THE RELATIONSHIP BETWEEN STUDENT PERCEPTIONS IN THE USE OF *GOOGLE CLASSROOM* MEDIA IN PAI LEARNING ON COGNITIVE LEARNING ACHIEVEMENT AT SMK PANCA BHAKTI BANJARNEGARA

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ABSTRACT

The purpose of this study was to determine the relationship between students' perceptions of the use of Google Classroom in learning Islamic Religious Education (PAI) and their cognitive learning outcomes. A total of 78 students of grade XII of SMK Panca Bhakti Banjarnegara became the research subjects. This study used a quantitative approach. Data were collected through interviews, attitude scales, and documentation. Meanwhile, to test the hypothesis using simple linear regression analysis.

Based on the research data, the majority of students, 67% of all respondents, scored well and thought that the use of Google Classroom materials in PAI learning was beneficial. Similarly, those who indicated that students' cognitive learning achievement in PAI learning was classified as good amounted to 58% of the total respondents who achieved a good score in the interpretation category. In addition, a strong positive correlation was seen between students' perceptions of the use of Google Classroom media in PAI learning and their cognitive learning achievement. Based on the significance value of 0.000 <0.05 and the coefficient of determination (R Square) of 0.449, this study revealed that the findings of this study explained 45% of the variability in cognitive learning achievement. This indicates that students' perceptions about the use of Google Classroom in PAI learning represent 45% of the variability in cognitive learning achievement. This finding suggests that students' perspectives on using learning media play an important role in their cognitive learning achievement. This positive relationship emphasizes the importance of evaluating and improving the utilization of Google Classroom media in the context of distance learning, especially in PAI subjects in vocational high schools. Thus, this study provides an important foundation for the development of efficient and effective distance learning strategies through online media such as Google Classroom.

Keyword: *Google Classroom media, PAI cognitive learning achievement, student perceptions*

ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan hubungan antara persepsi siswa terhadap penggunaan Google Classroom dalam pembelajaran Pendidikan Agama Islam (PAI) dan hasil belajar kognitif mereka. Sebanyak 78 siswa kelas XII SMK Panca Bhakti Banjarnegara menjadi subjek penelitian. Penelitian ini menggunakan pendekatan kuantitatif. Data dikumpulkan melalui wawancara, skala sikap, dan dokumentasi. Sedangkan untuk menguji hipotesis menggunakan analisis regresi linier sederhana. Berdasarkan data penelitian, mayoritas siswa dari 67% dari seluruh responden mendapatkan nilai yang baik, berpendapat bahwa penggunaan materi *Google Classroom* dalam pembelajaran PAI bermanfaat. Demikian pula, yang menunjukkan bahwa prestasi belajar kognitif siswa dalam pembelajaran PAI tergolong baik berjumlah 58% dari total responden yang meraih skor baik dalam kategori interpretasi. Selain itu, korelasi positif yang kuat terlihat antara persepsi siswa terhadap penggunaan media *Google Classroom* dalam pembelajaran PAI dan prestasi belajar kognitif mereka. Berdasarkan nilai signifikansi 0,000 < 0,05 dan koefisien determinasi (R Square) sebesar 0,449, maka penelitian ini mengungkapkan bahwa temuan penelitian ini menjelaskan 45% dari variabilitas dalam prestasi belajar kognitif. Hal ini menunjukkan bahwa persepsi siswa tentang penggunaan Google Classroom dalam pembelajaran PAI mewakili 45% dari variabilitas prestasi belajar kognitif. Temuan ini menunjukkan bahwa perspektif siswa dalam menggunakan media pembelajaran berperan penting dalam pencapaian prestasi belajar kognitif mereka. Hubungan yang positif ini menekankan pentingnya evaluasi dan peningkatan pemanfaatan media *Google Classroom* dalam konteks pembelajaran jarak jauh, khususnya dalam mata pelajaran PAI di sekolah menengah kejuruan. Dengan demikian, penelitian

ini memberikan landasan yang penting bagi pengembangan strategi pembelajaran jarak jauh yang efesien dan efektif melalui media online seperti *Google Classroom.*
Keyword: *media Google Classroom, persepsi siswa, prestasi belajar kognitif PAI*

1. INTRODUCTION

Education aims to improve student achievement and provide understanding because education is a process that helps students mature by developing their talents, potential and life skills. Education can be understood as a deliberate effort to maximize the potential of human resources. Article 3 of the Law of the Republic of Indonesia No. 20/2003 on the National Education System, sets out the aims and objectives of education. Specifically, it is stated as follows: "National education aims to educate the nation's life by building abilities and valuable character and civilization. The goal of national education is to make students into people who are knowledgeable, intelligent, creative, independent, and become democratic and responsible citizens."(Republik Indonesia 2003).

