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## THE INFLUENCE OF VIRTUAL LEARNING THROUGH GOOGLE MEET ON STUDENTS' INTEREST IN ISLAMIC EDUCATION LEARNING AT UNIVERSITY

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### Abstract

Online learning through Google Meet is learning carried out through the Google Meet application, which can be accessed online by lecturers and students. The purpose of this study is: first, to find out virtual learning through Google Meet; second, to find out the learning interests of PAI A students Class of 2021; third, to find out the influence of virtual learning through Google Meet on the learning interest of PAI A students class of 2021 in the ulumul hadith course at IAIN Kendari Southeast Sulawesi. The type of research used is conventional quantification research. The population used by the researcher was 40 PAI A students of the Class of 2021, so the sampling technique in this study used non-probability sampling with 40 saturated samples. The results of the research on the influence of virtual learning through Google Meet on the learning interest of PAI A students class of 2021 in the ulumul hadith course at IAIN Kendari Southeast Sulawesi obtained a significance value of  $0.000 < 0.05$ , so there is a relationship between the two. And when viewed from the degree of relationship, the result is 0.584, where the degree of this relationship shows a relationship that is positive and lies in the degree of moderate correlation because 0.584 is at a Person Correlation value of 0.41 to 0.60.

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### Keywords

Google Meet, Interest in learning, Ulumul Hadith



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## INTRODUCTION

Virtual meetings in learning are one of the ways used to connect communication either via video or without video with students and lecturers in the teaching and learning process remotely, of course, to make it easier to achieve learning goals and one of the applications used in virtual learning meetings is Google Meet (Hillary School, 2021).

The Google Meet application is one of the applications provided by Google and functions as a conference application using video or without video. This application provides a variety of features such as screen sharing, chat features, and text features provided to help everyone who participates in discussions, filter features, and video wallpapers. A whiteboard is provided to facilitate communication when discussing through the Google Meet application. This application can be used by all groups as needed, one of which is in the field of education for teaching and learning activities (J.Schenarts, 2021). The Google Meet application is effortless to get through a web browser from a computer or notebook. It can also be downloaded on the mobile application and is available on Google Play/App Store. In operation, Google Meet is available to meet for free for one hour and pay if you want to use meet for a long time (Hillary School, 2021).

The purpose of virtual learning through Google Meet is so that students can continue to learn and study so as not to miss information and material related to the lesson and virtual learning can make it easier for educators to provide material according to RPS (Tirta Yanti, 2020). The indicators of virtual learning through Google Meet consist of four indicators, namely first, student response in accessing Google Meet; second, students' understanding of the material in learning when using Google Meet; third, the effectiveness of the Google Meet application in virtual learning; fourth, the use of Google Meet in learning (Angga Wiratama, 2020).

Virtual learning through Google Meet must be accompanied by students' interest in learning because learning is carried out through applications rather than directly. Therefore high interest in learning is needed when learning. Interest in Learning is the encouragement, willingness, and desire from within the student and the full involvement of the learner accompanied by deliberate attention and activity to give birth to a sense of pleasure in changing behavior in the form of knowledge, attitudes, and skills (Trygu, 2021). Virtual learning is also held, one of which is in the context of completing field study courses at UIN Sunan Kalijaga Yogyakarta. This Field Study Program is an applicable and integrated course in the learning training program to prepare students to master the

competencies of educators so that they can carry out professional responsibilities and this field competency test activity is carried out by students of partner universities (Radjasa, 2019).

The purpose of field study activities is for students to have practical knowledge sourced from the field at practical universities, then with field experience, it is expected to be an essential part of developing students' professional skills and competencies as prospective college educators (Radjasa, 2019). Field study activities are managed by the implementing committee appointed by the Dean of the Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga and in its implementation involves several universities as the place of implementation, field supervisors, civil service lecturers, and committees, there are several mechanisms in the implementation of this field study (Radjasa, 2019).

Some of the campus partners chosen for this field study activity, one of which is partnering with IAIN Kendari in Southeast Sulawesi where students are placed to carry out field study activities precisely in the PAI Study Program, Faculty of Tarbiyah, namely as prospective educators or lecturers to teach students on the intended campus. The thing that makes it interesting is that usually field study activities are carried out offline, but because the location of IAIN is so far away, students who carry out field study activities for teaching and learning activities are carried out virtually (Pembekalan Mahasiswa Field Study Semester Gasal Tahun 2022/2023 Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2022).

