

# EFFORTS TO INCREASE LEARNING MOTIVATION AND LEARNING OUTCOMES THROUGH GOOGLE CLASSROOM DURING THE COVID-19 PANDEMIC

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## Article Info

*Article history:*

*Received*

*Accepted:*

*Published:*

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*Keywords:*

*Learning Motivation, Learning  
Outcomes, Blended Learning,  
Google Classroom.*

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## Abstract

This study aims to increase student learning motivation and learning outcomes by implementing the Blended Learning and Google Classroom system in the Office Management and Business Services Study Program of SMKN 14 Jakarta. The method in this study is Class Action Research which is carried out with 2 cycles. The subjects in this study were 35 students in archival subjects and the object of research was carried out at the time of the study. The data analysis technique used is descriptive quantitative by referring to the percentage paad as a measure of motivation level and through the evaluation of each meeting to measure learning outcomes. The results of this study on cyclical I were obtained an average learning motivation of 69% and learning outcomes with an average grade of 80.8. Of course, the situation in the first cycle experienced an increase of 29% for learning motivation and 7.8 points for the average class of learning outcomes. The second cycle experienced a 28% increase from the previous cycle with an average learning motivation

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## Abstrak

Penelitian ini bertujuan untuk meningkatkan motivasi belajar dan hasil belajar siswa dengan melakukan penerapan sistem Blended Learning dan Google Classroom di Program Studi Manajemen Perkantoran dan Layanan Bisnis SMKN 14 Jakarta. Metode pada penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan dengan 2 siklus. Subjek pada penelitian ini adalah 35 siswa pada mata pelajaran kearsipan dan objek penelitian berlangsung pada saat penelitian. Teknik analisis data yang digunakan adalah deskriptif kuantitatif dengan mengacu paad persentase sebagai mengukur tingkat motivasi dan melalui evaluasi setiap pertemuan untuk mengukur hasil belajar. Hasil penelitian ini pada siklus I di dapatkan rata-rata motivasi belajar 69% dan hasil belajar dengan rata-rata kelas 80,8. Tentunya keadaan pada siklus I mengalami peningkatan 29% untuk motivasi belajar dan 7,8 poin untuk rata-rata kelas hasil belajar. Pada siklus ke- II mengalami peningkatan 28% dari siklus sebelumnya dengan rata-rata persentase motivasi belajar 97% dan untuk hasil belajar mengalami peningkatan 4,8 poin untuk rata-rata kelas yaitu sebesar 85.

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## How to Cite:

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ISSN  
2302-2663 (online)  
DOI: [doi.org/10.21009/JPEB.007.2.3](https://doi.org/10.21009/JPEB.007.2.3)

## INTRODUCTION

2019 is the year when the spread of COVID-19 began. This has a huge impact on various sectors, especially the education sector. The Indonesian government is trying very hard to adapt to the new situation. Various efforts have been made by the government to continue the implementation of education at various school levels. One of the government's efforts that has been implemented is the implementation of PSBB until finally PPKM. This was mentioned in (Mutiarasari, 2022) which states that the latest rules regarding PPKM level 2 in Jakarta which have been determined by Anies Baswedan as the Governor of DKI Jakarta on Monday, January 3, 2022 until January 17, 2022. This situation will continue to change depending on the level of Covid-19 exposure. For students, especially at the vocational high school level and equivalent, learning has been applied a combination of online and offline. This situation depends on the number of Covid-19 exposures in each region. This also applies to SMKN 14 Jakarta which will be used as a research site. Online learning that was previously implemented for approximately 1 year had an impact on student motivation and learning outcomes. This statement is based on research conducted by Save the Children which shows that after almost 9 months of the Pandemic, 4 out of 10 or 40 percent of parents said their children's learning motivation had decreased (Rossa & Efendi, 2020).