The Covid-19 pandemic has impacted all countries in the world, has had a huge and important impact on the education sector in addition to the health, social and economic fields. In the midst of the rapidly spreading Covid-19 global pandemic, education is a major issue that needs to be addressed. At all levels from the lowest school to the highest level of education, the government strictly prohibits face-to-face teaching and learning activities in the classroom.

As mentioned in the Ministry of Education and Culture (MoEC) issued Circular Letter 2020 Number 3 on Preventing the Spread of COVID-19 Virus in Education Units. This circular explains how to prevent and deal with the COVID-19 virus when it spreads. The government took the decision to temporarily shift the implementation of teaching and learning activities in schools to the home environment. As indicated by the Ministry of Education and Culture's Circular Letter No. 15/2020 on Guidelines for Implementing Learning Activities from Home during the New Normal period, children have become highly dependent on the learning technologies available to them.(Republik 2020).

During the COVID-19 outbreak, using online lessons is an alternative. Therefore, both educators and students must be able to utilize technology to ensure the learning process continues. This is supported by Minister of Education and Culture Regulation No. 65 of 2013 regulates the use of information technology in education to improve effectiveness and efficiency. Learning in schools will be more interesting, dynamic and innovative with the use of information technology.(Republik 2013) Learning activities in schools will be more interesting, dynamic and innovative if they use information technology. The aim is to promote

effective and successful learning and the use of information technology to improve the quality of education.

The operation of distance education depends on the implementation of an effective learning communication system because the main task of the educational process in schools is learning. The efficiency of the learning process determines whether or not educational goals are achieved.(Dewi Permata Sari dan A. R. Rusmin 2018) The purpose of Islamic religious education is to foster and guide students to thoroughly understand the teachings of Islam, understand the goals they can take, and make Islam a way of life. Ahmad Tafsir argues that Islamic religious education is a way to guide and lead others to achieve physical and spiritual development in accordance with Islamic teachings.(Andayani 2006) However, many educators have not been able to optimize the use of learning media as a tool in improving student understanding, especially in terms of Islamic Religious Education. Islamic Religious Education as an important subject in public schools and requires extra attention to be used.

Google Classroom is one of the tools used in distance learning. As a component of the Google for Education platform, *Google Classroom* is an online learning tool used in classroom teaching. The school learning management system integrated into *Google Classroom* media seeks to make it easier for students to create, distribute and assess paperless assignments to achieve the expected results. Teachers and students can utilize *Google Classroom media* to build virtual or online classes that are engaging and encourage students to participate better and actively in their learning.(Diemas Bagas Panca Pradana dan Rina Harimurti 2017)

Utilizing *Google Classroom resources* for distance learning is a previously uncommon educational endeavor. It is considered an alternative that helps distance learning go well, especially in the subject of Islamic Religious Education. When distance learning, *Google Classroom* is considered to have benefits as it allows to create an enjoyable learning environment. *Google Classroom* has the ability to store information that students have acquired, facilitate their access to that information again, and overcome time constraints in the classroom, such as the inability to discuss or review content.(Ernawati 2020) This media is expected to help overcome some of the problems and difficulties associated with learning.

The learning process will result in the development of perception. Because the true purpose of learning is to build perceptions so that they can be realized into abilities that are reflected in cognitive, motor and attitudinal thinking, the development of these perceptions can have an impact on the learning outcomes achieved by students.(Dewi Salma Rawiradilaga dan Eveline Siregar 2004) A person can be influenced by different things in interpreting or

perceiving something. This is because there are several elements that influence.(Sobur 2003) Students see *Google Classroom* as a learning medium that comes from the process of using information and communication technology, namely as an educational platform that aims to increase the effectiveness, openness, and ease of learning.

The interaction between various factors affects a person's learning achievement. Two indicators that can affect a person's learning achievement are internal factors, which come from within a person, and external factors, which come from outside a person. Physical and psychological maturity, psychology, and physical factors are examples of internal factors. While the external factors of students include social, cultural, physical, and religious or spiritual elements. There are elements that affect learning achievement directly or indirectly. Bloom's taxonomy divides learning goals and outcomes (learning outcomes) into three categories of behavior: psychomotor, emotional, and cognitive. Knowledge (memorization), understanding (comprehension), application (application), analysis (learning achievement), synthesis (learning achievement), and evaluation are some forms of learning achievement that fall under the umbrella of the cognitive domain.(Sudjana 1997a)

Researchers conducted an initial survey by interviewing PAI teachers at SMK Panca Bhakti Banjarnegara. The school uses a blended learning approach. It combines synchronous and asynchronous learning by using online learning platforms such as Google Classroom and Google Meet. Due to the limited virtual space involved in online PAI learning, educators may find it difficult to condition the learning process. He stated that in other schools, such as public schools, students are already conditioned in the learning model due to the supportive environment. However, this is different from private schools such as SMK Panca Bhakti Banjarnegara, which cannot always run effectively. Due to the educational background, vision, mission and goals of the school, students are more oriented towards the world of work rather than pursuing higher education. This can have an impact on the direction of students' learning tendencies, which can affect cognitive learning achievement in some subjects.

