

The Use of Google Forms as Interactive Media in Teaching Hajj Material to 9th Grade Students at SMP 16 Semarang and Its Effect on Learning Interest

Miss Fatihah Saman^{1✉}, Raharjo²

¹ *Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Walisongo, Semarang*

² *Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Walisongo, Semarang*

✉ email: 24031280010@student.walisongo.ac.id

Received:

November 5,
2024

Revised:

November 20,
2024

Accepted:

December 4,
2024

Published:

December 10,
2024

ABSTRACT

This study examined the use of Google Forms based on interactive media in the Hajj material for grade 9 students at SMP 16 Semarang and its impact on students' learning interest. The use of Google Forms is expected to enhance student engagement in Islamic Religious Education (PAI) learning. The study adopts a quasi-experimental design with a one-group pretest-posttest method, involving two groups of students: the experimental group using Google Forms and the control group not using it. The analysis results indicate that the use of Google Forms significantly improved students' learning interest, as reflected by the increase in posttest scores in the experimental class compared to the control class. Positive impacts were also seen in the improvement of learning motivation, with students using Google Forms showing higher involvement in the learning process. Overall, this study shows that the application of interactive media such as Google Forms can enhance students' interest and engagement in PAI learning, especially in the Hajj material.

Keywords: *Google Form; Hajj Material; Interactive Media*

INTRODUCTION

The In today's digital era, the use of technology in education is becoming increasingly important, especially in supporting interactive and effective learning processes. At SMP 16 Semarang, Google Forms have been implemented as an interactive tool in Islamic Religious Education (PAI) to enhance student engagement. The use of this tool is expected to ease data collection and feedback, as well as encourage students to be more active in their learning. This study aims to explore the perceptions of 9th-grade students regarding the effectiveness and their experiences in using Google Forms in PAI learning.

The use of Google Forms as a learning evaluation tool in Islamic Religious Education (PAI) began from the planning stage, readiness of facilities and infrastructure, development of Google Forms, to the implementation stage of using Google Forms in learning evaluation activities. This has had positive impacts and benefits in terms of effectiveness, efficiency, appeal, and design (Aryanti, 2021). In the modern era, students are more familiar with digital technology, and they expect more interactive learning experiences. Education in Indonesia, including at SMP 16 Semarang, is undergoing a transformation with more schools adopting technology-

based learning methods. However, there are still challenges regarding understanding and using technology among students, especially in areas with limited facilities and infrastructure. By utilizing Google Forms, it is hoped that this gap can be bridged and provide a more engaging and relevant learning experience.

Previous research on students' perceptions of using Google Forms in 9th-grade PAI subjects based on interactive media at SMP 16 Semarang has been categorized into three trends: First, students' perceptions of using Google Forms in PAI learning (Pokhrel, 2024). Second, the impact of Google Forms usage on student engagement in the learning process (Maharani et al., 2022). Third, the challenges students face when using Google Forms as a learning medium (Munawaroh et al., 2021). These findings have not discussed in detail the students' perceptions of using Google Forms. Therefore, the aim of this research is to strengthen the results of previous studies on students' perceptions of using Google Forms in 9th-grade PAI subjects based on interactive media at SMP 16 Semarang. Moreover, the research problem is formulated as follows: (1) How do 9th-grade students perceive the use of Google Forms in PAI learning? (2) What is the impact of Google Forms usage on student engagement in the learning process? (3) What are the differences in learning interest on Hajj material between classes that use and do not use Google Forms?

METHOD

The method used in this study is a quantitative quasi-experimental research type with a One Group Pretest-Posttest research design. The research location is SMP 16 Semarang, Semarang City. The population consists of 60 students from the experimental class. The sample was taken from 30 students from the control class and 30 students from the experimental class. This study focuses on issues related to its title, namely: first, the use of Google Forms in the Hajj material for 9th-grade students based on interactive media to improve learning interest at SMP 16 Semarang. Second, the impact of using Google Forms on student engagement in the learning process. Lastly, the challenges faced by students when using Google Forms as a learning media. The data collection technique used in this study is through the administration of evaluation questionnaires and learning outcomes with the assistance of the SPSS program on a computer.