A decrease in motivation without realizing it will also have an impact on student learning outcomes. This was mentioned in (Khurriyati et al., 2021) who found that student learning motivation during online learning activities had decreased rapidly compared to face-to-face learning. This was obtained by the author through the average acquisition of grades, which in fact there were around 17 out of 20 students getting grades below the KKM. At the time of the decline in motivation, which in fact can also have an impact on learning outcomes. A teacher should re-evaluate the learning process during class. The learning process has an important role in improving the quality of education. To be able to improve the quality of education, especially in learning activities, it is necessary to use several predetermined learning principles. According to Bambang (2020) there are five principles used in learning activities, namely: (1) student-centered learning, learning that is carried out in the classroom should involve students. (2) sharing and developing students' creativity. (3) forming pleasant classroom conditions, (4) containing values (knowledge), ethics (attitudes), beauty (works), reason (ways of thinking), and kinesthetics (the ability to use the body including intuition and feelings), and (5) providing diverse learning experiences through the application of various kinds of learning strategies and methods that are fun, contextual, effective, efficient, and communicating.

If the quality of education is good, the motivation of students to learn will be higher. One

of the causes of decreased motivation in students at SMKN 14 Jakarta is the lack of application of the five learning principles mentioned earlier. Among the five principles that are difficult to implement is point 2, which is sharing children's creativity. According to the teacher, the students only do the learning to exceed the KKM (Minimum Graduation Criteria). So, it is very difficult to develop or share creativity during class. This will also affect point 4, which is value and reason. If these two things are given more attention. Then, the meaning of learning is not just to exceed KKM (Minimum Graduation Criteria). That way, students' learning motivation will improve.

According to Budiyani (2021) motivation is divided into 2 types, namely intrinsic and extrinsic. Extrinsic motivation comes from outside, such as the environment, parents, society, friends, and others. Meanwhile, intrinsic motivation comes from within each individual. Motivation that comes from outside and from within a person will vary, just adjust back to each. Therefore, it can be said that the causes of decreased motivation for each student will vary with different levels of intrinsic or extrinsic. In addition, learning outcomes in the class are low. This can be seen from the productive subjects of Class XII Office Management and Business Services 1 students, there are 2-10 people who cannot exceed the KKM (Minimum Criteria for Graduation).

<b>Subject</b>	<b>Not Completed</b>	<b>Complete</b>
Correspondence	27 Students	6 Students
Archives	23 Students	10 Students
Office Technology	33 Students	0 Students
General Administration	31 Students	2 Students

Sumber: Data diolah oleh Peneliti

Similarly, research conducted by Bambang, (2020) stated that Google Classroom can significantly improve motivation and learning outcomes from the first and second cycles. In this study, it was conducted online or online learning. Meanwhile, in the research conducted by (Wahid et al., 2021) it is also mentioned that Google Classroom can improve learning outcomes in a Blended Learning situation. In the study it is also said that by combining online and offline learning methods using Google Classroom can overcome the problems experienced by teachers and students. However, the first study was only conducted online and the second study used a

different type of research.

One of the efforts that can be made by educators to avoid the decline in learning motivation and student learning outcomes is to be more creative in the learning and teaching process. Teachers can utilize platforms or applications that have been developed as an effort to avoid these problems. Some platforms that are often used are Google Classroom. In Al-Marroof & Al-Emran (2018) who explained that "Google Classroom is a kind of blending way of learning that was initiated in 2014. It takes into consideration the achievement of specific functions such as simplifying the student-teacher communication, and the ease of distributing and grading assignments."

Therefore, this research aims to increase student learning motivation and learning outcomes by implementing a Blended Learning system during the covid-19 pandemic through Google Classroom in archival subjects with archive storage system material and agenda books, the reason for using the Google Classroom application is that it can be used both online and offline learning or in other words it can also be used with a blended learning system. The application of the Blended Learning system itself can also overcome the problems between online and offline learning, and can complement one another.