Interest in learning is a very influential factor in learning activities with the interest in learning students can pay more attention to learning and this interest in learning is one of the determining factors in the achievement of learning outcomes (Risnanosanti, 2022). The benefits of having an interest in learning are giving birth to attention simultaneously, preventing concentration disorders that come from outside, strengthening the attachment to teaching materials, reducing learning boredom, helping to create concentration, being able to predict the quality and success of learning, helping students in remembering and understanding the material (Trygu, 2021). There are four indicators of interest in learning, namely, first, there is a feeling of pleasure in learning; second, there is a concentration of attention and thought towards learning; third, there is a willingness to learn; Fourth, there is a self-will in oneself to be active in learning (Lestari, 2013).

A good interest in learning is certainly influenced by the selection of good material, one of which is the material in the Ulumul Hadith course. The Ulumul Hadith course is a course where learning is related to the introduction of sciences to understand the hadith of Prophet Muhammad

SAW. Ulumul Hadith also has two syllables, namely Ulumul and Al-hadith. The word Ulum is the plural form of Ilm which means science, while hadith is all the words, deeds, and decrees of the Prophet SAW, so Ulumul Hadith can be interpreted as a science that discusses everything related to the words of the Prophet, deeds and decrees of the Prophet (Syamsu T, 2022).

One of the factors that cause learning difficulties in the Ulumul Hadith course is that there is no interest in the lessons learned, and the activities will be successful if they can concentrate students' attention on teaching materials and learning activities both in the methods used, strategies, learning models, learning variations and materials selected during learning (Dewi, 2021). Field study activities carried out during learning and virtually in the PAI A class of 2021 with Ulumul Hadith teaching materials certainly have some problems, such as some students do not pay attention to student lecturers during the learning process, some students do not open video cameras during learning because they are considered to lack ethics towards student practitioners of lecturers, some students are less focused when learning because learning is carried out virtually so that student practitioners of lecturers cannot monitor directly, some students are active and inactive when participating in learning, some students also go in and out of applications provided virtually, learning is less controlled (Observation of Learning Activities Through Google Meet, 2022).

There are several studies relevant to the research discussed; first, online learning using the Google Meet application has advantages and has been effective for delivering material during the Covid-19 pandemic (Nurmala, Wibowo, 2021; View Of Efektivitas Penggunaan Aplikasi Google Meet Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi Covid-19, n.d.). Second, the use of the Google Meet application on student learning outcomes was 51.4%. The overall average of the post-test results is greater than the overall average value of the pretest results. The average score of N-Gain score in students is 56.9%, so it is included in the category of "quite effective" (Prisuna, 2021). Third, the influence of the use of e-learning learning media with Google Meet on student learning outcomes in class X (Rahayu & Pahlevi, 2021). The difference from this study is that researchers project more on students' interests whereas previous studies examined learning outcomes. Then the difference in research also leads researchers to focus more on the interests of students, while previous studies examined learning outcomes. The novelty of this research is that virtual learning activities are carried out by students during field studies and more towards learning interests by using Google Meet.

The purpose of this study is to determine the influence of virtual learning through Google Meet on the interest in learning Ulumul Hadith for PAI A batch 2021 students. The benefit of this research theoretically is to contribute thoughts to enrich knowledge about virtual learning through Google Meet, while the pragmatic benefit is that this research can increase references and be used as a reference for educators in implementing virtual learning.

## **METHOD**

The research used is field research (Field Research), using a quantifiable approach (Barlian, 2016) Data collection techniques using a closed type of questionnaire with multiple choice questionnaires and the number of virtual learning questionnaires through Google Meet with as many as 6 items and student learning interest questionnaires with as many as 6 items of questionnaire dissemination are carried out online (Nizamuddin, 2021).

The research location at IAIN Kendari PAI Study Program on campus I located on Jalan Sultan Hasanuddin No. 102 Tipulu, Kendari Southeast Sulawesi Province and campus II is located on Jalan Sultan Qaimuddin No. 17 Baruga, Kendari Southeast Sulawesi Province (Halaman Utama Website IAIN Kendari, n.d.). The researcher chose this research because of the place where the field study was carried out at IAIN Kendari besides that there was also a problem of lack of student interest when learning Ulumul Hadith through Google Meet.

