

Management of Online-Based Learning Media Through The Google Classroom Application in Increasing Student Learning Interest

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Abstract: *This study describes the application of managing online learning media through the Google Classroom application to increase student interest in MI Miftahul Islam. Media in daring learning is especially very influential on students' learning interest; we need a suitable press. This research uses a qualitative approach with a case study type. Data collection was carried out through direct observation and interviews. The informants in this study consisted of four people: the principal, the teacher, and two students. Data analysis was carried out through data collection, reduction, display, and drawing of conclusions. The study results found that management is carried out using; planning, implementing google classroom and evaluation. By implementing the direction of online learning media through the Google Classroom application, it can increase the learning interest of MI Miftahul Islam students supported by several factors, namely, (1) Ease of User Access, (2) Clear Exposure, (3) User Convenience, and (4) Interactive Communication. The implications obtained by managing google classroom learning media at MI Miftahul Islam can increase student learning interest marked by students' enthusiasm to participate in teaching and learning activities boldly.*

Keywords: Online Learning Media, Google Classrom, Students' Learning Media

Abstrak: *Penelitian ini mendeskripsikan penerapan pengelolaan media pembelajaran online melalui aplikasi Google Classroom untuk meningkatkan minat siswa pada MI Miftahul Islam. Media dengan pembelajaran daring khususnya sangat mempengaruhi minat belajar siswa sehingga kita butuh pelaksanaan yang tepat. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. pengumpulan data dilakukan melalui Observasi dan wawancara. Informan dari penelitian ini terdiri dari empat orang yaitu Kepala Sekolah, Guru dan 2 Siswa. Analisis data dilakukan melalui pengumpulan data, reduksi, display, dan penarikan kesimpulan. Hasil Penelitian ditemukan bahwa pengelolaan dilakukan dengan menggunakan perencanaan, pelaksanaan Google Classroom, dan evaluasi. Dengan menerapkan arahan media pembelajaran online melalui aplikasi Google Classrom dapat meningkatkan minat belajar siswa MI Miftahul Islam yang didukung oleh beberapa faktor yaitu (1)*

Kemudahan Akses Pengguna, (2) keterbukaan (3) Kenyamanan Pengguna, (4) Komunikasi Interaktif. Implikasi yang diperoleh dengan pengelolaan media pembelajaran Google Classroom di MI Miftahul Islam dapat meningkatkan minat belajar siswa yang ditandai dengan semangat siswa mengikuti kegiatan belajar mengajar.

Kata Kunci: *Media Pembelajaran Online, Google Classroom, Minat Belajar Siswa*

Introduction

Online learning, or more familiar with the term online learning, is a concept popular with most of the world's population. This is also one of the impacts of the Covid-19 pandemic outbreak. In the years before the pandemic hit, online learning did exist, but only a small number of users¹. The policy of implementing online Education by schools and tertiary institutions in Indonesia is a response to the Covid-19 pandemic, which has hit almost the entire world. The Ministry of Education and Culture of the Republic of Indonesia encourages the implementation of the learning process to be carried out online². This is by the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia, number 3 of 2020, concerning the Prevention of Corona Virus Disease (COVID-19) in Education Units, and the Letter of the Secretary General of the Minister of Education and Culture number 35492 / A.A5 / HK / 2020 dated 12 March 2020 concerning Prevention of the Spread of Corona Virus Disease (Covid-19).

Apart from that, follow circulars and appeals from each Provincial Government of Higher Education Domicile. Information Technology is a solution for conducting online lectures³⁴. Educators use many information media to carry out online learning. Online learning uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions. Online learning in practice requires the support of mobile devices such as smartphones, tablets and laptops, which can be used

¹ Ni Komang Suni Astini, "Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19," *Cetta: Jurnal Ilmu Pendidikan* 3, no. 2 (2020): 241-55, <https://doi.org/10.37329/cetta.v3i2.452>.

² (Firman & Rahman, 2020)

³ Junita Monica and Dini Fitriawati, "Efektivitas Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi Covid-19," *Jurnal Communio : Jurnal Ilmu Komunikasi* IX, no. 2 (2020): 1630-1640.

⁴ Monica and Fitriawati.

to access information anywhere and anytime ⁵⁶. The use of mobile technology has made a significant contribution to the world of Education, including achieving distance learning goals.