## **METHOD**

In this research using classroom action research methods conducted by researchers and in collaboration with collaborators. Classroom action research is one strategy in solving problems by utilizing real action and the process of developing the ability to detect and solve problems (Susilo et al., 2022). This research was conducted on archival subjects with material on archive storage systems and agenda books. The subjects of this study were 35 students of class XII Office Management and Business Services (MPLB) in the 2022/2023 school year which consisted of 24 women and 11 men. The benefits of this research, namely learning innovation, curriculum development at the school and classroom levels, improve teacher professionalism (Parnawi, 2020). Classroom action research will be used in this study is 2 cycles, of which there are 4 stages in each cycle. These stages are action planning (planning), action implementation (acting), observation (observing), and reflection (reflecting). As for data analysis techniques using quantitative descriptive using percentages to measure the level of learning motivation in each cycle through observation. For observation using a table with grouping of students who have not been seen, starting to be seen, starting to be cultured and cultured and for summing up the percentage and the average is taken based on students who have been classified as cultured and starting to be cultured. As for student learning outcomes, an evaluation is carried

out at the end of each lesson with the following details.

$$\text{Final Score} = \frac{\text{Cognitive} + \text{Affective} + \text{Psychomotor}}{3}$$

## RESULT AND DISCUSSION

### A. Result

This research consists of 2 cycles, namely cycle I and cycle II, where each cycle consists of 4 stages, namely planning, implementing actions, observing, and reflecting on the implementation of classroom actions both in cycle I and cycle II

#### 1. Pre-Action

Before the research was conducted, the researcher had first made observations before collecting data. Observations were made in class 12 MPLB on Friday, August 19, 2022. Based on the observation results, it was found that student motivation was still classified at a low level. This can be seen when learning activities take place are still passive and shy to ask questions. Some of them were busy chatting with their classmates during the learning process, coupled with Pandemic's condition which had just improved, resulting in their low learning motivation with an overall average score of 52%. With details of intrinsic motivation 38% and extrinsic 40%. As for learning outcomes, most of them have forgotten archival lessons which can be seen from the results of the test conducted, there are 9 students who can exceed KKM and 26 students who have not been able to exceed KKM (Minimum Criteria for Graduation).

#### 2. Cycle I

This cycle began on August 24 and 26, 2022 with the planning stage, namely by planning lessons, learning materials, learning media, observation and evaluation sheets. Implementation in this cycle with 2 meetings, each time allocation of 4X45 minutes which is carried out online and face-to-face through Google Classroom. The material in this cycle is the archive storage system. At the end of each meeting, observation and evaluation were carried out. For learning motivation in this cycle is 69% with a sufficient category and 80 points for the average learning outcomes when compared to the previous cycle, learning motivation and learning outcomes have increased by 29% and 7.8 points. Based on the 2 meetings that have been conducted in this cycle, many students are passive in the Google Classroom forum, shy to ask questions and late submission of assignments.

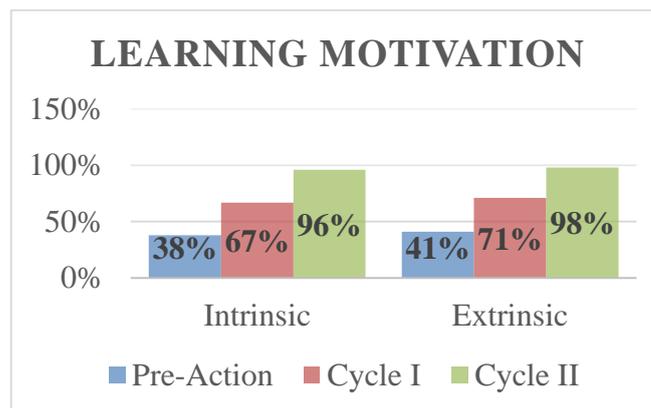
#### 3. Cycle II

This cycle began on August 29 and 31, 2022 with the planning stage, namely by planning lessons, learning materials, learning media, observation and evaluation sheets. Implementation in this cycle with 2 meetings, each time allocation of 4X45 minutes which is carried out online and face-to-face through Google Classroom. The material in this cycle is the Agenda Book system for archive storage. At the end of each meeting, observation and evaluation are carried out. For learning motivation in this cycle is 97% with a Very High category and 80 points for the average learning outcomes when compared to the previous cycle, learning motivation and learning outcomes have increased by 28% and 5 points. Based on the 2 meetings that have been conducted in this cycle, learning goes according to plan, students begin to be interactive in the Google Classroom forum and enthusiastic in the classroom, some students are constrained in collecting assignments in Google Classroom.