The research was conducted by applying Ulumul Hadith learning virtually with the PAI A class of 2021 through Google Meet during lectures. Researchers also use non-probability sampling techniques with a saturated sample method in data collection and because the population is 40, the sample that the researcher takes as a whole is 40 samples (Nur Saputra, 2022). The data analysis techniques that researchers use are validity tests, reliability tests, normality tests, homogeneity tests, linearity tests, and t-tests (sample paired t-tests) in this calculation, researchers use SPSS (Darma, 2021). The hypothesis of this study is  $H_a$ : There is a significant positive influence between virtual learning through Google Meet on the learning interest of PAI A IAIN Kendari Southeast Sulawesi students,  $H_o$ : There is no significant positive influence between virtual learning through Google Meet on the learning interest of PAI A IAIN Kendari Southeast Sulawesi students.

## FINDINGS AND DISCUSSION

### Findings

From the results of this study, data from the questionnaire of 40 students was obtained which had been determined to be sampled. Then the data is processed using SPSS 23 to perform validity tests, reliability tests, and multiple linear regression tests.

### Validity Test

The validity test is used to see whether the data obtained is valid or not by looking at the  $R$  count  $>$   $R$  table, the data is declared valid and if  $R$  calculates  $<$   $R$  table, then the data is invalid (Riyanto, 2020). To determine the  $r$  table, the researcher looked at the Pearson table with the overall number of respondents participating  $N=40$  in the Pearson table and the  $r$  table for  $N=40$  is 0.312.

**Table 1.** Validity of Virtual Learning Through Google Meet (X)

|     |                     | Correlations |        |        |        |        |        |        |
|-----|---------------------|--------------|--------|--------|--------|--------|--------|--------|
|     |                     | X.1          | x.2    | x.3    | x.4    | x.5    | x.6    | x      |
| X.1 | Pearson Correlation | 1            | .277   | .077   | .302   | .464** | .142   | .610** |
|     | Sig. (2-tailed)     |              | .084   | .635   | .059   | .003   | .384   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x.2 | Pearson Correlation | .277         | 1      | .426** | .471** | .481** | .354*  | .778** |
|     | Sig. (2-tailed)     | .084         |        | .006   | .002   | .002   | .025   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x.3 | Pearson Correlation | .077         | .426** | 1      | .120   | .217   | .046   | .487** |
|     | Sig. (2-tailed)     | .635         | .006   |        | .460   | .178   | .777   | .001   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x.4 | Pearson Correlation | .302         | .471** | .120   | 1      | .456** | .460** | .733** |
|     | Sig. (2-tailed)     | .059         | .002   | .460   |        | .003   | .003   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x.5 | Pearson Correlation | .464**       | .481** | .217   | .456** | 1      | .012   | .717** |
|     | Sig. (2-tailed)     | .003         | .002   | .178   | .003   |        | .941   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x.6 | Pearson Correlation | .142         | .354*  | .046   | .460** | .012   | 1      | .492** |
|     | Sig. (2-tailed)     | .384         | .025   | .777   | .003   | .941   |        | .001   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| x   | Pearson Correlation | .610**       | .778** | .487** | .733** | .717** | .492** | 1      |
|     | Sig. (2-tailed)     | .000         | .000   | .001   | .000   | .000   | .001   |        |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

From the SPSS results above, it can be seen that the data validity test is as follows:

**Table 2.** Data Validity Test

| No Item | R count | r <sub>table</sub> 5 % | Information |
|---------|---------|------------------------|-------------|
| 1.      | 0,610   | 0,312                  | Valid       |
| 2.      | 0,778   | 0,312                  | Valid       |
| 3.      | 0,487   | 0,312                  | Valid       |
| 4.      | 0,733   | 0,312                  | Valid       |
| 5.      | 0,717   | 0,312                  | Valid       |
| 6.      | 0,492   | 0,312                  | Valid       |

