of Coronavirus that can attack animals. When attacking humans, Coronavirus usually causes respiratory tract infections, such as flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome). COVID-19 itself is a new type of coronavirus found in Wuhan, Hubei, China in 2019 [13]. One of the effects of the 2019-20 Coronavirus pandemic is on education throughout the world, leading to the widespread closure of schools, madrasas, universities and boarding schools. We also feel the impact in the form of changes in the implementation of learning in madrasas and Islamic boarding schools [14][15].

There are various efforts to improve student learning outcomes, various of these efforts include motivating to learn [16] and arouse interest in learning for students who are learning. Because learning is an important process for changing human behaviour and includes everything that is thought and done. Learning plays an important role in the development of habits, attitudes, beliefs, goals, personality, and even human perception [17][18].

Raras Setyo Retno, et al. 2016 states that this research is a Classroom Action Research. This research was conducted in 2 cycles, each cycle consisting of the stages of planning, implementation, observation and reflection. The data used are qualitative data from the student observation sheet instrument. These results indicate an increase from cycle I to cycle II. The conclusions of this study are 1) Learning the basic concepts of science with google meet on students can be applied conducive. 2) Learning the basic concepts of science with Google Meet can improve the ability to think and work scientifically and scientific attitude of students. 3) Learning the basic concepts of science with Google Meet can explore and develop student creativity in designing simple experiments that can be applied in elementary schools.

Based on the background above and the above research, researchers, in this case, try and analyze and understand the Effects of the Google Meet Application on Learning Basic Science in the 19th COVID Pandemic Against Student Learning Interests at Nurul Jadid University, Paiton Probolinggo.

2. Research Methode

Types and Design of Research This type of research is Experiment Design. In this research design, two parallel classes are used, one class is used for experiments that are treated and one other class as a control class that is not given treatment [19][20][21]. The study was conducted at the Faculty of Islamic religion, Nurul Jadid University, Paiton Probolinggo.

The sampling technique used in this study was purposive sampling [22][23]. The sample was chosen based on consideration of the implementation of the research, namely the experimental class and the control class which are the recommendation class under the research objectives and between the experimental class and the control class. with learning carried out online by implementing the google meet application and learning in person or face-to-face.

3. Result and Discussions

The scale used is the Likert model scale. The scale of interest in learning is based on Slameto theory. According to Slameto, several indicators of interest in learning are feelings of pleasure, interest, acceptance, and student involvement. On this scale, the statements consist of two types of statements, namely positive and negative statements with the number used by 25 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 students in the experimental class and the control class at different times [24].

Table 1.1 Data on Learning Interest in the Experimental Class

No	Interval	Total	%	Category
1	95-116	22	88,00	Very high
2	73-94	3	12,00	High
3	51-72	0	0	Low
4	29-50	0	0	Very low
Total		25	100	

According to the table above it is understood that the data obtained from the implementation of the google meet application in the experimental class contained the number of students who received very high learning motivation as many as 22 students with a percentage of 88%, high learning motivation as many as 3 students with a percentage of 12%.

After conducting research and processing data on the results of research in the control class where the learning process is carried out directly (face to face learning) obtained data as follows:

Table 1.2 Data on Learning Interest in the Control Class

No	Interval	Total	%	Category
1	95-116	7	28,00	Very high
2	73-94	16	64,00	High
3	51-72	2	8,00	Low
4	29-50	0	0	Very low
Total		25	100	

According to the table above it is understood that the data obtained from the implementation of the google meet application in the experimental class contained several students who received very high learning motivation as many as 7 students with a percentage of 28%, high learning motivation as many as 16 students with a percentage of 64% and low learning motivation 2 students with 8% percentage.

**Table 1.3 Statistical Data of Experiment Class (A) and Control Class (B)
Statistics**

		A	B
N	Valid	25	25
	Missing	0	0
Mean		101.84	89.52
Std. Error of Mean		.966	1.981
Median		102.00	94.00
Std. Deviation		4.828	9.904
Minimum		94	70
Maximum		110	106

Statistical results can be explained valid data (N) of each class of 25 pieces, while the missing data is 0 which means that the data is valid for processing. The results of the control class statistics show that the mean or average interest in learning is 101.84 with a standard error of 0.966. The median is the middle value (50%) after the sorted data shows 102.00. The minimum data is 94 and the maximum data is 110 so the range $(110-94) = 16$. In the control class, the mean or average learning interest is 89.52 with a standard error of 1.981. The median is the middle value (50%) after the data is sorted showing 89.52 The minimum data is 70 and the maximum data is 106 so the range $(106-70) = 36$, where the greater the range the more varied the data.

4. Conclusion

The results of the research that has been carried out can be concluded that there is a significant difference between the experimental class conducted by students using the google meet application and the control class where the learning process is carried out directly (face to face). In the experimental class, it can be seen that the data above has a very high learning motivation

of 88% and the rest are still having high interest. Whereas the control class that carries out the learning process directly only has a learning interest that is not too high tends to below. The highest interval of interest in learning is found in the experimental class with a score of 110 and the lowest with a score of 94 with an average interval of 101.84. While the control class only had the highest score of 106 and the lowest score of 70 with an average interval of 89.52. So with this data, it can be concluded overall that learning using the Google Meet application has a very high influence on students' learning interest, this is because the learner is very easy to implement, flexible time and can be implemented at the place where each student is located.

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