## B. Discussion

### 1. Analysis of Learning Motivation

Learning carried out for 2 cycles with 4 meetings was carried out smoothly in accordance with the learning plan that had been made before. This learning activity took place from August 24 - August 31, 2022. Students' learning motivation in the learning process was improved by using Google Classroom learning media and Blended Learning learning system. The results of observations to increase student learning motivation in cycles I and II can be seen in the following diagram.



Source: Data processed by researchers

Based on the diagram above, it can be seen that the percentage of increase in learning motivation before the action was taken until the second cycle. The average number of students who have been categorized as starting to cultivate and cultivate in the

intrinsic dimension is 38% in the "Less" category. When the action was taken in cycle I and cycle II, there was a significant increase of 67% categorized as "Moderate" and 96% categorized as "Very High".

The Extrinsic dimension also experienced an increase that was not inferior to the Intrinsic dimension. In the pre-action or before taking action, the percentage of learning motivation was 41% in the "Lack" category. In other words, learning motivation from the extrinsic dimension is still lacking and has not become a habit or culture. After taking action for two cycles there was an increase in each cycle. In cycle I there was an increase with a percentage of 71% in the "Fair" category and in cycle II obtained a percentage value of 98% in the "Very High" category. This proves that some things that come from outside students are also important to be able to increase student learning motivation, such as interesting learning using Google Classroom, providing learning rewards and a conducive learning environment.

Based on intrinsic and extrinsic data, the data can be summarized in the following table.

No	Action	Intrinsic Motivati on	Ekstrinsic Motivatio n	Avera ge	Improvemen t
1	Pre-Action	38%	41%	40%	
2	Cycle I	67%	71%	69%	29%
3	Cycle II	96%	98%	97%	28%

Source: Data processed by researchers

The results of this study agree with the results of research from (Mugiono, 2021) which states that the use of the Google Classroom application can increase student learning motivation in three-dimensional material in class XII IPS-1 SMA Negeri 2 Banda Aceh, where in cycle I the average score of student learning motivation was 63.26 and increased to 72.79 in cycle II. Google Classroom in this study has an important role in increasing students' learning motivation. There are many features that can provide convenience to teachers and students, such as the ease of providing various types of learning media, attendance, providing various types of exercises and so on. Besides that, there are shortcomings seen in the use of Google Classroom in this study, namely the level of discussion in Google Classroom is still relatively low. However, it was overcome by the use of blended learning system.

Blended learning system also plays an important role in increasing learning

motivation. When learning online, students are more focused on the material provided, but they are still shy to ask questions in the Google Classroom forum. However, when face-to-face learning is conducted they are more focused and motivated on things to ask and practical activities. This agrees with the results of research from (Wahid et al., 2021) which concluded that the problems experienced by teachers and students during online distance learning were overcome by combining face-to-face learning at school.

## 2. Analysis of Learning Outcomes

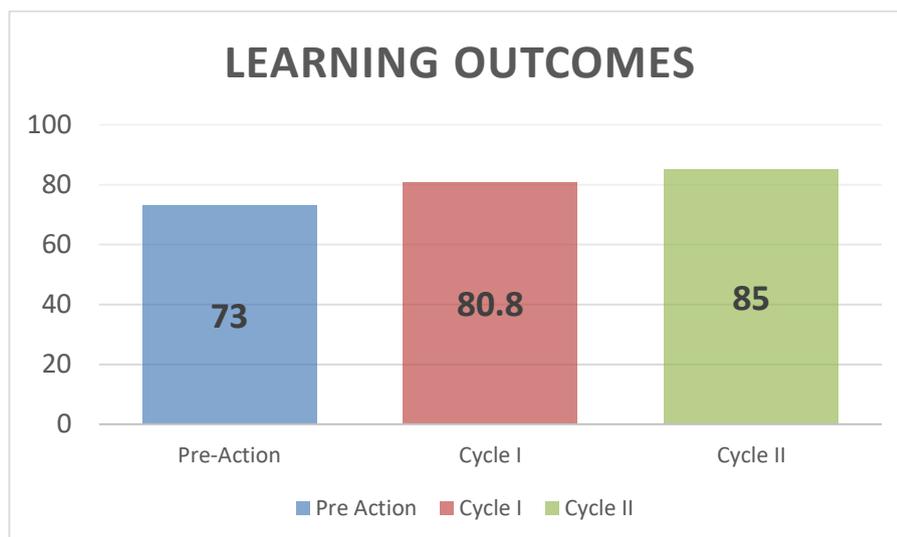
Learning carried out for 2 cycles with 4 meetings was carried out smoothly in accordance with the learning plan that had been made before. This learning activity took place from August 24 - August 31, 2022. Students' learning motivation in the learning process is improved by using Google Classroom learning media and Blended Learning learning system.

