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The The Relationship Between Google Classroom Application Media and Student Creativity in Islamic Religious Education Learning Achievement

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Abstract

The purpose of this study was to determine the relationship between there is a significant relationship between the google classroom application media and PAI learning achievement, a significant relationship between student creativity, and a significant relationship between the google classroom application media and student creativity together with PAI learning achievements of students in Bekasi. The research method used in this study is survey and correlation methods. In this study the instrument used was a questionnaire primary data and learning outcomes using secondary data.The results of this study are the first, the google classroom application media has a significant relationship with PAI learning achievement. Evidenced by the results of data analysis (t count 5.165 > t table 1.67).KSecond, student creativity has a significant relationship with Islamic education learning achievement. Third, the google classroom application media and student creativity together have a significant relationship with PAI learning achievement.

Keywords Google Classroom Application Media, Student Creativity, Islamic Education Learning Achievement

Hubungan antara Media Aplikasi Google Classroom dan Kreativitas Siswa dengan Prestasi Belajar Pendidikan Agama Islam Siswa di Bekasi.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui hubungan signifikan antara media aplikasi google classroom dengan prestasi belajar PAI, hubungan signifikan antara kreativitas siswa, dan hubungan signifikan antara media aplikasi google classroom dan kreativitas siswa secara bersama-sama dengan prestasi belajar PAI siswa di Bekasi. Metode penelitian yang digunakan dalam penelitian ini adalah metode survey dan korelasi. Populasi yang digunakan dalam penelitian ini dibagi menjadi dua yaitu. Populasi target dan populasi terjangkau. Hasil dari penelitian ini adalah yang pertama, media aplikasi google classroom mempunyai hubungan yang signifikan dengan prestasi belajar PAI. Dibuktikan dengan hasil analisis data (t hitung 5,165 > t tabel 1,67). Kedua, kreativitas siswa memiliki hubungan yang signifikan dengan prestasi belajar PAI. Yang ketiga, media aplikasi google classroom dan kreativitas siswa secara Bersama-sama mempunyai hubungan signifikan dengan prestasi belajar PAI.

Kata kunci: google classroom, Kreatifitas Murid, Pendidikan Agama Islam

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A. Introduction

Massive use of flat form online learning applications in early 2020 where humanity around the world was shaken by the Corona Virus Disease (COVID-19) pandemic. This pandemic has greatly affected all sectors, both economic, social and educational. For Indonesia itself, the government has given appeals to the public in overcoming this. The policy of social distancing, physical distancing, online learning is an effort to prevent the spread of CoronaVirus Disease (COVID-19). Even though they have to experience constraints of limiting physical and social activities, in fact education must continue, especially the development of science and technology which is very rapid to support the continuity of education to continue.

Google for education has several services that are very helpful in the teaching and learning process such as Google Classroom, Google Mail, Google Drive, and many others. In the national education system law number 20 of 2003/Chapter IV (track, level, and type of research), it is stated that distance education functions to provide educational services for groups of people who cannot attend face-to-face education.

The Covid-19 pandemic has had an impact on all aspects of life, preventing the transmission of this virus by limiting the movement of people and limiting the occurrence of crowds. One way to deal with the spread of this virus is to maintain cleanliness, maintain distance, and stay in each other's homes so that there is no movement and crowds. The government implements a Work From Home (WFH) policy, this effort is implemented so that everything related to work can be implemented and completed from home [1] Education in Indonesia is one of the areas affected by the Covid-19 pandemic, with restrictions on interactions to break the chain of virus transmission, the Ministry of Education and Culture in Indonesia issued a policy regarding

[1] Matdio Siahaan, "Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan," *Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan* 20, no. 2 (2020).

learning services with the implementation of Learning From Home (BDR)[2]. The methods and media for implementing BDR are carried out using distance learning which is carried out using two approaches, namely online and offline learning.

The progress and decline of a nation is determined by the progress or not of existing education, where education must really be a common concern**,** both government and private. The development of[3] education in the 4.0 era faces many serious challenges which can result in low quality education. No exception, Islamic education also faces challenges that must be faced together. The output of Islamic education, especially Islamic Religious Education subjects, is the main focus of the community. Deterioration of morals (Akhlaq) students cannot be separated from the results of the educational process organized by institutions (schools or madrasas), in this case the focus is the teacher as an educator. In fact, the teacher is not just transferring knowledge (transfer of knowledge) that is in his brain to the brains of students [4]**.** Instead, educators should also transfer their affective and psychomotor domains to their students. This is in line with the philosophy of education put forward by Ki Hajar Dewantara, ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani [5]

This philosophy means that the teacher is a role model for their students, builds initiatives with their students, and is a driving force for the progress of their students in the future. In general, the implementation of teaching and learning implemented by teachers in schools uses conventional learning methods[67]**.** This is seen as resulting in students being less actively

[2] SE Mendikbud, "Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Covid-19," *Jakarta: SE*, no. 4 (2020).
[3] Hasan Baharun, "Pengembangan Media Pembelajaran Pai Berbasis Lingkungan Melalui Model Assure," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 14, no. 2 (2016): 231–46.
[4] Hasbullah Hasbullah, Juhji Juhji, and Ali Maksum, "Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam," *EDURELIGIA: Jurnal Pendidikan Agama Islam* 3, no. 1 (2019): 17–24.
[5] Ahmad Syaikhudin, "Konsep Pemikiran Pendidikan Menurut Paulo Freire Dan Ki Hajar Dewantoro," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 10, no. 1 (2012): 79–92.
[6] Zulvia Trinova, "Pembelajaran Berbasis Student-Centered Learning Pada Materi Pendidikan Agama Islam," *Al-Ta Lim Journal* 20, no. 1 (2013): 324–35.