2. LITERATURE REVIEW

a. CognitiveLearning Achievement of Islamic Education

Achievement comes from the word "*prestie*" in Dutch, which is defined as the result or achievement of an effort. The word achievement in the Big Indonesian Dictionary is the result that has been achieved (from what has been done, done and so on).(Tim Penyusun Kamus Pusat dan Pengembangan Bahasa, n.d.) Achievement is the

result of learning that has been achieved which can be expressed in numbers and words."(W.S Winkel 1986)

Achievement is the achievement of students and the values of learning outcomes which basically reflect the level of success that has been achieved by students in achieving the educational goals that have been set in each subject or field of study(Sudjiono 2011). Islamic Religious Education is a conscious and systematic effort so that students can recognize, understand, appreciate to, have faith, have devotion, and have noble character in practicing Islamic religious teachings from the main source of the holy book al-Qur'an and Hadith, through activities of guidance, teaching, practice and application of experience. Fostering integration with religious harmony in society to realize national unity and integrity, accompanied by demands to respect adherents of other religions(Departemen Pendidikan Nasional, n.d.).

Based on some of the above definitions, it can be concluded that achievement is an achievement that has been obtained by students. Academic achievement obtained is the result of an evaluation or assessment that has been carried out. Therefore, achievement can be interpreted as the results that students have achieved through the process of changing their behavior as a form of practice that they have obtained in a certain period of time, after following various training and teaching programs that have been arranged and planned.

Bloom's opinion, known as Bloom's Taxonomy of educational objectives, states that there are three domains of behavior as learning objectives and outcomes, namely: cognitive, affective, and psychomotor. Bloom divides the cognitive domain into 6 levels. This domain consists of two parts; the first part is knowledge, namely memorization and understanding. The second part is in the form of abilities and skills, namely application, analysis, synthesis, and evaluation(Surya 2012).

Types of learning achievement in the cognitive field include: type of learning achievement of memorization*knowledge (knowledge*), type of learning achievement of*comprehension*, type of learning achievement of application (application), type of learning achievement of analysis, type of learning achievement of synthesis, type of learning achievement of evaluation(Sudjana 1997).

b. Factors Affecting Learning Achievement

Slameto also revealed that the factors that affect learning characteristics are divided into two, namely factors that affect the coginitive characteristics of students and factors that affect the affective characteristics of students(Slameto 2010).

1) Perception

Perception is a way that involves the entry of information into the human brain. Through perception, humans can continuously bond with their environment. This bond is realized through his senses, namely the senses of sight, hearing, touch, taste and smell.

2) Attention

Attention is an activity carried out by a person in relation to the selection of stimuli coming from the environment. Attention has important principles including individual attention directed at new things, a person's attention is focused and remains on things that are considered complicated and people direct their attention to things they want.

3) Listening

Listening and hearing are two different states. Hearing is a passive reaction that occurs. Hearing only occurs at one level in the listening process. In listening there is a process of hearing, attention, knowing to remember.

4) Memory

Memory is the recall of previously obtained information. Information received can be stored for just a few moments, some time or an unlimited period of time.

5) *Readiness and transfer*

Readiness is the overall state of an individual that makes him ready to answer in a certain way to a situation. The adjustment of circumstances at any one time will have an impact on the tendency to give an answer. Conditions include at least three aspects: physical, mental and emotional conditions; needs, motives and goals; skills, knowledge and other notions that have been learned. Transfer is the influence of learning results that have been obtained in the past on the learning process and results carried out later. If the previous learning results support the learning process, then the transfer is called positive transfer. However, if it interferes with the learning process, then the transfer is called a negative transfer.

6) Cognitive structure

Cognitive structure is the substance and nature of the organization that means the overall knowledge of students about a particular field of mupel, which affects academic achievement in the same field of knowledge in the future. In a more specialized sense and short-term, cognitive structure is the substance and nature of the organization of concepts and things that are more or less significant in the cognitive structure, which affects learning along with the recall of small units of new mupel associated.

7) Intelligence

Knowledge of the level of intelligence of students will help teachers determine whether students can follow the lessons given, as well as predict the success or failure of the students concerned when they have followed the teaching given. However, it must be remembered that student achievement is not solely determined by the level of intellectual ability. Other factors such as attitude, motivation, perseverance, physical and mental health, character, and others must be considered as other factors that influence achievement.

8) Creativity

Creativity is a learning outcome in cognitive skills, so to be creative can be learned through the teaching and learning process. Learning outcomes in cognitive skills have a hierarchy/levels. Regarding the level in question is factual information and verbal knowledge, non-verbal information, problem solving and creativity as well as concepts and principles.

