

The Application of The Google Form Media to Increase Student Learning Motivation at Kandangan 4 Elementary School

Ninik Sulis Setiani^{1*}, Esti Untari², Sri Kustiyah³

^{1,2,3} Elementary School Teacher Education Study Program, Teacher Professional Education Program, Postgraduate Faculty, State University of Malang

*Corresponding Author: Nsulistian@gmail.com

Abstract: This study aims to determine the use of google form media to increase the learning motivation of grade 4 students at Kandangan 4 Elementary School, Kandangan District. The research was conducted with a qualitative approach to the type of classroom action research. The research was carried out in two cycles, each consisting of 4 stages, namely planning, implementation, observation, and reflection. The data obtained are process data and result data. Collecting data using interview techniques, observation, tests, documentation, and field notes. Data analysis was carried out with the stages of reducing data, presenting data, and drawing conclusions. The results showed that the application of google form media can increase students' learning motivation. This is evidenced by the increase in teacher activity from 81.25% in the first cycle to 93.5% in the second cycle. The student activity increased from 81.8% in the first cycle to 90.9% in the second cycle. Meanwhile, the level of student motivation also increased from 66.5% in the pre-action to 84.8% in the first cycle and 88% in the second cycle. Teachers are expected to continue to develop online learning through the right and correct google form, and add some references about online learning that are more innovative and interesting for students in achieving the expected goals.

Keywords: Google Form, Student Learning Motivation, Kandangan 4 Elementary School

1. Introduction

In 2020 life has been filled with news about the spread of Corona Virus Disease 2019 (Covid-19). Starting from social media, newspapers, television, and other media. Covid-19 is a disease that attacks the human respiratory system caused by the corona virus. In the world of education, Covid-19 has changed the learning system in Indonesia.

Learning activities during this pandemic are carried out virtually or utilizing information and communication technology. Learning activities are fully carried out by not meeting directly and not making physical contact. In a situation like this, of course, teachers must innovate with their learning so that it can continue. There are many media or applications that teachers can use to support learning activities from home such as google classroom, zoom, quizizz, whatsapp and so on. Of course, some of these media have their own advantages and disadvantages. Teachers must be able to determine learning media in the network that are effective and easily accessible to students and parents of students.

The success of learning from home is influenced by the character and competence of the teacher. Teachers must be able to provide meaningful learning experiences to students in various ways. The learning experience is also influenced by the participation of students. The low participation of students in learning activities can result in not achieving the specified learning objectives. The cause of the decline in student participation is a sense of student enthusiasm which begins to turn into feelings of boredom and boredom with the same routine that must be followed every day. Students are also not serious in doing assignments. There are several factors that cause this to happen including boring learning, lack of student motivation, too many assignments,

In online learning, students can become less active in conveying their aspirations and thoughts, so that it can result in boring learning. A student who experiences boredom in learning will hinder progress in learning outcomes. Therefore, it is necessary to encourage students to move students to be enthusiastic about learning so that they can have learning achievements.

Learning motivation is one of the factors that determine effectiveness in learning. A student will learn well if there is a motivating factor, namely learning motivation. Students will learn seriously and without coercion if they have high learning motivation.

Based on the results of observations of learning activities carried out at Kandangan 4 Elementary School on 11 to 20 February 2021, several problems were found related to learning activities. (1) There are some learning materials that are difficult to convey to students with an online system and are easier to convey when face to face. (2) There are some who are less active in collecting assignments (3) Students feel bored with online learning.

In connection with efforts to increase the learning motivation of fourth grade students at Kandangan 4 Elementary School, Kandangan District, this research was conducted by applying Google form media with study and reflection through classroom action research. Kandangan 4 Elementary School Kandangan District. This study aims to determine the use of google form media to increase the learning motivation of grade 4 students at Kandangan 4 Elementary School, Kandangan District.

2. Literature Review

2.1. Motivation to learn

The word motivation comes from the word "motive", which means everything that encourages someone to act to do something. In the Big Indonesian Dictionary, motivation is defined as an impulse that arises in a person consciously or unconsciously to take a certain action.