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involved in learning activities [8]. As a result, the learning that is carried out becomes "dry" without "meaning" which if done continuously will impact on the saturation of students. As learning subjects, students must be actively and enthusiastically involved in the learning activities carried out [9] . This view has implications for the involvement of students as learning actors, not learning objects. Therefore, the teacher as an educator makes himself a facilitator in charge of guiding[10], directing, and coordinating the process of learning activities. Activities to educate and prepare students so that they are able to adapt and contribute when they grow up are not easy tasks.

It takes awareness, patience, readiness, tenacity, courage, and constancy in educating. This process is not enough to be done by the teacher personally, but there must be overall cooperation with each other. Families (mothers and fathers), schools (educators and education staff), and the community, as well as the mass media have duties that deserve attention in fulfilling educational goals. In transferring the learning outcomes of Islamic Religious Education subjects which include attitudes, skills, and knowledge, teachers should understand the learning strategies that will be applied. Knowledge and understanding of learning strategies is very important because it relates to the method to be applied so that the learning outcomes are achieved optimally. Islamic Religious Education describes subjects that are intentionally and programmed in preparing students as learners so that they can understand, know, recognize, live, believe, have faith, have good morals, and carry out Islamic religious teachings that originate from the Qur'an and al-Qur'an. Hadith through teaching and learning strategies carried out by teachers in schools or madrasas. Teaching and learning strategies are defined as plans that will be carried out by the teacher in teaching teaching materials to students. The strategy is contained in the learning implementation plan which is then derived

[7] Monalisa Gherardini, "Pengaruh Metode Pembelajaran Dan Kemampuan Berpikir Kritis Terhadap Kemampuan Literasi Sains," *Jurnal Pendidikan Dasar* 7, no. 2 (2016): 253–64.
[8] Trinova, "Pembelajaran Berbasis Student-Centered Learning Pada Materi Pendidikan Agama Islam."
[9] Ahmad Salim, "Pendekatan Saintifik Dalam Pembelajaran Pendidikan Agama Islam (Pai) Di Madrasah," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 12, no. 1 (2014): 33–48.
[10] Hasbullah, Juhji, and Maksum, "Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam."

in the method. Therefore, teachers should be able to determine what strategies will be applied to the learning process carried out.

Schools as educational institutions must be alert in facilitating any changes regarding the education of their students. The emphasis on learning at home for students must be supervised by parents and educators. It is undeniable that technological developments have been used in all aspects of human life. Currently, the computer is not only a means of processing words and data, but can be used as a multimedia learning tool that makes it possible to assemble the design of a scientific concept[11].

In essence, Google Classroom is a learning media and tool in conveying material to achieve a number of formulated competencies. The more senses used in receiving and processing information, the greater the possibility that the information can be understood and retained in memory [12].

The selection of learning media is adjusted to the aspects of the material to be studied. Facilities that can be used as online learning media include e-learning, the Zoom Cloud Meeting application, Google Classroom, Google Meet, Youtube, Edmodo, Educator Room, Quipper, and Whatsapp social media. Google Classroom is a product from Google. Google Classroom as a free online service for schools, non-profit organizations and anyone who already has a Google account.

According to research conducted by [13], it shows that the use of the Google Classroom application has a positive effect on the quality of learning. This is shown by multiple linear regression with an r value of 0.847. The adjusted R^2 value is 0.688, and the t count > table (2.357 > 2.045) with a significance of 0.025. Thus the better you use Google Classroom, the better the

[11] Dimas Setiawan, Irsyadul Arifin, and Rian Ardianto, "Implementasi Pengembangan Sistem Media Pembelajaran Pengenalan Komputer," *INTENSIF: Jurnal Ilmiah Penelitian Dan Penerapan Teknologi Sistem Informasi* 2, no. 2 (2018): 127–35.
[12] M Pd Rusman, *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan* (Prenada Media, 2017).
[13] E Ernawati, "Pengaruh Penggunaan Aplikasi Google Classroom Terhadap Kualitas Pembelajaran Dan Hasil Belajar Siswa Mata Pelajaran Ekonomi Di Kelas XI Di MAN 1 Kota Tanggerang Selatan," *Skripsi). Jakarta: Universitas Islam Negeri Syarif Hidayatullah*, 2018.

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quality of learning. According to Isna Farahsanti and Annisa Prima Exacta [14], success in the learning process can be seen from the learning competencies achieved after the teaching and learning process takes place. Learning competence is a reflection of learning achievement achieved after making a learning effort.

