

# THE EFFECT OF GOOGLE CLASSROOM LEARNING MEDIA AND EMOTIONAL INTELLIGENCE ON THE RESULTS OF LEARNING HISTORY INDONESIA

P-ISSN: 2089-4341 | E-ISSN: 2655-9633

<https://uia.e-journal.id/akademika/article/view/1108>

DOI: 10.34005/akademika.v9i02.1108

Submitted: 2020-11-06 Reviewed: 2020-11-23 Published: 2020-11-30

**Qotrun Nada**

qotrunnada58@gmail.com

**SMK Bina Insan Kamil  
Kota Bekasi-Indonesia**

**Moh Fahri Yasin**

mohfachri59@gmail.com

**Universitas Islam As-  
Syafi'iyah-Indonesia**

**Khairan M Arief**

khairanarif@gmail.com

**Universitas Islam Negeri  
Jakarta-Indonesia**

**Abstract:** *This study aims 1) The differences in learning outcomes of Indonesian history between students who get learning using google classroom and those using media conventional. 2) The effect of interaction between instructional media and emotional intelligence on learning outcomes of Indonesian history. 3) To find out the difference between students' learning outcomes of Indonesian history using media google classroom and those using media conventional for students who have high emotional intelligence. 4) To find out the learning outcomes of Indonesian history using media based on google classroom and those using media conventional for students who have low emotional intelligence. This study used an experimental method with a 2x2 factorial group design. The affordable population in this study were students of class X SMK Bina Insan Kamil Bekasi City, the sample was taken using a random sampling technique, so the sample was 64 students, consisting of 32 students for the experimental group and 32 students. for the control group. Retrieval of data using test instruments for learning outcomes and non-tests for emotional intelligence. The data analysis technique used descriptive analysis and inferential analysis. Based on the research results, it can be concluded that: The learning outcomes of Indonesian history students taught using google classroom media are higher than students taught using media conventional. There is an influence of learning media interaction with emotional intelligence on learning outcomes of Indonesian history.*

**Keywords:** Emotional Intelligence, Google Classroom, Indonesian History Study Results, Media Conventional

**Abstract:** *Penelitian ini bertujuan 1) Perbedaan hasil belajar sejarah bahasa Indonesia antara siswa yang mendapatkan pembelajaran menggunakan google classroom dan siswa yang menggunakan media konvensional. 2) Pengaruh interaksi antara media pembelajaran dan kecerdasan emosional terhadap hasil belajar sejarah Indonesia. 3) Untuk mengetahui perbedaan hasil belajar sejarah bahasa Indonesia siswa yang menggunakan media google classroom dan yang menggunakan media konvensional pada siswa yang memiliki kecerdasan emosional tinggi. 4) Untuk mengetahui hasil belajar sejarah bahasa Indonesia dengan menggunakan media google classroom dan media konvensional pada*

*siswa yang memiliki kecerdasan emosional rendah. Penelitian ini menggunakan metode eksperimen dengan desain kelompok faktorial 2x2. Populasi terjangkau dalam penelitian ini adalah siswa kelas X SMK Bina Insan Kamil Kota Bekasi, pengambilan sampel menggunakan teknik random sampling, sehingga sampelnya 64 siswa, terdiri dari 32 siswa kelompok eksperimen dan 32 siswa untuk kelompok kontrol. Pengambilan data menggunakan instrumen tes untuk hasil belajar dan non tes kecerdasan emosional. Teknik analisis data menggunakan analisis deskriptif dan analisis inferensial. Berdasarkan hasil penelitian dapat disimpulkan bahwa: Hasil belajar sejarah bahasa Indonesia siswa yang diajar menggunakan media google classroom lebih tinggi daripada siswa yang diajar menggunakan media konvensional. Terdapat pengaruh interaksi media pembelajaran dengan kecerdasan emosional terhadap hasil belajar sejarah Indonesia.*

**Keywords:** Emotional Intelligence, Google Classroom, Indonesian History Study Results, Media Conventional

## **INTRODUCTION**

The use of learning media can arouse students' learning desires and interests so as to provide good stimulus or stimulation to students and can have a positive influence in the learning process. It is in accordance with Hamalik's opinion in Elis that, the use of learning media can awaken new desires and interests, evoke motivation and stimulation of learning activities and bring psychological influence to students (Mediawati, 2011). So that students' learning results can be achieved to the maximum. Some experts have expressed their opinions on the definition of learning, Iffah in Eva, state that learning is an idea, an idea, interconnected that can explain various factual events/phenomena, answer various questions and various predictions about events consistently that can be beneficial to human life (Kristiyani & Budiningsih, 2019). Therefore, educators strive to facilitate students to achieve their learning outcomes.