THEORETICAL REVIEW

a. Google Form

Google Forms is a web-based tool developed by Google for creating surveys, registration forms, quizzes, or collecting data online. With an intuitive interface, this tool allows users to create various types of forms that can be customized according to their needs. Users can choose from different question types, such as multiple choice, short text, text input, and dropdown, as well as add images or videos. The results collected from the forms can be directly processed and analyzed using Google Sheets, making it easier to manage and analyze data efficiently.

Google Forms has many useful benefits, both for individuals and organizations. The use of the Google Form platform as an evaluation media is very practical and also facilitates teachers in grading students, with a quiz feature that can score answers to the questions provided (Setya Utami, 2021). In the field of education, for example, teachers can use Google Forms to create online quizzes or exams and efficiently collect feedback from students. In the business world, Google Forms is used for customer surveys, market research data collection, and event registration. One of the advantages of Google Forms is the ease of sharing forms with others via links or email, and the results of form submissions can be stored and displayed in tables or graphs for further analysis.

In education, Google Forms offers various benefits for teaching and assessment. Teachers or educators can use this tool to collect assignments or tests, as well as evaluate students' understanding of the material provided. Another advantage is its ability to provide immediate feedback and carry out structured data-based assessments. Google Forms also supports distance learning, allowing students to work on quizzes or assignments independently, with results directly received by the teacher. This simplifies the evaluation process without the need for manual management.

In addition to education, Google Forms is also very useful in social research for collecting data from many respondents. Researchers can design surveys or questionnaires with various question types that can be customized, and the data collected can be automatically processed, reducing human error and simplifying statistical analysis. This tool allows researchers to access data directly and in real-time, providing flexibility in fast and efficient data collection. Some studies show that Google Forms is an effective tool for data collection in social, psychological, and educational research.

Overall, Google Forms is a highly flexible and efficient tool for various types of data collection, from education to social research, and enables easier and faster data management.

b. Hajj Material

The term "Hajj" comes from the Arabic word hajj or hijj, which means to go to or visit a holy place. In religious terms, Hajj is a journey to Mecca to perform rituals such as Tawaf, Sa'i, standing at Arafat (Wuquf), and all the rites of Hajj as a form of obedience to Allah and seeking His pleasure (Aswandi, 2022). Hajj is the fifth pillar of Islam that must be performed by Muslims who meet the requirements, namely being physically, mentally, and financially capable. This act of worship is performed in the holy land of Mecca during the month of Dzulhijjah, following a series of rituals according to Islamic teachings. Hajj is obligatory for every Muslim who fulfills the conditions, such as being a Muslim, having reached puberty, being of sound mind, being free (not a slave), and possessing the means or istitha'ah. Istitha'ah includes financial preparedness for the journey and the family left behind, as well as physical fitness to perform the worship.

The pillars of Hajj are the essential elements that must be carried out for the Hajj to be valid. These include Ihram, standing at Arafat, Tawaf Ifadah, Sa'i between Safa and Marwah, Tahallul (removal of hair), and maintaining order. Additionally, there are obligatory acts of Hajj, which must be performed, but if neglected, the Hajj is still valid as long as a penalty (dam) is paid. These obligatory acts include Ihram from the Miqat, staying in Muzdalifah and Mina, throwing pebbles at the Jamrah, and maintaining the prohibitions during Ihram.

Hajj has many spiritual lessons, including obedience to Allah SWT, and symbolizes the unity of Muslims from different backgrounds. This worship also teaches values such as patience, humility, and sacrifice, while remembering the struggles of Prophet Ibrahim (AS) and his family in carrying out the commands of Allah.