Learning media management is essential to facilitate teachers in implementing learning, especially in increasing student learning motivation. Seeing some previous research shows that the management of instructional media can increase students' interest in learning, namely⁷⁸ states that to achieve maximum learning outcomes, good management is needed by the institution; learning management is known to be effective in arranging the sequence of activities and even learning media so that these activities can make it possible to improve learning outcomes for students. Good management must be carried out by all components of the institution, including student guardians; therefore, teachers and parents must establish good cooperation to improve student learning outcomes ⁹¹⁰.

Management is not only carried out on existing components but also needs to be carried out on all devices that can support learning activities, including media or supporting facilities and infrastructure ¹¹¹². This means that management needs to be carried out on all aspects supporting teaching and learning activities for students, including learning media. Oemar Hamalik defines learning *media* as tools, methods and techniques to make communication and interaction more effective between teachers and students in education and

⁵ Kurniawan Arizona, Zainal Abidin, and Rumansyah Rumansyah, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 1 (2020): 64-70, <https://doi.org/10.29303/jipp.v5i1.111>.

⁶ Arizona, Abidin, and Rumansyah.

⁷ Kartini, (2020)

⁸ Kartini, (2020)

⁹ Rofiatu Nisa' and Eli Fatmawati, "Kerjasama Orang Tua Dan Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik," *Penelitian, IBTIDA': Media Komunikasi Hasil Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 2 (2020): 135-50.

¹⁰ Nisa' and Fatmawati.

¹¹ Ilen Putri Handayani and Hasrul Hasrul, "Analisis Kemitraan Guru Dan Orang Tua Dalam Pembentukan Karakter Anak Berdasarkan Kurikulum 2013 Di SMA," *Jurnal Pembangunan Dan Pendidikan: Fondasi Dan Aplikasi* 9, no. 1 (2021): 1-12.

¹² Handayani and Hasrul.

school teaching.^{1314 1516} The effectiveness of the teaching and learning process (learning) is strongly influenced by the factors of the learning methods and media used¹⁷¹⁸. Both are interrelated, where selecting a particular method will affect the type of media to be used; in other words, there must be compatibility between the two to achieve learning objectives¹⁹²⁰.

MI Miftahul Islam is a primary educational institution implementing online learning management. However, the management is more challenging than imagined, where the teacher only interacts with students, which needs to be improved. This then propagates to student learning interest. As stated by one of the teachers at MI Miftahul Islam, students' interest in learning is getting lower and lower. This was indicated by several students who were absent in the online learning process, initially only by giving assignments via Whatsapp. In addition, the number of students who submitted assignments did not comply with the specified deadline. The problem of interest in learning then becomes a matter that needs further attention because it will impact learning outcomes and objectives. To overcome this, MI Miftahul Islam teachers then agreed to manage learning media using assistance or media in online learning.

Media in online learning in the modern era is an essential element in the learning process because teachers can deliver learning materials even though they are online, and teachers can use online learning media applications that

¹³ Swita Amallia Hapsari and Heri Pamungkas, "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online Di Universitas Dian Nuswantoro," *WACANA: Jurnal Ilmiah Ilmu Komunikasi* 18, no. 2 (2019): 225–33, <https://doi.org/10.32509/wacana.v18i2.924>.

¹⁴ Hapsari and Pamungkas.

¹⁵ Zamroni, Amir, and Latifatus Saleha, "Pengelolaan APE Berbahan Limbah Untuk Meningkatkan Kecerdasan Kognitif Anak," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2021): 1382–95.

¹⁶ Zamroni, Amir, and Saleha.

¹⁷ Roliana Manurung, Arief Sadjiarto, and Destri Sambara Sitorus, "Aplikasi Google Classroom Sebagai Media Pembelajaran Online Dan Dampaknya Terhadap Keaktifan Belajar Siswa Pada Masa Pandemi Covid-19," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 3 (2021): 729–39, <https://doi.org/10.33394/jk.v7i3.3853>.

¹⁸ Manurung, Sadjiarto, and Sitorus.

¹⁹ Ditania Oktariyanti, Aren Frima, and Riduan Febriandi, "Pengembangan Media Pembelajaran Online Berbasis Game Edukasi Wordwall Tema Indahnya Kebersamaan Pada Siswa Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 4093–4100.

²⁰ Oktariyanti, Frima, and Febriandi.

are by the teaching objectives set by ²¹²². With the help of smartphones, learning media has advantages such as ease of access anywhere and anytime ²³²⁴. Making it easy to use as a tool to assist students in learning. Gagne in Julia Elisvi argues that learning media are various components in the student environment that can stimulate learning ²⁵²⁶. In line with Gagne's opinion, Briggs defines all forms of physical equipment to present messages that stimulate students to learn.