Indonesian History Lessons are lessons related to important past events. Like Muhammad Nuh in Muniroh, the subject of Indonesian history provides students with knowledge of the space-time dimensions of Indonesian history, all forms of historical relics, both objects and non-objects (Muniroh & Yasin, 2018). So that the subject of Indonesian History is a subject that must remain in the school curriculum. Because it is important in producing students who can appreciate and start the struggle of heroes and preserve the ancestral heritage of the Indonesian nation. This is evidenced by the maximum achievement of studying Indonesian History. However, in achieving this, there are several findings, the researcher found several findings from the data collection of Indonesian History lessons from the previous three academic years at the X grade school of Bina Insan Kamil Vocational High School, Bekasi. the last one was less than the minimum completeness criteria (KKM),

the average score for the last three years was 66 before the repair score, while the KKM score was 70 for Indonesian history subjects. This is due to several factors, namely student factors and the internal environment. This is in line with Indria's opinion that the learning outcomes achieved by students are the result of the interaction of various factors that affect the student's environment or environment ((Ririn Indria Sari, 2019). The school environment has good potential to support student learning activities, but the problem is the teacher's understanding of the use of media for technological development. The effect Learning media student learning outcomes, said Gerlach & Ely, saying that media if widely applied is the human condition, material, or building events that allow students to acquire knowledge, skills, or attitudes (Budiman, 2016).

The tendency of the media used by the current generation of students is that it cannot be separated from the media gadgets. As in Ramlah and Awaru's research, the research shows smartphones have been used as a medium in the learning process to make it easier for students to do school work, and nearly 90 people claim to be smartphone users and able to operate multimedia functions on smartphones. (Ramlah & Awaru, 2020). Smartphone apps have now become an interesting learning support and easy to understand because smartphone apps are easy to use and can be carried everywhere. For example, one of the applications that can support the learning process in class is Google classroom. Google classroom is actually designed to facilitate teacher and student interaction in cyberspace. This application gives teachers the opportunity to explore their scientific ideas to students using google classroom is relatively easy and helps teacher administration work in learning (Rozak & Albantani, 2018)Some previous studies have implemented Google classroom as a learning medium, in the journal Vocational Education by Prastio et al, to cool learning using Google apps youtube learning video search classroom is more controllable than through browser so that Google classroom application is effectively used in learning activities (Prastiyo et al., 2018)

The advantages of Google classroom according to Janzen and Mary quoted in Iftakhar state the advantages of google classroom include easy to use which means students and teachers can use it or access it anytime and anywhere as long as it has a gmail account and this is free. In addition, google classroom can access other applications such as google drive, google documents, spreadsheets, slides, youtube and others simply by having a google account (Iftakhar, 2016). Google Classroom also provides new experiences for students in taking lessons in class or any where (Ramadhani et al., 2019)

To get optimal learning results in addition to learning media, which is closely related to the learning results is the internal factor of the student where the psychology of the student in learning affects the learning results, one of which is the emotional intelligence of the student. According to Goleman intellectual intelligence (IQ) only contributes 20% to success, while 80% is the

contribution of other priority factors (Goleman, 2015). Emotional intelligence is the ability to monitor one's own feelings and other people's feelings and emotions, the ability to distinguish them, and the ability to use this information to guide thoughts and actions (Santrock, 2013) Not only do students need to recognize emotions, but teachers are also important to do so. What's more, this statement was conveyed by Arends, the most important thing for teachers regarding emotional intelligence is to recognize emotion as an ability and realize that these abilities can be influenced like other abilities. Teaching students to continue to maintain relationships and manage strong emotions such as anger provides focus for many human relationship lessons (Arends, 2013).