9) Cognitive style

Cognitive style is an effort to gain, store, and apply knowledge. Each student has his own preferred way of organizing what he sees, remembers and thinks. Differences between individuals who settle on how to organize and process information and experiences is called cognitive style. Cognitive power is an important variable that affects student choices in academic aspects, the continuation of academic development, how students learn and how students and teachers interact in the classroom.

c. Student Perceptions of the Use of *Google Classroom* Media

1) Student Perceptions of the Use of *Google Classroom* Media

Perception is the process by which individuals manage and interpret their sense impressions in order to give meaning to their environment. According to Sarlito, the definition of perception is a person's ability to organize an observation, these abilities include; ability to distinguish, ability to classify, and ability to focus. Therefore, a person can have different perceptions, even though the object is the same. This is possible because of differences in terms of the value system and personality traits of the individual concerned."(Wirawan 1983)

Walgito defines perception as the process of an individual to understand certain objects that begin with the onset of stimuli from certain objects that are received by the individual's sensory organs and then forwarded to the brain so that the individual can understand the object he receives. Perception is subjective because it involves psychological aspects, namely the cognitive process so that what is in the individual's estimate will actively participate in determining the individual's perception(Walgito 2010).

Perception is the initial process of human interaction with the surrounding environment. Perception is a subjective process of processing how humans can assess an object, while in a broad sense perception is a view or understanding of how someone views or interprets something. Different views or perceptions of something can also have different effects on a person. This is due to various factors that influence it(Sobur 2003).

Based on the above definition, it can be understood that perception is a view that comes from the process of receiving, interpreting, and assessing the conclusions received through the senses. Through these senses an event, or the relationships obtained can be concluded and a person's interpretation will be found to understand an environment.

Burnett, et al., state that the particular way students choose to learn is determined by the interaction between the results of their perception of the teaching context and the personal characteristics of the students themselves(Suralaga 2021). Perception is called the core of communication, because if our perceptions are inaccurate, we are unlikely to communicate effectively. It is the disagreement that determines whether we choose one message and ignore another. The higher the degree of perceptual

similarity between individuals, the easier the more often they communicate, and as a consequence the more likely they are to form cultural groups or identity groups.[14] In this explanation, perception in the learning process occupies a very important position. This is because the learning process carried out by educators and students is unlikely to be successful if there is no effective communication between educators and students.

1) Perception Process

There are three main components of the perception process, namely as follows:

a) Selection, which is the process of filtering by the senses against external stimuli, the intensity and type can be many or few.
b) Interpretation, which is the process of organizing information by various factors, such as past experience, value system, motivation, pedagogy, and intelligence. Interpretation also depends on a person's ability to categorize the information received, which is the process of reducing complex information to simple.
c) Interpretation and perception are then translated into behavior as a reaction. So the perception process is the selection, interpretation and rounding of the information conveyed.Faktor-Faktor Persepsi

The factors that determine perception are divided into two, namely functional factors and structural factors(Rakhmat 2003).

a) Functional FactorsFaktor fungsional adalah faktor yang berasal dari kebutuhan pengalaman masa lalu dan hal-hal lain temasuk apa yang biasa disebut sebagai faktor-faktor personal. Faktor fungsional yang menentukan persepsi adalah objek-objek yang memenuhi tujuan individu yang melakukan persepsi.
b) Structural Factors

Structural factors are factors that originate solely and the nature of the physical stimulus to the nervous effects caused in the individual's nervous system. Structural factors that determine perception according to Gestalt theory if someone wants to understand an event the person cannot examine separate factors but view them in an overall relationship. Whether or not individuals are interested in paying attention to a stimulus is influenced by two factors, namely, internal factors (habits, interests, emotions, and biological states) and external factors (intensity, novelty, movement, and stimulus repetition).

2) Indicators that Affect Perception

Basically everyone has different perceptions. The differences in perception can be caused by the following:(Ahmad 2004)

a) Attention, this is what makes perception between individuals. A person generally tends to focus on one or two specific objects only, usually someone does not capture all the stimuli around him at once. So that the difference in focus is what makes the difference in perception between them.

b) Set, is a person's expectations about stimuli that will arise. According to Stephen P. Robbins, when someone sees something and tries to give an interpretation of what he sees, he will be influenced by his individual characteristics such as attitudes, motives, interests, expectations, knowledge and experience.

c) Needs, perception must be seen contextually, which means that the situation in which the perception arises must receive attention. Needs that are momentary or persistent in nature in a person are able to influence that person's perception.

d) Value system, the value system that exists in a society or a person's assessment of something affects a person's perception. Feldman, states that the formation of perception is strongly influenced by the information first obtained. Because the stimulus faced by humans is constantly changing, the perception can also change according to the stimulus received.

e) Personality traits, such as habits and a person's biological state can affect differences in perception. Tiara H, revealed that the formation of perception is influenced by the framework of knowledge possessed and experience possessed. Knowledge possessed such as education, reading, research and so on. Meanwhile, the experience he has includes the experiences he has experienced, inseparable from the surrounding environment.