**Table 3.** Validity of Student Interest in Learning (Y)

|     |                     | Correlations |        |        |        |        |        |        |
|-----|---------------------|--------------|--------|--------|--------|--------|--------|--------|
|     |                     | y.1          | y.2    | y.3    | y.4    | y.5    | y.6    | Y      |
| y.1 | Pearson Correlation | 1            | .792** | .280   | -.117  | .093   | .231   | .501** |
|     | Sig. (2-tailed)     |              | .000   | .080   | .474   | .568   | .151   | .001   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| y.2 | Pearson Correlation | .792**       | 1      | .388*  | .102   | .226   | .154   | .612** |
|     | Sig. (2-tailed)     | .000         |        | .013   | .531   | .161   | .342   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| y.3 | Pearson Correlation | .280         | .388*  | 1      | .332*  | .268   | .339*  | .636** |
|     | Sig. (2-tailed)     | .080         | .013   |        | .037   | .095   | .032   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| y.4 | Pearson Correlation | -.117        | .102   | .332*  | 1      | .539** | .270   | .627** |
|     | Sig. (2-tailed)     | .474         | .531   | .037   |        | .000   | .092   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| y.5 | Pearson Correlation | .093         | .226   | .268   | .539** | 1      | .443** | .748** |
|     | Sig. (2-tailed)     | .568         | .161   | .095   | .000   |        | .004   | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| y.6 | Pearson Correlation | .231         | .154   | .339*  | .270   | .443** | 1      | .669** |
|     | Sig. (2-tailed)     | .151         | .342   | .032   | .092   | .004   |        | .000   |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |
| Y   | Pearson Correlation | .501**       | .612** | .636** | .627** | .748** | .669** | 1      |
|     | Sig. (2-tailed)     | .001         | .000   | .000   | .000   | .000   | .000   |        |
|     | N                   | 40           | 40     | 40     | 40     | 40     | 40     | 40     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

From the SPSS results above, it can be seen that the data validity test is as follows:

**Table 4.** Data Validity Test

| No Item | R count | r <sub>table 5 %</sub> | Information |
|---------|---------|------------------------|-------------|
| 1.      | 0,501   | 0,312                  | Valid       |
| 2.      | 0,612   | 0,312                  | Valid       |
| 3.      | 0,636   | 0,312                  | Valid       |
| 4.      | 0,627   | 0,312                  | Valid       |
| 5.      | 0,748   | 0,312                  | Valid       |
| 6.      | 0,669   | 0,312                  | Valid       |

Tables 3 and 4 in the validity test of variables X and Y can be seen as a whole that the value of R is calculated > R table which means that all data instruments meet the valid criteria for both instruments in table 3 and table 4.

**Reliability Test**

A reliability test is performed to see whether the instrument is reliable or not. To find out this, if Cronbach Alpha > 0.6 then it is declared reliable and Cronbach Alpha < 0.6 then it is declared unreliable following the calculation results through SPSS:

**Table 5.** Reliability Test of Virtual Learning Through Google Meet (X)

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 40 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .709             | 6          |

**Table 6.** Reliability Test of Student Interest in Learning (Y)

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 40 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .697             | 6          |

The results of the reliability test of virtual learning through Google Meet  $0.709 > 0.6$  were declared reliable. Meanwhile, the reliability test of students' interest in learning  $0.697 > 0.6$  was declared reliable.

**Normality Test**

Normality tests are also needed to find out whether the existing data is normally distributed or abnormal. The normality test used with the Kolmogorov-Smirnov test is that if the significance value  $> 0.05$  then the data is normally distributed and if the significance value is  $< 0.05$  then the data is abnormally distributed (Duli, 2019). Here are the calculation results through SPSS:

**Table 7.** Normality Test**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 40                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 1.89216274              |
| Most Extreme Differences         | Absolute       | .098                    |
|                                  | Positive       | .091                    |
|                                  | Negative       | -.098                   |
| Test Statistic                   |                | .098                    |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup>     |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

It can be seen from the results of the SPSS calculation for the normality test using the Kolmogorov-Smirnov test obtained a significance value of  $0.200 > 0.05$ , so it can be stated that the data is normally distributed.