According to Gottman the characteristics of high emotional intelligence, namely skilled in calming down, skilled in focusing, having good relationships with others, proficient in understanding others, having good friendships with others, and having good learning achievements (Nia Yuniara, Blasius Boli Lasan, 2019). Meanwhile, Slameto revealed that the characteristics of emotional intelligence in a person, namely having strong confidence until his desires are fulfilled. Sensitive to the situation around him and happy with new things (Slameto, 2013). These traits can also develop into negative traits, for example: quickly bored with routine things, selfish, etc.

In relation to the above description, it can be seen that there is an influence between the learning media, emotional intelligence and the results of studying The History of Indonesia, but still need scientific proof. Because at this time the learning process without learning media and good emotional intelligence, learning will not take place effectively and the material conveyed to students is not maximal. This is what prompted researchers to conduct a study titled "The Influence of Android-based Learning Media Google classroom and Emotional Intelligence on The Results of Learning History of Indonesia Grade X Students of SMK Bina Insan Kamil".

## **METHOD**

The type of method used in this study is a type of experiment. Experimental research is a study that is meant to know the absence of consequences of something on the study subject. According to Sugiyono the experiment can be interpreted as a research method used to look for the influence of certain treatments on others in controlled conditions (Sugiyono, 2018)The research design used in this type of experiment research is the Factorial Design Group of two 2 x 2 categories. Related variables are the result of studying Indonesian history, while the free variable is google classroom android-based learning media with emotional intelligence as moderators. Learning media factors (A) consist of android-based media (A1) and Conventional learning (A2), while emotional intelligence factor (B) consists of high emotional intelligence (B1)

and low emotional intelligence (B2).

**Table 1.** Factorial Design 2x2

	Instructional Media (A)	Media based android (A <sub>1</sub> )	Media conventional (A <sub>2</sub> )
Emotional Intelegent (B)			
Emotional Intelegent High (B <sub>1</sub> )		A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Emotional Intelegent Low (B <sub>2</sub> )		A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

In this study, the research population was grade X students of SMK Bina Insan Kamil in 2019/2020 which amounted to 12 classes of 360 students. Sampling techniques in this study use random sampling. Then the researchers obtained a sample group majoring in Computer Engineering Network namely grade X students TKJ 1 with the number of students 32 as an experiment class and X PM with the number of students 32 people as a control class. To that, the sampling of students who were high emotional intelligence and students whose emotional intelligence was low researchers did. High group determination for students with high levels of emotional intelligence and low emotional intelligence each took 40% of the previously known sample group of emotional intelligence poll results.

Data collection techniques use multiple choice tests for Indonesian History study results and questionnaires for students' emotional intelligence, In data analysis for hypothesis testing in this study, using descriptive and inference data analysis techniques. Descriptive analysis is performed by presenting mean, mode, median, standard deviation, frequency distribution table and histogram. Inference analysis is a hypothesis test using ANOVA 2 x 2 and followed by Tukey test. Before this analysis is carried out, the data normality and homogeneity test is conducted as a test of the analysis requirements, where the data must be distributed normally and homogeneously

## RESULT

The data description of Indonesian history study results of X-grade students is as presented in table below.

**Table 2.** Summary of Indonesia History Study Results Data

		Statistics							
		A1	A2	B1	B2	A1B1	A2B1	A2B2	A1B2
N	Valid	24	24	24	24	12	12	12	12
	Mean	22.20	20.4	21.50	21.16	24.75	18.25	22.66	19.66
	Median	23.00	20.5	21.00	21.50	25.50	19.00	22.00	20.00

Mode	23.00	19.0	19.00	21.00 <sup>a</sup>	26.00 <sup>a</sup>	19.00	21.00	16.00
Std. Deviation	3.945	3.10	4.032	3.239	2.340	2.340	2.015	3.601
Variance	15.56	9.65	16.26	10.49	5.477	5.477	4.061	12.97
Minimum	15.00	14.0	14.00	15.00	19.00	14.00	20.00	15.00
Maximum	27.00	26.0	27.00	26.00	27.00	22.00	26.00	26.00