3. METODE

This type of research is *field research* with a correlation research design. This research uses a quantitative approach as a research method based on the philosophy of positivism, used to research on certain populations or samples, research, use of data using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses. (Sugiyono 2010)

In this research, researchers have one population group, namely students of class XII TKJ program (Computer Network Engineering) SMK Panca Bhakti. How to take samples (sampling techniques) in this study using *probability samples*, namely sampling techniques that provide equal opportunities for each element (member) of the population to be selected as sample members. While the sample is a small group that is observed and is part of the population (Sugiyono 2015). The total population is 97 and the desired error rate is 5% or 0.05, so the number of samples used is 78 students.

Data were collected for processing after the research using predetermined methods. Before data processing, the quality of students' cognitive learning achievement instruments and students' perception instruments on the use of *Google Classroom* materials were assessed. After data collection, the tests required for data analysis were carried out. After the data were obtained, the prerequisite test for data analysis was carried out and continued with the analysis of the relationship between students' perceptions of the use of *Google Classroom* media in PAI learning on students' cognitive learning achievement.

Normality Test

Knowing whether the population of independent and dependent variables has a normal distribution or not is the purpose of the normality test. Variable frequency distribution is considered normal based on the p value. If the p value is greater than 0.05, the data distribution is said to be normal. Conversely, if the p value is less than 0.05, the data distribution is considered abnormal.(Purwanto 2011)

The following are the results of the normality test:

One-Sample Kolmogorov-Smirnov Test

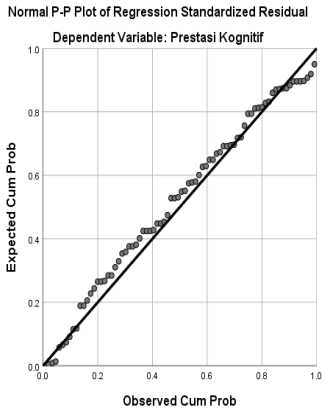
		Unstandardized Residual
N		78
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.86311895
Most Extreme Differences	Absolute	.071
	Positive	.067
	Negative	-.071
Test Statistic		.071
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The normality test gives the following results: Data distribution is said to be normal if p>0.05. Conversely, if the p value> 0.05, the data distribution is considered abnormal. The normality test litas produces the following results:

The data above shows a p value of 0.200 or a significance value of Asiymp.Sig (2-tailed) greater than 0.05. Based on this data, the data is normally distributed according to the reasons used in the Kolmogorov-Sminnov normality test.

Normal P-Plot Image



In the conventional P-Plot graph above, the distribution of points is almost exactly a straight diagonal line. Thus, it can be said that the data and residuals are normally distributed. These results are based on the Kolmogorov-Smirnov test and classical linear regression assumptions.

Linear Test

The purpose of the linearity test is to determine whether or not there is a linear relationship between student perceptions of the use of *Google Classroom* media in PAI learning and cognitive learning achievement. In this study, it is assumed that the correlation is linear if the linearity sign deviation is more than the significance level of 0.05. The linearity test was conducted using SPSS for Windows Version 26. Conversely, if it is less than the significance level of 0.05, the relationship between the two variables is not linear.

The following are the results of the linearity test: **Anova Table**

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Prestasi Kognitif * Persepsi Peserta Didik	Between Groups	(Combined)	4654.395	14	332.457	5.255	.000
		Linearity	3879.349	1	3879.349	61.318	.000
		Deviation from Linearity	775.046	13	59.619	.942	.516
	Within Groups		3985.759	63	63.266		
	Total		8640.154	77			

Based on the data, it can be concluded that the significant Deviation from Linearity value is 0.516 > 0.05. Therefore, both sets of data are linear.

Hypothesis Test

In this study, the hypothesis used is that cognitive learning achievement in PAI classes (Y) can be predicted by students' perceptions in PAI learning through *Google Classroom* media (X). SPSS for Windows Version 26 was used in this study to conduct basic linear regression analysis and test the hypothesis. The results of the hypothesis testing analysis are as follows:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	25.656	5.938		4.321	.000
	Persepsi Peserta Didik	.647	.082	.670	7.869	.000

a. Dependent Variable: Prestasi Kognitif

The constant value (a) = 25.656 and the regression coefficient value (b) = 0.647 are shown in the basic linear regression equation based on the previous table, as shown in the table above. This results in Y = a + bX = 25.656 + 0.647X.

The participation value in this equation is 25.656 which can be understood as a constant value. The coefficient of X is 0.647, which means that every 1% increase in the perceived value of the use of *Google Classroom* media in PAI learning (X), the achievement of cognitive learning achievement in PAI subjects (Y) will increase by 0.647. The regression coefficient is positive, so it can be concluded that variables X and Y have a positive relationship.