Learning outcomes in this study were taken from cognitive, affective and psychomotor aspects. Cognitive assessment is done by conducting multiple choice tests that utilize the Google Classroom function and connect it with Google Form. Affective assessment is seen through honesty, behavior and attendance during learning. As for cognitive, practical tests are carried out in the form of practice in accordance with the material being studied. There was an increase in each cycle, in cycle I the overall average was 80.8 with 26 people who were able to exceed the KKM. Meanwhile, in cycle II there was an increase in the overall average, which was 85.0 with 31 students who were able to exceed the KKM, which was 80. The following are details about the percentage of each cycle.

No.	Category	Pre-Action	Cycle I	Cycle II
1.	≥ 80 (Completed)	26% (9 Students)	74% (26 Students)	89% (31 Students)
2.	< 80 (Not Complete)	74% (26 Students)	26% (9 Students)	11% (4 Students)

Source: Data processed by researchers

The increase in learning outcomes of students in class XII MPLB 1 in each cycle can be illustrated by the diagram below.



Source: Data processed by researchers

Google Classroom in improving learning outcomes has a very important role. All the facilities provided for the continuity of learning are very evident. Many features support learning for students and teachers. This convenience can provide an increase in learning outcomes. This opinion is in accordance with the journal (Violeta, 2021) which states that the utilization of the Google Classroom application in online-based learning for students in class X MIPA 1 SMA Negeri 3 Kerinci is evidenced by an increase in student learning outcomes from the new pre-cycle reaching an average learning completeness with a percentage of 48%. Then experienced an increase in the percentage of learning completeness also increased by 24% from cycle 1 of 64% to 88% in cycle 2.

Google Classroom itself can also be used in various conditions, one of which is with the Blended Learning system. Google Classroom was originally created for online learning. However, over time the use of Google Classroom has become more flexible. Google Classroom can be used as a place for attendance, assignments, materials, and assessments that are used in face-to-face learning situations. The problems of using Google Classroom when online and face-to-face can be resolved by each other. In other words, the advantages and disadvantages of using Google Classroom and Blended Learning can complement one another.

This is in accordance with the results of research from (Wahid et al., 2021) which states that the problems experienced by teachers and students during online distance learning are overcome by combining face-to-face learning at school. So that the application of this learning method can improve the learning outcomes of students at SMK YATPI Godong. The use of Google Classroom and the implementation of Blended Learning is one of the solutions with the uncertain state of the Covid-19 Pandemic as it is today.

## CONCLUSION AND SUGGESTIONS

Based on the results of class action research conducted in this study, it can be concluded that the application of Blended Learning through Google Classroom can increase learning

motivation and learning outcomes of XII MPLB class students of SMK Negeri 14 Jakarta. The increase in learning motivation of students in class XII Office Management and Business Services of SMK Negeri 14 Jakarta can be seen from the results of observation data obtained in each cycle. In cycle I, based on the results of observations, a percentage with an average of 69% was obtained in the moderate category and increased in cycle II to 97% in the very high category. it can be said that students' interest in learning increased after taking action for 2 cycles.

Classroom learning on the material of the agenda book archive storage system which is carried out online and face-to-face using Google Classroom turns out to be able to improve and improve student learning outcomes with the development of completeness (KKM) which was originally only 26% in pre-action, then increased to 74% cycle I and 89% complete in cycle II.

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