The learning media chosen at MI Miftahul Islam to be applied in increasing student learning interest in online learning is Google Classroom. Google Classroom (or in Indonesian, namely Google Classroom) is a blended learning platform for every scope of education to find a way out of difficulties in creating, distributing and classifying paperless assignments ²⁷²⁸. *Google Classroom* is a free web-based tool developed by Google. It was introduced on 12 August 2014. Teachers and students use this app to share files between them.

In Google Classroom, teachers can create student assignments and collect work from those assignments. Teachers and students can work paperless with this application. Here are some things that can be done when studying online with Google Classroom, sharing subject matter/syllabus, giving/sending assignments, holding tests/quizzes interactively, and viewing upcoming assignments via Google Calendar ²⁹³⁰. Apart from the various benefits above,

²¹ Sundus Maulidina and Yoga Budi Bhakti, "Pengaruh Media Pembelajaran Online Dalam Pemahaman Dan Minat Belajar Siswa Pada Konsep Pelajaran Fisika," *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika* 6, no. 2 (2020): 248-51, <https://doi.org/10.31764/orbita.v6i2.2592>.

²² Maulidina and Bhakti.

²³ Ahmad Veygid, Sandy M Aziz, and Wildan Said S R, "Analisis Fitur Dalam Aplikasi Instagram Sebagai Media Pembelajaran Online Mata Pelajaran Biologi Untuk Siswa Sekolah Menengah Atas," *ALVEOLI: Jurnal Pendidikan Biologi* 1, no. 1 (2020): 39-48.

²⁴ Veygid, Aziz, and R.

²⁵ Julia Elisvi et al., "Analisis Pemanfaatan Media Pembelajaran Online Di Smk It Rabbi Radhiyya Masa Pandemi Covid-19," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 2 (2020): 16-42, <https://doi.org/10.24235/tarbawi.v5i2.6721>.

²⁶ Elisvi et al.

²⁷ Wiladatus Salamah, "Deskripsi Penggunaan Aplikasi Google Classroom Dalam Proses Pembelajaran," *Jurnal Penelitian Dan Pengembangan Pendidikan* 4, no. 3 (2020): 533-38.

²⁸ Salamah.

²⁹ I. Ketut Sudarsana et al., "The Use of Google Classroom in the Learning Process," *Journal of Physics: Conference Series* 1175, no. 1 (2019): 1-6, <https://doi.org/10.1088/1742-6596/1175/1/012165>.

³⁰ Ketut Sudarsana et al.

Google Classroom is suitable for online learning because this platform is free, can be accessed by anyone who uses a smartphone, and is relatively safe.

Google Classroom can be accessed on computers with any browser, such as Chrome, Firefox, Internet Explorer and Safari. Google Classroom supports major browser releases continuously ³¹³². Teachers, lecturers, tutors and instructors can generally open classes and invite students to classes. Online learning in this application can take place with various materials and assignments given by the teacher to students ³³³⁴. Teachers can also give grades related to collected assignments neatly and correctly.

Online learning that is implemented allows teachers and students to carry out learning without going through face-to-face classes in one class by providing learning materials (in the form of PowerPoint slides, e-books, learning videos etc.), assignments (independently or in group form), and assessments ³⁵³⁶. Teachers and students in this application can interact through discussion forums (streams) regarding material issues and the course of learning interactively. The Google Classroom application has recently included Google Meet, enabling video teleconferencing.

³⁷³⁸ also conducted research with a similar theme and obtained research results that interest in learning can be increased through blended learning collaborations with the application of the Google Classroom application for Class A Students of the PGSD Study Program. Similar research was also conducted by ³⁹⁴⁰, who found that Google Classroom performance positively supports students' interest in learning English. Research conducted by ⁴¹⁴² This is also in line with the theme of this research which shows that students'

³¹ Farah Heniati Santosa, Habibi Ratu Perwira Negara, and Samsul Bahri, "Efektivitas Pembelajaran Google Classroom Terhadap Kemampuan Penalaran Matematis Siswa," *Jurnal Pemikiran Dan Penelitian Pendidikan Matematika (JP3M)* 3, no. 1 (2020): 62–70, <https://doi.org/10.36765/jp3m.v3i1.254>.

³² Santosa, Negara, and Samsul Bahri.