The variable of cognitive learning achievement in PAI subject (Y) correlates with the variable of perception of *Google Classroom* media utilization (X). based on the significance value of 0.000 <0.05 obtained from the table above. The variable of student perception in the

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670[a]	.449	.442	7.915

a. Predictors: (Constant), Persepsi Peserta Didik

b. Dependent Variable: Prestasi Kognitif

use of *Google Classroom media* in PAI learning (X) can be predicted by the variable of cognitive learning achievement in PAI learning (Y), according to the t value of 7.869> t table 1.995.

Description:

t_{tabel} = α/2 ; n-k-1

= 0,05/2 ; 78-1-1

= 0.025; 76 (see distribution of t values)$_{tabel}$

= 1,995

4. DISCUSSION AND RESULT

Achievement is the achievement of students and the values of learning outcomes which basically reflect the level of success that has been achieved. Students' cognitive learning achievement is influenced by various things, one of which is perception. This is in line with what Slameto revealed that there are factors that affect cognitive learning characteristics, one of which is perception. In accordance with this opinion, Abu Ahmadi and Widodo Supriyono also state that the learning achievement achieved by an individual is the result of the interaction between various factors that influence it(Ahmadi 2004). Based on this, it is possible that there is a relationship in achieving students' cognitive learning achievement, that good perception is needed to achieve a good level of cognitive learning achievement. This is supported by the results of Mufida Ratnasari's research, that students' perceptions of the use of learning media have an influence on student learning achievement (Mufida 2012). In addition, the results of Puteri Penilih's research state that student perceptions have a positive effect on student learning outcomes.

Fauzi Ahmad revealed that perception has dimensions that can affect the different points of view of students, one of which includes the use of *Google Classroom* media and cognitive learning achievement which is realized through attention, sets or expectations, needs, value systems and personality traits. In the attention dimension, an example of learner behavior is when students have a focused attitude in their learning when using *Google Class* room media as a communication medium in the learning process, this can make it easier for students to understand the material presented in a limited virtual scope. When students have a good understanding, it will also affect good learning outcomes. While in the dimension of sets or expectations, an example of behavior is when the use of *Google Classroom* media in PAI learning takes place effectively, giving students hope to obtain good learning outcomes or cognitive learning achievements. In the dimension of needs and benefits, the various facilities needed by students are obtained, this is in line with the benefits provided to achieve good learning outcomes or cognitive learning achievements, such as the example of using *Google Classroom* media in PAI learning aims to be able to facilitate learning during a pandemic, facilitate distance learning to be more intensive and make it easier for students to learn when and wherever so as to increase students' enthusiasm for learning. In the dimension of personality characteristics, this is realized when students process to be able to conduct conducive and independent learning in PAI learning using *Google Classroom* media to be able to support the level of achievement of students' cognitive learning achievement. When

perception as one of the achievement factors of cognitive learning characteristics can be fulfilled properly, it can help students in achieving their cognitive learning achievement.

The above behavior is characteristic of individuals who have good perception. This is as revealed by Walgito that perception is subjective because it involves psychological aspects, namely cognitive processes so that what is in the individual's estimates will actively participate in determining individual perceptions. Burnett, et al., also stated that the particular way students choose to learn is determined by the interaction between the results of their perceptions of the teaching context and the personal characteristics of the students themselves. In addition, Purwanti, argues that in the learning process, the first environment or experience that learners perceive is the climate built by educators, which includes the way educators teach, learning situations, and learning evaluations conducted by educators(Suralaga 2021).

So it can be understood that the perception of students in the learning process is how the viewpoint of the educator's teaching method, the situation or learning environment such as learning support tools, and learning evaluations conducted by educators. The use of *Google Classroom* as a learning media aims to increase efficiency, effectiveness, transparency, and learning comfort in order to get or achieve good cognitive learning achievement. Based on various theories regarding perception and cognitive learning achievement and the results of previous research, it is suspected that there is a positive relationship or relationship between perception and cognitive learning achievement.

4.1 Students' Perception Level in the Use of *Google Classroom* Media in *PAI Lessons*

SMK Panca Bhakti Banjarnegara in learning using *Google Classroom* media began since the implementation of distance learning by the government in March 2020 amid the increasing pandemic. The purpose of using *Google Classroom* media is to support and facilitate the ongoing learning process. In her role as a PAI teacher, Mrs. Nur Chalimah S.Pd utilizes various media besides *Google Classroom*, including WhatsApp, Google Meet, and other platforms.

People see things in different ways, which is what makes student perspectives so interesting. This difference in perspective can be caused by various factors, one of which is the way people see and use *Google Classroom* in their learning. In a good perception, it occurs where students can accept objects, behave, act, and think in the learning process.