In the world of education, it is the teacher who holds the key in generating and developing a child's creative power. A teacher who wants to awaken creativity in his students must first try to make himself creative. In general, creative teachers have been educated by creative people in a supportive environment. Therefore, a teacher needs to develop his creativity as an effort to renew the learning process at school, so a teacher is required to have a positive view or opinion on how to create the expected learning situations and conditions, because operationally it is the teacher who is directly involved in the learning process at school.

B. Learning achievement

Learning achievement is a result of a learning activity, before discussing the meaning of learning achievement, it is necessary to know about learning theory first. The etymological definition of learning is trying to acquire intelligence or knowledge, which is meant by this understanding is an activity to achieve intelligence or knowledge. Human effort in achieving intelligence or knowledge is an attempt to meet needs that have not been owned or obtained before. So that by learning someone knows, understands, understands, and has about something. In terminology, the notion of learning exists according to some experts.

According to Skinner in Dimyati's book learning is a behavior when people learn, the response becomes better, conversely if he does not learn, the response decreases. In addition, according to Purwanto, learning is a change in behavior, where the change can lead to better behavior, but there is also the possibility of leading to worse behavior. According to Sadirman learning is changing, which here

[14] Isna Farahsanti and Annisa Prima Exacta, "Pendekatan Pembelajaran Metakognitif Dengan Media Flash Swishmax Pada Pembelajaran Matematika SMP," *JP2M (Jurnal Pendidikan Dan Pembelajaran Matematika)* 2, no. 2 (2016): 48–56.

means a change in someone who is learning. According to Winkle, learning is a mental/psychic activity that takes place in active interaction with the environment which results in a number of changes in knowledge-experience, skills, values, attitudes, these changes are relatively constant and lasting. Thorndike [15] learning as a process of interaction between thoughts, feelings, or movements that produce changes that can be tangible to something concrete or non-concrete. From several definitions of learning according to experts, it can be interpreted that learning is an interactive business process that is carried out actively which results in changes in behavior, thoughts, experiences, which can be in the form of something concrete or non-concrete. Achievement in English can be called achievement which comes from the word achieve which means to achieve, while achievement means result or achievement, Achievement according to Sumardi is the final formulation that can be given by the teacher regarding the progress/achievement of student learning during a certain period. According to Bukhari**,** the notion of achievement is defined as the results achieved or the results that have been achieved. From several definitions of achievement according to some experts, it can be interpreted that achievement is a result of achieving a process that is achieved within a certain period of time.TemporaryLearning achievement is a result of the achievement of the process of learning activities which is measured through a learning achievement test and the results can be in the form of grades or scores listed on the report card. Student learning achievement can be known after an evaluation is held, the results of the evaluation can show the high or low student learning achievement.

Another aspect is baked which can affect the high and low achievement of learning achievement in certain fields. Interest can be interpreted as a high tendency or enthusiasm or a high desire for something. Interest can influence student learning outcomes, for example students who have an interest in mathematics will be more focused and intensive in that field so that it is possible to achieve satisfactory results. Motivation is an internal state of the organism that encourages it to do something or supplies power to behave in a directed manner.

[15] Hamzah B Uno, *Teori Motivasi Dan Pengukurannya: Analisis Di Bidang Pendidikan* (Bumi Aksara, 2023).

Based on the description above, it can be interpreted that the factors that influence learning achievement are internal (inside) and external (outside) students. So that the level of learning achievement achieved by students at school will also have an effect.

C. Google Classroom Application Media

*Google Classroom*is an application that is a classroom in the world virtual network that is connected with an internet connection. This application is learning tools that provide various facilities that are useful for make it easy for teachers and students to implement teaching and learning activities. Teaching and learning activities in question are not only in the classroom, but also outside the classroom. Teacher and students can carry out learning anywhere and anytime online using the Google Classroom application. Google *classrooms can* create effective learning activities and be productive without the need for face to face again. Teachers and students can carry out learning activities such as making classes, giving materials and collecting assignments, discussing, commenting to assessing students' assignments through this one application.

According to Abdul Barir Hakim [16], Google Classroom is an internet-based service provided by Google as an e-learning service system, designed to help teachers create and distribute paperless assignments to students. To use this service, you must have an account with Google. Besides that, Google Classroom can only be used by schools that have Google Apps for Education.

According to Fransiskus Ivan Gunawan and Stefani Geima Sunarman [17], google classroom (or in Indonesian, namely Google classroom) is a learning platform that can be assigned to any scope of education that is intended to help find a way out of the difficulties experienced in making assignments without using paper (paperless). This software has been introduced as part of Google Apps for Education (GAFE) since August 12, 2014.

[16] Abdul Barir Hakim, "Efektifitas Penggunaan E-Learning Moodle, Google Classroom Dan Edmodo," *Jurnal I-Statement* 2, no. 1 (2016): 1–6.

[17] Fransiskus Ivan Gunawan and Stefani Geima Sunarman, "Pengembangan Kelas Virtual Dengan Google Classroom Dalam Keterampilan Pemecahan Masalah (Problem Solving) Topik Vektor Pada Siswa SMK Untuk Mendukung Pembelajaran," 2018.