³³ Lily Parnabhakti and Nicky Dwi Puspaningtyas, "Penerapan Media Pembelajaran Powerpoint Melalui Google Classroom Untuk Meningkatkan Hasil Belajar Siswa," *Jurnal Ilmiah Matematika Realistik* 1, no. 2 (2020): 8–12, <https://doi.org/10.33365/ji-mr.v1i2.459>.

³⁴ Parnabhakti and Puspaningtyas.

³⁵ Rini Atikah et al., "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa Pandemi Covid-19," *Jurnal Petik* 7, no. 1 (2021): 7–18.

³⁶ Atikah et al.

³⁷ Wati, (2020)

³⁸ Wati, (2020)

³⁹ Sihotang, (2019)

⁴⁰ Sihotang, (2019)

⁴¹ Rohani & Zulfah, (2021)

⁴² Rohani & Zulfah, (2021)

interest in learning using e-learning through Google Classroom increases. This is assessed from 4 aspects:

- (1) 60% feel happy with the happy category
- (2) 50% student interest in the strong category
- (3) 40% of students' attention is in the strong category
- (4) 50% active involvement in the strong category

Similar research was also conducted by ⁴³⁴⁴, which was based on research conducted on high school (SMA) and vocational high school (SMK) students during the Covid-19 pandemic and the implementation of learning from home by the Minister of Education and Culture the Google Classroom application includes effective learning media to increase student learning interest.

From several existing studies, it is understood that the majority stated that using Google Classroom can increase students' interest in learning. However, no one has researched the values in Google Classroom that can increase student learning interest. For this reason, this research was conducted to complement previous studies. This study then discusses the application of google classroom learning media in increasing student interest in learning, focusing on aspects of the google classroom feature that can increase student learning interest. This study aims to analyze aspects of implementing google classroom at MI Miftahul Islam in increasing student interest in learning.

Method

This study uses a qualitative research method with a case study type. This research focuses on managing the implementation of google classroom, carried out at MI Miftahul Islam, to increase student interest in learning. Observations and interviews are ways for researchers to obtain data. Various data obtained by researchers are then systematically narrated, reduced, and adapted to research needs to facilitate researchers in obtaining conclusions. To obtain valid and accountable data, the researcher conducted interviews with several informants at random to obtain transparent results. The sources of informants were four people: Ahmad Nuri, S.Pd as head of the madrasa; Nur Azizah, S.Pd as one of the teachers; Faiqotul Himmah and Yurida Yahya Kamilia as representatives of MI Miftahul Islam students. The researcher provides a structured explanation because the facts in the field can also be measured regarding the conditions at the research location in the form of the object being studied and facts related to these conditions to be concluded. This research is expected to fully and thoroughly describe the application of google classroom at MI Miftahul Islam in increasing student interest in learning. Data

⁴³ Arum & Bhakti, (2020)

⁴⁴ Arum & Bhakti, (2020)

analysis was carried out by referring to the concepts of data collection, data reduction, data presentation, and conclusions

Result and Discussion

Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom can distribute, send, and assess the submitted assignments ⁴⁵⁴⁶. The steps for implementing learning using Google Classroom are as follows: Open the Google website, enter the Google Classroom page, and (2) Make sure you have a Google Apps for Education account. Visit classroom.google.com and sign in. Choose whether you are a teacher or a student, then create a class or join a class ^{4748 4950}. The results of the study at MI Miftahul Islam showed that the management of Google classrooms in increasing student learning motivation is carried out using the; **Planning**

Before the activities are carried out, careful planning is needed to minimize possible inequalities. In order to get effective results in a program, it is necessary to carry out careful planning and analyze what is needed in the activities to be carried out ⁵¹⁵². Program planning is like an overview of the initial conditions to be repaired with several agreed plans by all components of the school. A solution model recommendation will emerge with the planning discussed to overcome the existing problems. Based on the results of the principal's interview are as follows:

"In program planning, we coordinate with all components of the school, starting from the deputy head of curricula, the deputy head of student affairs, the deputy head of public relations, teachers, committees and foundations in the form of internal meetings to analyze school needs in order to I ncrease students' interest in learning during the pandemic era. In the pandemic era, many aspects were constrained, including in the field of education, which was initially carried out offline (offline) and then required

⁴⁵ E Rahmawati et al., "The Use of Google Classroom in the Learning Process The Use of Google Classroom in the Learning Process," in *IOP Conf. Series: Journal of Physics: Conf. Series*, 2022, 1–6, <https://doi.org/10.1088/1742-6596/1175/1/012165>.