The results of this study were grouped into several groups consisting of data from students who were taught with android-based learning media google classroom (A1), Data of students' learning results taught with media conventional (A2). Data from students who have a high level of emotional intelligence (B1), Data from learning results of students who have a low level of emotional intelligence (B2), Data of Indonesian History study results, students taught using android-based learning media google classroom and have a high level of emotional intelligence (A1B1), Data of Indonesian History study results, students taught using media conventional and have a high level of emotional intelligence (A1B1) , Data of Indonesian history study results of students who use media conventional and have a low level of emotional intelligence (A2B2), and Data of Indonesian History study results that use android-based learning media google classroom and have a low level of emotional intelligence (A1B2).

Then the prerequisite test results consisting of normality and homogeneity test with decision making using sig level values  $\alpha = 0.05$ , Normality test results for A1 sig (p-value) values of 0.099, A2 of 0.200, B1 of 0.180 and B2 of 0.166. Of the four data having p-value  $> 0.05$  this means  $H_0$  is received thus A1, A2, B1 and B2 data are normal distributed, p-value output for A1B1 is 0.183, A1B2 is 0.155, A2B1 is 0.139 and A2B2 is 0.200. Meaning p-value A1B1, A1B2, A2B2, A2B1 is greater than the value of  $\alpha (0.05)$ , then it is concluded  $H_0$  is received thus all data is distributed normally.

The homogeneity test results show values mean sig values A1 and A2 of 0.140 greater than the value  $\alpha = 0.05 (0.140 > 0.05)$ . Thus  $H_0$  is received. It can then be concluded that the A1 and A2 data are homogeneous. Next the homogeneity test to attribute the emotional intelligence group to learning high and low. Then the homogeneity test results show the value means the sig values B1 and B2 of 0.079 are greater than the value  $\alpha = 0.05 (0.079 > 0.05)$ . Thus  $H_0$  is received. It can then be concluded that data B1 and B2 are homogeneous. The homogeneity test results show a mean value of 0.061 sig greater than the value  $\alpha = 0.05 (0.061 > 0.05)$ . Thus  $H_0$  is received. It can then be concluded that data A1B1, A2B1, A2B2 and A1B2 are homogeneous. Thus the requirements of normality and homogeneity of data have been met and further analysis of two-lane variance (ANOVA two paths) in testing the research hypothesis.

The main influence on this research is media that uses android-based

learning media google classroom and media conventional. The intended influence of interaction is the interaction between media and emotional intelligence. The two-track ANOVA calculation uses spss program help version 21. The results of data analysis with an ANOVA two paths can be seen in the following table.

**Table 3.** ANOVA Calculation Result With Significant Level  $\alpha = 0.05$  Use SPSS 21.

Tests of Between-Subjects Effects						
Dependent Variable: DATA						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	308.833 <sup>a</sup>	3	102.944	14.714	.000	
Intercept	21845.333	1	21845.333	3122.452	.000	
A	36.750	1	36.750	5.253	.027	
B	1.333	1	1.333	.191	.665	
A * B	270.750	1	270.750	38.700	.000	
Error	307.833	44	6.996			
Total	22462.000	48				
Corrected Total	616.667	47				

a. R Squared = .501 (Adjusted R Squared = .467)

Hypothetical testing uses a significant level of 0.05 with test criteria: Sig value  $> \alpha = 0.05$  then  $H_0$  is accepted. Sig value  $< \alpha = 0.05$  then  $H_0$  is rejected. The first hypothesis formulation in this study was the result of studying The History of Indonesia group of students who were taught using android-based learning media google classroom higher than the group of students taught using media conventional. Table 3. indicates a significant value of 0.027 media influences obtained smaller than sig.  $\alpha = 0.05$  to  $(0.027 < 0.05)$ . Thus the meaning of  $H_0$  is rejected this means  $H_1$  is accepted which states the results of studying Sejarah Indonesia group of students taught using android-based learning media google classroom higher than the group of students taught using media conventional.