The attitude scale was used to collect data on student perceptions to assess the level of student perceptions in PAI learning with *Google Classroom* media. There are 78 respondents of the attitude scale that measures how students feel in using *Google Classroom* media. This questionnaire has 20 statement items with five possible answers, there are five possible scores, ranging from 1 to 5. Based on the analysis with 78 respondents, it resulted in a score of 47 with the smallest value and a score of 93 with the largest value. The average score of respondents from 78 students is 71.35 with a standard deviation of 10.964. The magnitude of the perception of PAI learning students when using *Google Classroom* media is depicted in the following graph:

Based on the table and category graph above, it can be concluded that 18 respondents or 23% of the total have a very good perception of the learning experience with *Google Classroom* media, 52 respondents or 67% of the total have a very good perception. good categorization, and 8 respondents or 10% of the total respondents have a less good categorization. Based on the responses of the attitude scale questionnaire, the researcher determined that the level of student perceptions regarding the use of *Google Classroom* media in learning PAI class XII Network Computer Engineering program at SMK Panca Bhakti Banjarnegara was in the good category. This is based on the findings of the perception scale questionnaire, 52 out of 78 students, or 67% of the total, have standard perceptions in the good interpretation scale, with scores between 60 and 80.

4.2 Achievement Level of Cognitive Learning Achievement in PAI Learning

PAI cognitive learning achievement refers to the knowledge, understanding, application, analysis, and evaluation of PAI subject matter that students have acquired and implemented based on the results of the learning evaluation at the Midterm Assessment. PAI cognitive learning achievement increases with increasing scores, while PAI cognitive learning achievement decreases with decreasing scores.

Through the results of the Midterm Assessment conducted by students in class XII Computer Network Engineering SMK Panca Bhakti Banjarnegara, we can know the level of success of their cognitive learning. The Midterm Assessment consists of 30 questions with five answer choices, consisting of the letters A, B, C, D, and E. A total of 78 students answered the questions. For a correct answer, one point is given, while for a wrong answer, it is worth zero.

The table shows that, for 78 respondents in the descriptive statistical test analysis of cognitive learning achievement variables in PAI Learning, the minimum value is 45 and the

maximum value is 92. The average of 78 respondents is 71.85, while the standard deviation is 10.593.

The level of cognitive learning achievement in PAI learning is depicted in the following graph:

The category table above leads to the conclusion that cognitive learning achievement in PAI learning as many as 16 respondents (20%) classified PAI learning achievement as very good, 45 respondents (58%), and cognitive learning achievement as many as 17 respondents (22%) classified as good or not good. Thus, from this category it can be concluded that the level of achievement of cognitive learning in the classroom. Based on the assessment results, it shows that, out of 78 students, 58% have achieved standard cognitive learning on a good interpretation scale, with scores between 61 and 82.

4.3 The relationship between student perceptions in the use of *Google Classroom* media in PAI learning on cognitive learning achievement of Class XII SMK Panca Bhakti Banjarnegara Students

Based on the correlation analysis research, the findings As shown by the research, there is a strong relationship between students' perceptions and their cognitive learning outcomes. Based on the strength of the positive relationship, there is an alignment of direction, meaning that students' cognitive learning achievement will increase or improve along with their perception of the use of *Google Classroom* materials. Thus, the cognitive learning outcomes of class XII students in the Computer and Network Engineering program of SMK Panca Bhakti are proven to be positively and significantly correlated with students' perceptions of the use of *Google Classroom* in learning Islamic Religious Education. The results showed that H0 was rejected and H1 was accepted.

The Modal Summary table which shows the correlation or relationship value (R) can also be used to determine how well the variable perception of the use of Google classroom media in PAI learning (X) correlates with the variable achievement of cognitive learning achievement in PAI subjects (Y).

The coefficient of determination (R Square) of 0.449 is generated from the smallest correlation or relationship value (R), which is 0.670. So it can be seen that there is a correlation of 45% between the dependent variable (student cognitive learning achievement) and the independent variable (student perceptions of the use of *Google Classroom* media). While other variables that are not included in the study have an influence or correlation of 55% markers of students' cognitive learning achievement.

The number of students who are able to complete, master various indicators of competence, or fulfill the learning objectives of all contents or chapters of PAI subjects assessed shows the success achieved after the process of using *Google Classroom* media in PAI learning.

This is because perceptions are formed by opinions expressed about the platform and evaluations obtained through sensory input. in order to realize a productive learning atmosphere in PAI learning. Students who use *Google Classroom* effectively will learn more effectively and can understand the content faster. The diversified learning process can attract students' attention so that learning becomes more interactive. In addition, effective utilization of learning materials with the help of *Google Classroom* can help achieve learning objectives and improve the learning process to be better and more efficient. As stated by Yoga Prasetyo,

""Yes, learning with *Google Classroom is* much different from learning face-to-face. However, with *Google Classroom*, the instructor offers diverse materials, such as quizzes, video or movie analysis, and other materials that the teacher provides can be accessed and organized easily in the *Google Classroom files*. The teacher also assigns various activities, such as exchanging material files with real-world problems. The task is to analyze and relate it to Quranic verses for the students."