For students, learning about the Hajj material helps them understand the importance of this worship as an expression of obedience to Allah. Although they are not yet required to perform it, this understanding prepares them to strengthen their faith and motivates them to follow the pillars of Islam in the future.

c. Interactive Media

The term "interactive" comes from the word interaction, which refers to mutual actions, relationships, and influences. Interaction occurs due to cause and effect relationships, where actions and reactions take place (Dian Nur Septiyawati Putri, Fitriah Islamiah, Tyara Andini, 2022). Interactive media refers to platforms or tools that allow two-way interaction between the user and the presented content or system. This type of media creates a more dynamic experience because the user not only passively receives information but can also interact directly, such as through clicks, text input, or visual manipulation.

The advantage of interactive media lies in its ability to engage users and enhance their understanding of the material. By allowing users to participate actively, this media creates a more effective and enjoyable learning experience. Additionally, interactive media can be tailored to individual needs, such as features for personalization or flexible learning pathways.

In education, interactive media plays a crucial role in supporting the learning process. Teachers can use it to deliver content creatively, such as through simulations, interactive quizzes, or animated videos. This approach helps students understand complex material and encourages active participation during the learning process. Not only in education, but interactive media is also widely used in other sectors such as advertising, entertainment, and professional training. In advertising, this media is used to create unique experiences, such as promotional games or augmented reality technology, to attract consumers' attention. Meanwhile, in training, interactive media allows participants to practice skills virtually before applying them in real-life situations.

As technology evolves, interactive media continues to innovate, for example, with the integration of artificial intelligence and virtual reality. This demonstrates that

interactive media is not only relevant today but will also become an essential component in various aspects of life in the future.

d. Learning Interest

Learning interest refers to the curiosity or drive within a person to study, understand, or master specific knowledge and skills. Interest occurs when someone sees certain characteristics or meaning in a situation linked to their desires and needs (Nursalma & Pujiastuti, 2023). Interest is a crucial factor in the success of the learning process, as individuals with interest tend to be more motivated to learn diligently. Learning interest is often sparked by curiosity, enjoyable experiences, or environmental influences such as support from family and teachers.

Various efforts can be made to increase learning interest, such as creating an engaging learning environment, providing relevant and enjoyable material, and offering appreciation for efforts and achievements. Additionally, using interactive teaching methods, such as discussions, experiments, or creative media, can help increase student engagement. When learning is enjoyable, students tend to be more active in following the lessons.

In the education field, learning interest greatly influences students' academic achievements. Students with high learning interest are generally more diligent, responsible, and able to face challenges in learning. In contrast, a lack of interest can lead students to become passive, easily bored, and struggle to achieve optimal results. Therefore, the role of teachers and parents is crucial in fostering and maintaining children's learning interest.

Factors affecting learning interest include internal factors, such as motivation, self-confidence, and talent, as well as external factors, such as family support, school environment, and relationships with peers. These factors are interrelated and can determine an individual's motivation to learn. Understanding individual needs and interests is essential so that the learning process can be tailored to their potential. By fostering learning interest, individuals not only find it easier to understand knowledge but also develop a positive attitude toward lifelong learning. Strong learning interest will motivate someone to continue seeking new knowledge, face challenges confidently, and become independent learners. This attitude forms a crucial foundation for success in various aspects of life.

The use of technology in education shows that interactive media can increase student motivation and engagement. Education involves building infrastructure such as hardware, internet networks, software procurement, and others, all of which are efforts to meet the need for more effective and efficient learning methods (Sufriadi & Zakaria, 2022). Many studies indicate that students who learn using digital tools are more active and better able to understand the material compared to conventional methods. Google Forms, as an easy-to-use tool, allows teachers to create quizzes, surveys, and assignments interactively. It can also be defined as a component of Google Docs provided by the tech giant Google as software that is free to access and fairly easy to operate (Sufriadi & Zakaria, 2022). Therefore, Google Forms can be a more enjoyable

and effective learning media, especially in PAI subjects, which often require creative approaches to capture students' attention.

FINDINGS AND DISCUSSION

H1 = The use of Google Forms in the Hajj material for 9th grade based on interactive media on learning interest at SMP 16 Semarang.

H2 = The impact of using Google Forms on student engagement in the learning process.

H3 = The difference in learning interest in the Hajj material between the class that was given Google Forms and the class that was not.