Based on information that comes from Google's official website, Google *classroom recently* known and used by the wider community around mid 2015, which is one year after the app was released. In the process learning, this application is connected and can be used with all existing facilities on Google For Education, such as Google Mail, Google *Drive, Google Calendar, Google Docs, Google Sheets, Google Slides, and Google Sites.*So, when teachers use Google Classroom, it's automatic too can take advantage of the various facilities previously mentioned. Google Drive is for storing materials or study materials, either in the form of powerpoint, pdf, and so forth. Useful Google Calendar to remind schedules and existing tasks. Therefore, the Google Classroom application in the learning process is very giving convenience for teachers and students, attractive, and also efficient in time management, so that there is no reason for students to forget assignments that the teacher has given.

Based on this explanation, it can be concluded that Google Classroom is a form of online learning that can be used by teachers as an interesting learning media. Google classroom has the benefit of being a means of facilitating communication between students and teachers. This application is also useful for students learning to listen, read, send assignments, remotely. To be more practical, save wa

D. Student Creativity

Etymologically, creativity comes from the word "to create" which means to be creative. Based on this, creativity can be defined as a person's ability to create something new (idea-product-way). This connotation of creativity relates to something new that is still original.

Creativity is something that is very necessary in life. Creativity can help someone develop their talents to achieve achievements in life. [18], explained that creativity is a characteristic possessed by individuals which is marked by the ability to create something from a combination of pre-existing works, into a new work that is different from what existed before and was done through interaction

[18] Mohammad Ali, "Psikologi Remaja: Perkembangan Peserta Didik," 2011.

with the environment to deal with problems, and looking for alternative solutions by way of divergent thinking.

According to Hamzah Uno [19], creativity is often described by the ability to think critically, have many ideas, be able to combine ideas that have never been combined before and the ability to find ideas to solve problems. Creativity does not have to create something new and has never existed before, but students can channel ideas by making something that they think is different from the others through a combination of previously available data or information, so that students have their own pride in creating their work. Creativity is needed in getting around all the limitations that a person has, so that someone who has used his creativity means that he has trained himself to be able to solve the problems he faces and also has the opportunity to produce something new to make life easier.

Based on this explanation it can be concluded that creativity is an important component in learning, without creativity students will only learn at the cognitive level, and this will narrow students' knowledge in learning to develop their creativity. Creativity is needed to make it easier for students to understand subjects that are difficult to understand. The teacher must be able to create comfortable conditions in learning so that creative talents in students can come out and produce understanding that is easily understood by students. Creativity is not only abstract, but also concrete. Teachers can use taxonomic references to determine student creativity. [20]stated "The taxonomy of educational objectives is a framework for classifying statements of what we expect or intend students to learn as a result of instruction". Based on the above statement that the taxonomy is a framework for classifying what is expected in learning whose purpose is to instruct students in learning.

According to Nana Sudjana [21] argues that in the national education system the formulation of educational goals, both curricular goals and instructional goals

[19] Hamzah Uno, "B & Mohamad Nurdin.(2012)," *Belajar Dengan Pendekatan Pembelajaran Aktif Inovatif Lingkungan Kreatif Efektif Menarik. Jakarta: PT Bumi Aksara*, n.d.
[20] David R Krathwohl, "A Revision of Bloom's Taxonomy: An Overview," *Theory into Practice* 41, no. 4 (2002): 212–18.
[21] Nana Sudjana, "Penilaian Hasil Belajar Dan Proses Belajar Mengajar," *Bandung: PT Remaja Rosdakarya*, 2006.

use the classification of learning outcomes from Benyamin which broadly divides them into three domains, namely: 1) 11 cognitive domains with respect to outcomes intellectual learning, 2) the affective domain with regard to attitudes, 3) the psychomotor domain with respect to the learning outcomes of skills and ability to act. The three taxonomies cannot stand alone separately from each other but are related to one another.

The taxonomy in the cognitive domain includes six levels, namely:

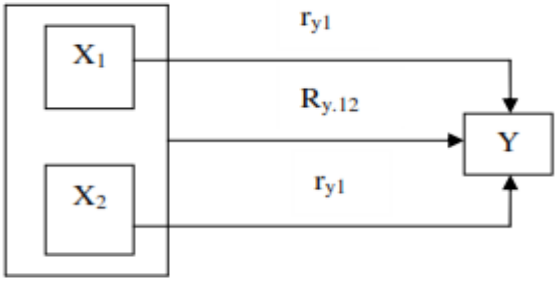
1) Remembering is the ability to recall information or knowledge stored in memory.
2) understanding (understanding) is the ability to understand instructions and confirm the understanding/meaning of ideas or concepts that have been taught both in oral, written, and graphic/diagrammatic forms
3) Applying is the ability to do something and apply concepts in certain situations
4) analysis (analyzing) is the ability to separate the concept into several components and relate each other to gain an understanding of the concept as a whole
5) Evaluating is the ability to determine the degree of something based on certain norms, criteria or benchmarks.
6) to create is the ability to combine elements into a whole new and coherent form, or to make something original

Creativity is the culmination of the taxonomy in the cognitive domain. Students before creating or creating something, students must carry out the following steps: 1) remember the learning material by mentioning, remembering, explaining, and repeating learning; 2) understand the material by explaining, explaining, describing, discussing, and exemplifying; 3) applying material that can be done by demonstrating, practicing, suggesting, drawing and compiling; 4) analyze learning material by finding, solving, detailing, and concluding; 5) evaluating learning material by defending, criticizing, proving, and summarizing. After all these steps have been carried out,

Based on some of the opinions above, it can be concluded that creativity is a person's ability to combine data or information that has been previously obtained to create a new work that is different from the others and can help someone in creating something new.