The interviews show that different perspectives on using *Google Classroom* for learning can facilitate students' access to the program and understanding of the subject matter. Besides Yoga Prasetyo, Rangga was also interviewed by researchers. According to him, there is a good relationship between students' cognitive learning achievement and the use of *Google Classroom*. Rengga Agus stated that students are less passionate about reading texts when they are only given long reading assignments, based on their own experiences. However, Rengga is more eager to learn when the teacher assigns reading texts accompanied by pictures, plays videos, or gives similar quizzes in *Google Classroom*. Isnaeni also made a similar statement.

"It depends. If I'm only given reading assignments, sometimes I'm lazy to read. If in GCR there is material that uses PPT files, videos, or explores material with the theme of the discussion, it is easier for me to understand." However, I appreciate how easy *Google Classroom is to* use."

Isnaeni Afra Fadilah claims that one of the advantages of *Google Classroom* is its ability to integrate the use of PowerPoint files, learning videos, and exploration of materials relevant to the discussion theme. It also has the ability to attract attention and give a positive impression, making it easier for students to understand the material. Ratnawati also agrees with Isnaeni's view.

In addition, Mrs. Nur Chalimah, S.Ag as one of the PAI subject educators was interviewed by researchers. According to her, not all students are able to learn independently. Because, actually all of that is related to how well children understand the surrounding environment, learning materials, and supporting resources. When students have strong understanding abilities, adequate learning resources, a supportive environment, and complicated materials that they can do well, their learning experience will definitely improve, resulting in better learning outcomes and achievements.

This supports Alex Sobur's idea that perception is the first step in a person's engagement with their environment. In its broadest form, perception is a view or understanding of how someone perceives or understands something, but in its subjective sense, perception is a mechanism by which people can judge an object. Diverse perspectives or understandings of a subject can also impact individuals differently. This is due to a number of influencing variables (reference needed)

Similarly, perceptions will develop during the learning process. According to Burnett et al., the method in which students decide to learn is influenced by the interaction between their individual traits and how they interpret the learning environment. Furthermore, Purwanti said, during the learning process, the educator's environment consists of the educator's teaching methods, the learning environment, and the educator's learning evaluation. This is the first environment that students see.(Suralaga 2021)

As a result of using *Google Classroom* as a learning tool to boost productivity, progress, transparency and comfort levels during the learning process, students have formed opinions about the platform. Since the real purpose of education is to develop perceptions that are then transformed into skills that are reflected in students' cognitive processes, use of the body, and behavior, the development of such perceptions can have an impact on the learning outcomes that students achieve.

Individual learning achievement, according to Abu Ahmadi and Widodo Supriyono, is the result of the interaction between several contributing factors. There are several influencing factors, such as internal factors that come from within a person and external forces that come from outside. Examples of internal elements include psychological maturity, physical maturity, and physical factors. Students are influenced by various external factors, such as social, cultural, environmental, physical, and spiritual factors. These factors either directly or indirectly affect students' learning abilities. (Ahmadi 2004)

Slameto added that psychological consideration is one of the internal elements. This component which includes intelligence, attention, curiosity, maturity, and readiness is related to individual psychology.(Slameto 2010) Walgito states that because perception involves psychological components, especially cognitive processes, perception is subjective, meaning that individual perceptions are influenced by what they believe to be true . (Walgito 2010)

The results of perception, which in this study examined perceptions regarding attention to the ability to use *Google Classroom*, the necessity to be able to receive or understand the material using Google Classroom, and the assessment of positive attitudes in PAI learning using *Google Classroom,* can be concluded that it is used to realize students' attention, readiness, and interest. Perception is an opinion resulting from the steps of evaluation, interpretation, and acceptance. Thus, from these indicators, it is clear that perception is one of the factors that influence student achievement in cognitive learning. Thus, it can be said that there is a relationship or relationship between students' cognitive learning achievement and the perception of the use of *Google Classroom* media.

5. CONCLUSION

The research results of "Student Perceptions in the Use of *Google Classroom* Media in PAI Learning on Cognitive Learning Achievement of PAI Class XII Computer and Network Engineering Study Program of SMK Panca Bhakti Banjarnegara" and data analysis conducted by researchers lead to the following conclusions

The results of students' perceptions regarding the use of *Google Classroom* media in PAI learning class 52 of 78 students or 67% of the total students obtained a score of 60 to 80 on the perception scale which shows a strong standardization of perception. The level of cognitive learning achievement in the class of 78 students who took the Midterm Assessment, 58% scored between 61 and 82 on the good interpretation scale, indicating that they had achieved good cognitive learning with a total of 45 students.

There is a strong positive relationship between students' perception in using *Google Classroom* media in PAI learning and their cognitive learning achievement, indicated by a significance value of 0.000 <0.05 and the coefficient of determination (R Square) of 0.449. Thus, students' perspectives and perceptions of the use of *Google Classroom* in PAI learning are believed to be interconnected and the relationship can predict cognitive learning achievement in PAI courses by 45%.

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