One of the factors that can improve student learning outcomes is student motivation to learn. If students have the motivation to learn, then student learning outcomes will be good too. Mc Donald (in Ekawarna, 2013: 67) states that motivation is a change in energy in a person which is marked by the emergence of "feelings" and is preceded by a response to a goal. The important elements consist of: (1) motivation that initiates a change in energy in each individual human being. The development of motivation will bring about some energy changes in the "neurophysiological" system that exists in humans because it involves changes in human energy (although the motivation arises from within humans), its appearance will involve human physical activities. (2) motivation is characterized by the emergence of one's feelings (feeling) and affection. In this case, motivation is relevant to psychological, affective, and emotional issues that can determine human behavior. And (3) motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action, namely a goal.

The motivation that exists in each person has its own characteristics. Sardiman in Lutfiyani (2016) revealed that students who have high motivation are as follows:

Table 1. Characteristics of Students Who Have High Motivation

Characteristic features	Information
Persevere in the face of the task	Can work continuously for a long time, don't stop before it's finished
Tenacious to face difficulties (not quickly despair).	Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).
Shows interest in various problems for adults.	For example, issues of religious development, politics, economics, justice, eradication of corruption, opposition to any crime, immorality, and so on.
Prefer to work independently	Students do not depend on their friends or help from the teacher.
Get bored quickly on routine tasks.	Students do not like things that are mechanical, just repetitive, so they are less creative.
Can defend his opinion	When he is sure of something, he will defend his opinion
It's not easy to let go of what you believe in	Will never let go of the things he has believed in and he believes in.
Happy to find and solve problems on questions	Enjoys challenges, likes solving problems on questions.

2.2. Google Forms Media

Google Forms is a free Google application whose main function is to create forms for both information collection and online quizzes. There are many online-based media or tools that can be used for learning media, but return to the original purpose of making these learning media. In this case the author wants to make online learning media as well as to know the progress of its users. This Google form is one of the tools that is easy to use even for beginners because it does not use coding for its creation. Google forms can also be collaborated with other sites or media for example: google docs, google drive, youtube. In making a google form-based learning media, the following steps are taken:

1. Have a Gmail account
2. Go to google forms
3. Make google forms

4. Submit google form
5. Implement google forms

Thus students can learn activities in accordance with the instructions given by the teacher. Students can observe pictures and express their opinions. The teacher can provide reading material that is a source of learning and students can answer according to the existing reading. The teacher can also provide discussion material that can be discussed by students with existing families, then students write down the results of the discussion in the place provided by the teacher.

3. Method

The subjects of this study were grade 4 students at Kandangan 4 Elementary School, Kandangan District. The total number of fourth grade students is 22 students consisting of 9 male students and 13 female students. Researchers chose the school students and especially grade 4 because of the need to conduct research to improve the quality of learning because students' motivation to learn in learning activities is still lacking.

This research was conducted at Kandangan 4 Elementary School, Kandangan District. Kandangan 4 Elementary School is one of the elementary schools located in Kandangan District, Kediri Regency. The research was carried out in the even semester of the 2020/2021 academic year, starting with the preparation of a proposal to obtain permission from the authorities where the research was carried out, in this case the Head of Kandangan 4 Elementary School. This research was carried out in 2 cycles which are described as follows:

Cycle I

1. Planning

Researchers designed and compiled a Learning Implementation Plan (RPP) using google form media. Researchers prepare all learning needs such as google form media and learning instruments such as Learning Implementation Plans (RPP), Student Activity Sheets (LKPD) and observation sheets.

2. Action

The activities carried out in cycle 1 were when students were given apperception and motivation in the initial activities. Apperception is done by singing and asking questions with students. In the core activity, students access the google form media which contains learning activities that have been prepared by the teacher. Students then work on the LKPD found on the google form media.

3. Observation

At this stage, observations were made on the use of google form media in the learning process, in the form of teacher and student activities and the implementation of learning steps according to the lesson plan.

4. Reflection

At the reflection stage, the researcher reflected by discussing with the observers discussing the implementation of learning by using google form media and analyzing its weaknesses and shortcomings based on findings during learning or from observations. After the analysis was carried out, the researcher considered the plan with all the improvements as a follow-up for the next step in the second cycle

Cycle 2

Activities on Cycle II is basically the same as Cycle I, except that planning is based on the results of reflection in Cycle I so that it is more about improving the implementation of Cycle I.

In data collection, the authors collected data from two sources, namely the results of filling out motivational questionnaires and observation sheets for student and teacher activities. The questionnaire was made using a Likert scale with 5 answer options, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

$$P = \frac{n}{N} \times 100\%$$

Information:

P : Percentage value

n : Total score obtained

N : The sum of all ideal values

Furthermore, from the results of the percentage calculation, the score interpretation is carried out based on the table the following assessment criteria.