E. RESEARCH METHOD

This study uses a quantitative type of research, with survey methods and correlation techniques. The method used to describe the relationship between the variables studied and the relationship between variables is indicated by the value of the correlation coefficient. The correlation coefficient is a statistical tool used to assist researchers in understanding the level of the relationship. The design of correlational research techniques can be described as in the table below. The constellation model of the relationship between variables in this study is as follows:



Picture. 3.1. Research design

The target population in this study were all SMPS students in the Pondok Gede sub-district, Bekasi City, totaling 6,862 students. The reachable population is SMPS Mitra Nusantara with a total of 105 students, SMPIT Raudhatul Muttaqin with a total of 211 students, Middle School Miftahul Hidayah with a total of 79 students.The number of samples used was 80 people with a random technique from three school.

F. RESEARCH RESULTS AND DISCUSSION

The results of the research are in the form of analysis results from the data obtained through the distribution of student perception questionnaires about the

use of Google classroom media and student creativity then secondary data in the form of learning achievement data in Islamic religious education. In the first part, the research data are processed and presented, through the presentation of descriptive tables and histograms. The descriptive results of data processing are in the form of the highest score, lowest score, mean, median, mode and standard deviation. Then after the descriptive analysis continued with the analysis of the prerequisite test before testing the hypothesis. Hypothesis testing which is an analysis to prove whether the research hypothesis is accepted or rejected. Next is a discussion of research results, discussing the relevance of the theory or results of previous research and the limitations of the research.

Descriptive PAI Learning Achievement Data (Y)

The learning achievement data for Islamic Religious Education was obtained from the learning achievement document data for 80 students. After the data was obtained, it was processed using the SPSS version 21 program. The processing results are shown in table 4.1.

Table 1 Descriptive Data on Learning Achievement in Islamic Religious Education

Statistics

PAI achievements

N	Valid	80
	missing	0
Means		84.40
Median		83.50
Mode		82
std. Deviation		7,437
Minimum		72
Maximum		97
Sum		6752

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Based on the table above, it shows that there were 80 respondents with an average score of learning achievement obtained was 84.40, median 83.50, mode 82 and the highest score obtained was 97 and the lowest was 72.

Descriptive Google Classroom Media Utilization Data (X1)

Data from the distribution of questionnaires on the use of e-learning is the result of students' assessment of perceptions about the use of e-learning which is assessed using a Likert scale of 1 to 4 and a total of 25 statements. The following is the result of processing the questionnaire data using SPSS.

Table .2 Descriptive Google Classroom Media Utilization Questionnaire Data

Statistics

GoogleClassroom

N	Valid	80
	missing	0
Means		87.03
Median		87.00
Mode		89
std. Deviation		6,745
Minimum		68
Maximum		100
Sum		6962

Based on the table above, it shows that there are 80 respondents with an average value of the questionnaire obtained is 87.03, the median is 87, the mode is 89 and the highest value is 100 and the lowest is 68.

Student Creativity Data Descriptive (X2)

Data from the distribution of student creativity questionnaires are the results of student answers to the creativity of students who are assessed using a Likert scale of 1 to 4 and a total of 24 statements. The following is the result of processing the questionnaire data using SPSS.

Table 3 Student Creativity Questionnaire Data Descriptive

Statistics

Creativity

N	Valid	80
	missing	0
Means		87.44
Median		88.00
Mode		88
std. Deviation		5,428
Minimum		75
Maximum		96
Sum		6995

Based on the table above, it shows that there were 80 respondents with an average value of the questionnaire obtained was 87.44, the median was 88.00, the mode was 88 and the highest value was obtained 96 and the lowest nd 75.

Data Analysis Requirements Testing.

Normality test

Testing whether or not the data is normal in this study uses SPSS statistics version 21 through the Kolmogorov Smirnov test. The normality test was carried out on the PAI learning achievement questionnaire data, the results of the questionnaire on the use of Google classroom media and the results of the student creativity questionnaire. The results of the data normality test can be seen from the following table.