⁴⁶ Rahmawati et al.

⁴⁷ Atikah et al., "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa Pandemi Covid-19."

⁴⁸ Atikah et al.

⁴⁹ Santosa, Negara, and Samsul Bahri, "Efektivitas Pembelajaran Google Classroom Terhadap Kemampuan Penalaran Matematis Siswa."

⁵⁰ Santosa, Negara, and Samsul Bahri.

⁵¹ Faizatul Widat et al., "The 'Aku Bisa' Program; Efforts to Train Early Childhood Independence," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 4 (2022): 3218–31.

⁵² Widat et al.

to be online (online). Madrasah's plan to increase students' interest in learning involves the media, namely Google Class Room media".

The statement expressed by the school principal was also emphasized by one of the MI Miftahul Islam teachers who said:

"After finding a solution, the next step is to prepare the needs to create a google classroom platform by the conditions of the institution, then arrange a schedule for using google classroom in conveying learning to students, preparing supporting devices such as a stable wifi network, funding, place, media and other supporting attribute infrastructure facilities so that the implementation can run more effectively and efficiently".

Planning that is carried out correctly and maturely can provide support in the management of the google classroom, which is carried out at MI Miftahul Islam because, through this planning, the school is more prepared and mature in applying the google classroom as a solution in implementing learning for students during the pandemic.

Implementation of Google Classroom

With the help of Google Classroom media, implementing learning management can increase the learning interest of MI Miftahul Islam students. This is shown by the high enthusiasm of students when participating in learning and submitting assignments according to predetermined deadlines compared to the application of online learning in the Whatsapp group. This is in line with the indicators of interest in learning which consist of feelings of pleasure in an activity without coercion to learn it, the presence of a student's interest in the activity, or it can be an experience stimulated by the activity itself, student attention by focusing or concentrating. Carry out certain observation activities and student involvement in an object that causes the person to enjoy learning and feel interested in doing or working on these learning activities ^{5354 5556 5758}.

⁵³ Feby Inggriyani, Acep Roni Hamdani, and Taufiqulloh Dahlan, "Minat Belajar Mahasiswa Dengan Menggunakan Blended Learning Melalui Google Classroom Pada Pembelajaran Konsep Dasar Bahasa Indonesia SD," *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran* 3, no. 1 (2019): 28-35.

⁵⁴ Inggriyani, Hamdani, and Dahlan.

⁵⁵ T Heru Nurgiansah, "Meningkatkan Minat Belajar Siswa Dengan Media Pembelajaran Konvensional Dalam Pembelajaran Pendidikan Kewarganegaraan," *Jurnal Pendidikan Dan Konseling* 4, no. 3 (2022): 1529-34.

⁵⁶ Nurgiansah.

⁵⁷ Roslian Lubis, Muhammad Syahril Harahap, and Pia Paramita Tarihoran, "Analisis Kemampuan Komunikasi Matematis Siswa Ditinjau Dari Minat Belajar Siswa Pada Pembelajaran Daring Di Masa Pandemi Covid-19," *JURNAL MathEdu (Mathematic Education Journal)* 4, no. 3 (2021): 464-71.

⁵⁸ Lubis, Harahap, and Tarihoran.

The increased interest in learning is due to several things students do in the Google Classroom application, such as being easy to use, making it easy for users, and so on. This was stated by the MI Miftahul Islam school principal in his interview as follows:

"Compared to implementing e-learning with the help of previously used applications, Google Classroom is better because students' interest in learning has increased. This could be because Google Classroom is easy to use, the assessment is transparent, the size is light, and the communication is interactive."

From this explanation, the factors in the Google Classroom application include ease of use, teacher assessment or transparent teacher feedback for students, providing convenience to users and building interactive communication. These things then become one of the causes of increased interest in learning MI Miftahul Islam students.

1. Ease of User Access

The first factor that causes the application of Google Classroom to increase students' interest in MI Miftahul Islam is the ease of access or use. The ease of using learning media must be considered because not all learning media can be applied easily; some even require particular expertise⁵⁹⁶⁰. This was conveyed by MI teacher Miftahul Islam in his interview as follows:

"Increasing student interest in learning when learning with Google Classroom is implemented because this application is easy to use. All you have to do is download, register or create an account, then enter the class that is created comfortably. Because of this convenience, students are interested in participating in student learning even though they are not face to face."