The formulation of the second hypothesis in this study is that there is an influence of interaction between media use and emotional intelligence on the results of studying Indonesian History. Table 3. indicates the interaction between the media and the emotional intelligence of learning obtained is smaller than  $\alpha = 0.05$   $(0.00 < 0.05)$ . Thus  $H_0$  rejected this means  $H_1$  is accepted which states there is an influence of interaction between media use and emotional intelligence on the results of studying Indonesian History. After the first and second hypothesis tests are completed, it is followed by the third and fourth hypothesis tests through the tukey test.

**Tabel 4.** Tukey Calculation Result (A1B1-A2B1) dan (A2B2-A1B2)

Multiple Comparisons	
Dependent Variable: DATA	

		Tukey HSD				
(I) C	(J) C	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A2B1	6.5000*	1.07983	.000	3.6168	9.3832
	A2B2	2.0833	1.07983	.231	-.7998	4.9665
	A1B2	5.0833*	1.07983	.000	2.2002	7.9665
A2B1	A1B1	-6.5000*	1.07983	.000	-9.3832	-3.6168
	A2B2	-4.4167*	1.07983	.001	-7.2998	-1.5335
	A1B2	-1.4167	1.07983	.560	-4.2998	1.4665
A2B2	A1B1	-2.0833	1.07983	.231	-4.9665	.7998
	A2B1	4.4167*	1.07983	.001	1.5335	7.2998
	A1B2	3.0000*	1.07983	.039	.1168	5.8832
A1B2	A1B1	-5.0833*	1.07983	.000	-7.9665	-2.2002
	A2B1	1.4167	1.07983	.560	-1.4665	4.2998
	A2B2	-3.0000*	1.07983	.039	-5.8832	-.1168

The formulation of the third hypothesis in this study is the result of studying The History of Indonesia group of students who have high emotional intelligence who use android-based learning media google classroom higher than in the group of students who use media conventional. tukey test results comparing A1B1 and A2B1, obtained a sig value of 0.00 smaller than 0.05 ( $0.00 < 0.05$ ) Thus meaning  $H_0$  is rejected this means  $H_1$  is accepted which means the results of studying History Indonesia group of students who have high emotional intelligence who use android-based learning media google classroom higher than in the group of students who use media conventional.

The formulation of the fourth hypothesis in this study was the result of studying The History of Indonesia group of students who had low emotional intelligence who used android-based learning media google classroom lower than the group of students who used media conventional. Table 4 shows tukey test results comparing A1B2 and A2B2, obtained a sig value of 0.039 smaller than 0.05 ( $0.039 < 0.05$ ) Thus meaning  $H_0$  is rejected this means  $H_1$  is accepted which means the results of studying History Indonesia group of students who have low emotional intelligence using android-based learning media google classroom lower than in the group of learners who use media conventional.

## DISCUSSION

Learning using Google Classroom media in this study shows a higher average of learning outcomes, this is because google classroom media is a mobile learning-based learning concept that brings benefits of the availability of teaching materials that can be accessed at all times and visualization of interesting materials. So that students are more interested and able to repeat the lessons taught anytime and anywhere (Listyorini & Widodo, 2013). Then from the results of the hypothesis test analysis shows the average learning



results using google classroom android-based learning media are higher than the media conventional, this is indicated by the acceptance of hypotheticals and hypothetical testing criteria, a significant value of 0.027 smaller than the  $\text{sig.}\alpha = 0.05$  level up to  $(0.027 < 0.05)$ . The results of this study are supported by android-based learning media is one of the media that can be used by teachers for the learning process that aims to overcome the boredom of students so that in the learning process students show more craft, self-reliance and active role so that the learning results of students by being taught using android-based media can improve their learning outcomes. This is in line with research conducted by Hasanah, the results showed the higher the use of android-based learning media then the higher the student learning results (Hasanah, 2018).

