

PENGARUH PENGGUNAAN APLIKASI GOOGLE MEET DAN GAYA BELAJAR TERHADAP KEPUASAN BELAJAR SISWA

THE INFLUENCE OF USE OF GOOGLE MEET APPLICATIONS AND LEARNING STYLES ON STUDENTS' LEARNING SATISFACTION

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh: (1) Penggunaan Aplikasi Google Meet; (2) Gaya Belajar; terhadap (3) Kepuasan Belajar Siswa. Penelitian ini merupakan penelitian ex-post facto. Populasi dalam penelitian ini adalah siswa SMA N 1 Imogiri berjumlah 125 siswa. Penelitian ini merupakan penelitian populasi. Teknik pengumpulan data menggunakan kuesioner. Hasil penelitian pada taraf signifikansi 5% menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan Penggunaan Aplikasi Google Meet terhadap Kepuasan Belajar Siswa dengan nilai t_{hitung} lebih besar dari nilai t_{tabel} ($3,444 > 1,979$), nilai signifikansi yang lebih kecil dari 0,05 ($0,001 < 0,05$), dan nilai $r=0,282$; (2) tidak terdapat pengaruh yang signifikan Gaya Belajar terhadap Kepuasan Belajar Siswa dengan nilai t_{hitung} lebih kecil dari nilai t_{tabel} ($0,991 < 1,979$), nilai signifikansi lebih besar dari 0,05 ($0,323 > 0,05$), dan nilai $r=0,084$; (3) terdapat pengaruh positif dan signifikan Penggunaan Aplikasi Google Meet dan Gaya Belajar terhadap Kepuasan Belajar Siswa dengan nilai F_{hitung} lebih dari nilai F_{tabel} ($5,217 > 2,686$), dan nilai signifikansi lebih kecil dari 0,05 ($0,007 < 0,05$).

Keywords: Penggunaan Aplikasi Google Meet, Gaya Belajar, Kepuasan Belajar Siswa

Abstract

This study aims to determine the effect of: (1) the use of the Google Meet Application; (2) Learning Style; on (3) Student Learning Satisfaction. This research is ex-post-facto research. The population in this study were students of SMA N 1 Imogiri, totaling 125 students. This research is a population study. Data collection techniques using a questionnaire. The results of the study at a significance level of 5% showed that: (1) there was a positive and significant effect of the use of the Google Meet Application on Student Learning Satisfaction with a t_{count} greater than the t_{table} value ($3.444 > 1.979$), a significance value smaller than 0.05 ($0.001 < 0.05$), and the value of $r = 0.282$; (2) there is no significant effect of learning style on student learning satisfaction with the value of t_{table} ($0.991 < 1.979$), the significance value is more significant than 0.05 ($0.323 > 0.05$), and the value of $r = 0.084$; (3) there is a positive and significant effect on the use of Google Meet Applications and Learning Styles on Student Learning Satisfaction with the calculated F_{count} more than the F_{table} value ($5.217 > 2.686$), and the significance value less than 0.05 ($0.007 < 0.05$).

Keywords: Use of Google Meet Application, Learning Style, Student Satisfaction

INTRODUCTION

The Health Commission of the City of Wuhan, China, reported a group of

pneumonia cases in Wuhan, Hubei Province, after being identified as a new type of coronavirus on December 31, 2019.

WHO, on February 11, 2020, announced that the name of the coronavirus was Covid-19. The name comes from an abbreviation, you co for corona, vi for the virus, and d for disease. While 19 is the year the virus was discovered (Nugroho. 2020: 1). Covid-19 is an infectious disease that originates from a new type of coronavirus. This virus attacks animals and humans (WHO. 2020: 1).

A very significant impact occurred was that the Ministry of Education and Culture issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period (Kmdikbud Web Manager. 2020: 1). One of the contents of the SE is that the learning process is carried out online. Not allowing him to meet in person is the basis for doing online learning in every school. Including in the province of Yogyakarta, online or distance learning is carried out starting March 23, 2020 (Pertana. 2020: 1). Distance learning during this period is intended to prevent the spread of the Covid-19 pandemic (Kamil. 2020: 1).