Table 2 Assessment Criteria for Students' Motivation Levels and Learning Activities

Percentage	Information
86 - 100%	Very good
76 – 85 %	Well
60 – 75 %	Enough
55 – 59%	Not enough
□ 54%	Not much

The results of the recapitulation of the learning motivation questionnaire were analyzed using the final score formula and entered into the appropriate criteria. In this study, the results of the calculation of the percentage score and the table of criteria for assessing the level of learning motivation are the basis for in-depth analysis of student learning motivation in online learning using google form in learning activities.

4.Result

1. Action Data Exposure Cycle I

Based on the results of the observation of learning activities carried out, several problems related to learning activities were found. The recapitulation of the level of student learning motivation can be seen in table 3.

Table 3. Recapitulation of Students' Early Learning Motivation

No	Indicator	Initial Motivation	
		Percentage	Criteria
1	There is a desire and desire to succeed	68%	Enough
2	There is a drive and a need for learning	69%	Enough
3	There are hopes and dreams for the future	71%	Enough
4	There is an award in learning	66%	Enough
5	There are interesting activities in learning	62%	Enough
6	There is a conducive environment	63%	Enough

1) Results of Observation of Teacher and Student Activities

Observations of teacher and student activities were carried out from the initial activities to the end of learning activities for 2 meetings. The activities of teachers and students observed were learning activities using the Problem Based Learning model. The recapitulation of teacher and student activities on the use of google form media in online learning cycle I can be seen in table 4.

Table 4. Recapitulation of Teacher and Student Activities on the use of google form media in online learning Cycle I

No.	Cycle I	Meeting 1	Meeting 2
1.	Teacher Activities		
	Number of activities	13	14
	Percentage	81.25%	87.5%
	Criteria	Well	Well
2.	Student Activities		
	Number of activities	9	10
	Percentage	81.8%	90.9%
	Criteria	Well	Very good

Based on table 4.2, it can be seen that the teacher's activities in the first cycle have reached good criteria. The number of teacher activities that have been carried out at meeting 1 is 13 of 16 activities with a percentage of 81.25% This shows that there are still three activities that have not been carried out by the teacher at meeting 1. Activities that have not been carried out are the teacher has not conveyed the benefits of learning, provided follow-up and has not provided opportunities for students to conduct peer-to-peer assessments.

Implementation at the second meeting of teacher activities has increased, namely there are 14 activities that have been carried out out of a total of 16 activities with a percentage of 87.5%. This happens because there are improvement efforts made by the teacher. However, there are still two activities that have not been carried out by the teacher, namely the teacher has not conveyed the benefits of learning and has not provided opportunities for students to conduct peer-to-peer assessments due to the limited time they have.

Student activities have reached very good criteria. Table 4.2 shows that the number of activities carried out by students is 9 out of 11 activities with a percentage of 81.8%. This shows that there are still two activities that have not appeared at meeting 1. Activities that have not appeared are that students have not completed the task on time. In addition, not all students are active in learning activities.

Implementation at meeting 2 of student activities also experienced an increase, namely there were 10 activities that had been carried out out of a total of 11 activities with a percentage of 90.9%. This happens because of the guidance and motivation provided by the teacher. However, there is still one activity that has not been carried out by students, namely not all students are active in participating in learning activities. This is because not all guardians of students can accompany online learning activities in the morning.

2) Observation results of learning motivation

The results of the observation of learning motivation were obtained from filling out a learning motivation questionnaire by students at the time after carrying out the first cycle. The results of students' learning motivation can be seen from the criteria that emerged. Data on the assessment of student attitudes during learning can be seen in table 5.

Table 5. Recapitulation of Student Learning Motivation Cycle I

Indicator	Initial Motivation	
	Percentage	Criteria
There is a desire and desire to succeed	84%	Well
There is a drive and a need for learning	86%	Very good
There are hopes and dreams for the future	88%	Very good
There is an award in learning	80%	Well
There are interesting activities in learning	87%	Very good
There is a conducive environment	84%	Well
Average	84%	Well

Based on data from table 4.3 obtained from observations from the implementation of the first cycle, it shows that the percentage of students' learning motivation levels is at the Good and Very Good level. The results of the questionnaire on the level of student learning motivation in the pre-action, namely the indicator of the desire and desire to succeed is 84% at the Good level, the encouragement and need in learning is 86% at the very good level, the indicator of the existence of hopes and aspirations for the future is 88% at the very good level, the indicator of appreciation in learning is 80% at the good level, the indicator of the existence of interesting activities in learning is 87% at the very good level, and the indicator of a conducive environment is 84% at the good level.