Table 4. Normality Test Results for Variables Y , X1, and X2

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PAI achievements	089	80	.181	.954	80	006
GoogleClassroom	089	80	.176	.982	80	.301
Creativity	.108	80	062	.957	80	008

Lilliefors Significance Correction

Based on table 4.4 in the Kolomogorov-Smirnov column, it can be seen that the significant value after processing the data in SPSS results in a sign value output for variable Y of 0.181 and variable X1 of 0.176, and for variable X2 of 0.062 meaning that the sig value of each variable is greater than the value significant level of 0.05, according to the H0 test: data is normally distributed, Hα: data is not normally distributed. With the test criteria: Accept H0 if the value is significant ≥ 0.05 then H0 is accepted thus the data Y, X1 and X2 are normally distributed.

Linearity Test

Linearity test is done by looking for the equation of the independent variable regression line to the dependent variable. Based on the regression line that has been made, then the significance of the regression line coefficient and its linearity is tested. In this case, researchers used the SPSS program. With the following criteria: If the significant value is > 0.05, the regression is linear and if the significant value is <0.005, the regression is not linear. Following are the results of the linearity test which are divided into a linearity test of Islamic education learning achievement regression (Y) with the use of google classroom media (X1) and a linearity test of Islamic education learning achievement regression (Y) with student creativity (X2)

Regression Linearity Test of PAI Learning Achievement (Y) with the Utilization of Google Classroom Media (X1)

Testing the significance and linearity of using google classroom media (X1) on PAI learning achievement (Y) as a result of data processing with SPSS. Version 21 is shown in table 4.5 below:

Table 5 ANOVA Table of Significance and Linearity of Google Classroom Media Utilization (X1) with PAI Learning Achievement (Y)

			Sum of Squares	df	Mean Square	F	Sig.
PAI Achievements * GoogleClassroom	Between Groups	(Combined)	2830544	22	128,661	4,766	<.001
		Linearity	1945,434	1	1945,434	72,069	<.001
		Deviation from Linearity	885110	21	42,148	1,561	093
	Within Groups		1538656	57	26,994		
	Total		4369.200	79			

Based on the significance value from the table above, a significance value = 0.093 is greater than 0.05 (0.093 > 0.05), which means that there is a significant linear relationship between the variable use of google classroom media (X1) and the PAI learning achievement variable (Y) .

2) Regression Linearity Test of PAI Learning Achievement (Y) on Student Creativity (X2)

Testing the significance and linearity of student creativity (X2) on PAI learning achievement (Y) the results of data processing with SPSS. Version 21 is shown in table 4.6. following:

Table .6 ANOVA Table of Significance and Linearity

of Student Creativity (X2) with PAI Learning Achievement (Y)

ANOVA Table

			Sum of Squares	df	MeanSquare	F	Sig.
PAI Achievement * Creativity	Between Groups	(Combined)	1854,998	19	97,631	2,330	007
		Linearity	1113595	1	1113595	26,575	<.001
		Deviation from Linearity	741,403	18	41,189	.983	.491
	Within Groups		2514.202	60	41,903		
	Total		4369.200	79			

Based on the significance value from the table above, a significance value = 0.491 is greater than 0.05 (0.491 > 0.05), which means that there is a significant linearity relationship between the student creativity variable (X2) and the PAI Learning Achievement variable (Y).

Hypothesis test

The analysis technique used is partial and simultaneous regression analysis, because in this study we want to know how much the relationship exists between the two independent variables and one dependent variable. Hypothesis testing was carried out successively, starting from the first hypothesis, the second hypothesis and the third hypothesis. The results of testing the hypothesis are as follows

First Hypothesis Test

The first hypothesis "There is a positive relationship between the use of Google classroom media and learning achievement in Islamic religious education". Testing this hypothesis using simple regression analysis. To test this hypothesis, H0 : β = 0 means that there is no positive relationship between students' perceptions of the use of google classroom media on PAI learning achievement Hα : β ≠ 0 means that there is a positive relationship between the use of google classroom media on PAI learning achievement. Selected level of significance = 0.05 Determining the

decision criteria: H0 is accepted if the significance value is ≥ 0.05 and Hα is rejected if the significance value is ≤ 0.05. The results of the linear regression analysis through the SPSS version 21 program are as shown in table 4.7 below:

Table 7 Anova For X1 and Y Linear Regression

ANOVA

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	1945,434	1	1945,434	62,607	<.001b
	residual	2423,766	78	31,074		
	Total	4369.200	79			

a. Dependent Variable: PAI Achievement

b. Predictors: (Constant), GoogleClassroom

Based on the table above the probability value (sig) < α (0.001 < 0.05) then H0 is rejected. This shows that the coefficient of the Y regression direction over X1 is significant at the 0.05 level, namely a simple linear regression model can be used to predict the relationship between learning achievement The top PAI is influenced by the use of the Google Classroom application media.