In the second hypothesis test where the second hypothesis on the influence of media interaction with emotional intelligence, from the analysis shows the value of sig results of the two-track ANOVA test, indicating the influence of interaction between media use and emotional intelligence on the results of studying Indonesian History. There is an interaction between learning media and emotional intelligence on the results of studying Indonesian history, this is clear because every media selection in learning activities must pay attention to the character of the learners in order for the media to be applied remains the target. Kusumadewi agrees that the selection of learning media is used with a clear purpose, to convey learning materials appropriately and as needed (Kusumadewi, 2017)

In the third hypothesis test, the results of the analysis show that the learning outcomes of Indonesian History, the group of students who have high emotional intelligence who use android-based google classroom learning media is higher than the group of students who use print media, this means that students with high emotional intelligence are more suitable. and be able to understand the Indonesian history lesson materials provided in Google Classroom compared to students who have low emotional intelligence. High emotional intelligence and the use of appropriate learning media will have an impact on increasing learning outcomes. Similar to Wiyono's research, the results showed that the emotional intelligence scatter plot and student mathematics learning outcomes tended to have a positive relationship. This means that the higher the student's emotional intelligence, the higher the learning outcomes obtained, but maybe there are other factors that influence (Wiyono et al., 2019). Another factor is the selection of media that is attractive to students who have high emotional intelligence, one of which is the google classroom learning media because digital learning media can be used as an alternative for the current generation (Rohmantoro et al., 2020).

In this fourth hypothesis the results of the analysis and shows the learning outcomes of Indonesian History, the group of students who have low emotional intelligence who uses learning media based on android google

classroom is lower than the group of students who use print media. According to Santrock, emotional intelligence is the ability to monitor one's feelings and the feelings and emotions of others, the ability to distinguish between them, and the ability to use this information to guide thoughts and actions (Santrock, 2013). So that the character of students who have low emotional intelligence tends to lack the ability to use the information to guide thoughts and actions. According to Sayeti et al. Students who have emotional intelligence have weak personalities and easily give up (Sayekti & Siasah, 2015). When they are taught to use new media and have to use gadgets for learning they are less able to control themselves in using gadgets, students tend to use other things such as opening social media or other applications so that they are less focused on learning and have an impact on learning outcomes, However, when conventional media in the form of printed media or textbooks, students who have low emotional intelligence can focus more because the media used is only printed media, thereby reducing them in playing gadgets. So that students who have low emotional intelligence are more suitable to be taught using conventional media because the factors that affect their emotional intelligence learning outcomes include less self-awareness and impulses of heart control, persistence, enthusiasm and self-motivation, empathy, and social skills (Saptono, 2016).

## **CONCLUSION**

The conclusions in this study are the first to study the history of Indonesia of students who are taught using google classroom media higher than students who are taught using media conventional. Secondly, there is the influence of the interaction of learning media with emotional intelligence on the results of studying the history of Indonesia. The three results of studying Indonesian history students who have high emotional intelligence taught using google classroom media are higher than the results of studying Indonesian history by being taught using media conventional. The four results of studying the history of Indonesia who have low emotional intelligence by being taught using google classroom media are lower than taught using media conventional. The implications of research results for educators can be used as reference material in choosing Android-based learning media, especially in Indonesian History lessons in terms of students' emotional intelligence.

## **REFERENCES**

- Arends, R. L. (2013). *Belajar Untuk Mengajar*. Salemba Humanika.
- Budiman, H. (2016). Penggunaan Media Visual Dalam Proses Pembelajaran. *Jurnal Pendidikan Islam*, 7(2), 171–182.
- Goleman, D. (2015). *Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*. PT Gramedia Pustaka Utama.