From this explanation, it can be understood that the ease of use of learning media is also one of the things that must be considered in learning media, courageous learning. Choosing the wrong learning media will impact student interest⁶¹⁶². The use of Google Classroom gets a positive interest response for students. This was also conveyed by one of MI Miftahul Islam's students in his interview as follows:

"Using Google Classroom is more comfortable when learning online because it is also easy; all you have to do is download the application and log in using

⁵⁹ Dwinda Nur Baety and Dadang Rahman Munandar, "Analisis Efektifitas Pembelajaran Daring Dalam Menghadapi Wabah Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 3 (2021): 880–89.

⁶⁰ Baety and Munandar.

⁶¹ Anisa Nurfalah Muthy and Heni Pujiastuti, "Analisis Media Pembelajaran E-Learning Melalui Pemanfaatan Teknologi Dalam Pembelajaran Matematika Di Rumah Sebagai Dampak 2019-NCov," *Jurnal Math Educator Nusantara (JMEN)* 6, no. 1 (2020): 94–103.

⁶² Muthy and Pujiastuti.

your email, and you can directly click the link sent by the teacher in the chat. Joining the class is more like that. At first, the teacher must find out if he is lazy to attend class. If I use Google Classroom, I am more active in participating in lessons because there is a material that is easy to get, which is shared with the teacher, and also, when I want to send assignments, it is easy. "

Interview data states that the application of Google Classroom can increase students' interest in learning because it is relatively easy to use. In choosing learning media, the thing that needs to be considered is the access factor, meaning that ease of access is the first consideration in choosing media. Ease of use measures user satisfaction or friendliness in using e-learning, such as ease of access, ease of downloading material attachments, ease of uploading assignments, ease of knowing task status, and ease of obtaining operating guidelines for e-learning can affect students. Interest in learning ⁶³⁶⁴⁶⁵⁶⁶.

Ease of access makes students feel interested and willing to continue learning. This is in line with one of the indicators of interest in learning, namely students' interest in the activity, or it could also be an experience stimulated by the activity itself; in this case, students find it easy to use Google Classroom, so they feel happy using it in learning ⁶⁷⁶⁸.

2. Transparent

A consistent and transparent system is the next factor that causes the application of Google Classroom in learning to increase student learning interest. Students can see the grades the teacher gives on the assessment dashboard; it is said to be transparent in that space. The teacher can provide a grid that will be used as a benchmark for his assessment so that students can see the assessment of a subject from any point of view ⁶⁹⁷⁰. In addition, one student can see and compare the results of his work with

⁶³ Muga Linggar Famukhit, "Google Classroom Sebagai Media Pembelajaran Daring Online Pada Program Studi Pendidikan Informatika STKIP PGRI Pacitan," *Jurnal Penelitian Pendidikan* 12, no. 1 (2020): 1669-1719.

⁶⁴ Famukhit.

⁶⁵ Unik Hanifah Salsabila, Iefone Shiflana Habiba, and Isti Lailatul Amanah, "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA" 4 (2020): 163-72.

⁶⁶ Salsabila, Habiba, and Amanah.

⁶⁷ Nurgiansah, "Meningkatkan Minat Belajar Siswa Dengan Media Pembelajaran Konvensional Dalam Pembelajaran Pendidikan Kewarganegaraan."

⁶⁸ Nurgiansah.

⁶⁹ Universitas Muhammadiyah Jember et al., "Pembobotan Kualitas Aplikasi Video Conference Berbasis Iso 25010 Menggunakan Metode Analytic Hierarchy Process," *Jurnal Smart Teknologi* 3, no. 3 (2022): 2774-1702.

⁷⁰ Muhammadiyah Jember et al.

other students because there are features that all members can access. This was conveyed by one of MI Miftahul Islam's teachers in his interview:

"In the Google classroom application, there is a room that teachers can use to make announcements or a kind of grid which can then be used as a benchmark by students so that students can maximize their learning process by the final assessment grid. These factors make the student feel fair, or he can guess why his grades could be like that. So this then makes students compete to get as much as possible from the existing grid. When you start competing, you will be active, so your interest in learning will be high."

From interview data, transparent features or access for all members in Google Classroom make students feel that they are getting value commensurate with their efforts in learning. This becomes a driving force for students to be active or have a high interest in learning even though the learning process is online ⁷¹⁷². This was also conveyed by one of MI Miftahul Islam's students in his interview:

"I like using the Google classroom application because there are friends' assignments that we can read and compare with ours. Apart from that, there is also an assessment grid from the teacher, which is also shared on the forum so that we can ask questions if there are grades that need to be by the provisions of the grid. That makes me enthusiastic and diligent in appearing on the Google Classroom forum, so I do not lose to other friends."