Table 4.8Linear Regression Equation and Significance Test of Regression Coefficient Utilization of Google Classroom Media (X1) with PAI Learning Achievement (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	20,373	8.116		2,510	014
	GoogleClassroom	.736	093	.667	7,912	<.001

a. Dependent Variable: PAI Achievement

The regression equation means that for every 1 unit increase in the peer tutor method variable, it is also followed by an increase in the PAI learning achievement score of 0.736 units with a constant of 20.373. Regression equation $\hat{Y}$= 20.373 + 0.736 X1 which is used as a basis for estimating the relationship between PAI

learning achievement which is influenced by the use of google classroom media. Furthermore, to find out the significant level of relationship between the two variables X1 and Y and analyze the correlation coefficient, the results of calculating the correlation coefficient between X1 and Y can be seen in table 4.9 below:

Table .9 Significant Test of Correlation Coefficient X1 and Y

Summary model b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	FChange	df1	df2	Sig. FChange	
1	.667a	.445	.438	5,574	.445	62,607	1	78	<.001	2040

Predictors: (Constant), GoogleClassroom

Dependent Variable: PAI Achievement

The significant test of the correlation coefficient obtained from table 4.9 can be seen at the sig value of 0.001 <0.05, meaning that the correlation coefficients X and Y are significant and significant, while in the first row the correlation coefficient (rxy) = 0.667 indicates that the relationship between X1 and Y has a high level of relationship. strong. While the coefficient of determination from the table above shows the value of R square = 0.445 which implies that 44.5% of the PAI learning achievement variable can be influenced by the google classroom media utilization variable.

1. Test the second hypothesis

The second hypothesis "There is a positive relationship between student creativity and learning achievement in Islamic religious education". Testing this hypothesis using simple regression analysis. To test this hypothesis, H0 : β = 0 means that there is no positive relationship between students' creativity on PAI learning achievement Hα : β ≠ 0 means that there is a positive relationship between students' perceptions of student creativity on PAI learning achievement. Selected level of significance = 0.05 Determining the decision criteria: H0 is accepted if the significance value is ≥ 0.05 and Hα is rejected if the significance value is ≤ 0.05. The

results of linear regression analysis through the SPSS version 21 program are as shown in table 4.10 below:

Table 10 Anova For X2 and Y Linear Regression

ANOVA

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	1113595	1	1113595	26,680	<.001b
	residual	3255605	78	41,739		
	Total	4369.200	79			

a. Dependent Variable: PAI Achievement

b. Predictors: (Constant), Creativity

Based on the table above the probability value (sig) < α (0.001 < 0.05) then H0 is rejected. This shows that the coefficient of the regression direction Y over X2 is significant at the 0.05 level, namely a simple linear regression model can be used to predict the relationship between learning achievement PAI which is influenced by students' creativity.

Table 1Linear Regression Equation and Significance Test of Regression Coefficient of Student Creativity (X2) with Learning Achievement (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	std. Error	Betas	t	Sig.
1	(Constant)	23,922	11,731		2039	045
	Creativity	.692	.134	.505	5.165	<.001

a. Dependent Variable: PAI Achievement

The regression equation means that for every 1 unit increase in the character education variable, it is also followed by an increase in the PAI learning achievement score of 0.692 units with a constant of 23,922. Regression equation $\hat{Y}$= 23,922 + 0.692 X2 which is used as a basis for estimating the relationship of PAI learning achievement which is influenced by student creativity.

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Furthermore, to find out the significant level of relationship between the two variables X2 and Y and analyze the correlation coefficient, the results of calculating the correlation coefficient between X2 and Y can be seen in table 4.11 following :

Table.12 Significance Test of Correlation Coefficient X2 and Y

Summary model b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Change Statistics				
					R Square Change	FChange	df1	df2	Sig. FChange	Durbin-Watson
1	.505a	.255	.245	6,461	.255	26,680	1	78	<.001	2,365

Predictors: (Constant), Creativity

Dependent Variable: PAI Achievement

The significant test of the correlation coefficient obtained from table 4.11 can be seen at the sig value of 0.001 <0.05, meaning that the correlation coefficients X and Y are significant and significant, while in the first row the correlation coefficient (rxy) = 0.505 indicates that the relationship between X1 and Y has a high level of relationship. currently. Meanwhile, the coefficient of determination from the table above shows the value of R square = 0.255 which implies that 25.5% of the PAI learning achievement variable can be influenced by student creativity variables.

2. Test the third hypothesis

The third hypothesis tested was "There is a joint positive relationship between the use of Google classroom media and student creativity simultaneously with PAI learning achievement". The test decision uses multiple regression to find out how far the use of google classroom media and student creativity with PAI learning achievement together. The statistical hypothesis H0: β = 0 means that there is no joint positive relationship between the use of google classroom media and student creativity with PAI learning achievement, Hα : β ≠ 0 means that there is a jointly positive relationship between the use of google classroom media and student creativity with PAI learning achievement.