1) Results of Observation of Teacher and Student Activities

Observations of teacher and student activities were carried out from the initial activities to the end of learning activities for 2 meetings. The activities of teachers and students observed were learning activities using the Problem Based Learning model. The recapitulation of teacher and student activities on the use of google form media in online learning cycle II can be seen in table 4.4.

Cycle II

Table 6. Recapitulation of Teacher and Student Activities on the use of google form media in online learning Cycle II

No.	Cycle I	Meeting 1	Meeting 2
1.	Teacher Activities		
	Number of activities	15	15
	Percentage	93.5%	93.5%
	Criteria	Very good	Very good
2.	Student Activities		
	Number of activities	10	10
	Percentage	90.9%	90.9%
	Criteria	Well	Very good

Based on table 4.4, it can be seen that the teacher's activities in the first cycle have reached very good criteria. The number of teacher activities that have been carried out at meeting 1 is 15 of 16 activities with a percentage of 93.5% This shows that there are still three activities that have not been carried out by the teacher at meeting 1. Activities that have not been carried out are the teacher has not provided opportunities for students to do peer assessment.

Implementation at the second meeting of teacher activities has increased, namely there are 15 activities that have been carried out out of a total of 16 activities with a percentage of 93.5%. There is still one activity that has not been carried out, namely the teacher has not provided opportunities for students to conduct peer-to-peer assessments due to the limited time they have.

Student activities have reached very good criteria. Table 4.4 shows that the number of activities carried out by students is 10 out of 11 activities with a percentage of 90.9%. This shows that there is still one activity that has not appeared at meeting 1. The activity that has not appeared is that students have not completed the task on time. In addition, not all students are active in learning activities.

Implementation at meeting 2 of student activities also experienced an increase, namely there were 10 activities that had been carried out out of a total of 11 activities with a percentage of 90.9%. There is still one activity that has not been carried out by students, namely not all students are active in participating in learning activities. This is because not all guardians of students can accompany online learning activities in the morning.

2) Observation results of learning motivation

The results of the observation of learning motivation were obtained from filling out a learning motivation questionnaire by students at the time after carrying out the first cycle. The results of students' learning motivation can be seen from the criteria that emerged. Data on student attitude assessment during learning can be seen in table 7.

Table 7. Recapitulation of Student Learning Motivation

Indicator	Student Motivation	
	Percentage	Criteria
There is a desire and desire to succeed	89%	Very good
There is a drive and a need for learning	88%	Very good
There are hopes and dreams for the future	90%	Very good
There is an award in learning	86%	Very good
There are interesting activities in learning	87%	Very good
There is a conducive environment	88%	Very good

Cycle II

Based on data from table 4.5 obtained from observations from the implementation of cycle II, it shows that the percentage of students' learning motivation level is at the very good level. The level of student learning motivation can be stated to have less criteria if it has a percentage of 54%, less criteria if it has a percentage of 55%-59%, sufficient criteria if it has a percentage of 60%-75%, good criteria if it has a percentage reaching 76%-85% and very good criteria if it is at the level of 86%-100%. The results of the questionnaire on the level of student learning motivation in the pre-action, namely the indicator of the desire and desire to succeed is 89% at the Good level, the encouragement and need in learning is 88% at the very good level, the indicator of the existence of hopes and aspirations for the future is 90% at the very good level, the indicator of appreciation in learning is 86% at the good level, the indicator of the existence of interesting activities in learning is 87% at the very good level, and the indicator of a conducive environment is 88% at the good level.

Reflection

Classically, the results of observations and data analysis in the second cycle obtained data that the level of student learning motivation has increased, namely at the level of 86%. So this research was stopped in cycle II or not continued in the next cycle.

2. Research findings

Based on the exposure of research data that has been carried out, research findings are obtained in the form of data on the use of google form media in online learning to increase the learning motivation of fourth grade students at Kandangan 4 Elementary School, Kandangan District. Each finding is described as follows.