From the interview data, the transparent feature provided by Google Classroom can increase students' interest in learning because it will make it easier for students to question grades and compete with their peers. This means that according to the indicators of student interest in learning, student involvement in an object causes the person to enjoy learning and feel interested in carrying out or working on the learning activities provided. ⁷³⁷⁴.

3. User Convenience

The next factor that makes Google Classroom a learning media that dares to increase student learning interest is the ease of use or providing convenience to its users, which in this case relates to the level of data security, without ads and having a relatively light application size with

⁷¹ Kuntum Annisa Imania and Siti Khusnul Bariah, "Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring," *Jurnal Petik* 5, no. 1 (2019): 31–47, <https://doi.org/10.31980/jpetik.v5i1.445>.

⁷² Imania and Bariah.

⁷³ Nurgiansah, "Meningkatkan Minat Belajar Siswa Dengan Media Pembelajaran Konvensional Dalam Pembelajaran Pendidikan Kewarganegaraan."

⁷⁴ Nurgiansah.

good features. Relevant in learning to dare⁷⁵⁷⁶. This was conveyed by one MI Miftahul Islam student in his interview:

"Using Google Classroom, apart from being free of ads that interfere with learning, the application is light enough, so it does not take up quite a lot of space on the cellphone, friendly for cellphones with minimal RAM. I have also tried other applications set by the school, but these applications take up quite a large space on my phone, so that the effect can be faster. Unlike cellphones with many rams, my friends also like boys to take lessons because they take a long time. Besides being slow, sometimes the ads are annoying; it is still just the login process."

From the interview data, it can be understood that Google Classroom provides convenience to students and teachers as users, which includes data security, light application size and no advertisements. Distance learning is a challenge for teachers to understand the technology and facilitate students with online learning media that are comfortable to use⁷⁷⁷⁸. Students need online learning media that is simple but sufficient to help online learning activities easily and comfortably⁷⁹⁸⁰. Google Classroom is easy to use and takes up very little space on the phone's memory. This feeling of comfort motivates students to want and participate in class even though the learning is online⁸¹⁸². This is in line with indicators of student interest in learning, namely student interest in an activity, or it can be in the form of experience stimulated by the activity itself (Nurgiansah, 2022). With a sense of comfort, MI Miftahul Islam students are interested in attending classes and learning.

⁷⁵ Winda Nur Febrianti Winda and Aninditya Sri Nugraheni Aninditya, "Efektivitas Penggunaan Google Classroom Sebagai Media Pembelajaran Jarak Jauh Pada Peserta Didik Kelas 6 Sd Negeri Jarakan Di Masa Pandemi Covid-19," *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia* 6, no. 2 (2021): 120-34, <https://doi.org/10.31943/bi.v6i2.108>.

⁷⁶ Winda and Aninditya.

⁷⁷ Dilla Safira Adzkiya and Maman Suryaman, "Penggunaan Media Pembelajaran Google Site Dalam Pembelajaran Bahasa Inggris Kelas V SD," *Educate : Jurnal Teknologi Pendidikan* 6, no. 2 (2021): 20, <https://doi.org/10.32832/educate.v6i2.4891>.

⁷⁸ Adzkiya and Suryaman.

⁷⁹ Voni Miranda and Sulaiman, "Pengaruh Penggunaan Media Animasi Berbasis Multimedia Terhadap Minat Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Dan Budi Pekerti," *As-Sabiqun : Jurnal Pendidikan Islam Anak Usia Dini* 4, no. 5 (2022): 1300-1315.

⁸⁰ Miranda and Sulaiman.

⁸¹ Fahrurrizal Umam, Bagdawansyah Alqadri, and Muhammad Ismail, "Pelaksanaan Pembelajaran Daring Daring Di Prodi PPKn FKIP Universitas Mataram," *Jurnal Pendidikan Sosial Keberagaman* 9, no. 1 (2022): 49-56, <https://doi.org/10.29303/juridiksiam.v9i1.288>.

⁸² Umam, Alqadri, and Ismail.

4. Interactive Communication

The next factor that causes the application of Google Classroom to increase students' interest in MI Miftahul Islam is interactive communication. This was conveyed by one of MI Miftahul Islam's teachers in his interview:

"Even though it offers various conveniences in implementing an online learning system, without the presence of students, learning through this application will not run efficiently. Fortunately, the dashboard in Google Classroom can build interactive communication between teachers and students and allows teachers to monitor. In addition, through this dashboard, teachers can monitor when students were last active, last sent assignments, and the last time students participated via the comments feature in the application".