Table 13 Anova For Linear Regression X1, X2 and Y

ANOVA

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	2140087	2	1070043	36,962	<.001b
	residual	2229.113	77	28,950		
	Total	4369.200	79			

a. Dependent Variable: PAI Achievement

b. Predictors: (Constant), Creativity, GoogleClassroom

Based on the results of the SPSS output above, the probability value (sig) < α (0.001 < 0.05) is obtained, then H0 is rejected. This means that there is a linear influence of the use of google classroom media variables and student creativity on PAI learning achievement. This also means that there is a joint influence between the use of Google classroom media and student creativity on PAI learning achievement. The multiple regression equation can be seen in table 4.13

Table 14 Double Linear Equation and Significant Test Coefficient of Regression Equations Y, X1 and X2

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	2,618	10,404		.252	.802
	GoogleClassroom	.609	.102	.552	5,955	<.001
	Creativity	.329	.127	.240	2,593	011

a. Dependent Variable: PAI Achievement

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Based on table 4.13, it can be obtained a multiple regression equation where the constant value = 2,618, the X1 coefficient value = 0.609 and the X2 coefficient value = 0.329. So the multiple linear regression equation is $\hat{y}$= 2.618 + 0.609 X1 + 0.329 X2 positive significant. Furthermore, to find out whether or not the relationship between the three variables is significant and to know the level of relationship between the three variables X1, X2 and Y and to analyze the correlation coefficient, the results of calculating the correlation coefficient can be seen in table 4.14 below:

Table .15 Test of Significance of Multiple Correlation Coefficients

Summary model b

					Change Statistics					
Model	R	R Square	Adjusted R Square	std. Error of the Estimate	R Square Change	FChange	df1	df2	Sig. FChange	Durbin-Watson
1	.700a	.490	.477	5,380	.490	36,962	2	77	<.001	2.145

a. Predictors: (Constant), Creativity, GoogleClassroom

b. Dependent Variable: PAI Achievement

The significant test of the multiple correlation coefficient obtained from table 4.14 can be seen in the sig value of 0.001 <0.05 or Ho is rejected. This means that the correlation coefficients X1, X2 and Y are significant and significant, while in the first row the correlation coefficient (rxy) = 0.700 indicates that the relationship between X1, X2 and Y have very strong relationship levels. While the coefficient of determination from the table above shows the value of R square = 0.490, which implies that 49% of the PAI learning achievement variable (Y) can be increased by using google classroom media (X1) and student creativity (X2).

G. Discussion

The discussion in this study is based on the results of data processing from simple regression analysis and multiple regression. The results show that the research hypothesis formulation is accepted. In testing the first hypothesis on simple regression, where the results of the correlation coefficient or the degree of

relationship produced ry1 0.667 with a significance regression coefficient t count 7.02 > t table 1.67. Thus the two variables have a positive relationship between the use of the Google Classroom application media and learning achievement in Islamic religious education and the level of the correlation coefficient in the category of strong variable relationships. Therefore the peer tutoring method has an influence on learning achievement in Islamic religious education as in the equation obtained $\hat{Y}$= 20.373 + 0.736 X1, this means that every variable value of the use of the google classroom application media increases, the value of learning achievement in Islamic religious education also increases, this is because the use of the google classroom application media affects learning achievement in Islamic religious education.

The second hypothesis test on simple regression analysis results showed that the research hypothesis was accepted, where the results of the correlation coefficient or the degree of relationship produced ry1 0.505 with a significance regression coefficient t count 5.165 > t table 1.67. Thus the two variables have a positive relationship between student creativity and learning achievement in Islamic religious education and the level of the correlation coefficient in the category of moderate variable relationships. Based on the equation obtained $\hat{Y}$= 23,922 + 0.692 X2, this means that every time the value of the student's creativity variable increases, the value of learning achievement in Islamic religious education also increases.

Test the third hypothesis, the results of the analysis show that the research hypothesis is accepted, the results of the third analysis describe the level of relationship between the variable use of the google classroom application media (X1) and student creativity (X2) with learning achievement in Islamic religious education (Y), namely: ry1.2 0.700 this shows a very strong relationship. Islamic religious education learning achievement variable (Y) can be increased by the use of the google classroom application media (X1) and the results of student creativity (X2), so that it can be said that the effect of using the google classroom application media and student creativity together on religious education learning achievement Islam by 649%. Then the multiple linear regression equation is $\hat{y}$= 2.618 +

0.609 X1 + 0.329 X2 shows that there is a positive relationship in which every time the variable value increases in the utilization of the google classroom application media and student creativity, the value of learning achievement in Islamic religious education also increases. The results of the study which show that there is a simultaneous effect indicates that if the variables are applied together they have a strong influence on learning achievement in Islamic religious education.

Research Limitations

Research limitations are a limited condition during the implementation of research, there are various weaknesses and deficiencies, which are faced by researchers so that they become research limitations. Researchers realize that the limitations of this study include:

a) *First*, manual data collection by distributing questionnaires makes time constraints in filling out the questionnaires that are distributed.
b) *Second,*The limitation of the research is that there are moderator variables that are still more strongly influenced by other variables.
c) *Third* ,the limited time that researchers have, because researchers have activities in carrying out work obligations, so that the time for data collection collides with research time.
d) *Fourth,*Another limitation is the limitations of researchers related to research that is relevant to character education variables and variables when combined together, there are still minimal references to previous research.

H. Conclusionn

From the results of the research and data processing carried out, it can be concluded as follows: There is a significant positive relationship between students' perceptions of the use of the Google classroom application media and learning achievement in Islamic religious education. There is a significant positive relationship between student creativity and learning achievement in Islamic religious education. There is a significant positive relationship between student perceptions of the use of the google classroom application media and student creativity together with learning achievement in Islamic religious education.

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