Implementation of The Application of Google Form Media on Thematic Learning for Class IV At Kandangan 4 Elementary School 4, Kandangan District.

The implementation of online learning using google form media can be seen from the activities of teachers and students. The recapitulation of teacher and student activities in online thematic learning using google form media can be seen in table 8.

Table 8. Recapitulation of Teacher and Student Activities in Cycles I and II

No.	Aspect	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1.	Teacher Activities	13	14	15	15
	Percentage	81.25%	87.5%	93.5%	93.5%
	Criteria	Well	Well	Very good	Very good
2.	Student Activities	9	10	10	10
	Percentage	81.8%	90.9%	90.9%	90.9%
	Criteria	Well	Very good	Very good	Very good

Based on table 4.10 it can be seen that the percentage of teacher and student activities has increased from cycle I to cycle II. The data shows that online learning using google form media is implemented well by teachers and students. The increase in teacher and student activities can be seen in Figure 1.

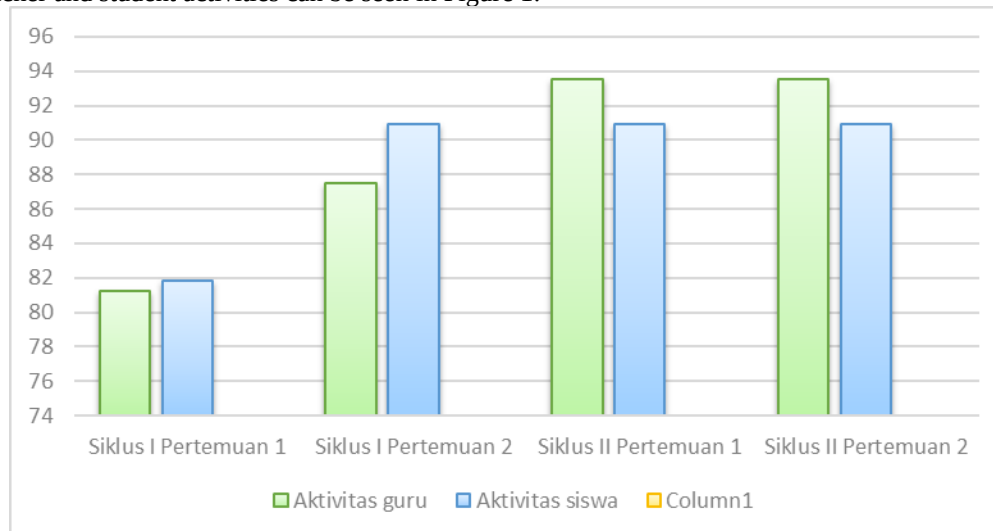


Figure 1. Increased activity of teachers and students

Motivation to learn in online thematic learning using google form media students in grade IV Kandangan 4 Elementary School

The results of increasing student motivation in online thematic learning using google form media are seen from the level of student learning motivation on each indicator of learning motivation. The recapitulation of the increase in students' learning motivation in each cycle can be seen in table 9.

Table 9. Recapitulation of Student Learning Motivation at the Pre-action stage to Cycle II

Learning Motivation Indicator	Pre-action	Cycle I	Cycle II
There is a desire and desire to succeed	68% Enough	84% Good	89% Very Good
There is a drive and a need for learning	69% Enough	86% Very Good	88% Very Good
There are hopes and dreams for the future	71% Enough	88% Very Good	90% Very Good
There is an award in learning	66% Enough	80% Good	86% Very Good
There are interesting activities in learning	62% Enough	87% Very Good	87% Very Good
There is a conducive learning environment	63% Enough	84% Good	88% Very Good
Average	66.5% Enough	84.8% Well	88% Very Good

Based on table 9, it can be seen that the percentage of students' learning motivation has increased from the pre-action stage to the second cycle. The data shows that online learning using google form media is well implemented by teachers and students. The increase in students' learning motivation activities can be seen in Figure 2.