From the interview data, the google classroom feature that supports interactive communication is also one of the factors that can increase student interest in learning. This learning activity requires active learning, participation and interactive communication between teachers and students⁸³⁸⁴. Interactive communication is carried out in two directions⁸⁵⁸⁶. In this online learning, students need interactive or two-way communication. One of the exciting learning media has interactive properties that prioritize collaboration and communication and can lead to interactions between students, which have characteristics to generate motivation in learning, namely fantasy, challenges and a sense of desire⁸⁷⁸⁸.

Google Classroom is an online learning media which can also be interpreted as an interactive learning media because it can be used in teaching and learning activities such as holding pre-tests, post-tests, practice questions, material reinforcement, remedial, enrichment and so

⁸³ Purbatua Manurung, "Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi Covid 19," *Al-Fikru: Jurnal Ilmiah* 14, no. 1 (2021): 1-12, <https://doi.org/10.51672/alfikru.v14i1.33>.

⁸⁴ Manurung.

⁸⁵ N Septantiningtyas and M Kholil, "Efektifitas Pembelajaran Daring Melalui Aplikasi Zoom Terhadap Minat Belajar Siswa," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 6267-78.

⁸⁶ Septantiningtyas and Kholil.

⁸⁷ Rika Kurnia Sari and Nyoto Harjono, "Pengembangan Media Pembelajaran Interaktif Berbasis Articulate Storyline Tematik Terhadap Minat Belajar Siswa Kelas 4 SD," *Jurnal Pedagogi Dan Pembelajaran* 4, no. 1 (2021): 122-30, <https://doi.org/10.23887/jp2.v4i1.33356>.

⁸⁸ Sari and Harjono.

on⁸⁹⁹⁰. This aligns with students' interest in learning, namely an interest in something without coercion⁹¹⁹². In this case, the application of Google Classroom can increase the learning interest of MI Miftahul Islam students with the interactive communication feature earlier.

Evaluation

All school stakeholders conduct evaluation activities to find obstacles when applying Google Class Room media to students. In line with the narrative of the informant, the head of MI, Miftahul Islam, said:

"Evaluations are carried out once a week to see the obstacles that arise when implementing learning; so far, no significant obstacles have been found in applying the Google classroom as a learning medium during a pandemic. However, there are indeed a few problems when there are blackouts and an error in the wifi system. However, these problems only occur two to 3 times in one semester, so this can still be tricked by providing a power bank and adequate data. We can conclude that Google's choice of the classroom is the right solution compared to other applications".

By doing an evaluation, it is easier for schools to see the failure or success of a program being implemented so that schools can find solutions or anticipate errors that might occur.

Conclusion

Based on the data presentation and discussion, it can be concluded that the application of Google Classroom can increase students' interest in MI Miftahul Islam because of several factors contained in Google Classroom, including ease of use, that is, it is easy for users to use the classroom application because the features inside are complete, click to apply it. Transparent media, namely, students can see the grades given by the teacher on the assessment dashboard; is said to be transparent because the teacher has provided a grid that is used as a benchmark for his assessment so that students can see the assessment of a subject from any point of view, convenience of use, namely the application is light enough so that it does not take up quite a lot of space on the cellphone, friendly for cellphones with minimal RAM and interactive communication, namely teachers and students can have interactive discussions in discussing the learning that is being implemented. The implication of this research is as a reference for educators

⁸⁹ Laila Marhayati Syelfia Dewimarni, Mishbah Ulhusna, "Penerapan Aplikasi Kahoot Pada Mata Pelajaran Matematika Untuk Meningkatkan Motivasi Dan Minatbelajar Siswa Dikelas VII Smp Negeri38 Padang," *Jurnal Pengabdian Kepada Masyarakat* 1, no. 8 (2022): 1936–40.

⁹⁰ Syelfia Dewimarni, Mishbah Ulhusna.

⁹¹ Nurgiansah, "Meningkatkan Minat Belajar Siswa Dengan Media Pembelajaran Konvensional Dalam Pembelajaran Pendidikan Kewarganegaraan."

⁹² Nurgiansah.

in choosing online learning media. This research is limited to the factors that cause the application of Google Classroom to increase students' interest in MI Miftahul Islam; For this reason, it is hoped that further research will be carried out regarding the constraints during its implementation.

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