Online learning is the solution, even though this is a challenge that must be faced for the sake of continuing education (Kamil. 2020: 1). Distance learning, commonly referred to by the Indonesian people from the first to the second phase, still raises many complaints from various regions. The Indonesian Child Protection Commission (KPAI) received 800 complaints related to PJJ, which are still challenging to implement (CNN Indonesia's Covid-19 Task Force. 2020: 1). The results of the UNICEF survey stated that 66% of the 60 million students from various levels of education in 34 provinces during the pandemic were not comfortable studying at home (Kasih. 2020: 1).

Yogyakarta province is not free from the problem of learning satisfaction during the pandemic. Several areas in Bantul, located in sub-districts with hilly topography, one of which is the Imogiri sub-district, experienced the same thing during online learning. According to the sitemap, network coverage in Imogiri is still relatively low for each provider. SMA N 1

Imogiri is a high school located in the Imogiri sub-district. This school has implemented online learning during the pandemic. Signals that do not support online learning cause student satisfaction to decrease during the pandemic. Students tend to be negligent in their assignments and rarely attend lessons during the pandemic.

Many studies state that the change from offline learning to online learning is compelling, but the learning process must still be implemented (Bao. 2020: 113-115). Seeing these demands, previous research has been carried out and resulted in a statement that students are better at online learning than traditional learning. This is seen from the high level of course completion, student satisfaction, and the level of motivation is the desire to acquire knowledge from online learning (Bernard. 2014: 87-118).

Previous research has analyzed the factors that influence online learning satisfaction, such as social presence, social interaction, collaborative learning, technology quality, physical distance, communication, technology availability, interaction with teachers and friends, and learning design that influence online learning satisfaction. As for other factors from research cited in Ghufron's journal that flexibility, computer skills, instructor behavior, reliable technology, interactive communication, social skills, instructional design, delivery system quality, and multimedia instruction affect online learning satisfaction (2020: 130-148).

Dabbagh and Ritland, in Novita and Abdul's journal, said that there are three components in online learning, namely learning models, instructional and learning strategies, and online learning media (Arnesi. 2015: 88). On average, to make it easier for teachers to organize learning during the pandemic, they choose digital platforms or online learning media such as Google Classroom, Whatsapp Group, Zoom, Moodle, Youtube, Edmodo, Google Meet, and others to provide learning materials or discuss with students. (Juhji. 2020: 1-15). As many as 35% of diploma students turned out to like using the Zoom,

Google Meet, and Webex applications (Chung, 2019: 46-58). This means that there are factors in using the Google Meet application that might affect learning satisfaction.

Google Meet is an application to bring various people together virtually (John, 2020: 1). Google Meet is Google's products that facilitate video conferencing, including online meetings or classes for up to 250 participants (Google, 2020: 1). Researchers state that the e-learning platform is considered satisfactory during online learning to improve skills, motivation, and knowledge (Capece, 2013: 335-343). In addition to e-learning platforms, social media applications can improve student achievement and satisfaction (Rueda, 2017: 1059-1071). For example, students' Skype, Twitter, and Blogs were found to be satisfactory during learning (Gikas, 2013: 18-26). Mobile learning platforms in websites can also affect student learning satisfaction (Zhonggen, 2019: 323-341). On the other hand, it turns out that learning satisfaction is not influenced by online learning media such as WhatsApp, Google Classroom, Zoom, and Google Meet applications (Juhji, 2020: 1-15).

Schools accept students not only one but tens to hundreds, even more. This means that there will be many types and characters of students in learning if there are many students. In this case, there will be a variety of learning styles for each student in receiving the information conveyed by the educator. Differences in learning styles indicate the fastest and best way for each student to receive information from the educator (Hamzah, 2010: 180). According to Sarasin, cited by Sugihartono, et al., the learning style is a specific pattern of behavior in receiving and developing to storing information or skills (Sugihartono, 2013: 53). Therefore, students must be more independent in understanding learning materials during a pandemic, while educators deliver learning materials with various methods and media according to the circumstances.