- Hasanah, I. F. (2018). *Pengaruh Media Pembelajaran Interaktif Berbasis Android Mata Pelajaran Sejarah Kebudayaan Islam Terhadap Hasil Belajar Peserta didik Kelas XI Madrasah Aliyah Negeri 1 Kota Malang*.
- Iftakhar, S. (2016). "Google Classroom: What Works and How?" *Education and Social Science*, 3(1), 12–18.
- Kristiyani, E., & Budiningsih, I. (2019). Pengaruh Strategi Pembelajaran E-Learning Dan Minat Belajar Terhadap Hasil Belajar Akuntansi. *Teknologi Pendidikan*, 8(1), 13. <https://doi.org/DOI>: <https://doi.org/10.34005/akademika.v8i01>
- Kusumadewi, R. F. (2017). Menumbuhkan Kreativitas Calon Guru Sekolah Dasar Melalui Praktik Pembelajaran Matematika Berbantuan Media Ular Tangga. *Ilmiah Pendidikan Guru Sekolah Dasar*, 1(2), 188-194.
- Listyorini, T., & Widodo, A. (2013). Perancangan Mobile Learning Mata Kuliah Sistem Operasi Berbasis Android. *Simetris : Jurnal Teknik Mesin, Elektro Dan Ilmu Komputer*, 3(1), 25. <https://doi.org/10.24176/simet.v3i1.85>
- Mediawati, E. (2011). Pembelajaran Akuntansi Keuangan Melalui Media Komik Untuk Meningkatkan Prestasi Mahasiswa. *Jurnal Penelitian Pendidikan*, 12(1), 68–76.
- Muniroh, & Yasin, M. F. (2018). Pengaruh Penggunaan Model Pembelajaran Mind Mapping Dan Kecerdasan Spasial Terhadap Hasil Belajar Sejarah Indonesia. *Teknologi Pendidikan*, 07(02), 25. <https://doi.org/https://doi.org/10.34005/akademika.v7i02>
- Nia Yuniara, Blasius Boli Lasan, L. T. S. (2019). Hubungan Antara Altruisme Dan Kecerdasan Emosi Terhadap Interaksi Sosial Teman Sebaya. *Prosiding Seminar Nasional Pendidikan Dan Pembelajaran Bagi Guru Dan Dosen*, 03, 4.
- Prastiyo, W., Djohar, A., & Purnawan, P. (2018). Development of Youtube integrated google classroom based e-learning media for the light-weight vehicle engineering vocational high school. *Jurnal Pendidikan Vokasi*, 8(1), 53. <https://doi.org/10.21831/jpv.v8i1.17356>
- Ramadhani, R., Umam, R., Abdurrahman, A., & Syazali, M. (2019). The Effect of Flipped-Problem Based Learning Model Integrated With LMS-Google Classroom for Senior High School Students. *Journal for the Education of Gifted Young Scientists*, 7(2), 137–158. <https://doi.org/10.17478/jegys.548350>
- Ramlah, & Awaru, A. O. T. (2020). Penggunaan Smartphone Dalam Proses Belajar Mengajar (Studi Kasus Di SMA Negeri 4 Wajo). *Jurnal Sosialisasi Pendidikan Sosiologi*.
- Ririn Indria Sari, R. S. (2019). Analisis Hubungan Minat Belajar dan Kesulitan Belajar dengan Hasil Belajar Siswa SMP di Kota Padang. *Bioedukasi Jurnal Pendidikan Biologi*, 4(03), 9.
- Rohmanto, D., Januariyansah, S., & Yulanto, D. M. (2020). Pengaruh Media Pembelajaran Dan Kecerdasan Emosional Terhadap Hasil Belajar Siswa Sekolah

- Menengah Kejuruan. *Journal of Automotive Technology Vocational Education*, 1(1), 33–39. <https://doi.org/10.31316/jatve.v1i1.671>
- Rozak, A., & Albantani, A. M. (2018). Desain Perkuliahan Bahasa Arab Melalui Google Classroom. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*. <https://doi.org/10.15408/a.v5i1.7481>
- Santrock, J. W. (2013). *Psikologi Pendidikan*. Kencana Prenada Media Group.
- Saptono, A. (2016). Pengaruh Kreativitas Guru Dalam Pembelajaran Dan Kecerdasan Emosional Siswa Terhadap Prestasi Belajar Ekonomi Pada Siswa Kelas X Di SMA Negeri 89 Jakarta. *Econosains Jurnal Online Ekonomi Dan Pendidikan*, 14(1), 105–112. <https://doi.org/10.21009/econosains.0141.08>
- Sayekti, D. L., & Siasah, M. (2015). Pengaruh Media Lingkungan dan Kecerdasan Emosional Terhadap Hasil Belajar IPS SMP. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 12(1), 1–11. <https://doi.org/10.21831/socia.v12i1.5312>
- Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Wiyono, A., Anggo, M., & Kadir, K. (2019). Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Matematika Siswa Kelas VIII MTs Negeri 1 Kendari. *Jurnal Penelitian Pendidikan Matematika*, 6(2), 113. <https://doi.org/10.36709/jppm.v6i2.9121>