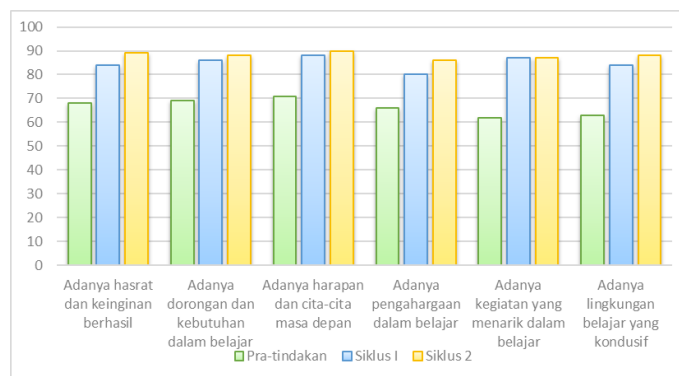


Figure 2. Increasing students' learning motivation

3. Increasing Student Learning Motivation

One of the internal factors that determine the success or failure of the teaching and learning process is learning motivation. In learning activities, motivation plays an important role as a driving force from within in the process of continuous learning. According to Lestari (2017: 2) motivation has an important role in the teaching and learning process for both teachers and students. For teachers to know the motivation to learn from students is very necessary in order to maintain and improve the spirit of student learning. For students learning motivation can foster a spirit of learning so that students are encouraged to do the act of learning.

Based on the six classifications of learning motivation indicators according to Uno (2013: 23), namely: (1) there is a desire and desire to succeed (2) there is a drive and need in learning (3) there are hopes and aspirations for the future (4) there is an appreciation in learning (5) there are interesting activities in learning (6) there is an environment conducive environment, which are then used by researchers in determining the level of student learning motivation.

Based on the exposure to the data that has been described in chapter IV, students' learning motivation has increased from the pre-action stage to cycle II. In the pre-action stage, it shows that the average percentage of students' motivation level is at a sufficient level. The results of the questionnaire on the level of student learning motivation in the pre-action, namely the indicator of the existence of a desire and desire to succeed is 68% at a sufficient level, an indicator of future hopes and aspirations is 71% at a sufficient level. Indicators of appreciation in learning are 66% at a sufficient level, the indicator of the existence of interesting activities in learning is 62% at the sufficient level, and the indicator of the existence of a conducive environment is 63% at the sufficient level.

In cycle I shows that the percentage of students' motivation level is at a good and very good level. The results of the questionnaire on the level of student learning motivation in the pre-action, namely the indicator of the existence of desire and desire to succeed is 84% at a good level, the existence of encouragement and need in learning is 86% at a very good level, an indicator of the existence of hopes and aspirations for the future is 88% at the very good level, the indicator of the existence of rewards in learning is 80% at the good level, the indicator of the existence of interesting activities in learning is 87% at the very good level, and the indicator of the existence of a conducive environment is 84% at the good level with an average of each the indicator is 84.8% on good criteria.

In cycle II shows that the percentage of students' motivation level is at the Very Good level. The level of student learning motivation can be stated to have less criteria if it has a percentage of 54%, less criteria if it has a percentage of 55%-59%, sufficient criteria if it has a percentage of 60%-75%, good criteria if it has a percentage reaching 76%-85% and very good criteria if it is at the level of 86%-100%. The results of the questionnaire on the level of student learning motivation in the pre-action, namely the indicator of the desire and desire to succeed is 89% at the Good level, the encouragement and need in learning is 88% at the very good level, the indicator of the existence of hopes and aspirations for the future is 90% at the very good level, the indicator of the existence of rewards in learning is 86% at the good level, the indicator of the existence of interesting activities in learning is 87% at the very good level, and the indicator of the existence of a conducive environment is 88% at the very good level with an average percentage of all indicators, namely 88% on very good criteria.

The description of the discussion states that there is an increase in student learning motivation in each indicator. The impact shown is the increased activity of teachers and students from good to very good criteria. Thus, it can be concluded that the use of google form media can increase the learning motivation of fourth grade students at Kandangan 4 Elementary School, Kandangan District.

Conclusion

The results of the research carried out by researchers can be concluded, namely:

1. The application of google form media during the COVID-19 pandemic in thematic learning for fourth grade students at Kandangan 4 Elementary School 1 Kandangan 4 has gone well as a substitute for normal KBM. The use of google form media at Kandangan 4 Elementary School is able provide learning motivation for fourth grade students at Kandangan 4 Elementary School, Kandangan sub-district mainly on thematic subjects in this pandemic condition. This is evident from the results of teacher and student activities increasing from good criteria in the first cycle and then increasing to very good criteria in the second cycle.
2. Teachers are expected to continue to develop online learning through the right and correct google form, and add some references about online learning that are more innovative and interesting for students in achieving the expected goals.

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