Table 1. Descriptive statistical analysis results for the variable: Learning interest.

Google Form	N	Minimum	Maximum	Mean	Variance	Standard Deviation	Standard Error
Before	30	74	94	84.83	35.14	5.93	1.08
After	30	79	98	88.03	21.27	4.61	0.86
	60	74	98	86.43	28.21	5.31	0.98

The table above shows that the maximum posttest score for the control class obtained by students is 94, with a minimum score of 74 and an average of 84.83. The standard deviation for the posttest in the control class is 5.93, meaning the score range from maximum to minimum is wider than that of the experimental class posttest. Meanwhile, the maximum posttest score for the experimental class is 98, with a minimum score of 79 and an average of 88.03. The standard deviation for the experimental class posttest is 4.61, indicating that the range of scores from the highest to the lowest is smaller than in the control class posttest. Furthermore, the inferential analysis between the posttest of the control class and the experimental class regarding learning motivation can be seen in the table below:

Table 2. Summary of the independent t-test analysis:

Learning Interest	Mean	Mean Difference	Standard Error of the Mean Difference	Degrees of Freedom	t	Critical t-value at 5% Significance Level	Conclusion
Before	84.83	3.2	1.29	58	2.48	2.001	Sign.
After	86.03						

Note:

Independent Variable: Google Form

Dependent Variable: Learning Interest

Google Form Category 1: Before

Google Form Category 2: After

The table shows that the average posttest score for the control class is 84.83, and the average posttest score for the experimental class is 86.03, which means the difference between them is 3.2. With 58 degrees of freedom, the t coefficient obtained is 2.001, while the t value from the table is 2.48, indicating a significant result.

- a. The use of Google Forms in the Hajj material for 9th grade based on interactive media on learning interest. Based on the analysis conducted, the results show a significance value of 1.29, which means there is a learning interest in using Google Forms for the Hajj material in 9th grade based on interactive media.
- b. The impact of using Google Forms on student engagement in the learning process. Based on the analysis, it is known that the learning motivation value for the control class, or the class that did not use Google Forms, is 84.83, which indicates that the average score is lower than that of the experimental group, or the group that used Google Forms.
- c. The difference in learning interest in the Hajj material between the class that was given Google Forms and the class that was not. The analysis results show an average of 84.83 for the control class and 86.3 for the experimental class. Therefore, there is a difference of 3.2 between the control class and the experimental class.

DISCUSSION

- a. **The use of Google Forms in the Hajj material for 9th grade based on interactive media on learning interest.** The use of Google Forms in the Hajj material for 9th grade, based on interactive media, has shown a positive impact on student learning interest. Based on the analysis conducted, a significance value of 1.29 was obtained, indicating a significant increase in learning interest when using interactive media such as Google Forms. This media allows students to engage more actively in the learning process, provides an engaging learning experience, and makes it easier for them to understand the material in a more interactive way. Thus, the use of Google Forms not only improves material comprehension but also strengthens students' motivation and involvement in the learning process.
- b. **The impact of using Google Forms on student engagement in the learning process.** The analysis results show that the use of Google Forms has a positive impact on student engagement in the learning process. In the control class, which did not use Google Forms, the learning motivation score was recorded as 84.83, which is lower than the experimental class that used the interactive media. This indicates that Google Forms can increase student motivation in learning, as this media provides a more engaging, interactive experience and helps students better understand the material. Therefore, the use of Google Forms is proven to be

more effective in increasing student engagement and motivation compared to traditional learning methods.

- c. **The difference in learning interest in the Hajj material between the class that was given Google Forms and the class that was not.** The analysis results show a significant difference in student learning interest in the Hajj material between the class that was given Google Forms (experimental class) and the class that was not given Google Forms (control class). The average learning interest score in the control class was 84.83, while in the experimental class, it reached 86.3. This difference of 3.2 points indicates that the use of Google Forms has a positive impact on student learning interest, with the experimental class showing higher interest. This demonstrates that interactive media such as Google Forms can increase students' attention and enthusiasm in learning the Hajj material, compared to traditional learning methods applied in the control class.