**Homogeneity Test**

The homogeneity test was carried out by researchers to determine whether the data were equally distributed or unequal. Decision making in the homogeneity test is if the significance value  $> 0.05$  then the data is homogeneously distributed and if the significance value is  $< 0.05$  then the

distributed data is not homogeneous (Narlan, 2018). For the homogeneity test researchers used SPSS with the following results:

**Table 8.** Homogeneity Tests

| <b>ANOVA</b>                             |                |    |             |       |      |
|--|----------------|----|-------------|-------|------|
| pembelajaran virtual melalui Google Meet |                |    |             |       |      |
|  | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups                           | 109.179        | 9  | 12.131      | 4.737 | .001 |
| Within Groups                            | 76.821         | 30 | 2.561       |       |      |
| Total                                    | 186.000        | 39 |             |       |      |

It can be seen that after the homogeneity test obtained a significance value of 0.167 which is  $0.167 > 0.05$ , it can be stated that the data is homogeneously distributed.

### Hypothesis Test

Hypothesis testing is carried out to find out whether or not there is a relationship between virtual learning through Google Meet and students' learning interests. The decision-making in this test is that if the significance value is  $< 0.05$ , then there is an influence and if the significance value is  $> 0.05$ , then there is no influence (Nur Saputra, 2022). Hiptesis Ha: There is a significant positive influence between virtual learning through Google Meet on the learning interest of PAI A IAIN students Kendari Southeast Sulawesi, Ho: There is no significant positive influence between virtual learning through Google Meet on the learning interest of PAI A IAIN Kendari Southeast Sulawesi students.

Here are the results of the SPSS calculation regarding a simple linear regression test:

**Table 9.** Simple Linear Regression Tests

| <b>ANOVA<sup>a</sup></b> |            |                |    |             |        |                   |
|--------------------------|------------|----------------|----|-------------|--------|-------------------|
| Model                    |            | Sum of Squares | df | Mean Square | F      | Sig.              |
| 1                        | Regression | 72.344         | 1  | 72.344      | 19.688 | .000 <sup>b</sup> |
|                          | Residual   | 139.631        | 38 | 3.674       |        |                   |
|                          | Total      | 211.975        | 39 |             |        |                   |

a. Dependent Variable: minat belajar mahasiswa

b. Predictors: (Constant), pembelajaran virtual melalui Google Meet

It can be seen that the significance value produced in a simple linear regression test of 0.000 which is  $0.00 < 0.05$ , it can be concluded that between the variables X and Y there is an influence.

**Table 10.** Hypothesis Test

|  |                     | pembelajaran virtual melalui Google Meet | minat belajar mahasiswa |
|--|---------------------|--|-------------------------|
| pembelajaran virtual melalui Google Meet | Pearson Correlation | 1  | .584**                  |
|  | Sig. (2-tailed)     |  | .000                    |
|  | N                   | 40                                       | 40                      |
| minat belajar mahasiswa                  | Pearson Correlation | .584**                                   | 1                       |
|  | Sig. (2-tailed)     | .000                                     |                         |
|  | N                   | 40                                       | 40                      |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The basis for making decisions is as follows Ha: There is a significant positive influence between virtual learning through Google Meet on the learning interests of PAI A IAIN Kendari Southeast Sulawesi students, Ho: There is no significant positive influence between virtual learning through Google Meet on the learning interests of PAI A IAIN Kendari Southeast Sulawesi students. It can be seen from testing using SPSS that the significance value of  $0.000 < 0.05$  is obtained, so there is a relationship between the two. And when viewed from the degree of relationship, the result is 0.584, where the degree of this relationship shows a positive relationship and lies in the degree of moderate correlation because 0.584 is at a Person Correlation value of 0.41 to 0.60. The positive relationship referred to here is that virtual learning through Google meet can have a positive impact on students' learning interests such as enthusiasm during learning, easy access to learning programs, and so on.

**Table 11.** T-tests

|       |  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|--|-----------------------------|------------|---------------------------|-------|------|
| Model |  | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                               | 6.876                       | 2.688      |                           | 2.558 | .015 |
|       | pembelajaran virtual melalui Google Meet | .624                        | .141       | .584                      | 4.437 | .000 |

a. Dependent Variable: minat belajar mahasiswa

The basis for making decisions is as follows Ha: There is a significant positive influence between virtual learning through Google Meet on the learning interests of PAI A IAIN Kendari Southeast Sulawesi students, Ho: There is no significant positive influence between virtual learning through Google Meet on the learning interests of PAI A IAIN Kendari Southeast Sulawesi students.