According to some researchers, it

turns out that learning styles are included in the determinants of student learning satisfaction. A study states that the accommodative and convergent learning styles in high school students show effective results for web-based learning (Chou, 2000: 455-472). Differences in learning styles have a different effect on student satisfaction. Free learning styles positively influence online learning satisfaction, while dependent learning styles have a negative influence on online learning satisfaction (Ghufron, 2020: 130-148). In addition to the factors that influence learning satisfaction, some studies produce differences in the absence of the influence of other factors on satisfaction. One of them is the individual learning style (Batista, 2005: 22-30). Different learning styles do not affect learning satisfaction (Cheng, 2017: 473-489). Research on convergent and assimilator learning styles does not affect student satisfaction using the traditional approach and ICM (Wang, 2019: 1-8).

Various researchers have studied the factors of online learning satisfaction. However, many studies have not explored the online learning satisfaction factors in the form of using the Google Meet application and learning styles. Moreover, using the Google Meet application and learning styles studied by previous researchers did not positively affect learning satisfaction, causing differences in research results. These things raise research questions and problems. Thus, this study aims to examine the effect of using the Google Meet application and learning styles on student learning satisfaction during the COVID-19 pandemic at SMA Negeri 1 Imogiri.

METHODS

This study is a causal associative study where this study intends to determine the effect of the use of the Google Meet Application (X_1) and Learning Style (X_2) on Student Learning Satisfaction (Y). This research is an ex post facto study, where this study examines variables that had occurred before the research was carried out (Suharsimi, 2013: 17). The research method

used is quantitative, it is said to be a quantitative method because the research data used are in the form of numbers, and the analysis uses statistics (Sugiyono 2018: 14). The population of this study was students of class XII Social Sciences Major 1 (32), Social Sciences Major 2 (29), Social 3 (31), and Natural Sciences Major 3 (33) 1 Imogiri Senior High School. The data used in this study is primary data that comes from the main data source and other supporting documents. Data collection was carried out using instruments in the form of questionnaires or questionnaires distributed to respondents.

This research questionnaire uses a modified Linkert scale in 4 alternative answers. According to Hadi (1991: 19), modification of the Linkert scale aims to eliminate the weaknesses contained in the five-level scale. 4 scales were chosen to determine the instrument's score and avoid doubtful answers so that the respondents stated explicitly. The types of statements in this questionnaire consist of positive statements. This validity test uses the product-moment correlation formula from Karl Pearson. The test results showed that only 9 statements in the Use of the Google Meet instrument, 9 statements in the Learning Style instrument, and 9 statements in the Student Learning Satisfaction instrument were declared valid. The reliability test results with Cronbach's Alpha showed a score of 0,870 for the Use of the Google Meet instrument, 0,649 for the Learning Style instrument, and 0,872 for the Student Learning Satisfaction instrument. The data analysis technique used in this research is multiple regression analysis. The prerequisite analysis test included normality test, linearity test, and multicollinearity test.

FINDINGS AND DISCUSSION

The Result of Prerequisite Analysis Test

1. Normality Test

The results of the normality test are as follows:

Table 1 Summary of Normality Test Results

Variable	Signifi-cance	Informa-tion
Student Learning Satisfaction	0,063	Normal
Use of the Google Meet App	0,071	Normal
Learning Style	0,081	Normal

The normality test results show that all variables and research variables have a significance value greater than 0.05 at ($\text{sig} > 0.05$), so it can be concluded that all research variable data are normally distributed.

2. Linearity Test

The linearity test results obtained are as follows:

Table 2. Summary of Linearity Test Results

Independent Variable	Significance	Information
Use of the Google Meet App	0,287	linear
Learning Style	0,921	linear

The results of the linearity test in the table above can be seen that all variables have a significance value greater than 0.05 ($\text{sig} > 0.05$), this indicates that the variable Google Meet Application Use with Student Learning Satisfaction has a linear relationship and the Learning Style variable with Student Learning Satisfaction has a linear relationship.