CONCLUSION

The application of Google Forms based on interactive media in learning the Hajj material for 9th-grade students has a positive impact on their learning interest. Through interactive features such as multimedia quizzes, videos, and images, students are more actively engaged in the learning process. This engaging media stimulates students' curiosity, making them more enthusiastic about learning the Hajj material, which previously may have been less interesting. The more dynamic and varied learning environment creates a pleasant atmosphere and encourages students to explore the material further.

Additionally, the use of Google Forms allows students to interact directly with the learning material through practice questions and automated feedback, helping them improve their understanding. This feature not only increases student participation but also gives them more control over the learning process. With a more flexible and interactive approach, students' interest in the Hajj material increases significantly, resulting in a more productive and enjoyable learning environment.

Future research on the use of Google Forms based on interactive media in learning the Hajj material for 9th grade could explore several deeper aspects. First, comparing it with other more varied learning media, such as game-based learning apps or other interactive platforms, could provide new perspectives on which media is more effective in increasing learning interest. Second, long-term research evaluating the impact of using Google Forms on understanding the Hajj material in final exams or subsequent assessments could provide stronger evidence of its long-term effects. Finally, studying the influence of using Google Forms on students with various characteristics could enrich teaching strategies by adapting approaches to better meet the individual needs of students.

REFERENCES

- Aryanti, N. N. S. (2021). Efektifitas Google Form Sebagai Media Evaluasi Di Masa Pandemi. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 329–342.
<http://jayapanguspress.penerbit.org/index.php/cetta>
- Aswandi, B. (2022). Kepuasan Jama'ah Haji Dalam Proses Pelayanan Haji (Studi Kasus Di Kabupaten Kuantan Singingi). *Journal of Islamic Law El Madani*, 1(1), 1–11.<https://doi.org/10.55438/jile.v1i1.6>
- Dian Nur Septiyawati Putri, Fitriah Islamiah, Tyara Andini, A. M. (2022). Analisis Pengaruh Pembelajaran Menggunakan Media Interaktif Terhadap Hasil Pembelajaran Siswa Sekolah Dasar. *Pendidikan Dasar Dan Sosial Humaniora*, 2(2), 367.
- ERAWAN, W. (2022). Pemanfaatan Google Form Untuk Meningkatkan Pembelajaran Bahasa Inggris Kelas Vii Mts Asy-Syafi'Iyyah Jatibarang. *SECONDARY: Jurnal Inovasi Pendidikan Menengah*, 2(3), 337–344.
<https://doi.org/10.51878/secondary.v2i3.1399>
- Maharani, H. R., Aminudin, M., & Ummamah, K. (2022). Persepsi Mahasiswa Terhadap Penggunaan Aplikasi Google Meet Dan Google Form Di Masa Pandemi. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 12(2), 191–199. <https://doi.org/10.24176/re.v12i2.6730>
- Munawaroh, R. Z., Prastowo, A., & Nurjanah, M. (2021). Efektivitas Penilaian Pembelajaran Menggunakan Google Form pada Pembelajaran Daring. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 5(3).
<https://doi.org/10.36312/jisip.v5i3.2152>
- Nursalma, A., & Pujiastuti, H. (2023). Pengaruh Waktu Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Matematika. *OMEGA: Jurnal Keilmuan Pendidikan Matematika*, 2(3), 135–141.
<https://doi.org/10.47662/jkpm.v2i3.479>
- Pokhrel, S. (2024). No TitleEΛENH. *Αγαν*, 15(1), 37–48.
- Setya Utami, L. W. (2021). Penggunaan Google Form Dalam Evaluasi Hasil Belajar Peserta Didik Di Masa Pandemi C0Vid-19. *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, 1(3), 150–156.
- Sufriadi, D., & Zakaria, Z. (2022). Pemanfaatan Google Form untuk Penilaian Harian Mata Kuliah Mahasiswa Universitas Serambi Mekkah. *Innovative: Journal Of Social Science Research*, 2(2), 58–62.
<https://doi.org/10.31004/innovative.v2i2.5976>