From the results of the calculation of the t-test through SPSS, a significance value of 0.000 was obtained, of which  $0.000 < 0.05$  means that there is an influence of virtual learning variables

through Google Meet (X) on student learning interest variables (Y). In addition, to determine the r count and r table, the researcher looks for the t table first, namely:

$$Df = N - K = 40 - 2 = 38$$

Df= Free degree

N= Number of respondents

K= Number of variables

Significance level used 5 % = 0.025

After knowing the free degree of 38, the researcher looked at the t table with a significant level of 0.025 and obtained a t table result of 2.024 and a t count of 4.437. In this case, if the price of t calculates < t table at a significant level of 1% and 5% then there is no influence of the virtual learning variable through Google Meet (X) on the variable of student interest in learning (Y) and if the price t calculate > t table at a significant level of 1% and 5% then there is an influence of virtual learning variables through Google Meet (X) on the variable of student interest in learning (Y) If it is seen that r count 4.437 > 0.024, it can be concluded that there is an influence of virtual learning variables through Google Meet (X) on the variable of student learning interest (Y). And to see how much it affects follows the result of the SPSS calculation:

**Table 12.** Influence of Virtual Learning

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .584 <sup>a</sup> | .341     | .324              | 1.917                      |

a. Predictors: (Constant), pembelajaran virtual melalui Google Meet

From the results of the SPSS calculation, it can be seen that the magnitude of the R correlation is 0.584. From this output, the R square determination coefficient obtained was obtained at 0.341, meaning that the influence of virtual learning variables through Google Meet (X) on student learning interest variables (Y) was 34.1%.

### Discussion

Researchers made observations, of course, in this field study activity where some students were enthusiastic during learning and some students were less excited when learning. Student practitioners who teach certainly have various kinds of preparations when the virtual lecture begins, where virtual lectures require extra energy to raise the enthusiasm for student learning such as

interacting one by one with students, giving questions and quizzes, entertaining students, and of course providing motivations so that students remain enthusiastic in lectures.

Researchers also see that there are various obstacles when using the Google Meet application when lectures start, such as low internet networks due to unstable weather such as rain, the use of many internet packages so that the majority of students choose not to open the camera during lectures, campuses do not provide internet packages for learning, the use of the Google Meet application is also less facilitated by faculty so it uses a free Google Meet account.

The advantage of using the Google Meet application in lectures is that it can overcome distance or virtual learning so that it can interact indirectly, the Google Meet application has signal stability not as high as other applications so when you want to connect to the application it will be easier, various features are certainly very helpful in communication, Google Meet It can also be accessed by more than 100 people so it can be used on macro classes. Here's a picture of when a lecture using Google Meet was held:

**Figure 1.** Virtual Learning Through Google Meet



**Figure 2.** Google Meet App



Virtual learning research is also carried out by researchers in the past where virtual learning has advantages and disadvantages. The advantages of virtual learning through Google Meet are that this application is easier to use and access, does not use a lot of internet quota, does not require a stable signal, and unique features are also very helpful in learning. The research conducted by

researchers is located in Southeast Sulawesi where internet access is not smooth to access the web or applications, but with the availability of Google Meet, it can stabilize the use of signals during learning, of course, in virtual learning materials or teaching materials must be simplified again so that they can be understood by students during learning. Meanwhile, the disadvantage of using the Google Meet application during learning is when lecturers or educators are unable to make interesting and simple material because the presentation of the material will be displayed in the application feature.

## **CONCLUSION**

After conducting research and analyzing the data, it can be concluded that: First, the questionnaire calculation obtained on the virtual learning variable through Google Meet has an average of 19.00 and students can access the Goggle meet application easily even though there are some obstacles in using the Goggle meet application; Second, the questionnaire calculation obtained on the variable of student learning interest has an average of 18.73 and student interest in learning is very influential when educators use media and ways of learning that are interesting and motivate students. Third, as a result of researching the influence of virtual learning through Google Meet on the learning interests of PAI A students class of 2021 in the Ulumul hadith course at IAIN Kendari Southeast Sulawesi, a significance value of  $0.000 < 0.05$  was obtained, so there is a relationship between the two. And when viewed from the degree of relationship, the result is 0.584, where the degree of this relationship shows a positive relationship and lies in the degree of moderate correlation because 0.584 is at a Person Correlation value of 0.41 to 0.60.

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