3. Multicollinearity Test

The multicollinearity test results are summarized in the following table:

Table 3. Summary of Multicollinearity Test Results

Independ ent Variable	Coefficient Correlation		Information
	X ₁	X ₂	
X ₁	1	0,170	The two independent variables do not have
X ₂	0,170	1	

The calculation of the multicollinearity test above shows that the two independent variables have a correlation value of < 0.70 . The correlation between X_1 and X_2 is 0.170, which means less than 0.70. Based on these data, it can be concluded that between the two independent variables, there is no multicollinearity between the independent variables, so that multiple regression analysis can be continued.

The Result of Prerequisite Analysis Test

The results of multiple regression analysis were carried out using a statistical application program which is summarized in the following table:

Table 4. Multiple Regression Test Results

Sub Variable	Regression Coefficient	t-count	Sig.
Use of the Google Meet App	0,282	3,444	0,001
Learning Style	0,084	0,991	0,323

Constant = 18,886
 $R = 0,325$
 $R^2 = 0,106$
 $F_{count} = 7,209$
 $Sig. = 0,001$

From the results of the multiple regression analysis, the multiple regression equation can be written as follows:

$$Y = 18,886 + 0,282X_1 + 0,084X_2$$

The test results are described as follows:

1. F Test

Based on the results of the F test, the F_{count} value is 5.217. If the F_{count} is then compared with the F_{table} value of 2.686 at a significance level of 5%, then the calculated $F_{value} > F_{table}$ ($5.217 > 2.686$), with a significance value of 0.007 less than 0.05 ($0.007 < 0.05$). If so, it can be concluded that the variables of using the google meet application and student learning styles have a significant effect and have a regression relationship with the variable of student learning satisfaction. If so, the two

independent variables are feasible to be used in the regression model to test their effect on student learning satisfaction.

2. The t-test

Based on table 4, the explanation of the results of the t-test for each independent variable is as follows:

a. Use of the Google Meet App (X_1)

The results of the t-test statistics for the variable using the google meet application are known that the t_{count} value of 3.444 is greater than the t_{table} value of 1.979 or ($3.444 > 1.979$), and the significance value is 0.001; where the significance is smaller than 0.05 ($0.001 < 0.05$), and the regression coefficient has a positive value of 0.282, then the hypothesis which states that there is a positive influence on the use of the Google Meet application on student learning satisfaction during the Covid-19 pandemic is declared accepted. Thus, the use of the Google Meet application has a positive and significant effect on student learning satisfaction so that H_1 is accepted.

b. Learning Style (X_2)

The statistical results of the t-test for the student learning style variable showed that the t_{count} value of 0.991 was smaller than the t-table value of 1.979 or ($0.991 < 1.979$), and the significance value was 0.323; where the significance is more significant than 0.05 ($0.323 > 0.05$), and the regression coefficient has a positive value of 0.084, the hypothesis which states that there is a positive and significant influence on student learning styles on student learning satisfaction during the Covid-19 pandemic is rejected. In other words, student learning styles do not significantly affect student learning satisfaction, so H_2 is rejected.

Discussion

The Effect of Using the Google Meet Application on Student Learning Satisfaction During the Covid-19 Pandemic

The results showed that the use of the Google Meet application had a

significant effect on student learning satisfaction during the Covid-19 pandemic. This is evidenced by the value of t_{count} greater than t_{table} ($3.444 > 1.979$) and a significance value that is smaller than 0.05 ($0.001 < 0.05$).

This conclusion is in line with the study conducted by Mujibul Hakim and Aria Mulyapradana with the title "The Effect of Online Media Use and Learning Motivation on Student Satisfaction During the Covid-19 Pandemic (Case Study of ITS NU Pekalongan Students and Pusmanu Polytechnic)" in 2020. Moreover, this research is also consistent with Norah Mansour Almusharraf and Shabir Hussain Khahro entitled "Students' Satisfaction with Online Learning Experiences During the COVID-19 Pandemic" in 2020. Both studies reveal that online platforms such as google meet and the like has a positive and significant effect on student learning satisfaction.

The results of this study explain that the use of online learning platforms or media such as google meet can affect student satisfaction when learning has changed from face to face directly to online learning. These results support what was stated by Dabbagh and Ritland (2015) that there are three components during online learning, one of which is online learning media, which in this case is google meet. Juhji (2020) stated that online media or platforms help teachers organize learning during the pandemic so that students can be facilitated and feel satisfied with the learning held.

The Effect of Learning Style on Student Satisfaction in the Covid-19 Pandemic

The results showed that learning styles did not significantly affect student learning satisfaction during the Covid-19 pandemic. This is evidenced by the value of t_{count} , which is smaller than the value of t_{table} ($0.991 < 1.979$), and the significance value is more significant than 0.05 ($0.323 > 0.05$).

This conclusion is different from the research conducted by M. Nur Ghufon entitled "Online Learning Satisfaction: Does Learning Style Have an Influence?" in

2020, which states that learning styles positively affect student learning satisfaction. In addition, the results of this study are also inconsistent with research conducted by Ahmed Mahmoud Aliweh (2011) which states that kinesthetic learning styles have a significant effect on student learning satisfaction.

On the other hand, the findings of this study are in line with research conducted by Cheng (2017) which shows that learning styles have no significant effect on learning satisfaction. In addition, Wang's (2019) research also explains that learning styles do not affect learning satisfaction.

The initial hypothesis of the research is that learning style will have a positive and significant effect on student learning satisfaction. Online learning satisfaction is influenced by characteristics from within students, namely in the form of learning styles. Those learning styles are considered necessary in the teaching and learning process during online learning. Learning style is vital to note because it helps the teaching and learning process to be more dialogical. Learning styles can be a guide for educators in designing and conveying information for students. This leads to the development of a new learning environment, namely during distance or online learning. Educators and students should understand learning styles because, in the online learning process, students will shape their experiences according to the circumstances that support them (Ghufon. 2020: 130-148).

This study uses three types of learning styles, namely visual, auditory, and kinesthetic learning styles. The results show that there are various learning styles during online learning. Of the 125 grade 12 students, 33% have a visual learning style. 25% with auditory learning style, 11% with kinesthetic learning style, 10% with visual-auditory learning style, 8% with visual, kinesthetic learning style, 4% with kinesthetic auditory learning style, and 12% with a mixture of the three types of learning styles. According to Papilaya and Huliselan, this mixing of learning styles can

occur in their research entitled "Identification of Student Learning Styles" (2016).

The absence of a significant influence of learning styles on student learning satisfaction indicates that educators may be unprepared for conducting online learning. This could happen because of the sudden Covid-19 pandemic, which changed the way educators conducted learning for the first time. In addition, educators must meet the minimum qualifications to be able to organize online learning. Not only educators, but it is also possible that there is a mismatch between the curriculum used when learning using the online system (Darren. 2014: 112-129).

CONCLUSION

Conclusion

Based on the discussion that has been described previously, the following conclusions are obtained: 1) There is a positive and significant influence on using the Google Meet application on student learning satisfaction during the Covid-19 pandemic. This is indicated by the value of t_{count} greater than the value of t_{table} ($3.444 > 1.979$), a significance value which is smaller than 0.05 ($0.001 < 0.05$), and the regression coefficient has a positive value of 0.282; 2) There is no significant effect of learning style on student learning satisfaction during the Covid-19 pandemic. This is indicated by the value of t_{count} , which is smaller than the value of t_{table} ($0.991 < 1.979$), the significance value is more significant than 0.05 ($0.323 > 0.05$), and the regression coefficient has a positive value of 0.084.

Suggestion

Based on the results of the research conclusions above, the suggestions that can be given are as follows: 1) Students are expected to have the will and enthusiasm to hone learning styles other than kinesthetic learning styles; 2) Teachers are expected to identify better and seek to make learning

successful; 3) This study provides information that there are still many research variables that have not been studied. Further research can explore other variables to study considering that various factors might still affect student learning satisfaction. Not only that, further researchers can expand the scope of research by using a population and sample of students from different schools, both high school and vocational high school majoring in accounting.

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