

SYSTEMATIC LITERATURE REVIEW: THE INFLUENCE OF THE GOOGLE MEET PLATFORM ON STUDENT LEARNING

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Abstract: The development of information technology in the industrial era 4.0 has influenced teaching and learning, especially through platforms such as Google Meet. Students face problems because their activeness and desire to learn online have decreased. The influence of the Google Meet Platform on student learning outcomes is assessed through the Systematic Literature Review (SLR) method. This study found that Google Meet increases students' activeness, motivation, and critical thinking skills. This finding is supported by previous research showing that Google Meet increases student participation directly. Although there are some constraints with access to devices and the internet, Google Meet is considered the best alternative option for online learning today.

Keywords: Google Meet, Students Learning Outcomes, Online Learning

INTRODUCTION

The development of information and communication technology in the industrial era 4.0 has had a great influence on the teaching and learning process. Ease of access to technology has been used by teachers to improve the quality of education, as stated by Keengwe & Georgina in research that has stated that technological developments have changed the implementation of teaching and learning (Hakim, 2019).

In this regard, since the beginning of the 21st century, the development of information technology has encouraged continuous innovation in the field of education and changed the new civilization in educational and teaching activities (Spector et al., 2009). Before the outbreak of the covid 19 pandemic, information technology experts, especially in the field of education, had formulated distance learning methods based on educational needs with various places to live that were sometimes far from educational institutions, so that a distance learning system was invented to save transportation and labor (Munir, 2009). Learning activities are carried out *online* with various support for learning facilities using information technology. The use of information technology (online social media), from the simplest using wa group, facebook, to the use of zoom, google meet, system and other digital media applications has been used to help learning.

According to Muchammad Aziz Kurniawan on the title The Utilization of Google Classroom and Google Meet as Online Learning Media in Islamic Religious Education Subjects Class Xi Sman 01 Malang During the Covid-19 Pandemic explained that Google Meet is one of the many video conference applications, where this application can be used by around 100

or more people in one virtual learning session/meeting without having to meet face-to-face. Interestingly, users can use the Meet service for free both through their respective PCs/laptops and smartphones and there are many interesting 4 features offered by this application. The requirements for using this application are very easy, namely users such as teachers or students only need to download the application and then associate it with a google email/account and connect to the internet. (kompas.com: 2020).

Google Meet, as a support for online face-to-face learning, offers similar benefits. In research by Nurhayati et al. (2020), it was revealed that this application allows direct communication between teachers and students as in conventional learning. This face-to-face interaction still allows lecturers to supervise student learning activities, so that learning remains structured and monitored (Trisnawati et al. 2022).

As a reinforcement of the writing, the findings of the application of the online learning model of Google Classroom, Google Meet and Instagram in increasing student learning activity during the Covid 19 pandemic at SMA Negeri 1 Candioto (D. Indrawati.2021) found that the problem in the level of student activity and motivation decreased drastically compared to face-to-face learning. The difference between the second work and the author's writing is that this author reviews the influence of the google meet platform whether it can create students' interest in learning.

This problem requires teachers to always innovate. Judging from the development of the times

Nowadays, it cannot be separated from information technology which is also increasingly developing.

Information and communication technology is a technology used as a means of information and communication between individuals. To achieve the goal, the researcher here

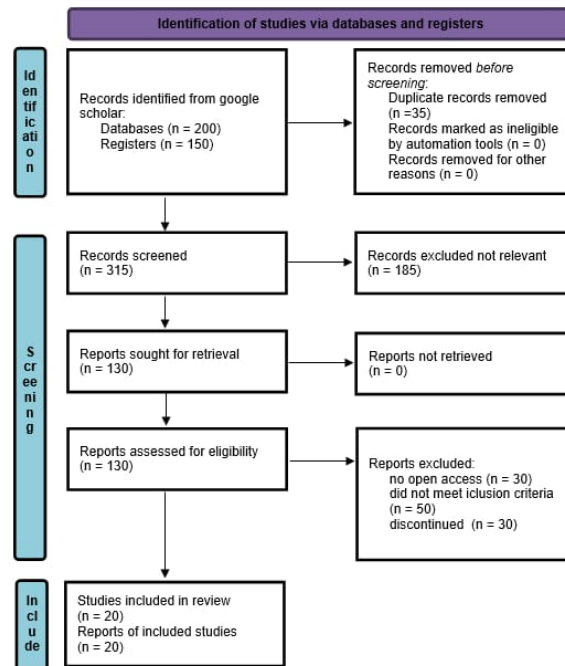
using a systematic method of literature review by conducting searches and analysis to various journals, researchers as a complement in providing a picture that It is clear about the influence of the Google Meet platform on student learning.

METHODS

Systematic literature review (SLR) is a systematic research method for collecting, critically evaluating, integrating, and presenting findings from various research studies on research questions or topics of interest. This "systematic" is because it adopts a consistent and widely accepted methodology (Pati & Lorusso, 2018). The method used in this study is the SLR method which aims to map previous research on the influence of the google meet platform on student learning outcomes.

The research data was taken on May 13, 2023 using the google scholar database. Researchers use google scholar as the main source of information because it is considered to be broader in scope than other indexes. In this study, the researcher analyzed documents related to the influence of the google meet platform on student learning outcomes with the help of the *Publish or Perish* (PoP) application, then processed using the PRISMA method.

The selection mechanism for articles reviewed with PRISMA provisions can be shown in Figure 1.

Figure 1. PRISMA Table

1. Identification

A total of 350 studies were identified from Google Scholar (200) and Registers (150). Of this total, 35 studies were deleted for duplicates.

2. Screening

After removing duplicates, 315 studies were left to filter by title and abstract. 185 studies were excluded at the screening stage because they were irrelevant, not using Google Meet.

3. Eligibility

130 studies were fully examined after passing the screening, all of which were successfully obtained for full-text examination. Of these 130 studies, 110 were excluded because they were inaccessible (30), met the inclusion criteria (50), and were discontinued (30).

4. Inclusion

Finally, 20 studies were included in the final review that met all inclusion criteria and had adequate methodological quality.

RESULT AND DISCUSSION

This SLR research uses the Google Scholar database accessed from *Publish or Perish* (PoP) to map previous literature in the form of journal articles that are relevant to the use of the google platform on student learning activity and motivation. With the results of previous literature observations, an overview is obtained in table 1 below:

Tabel 1. State of the Art

No.	Article title	Author	Research design	Year of publication	Result

1.	The Use of Google Meet Media in Increasing Learning Motivation during the Covid-19 Pandemic	Sri Astutik, Ida	Descriptive qualitative research	2021	Google Meet media provides benefits for teachers and students because the teaching and learning process can interact directly so that online learning becomes more practical and effective. This direct interaction also increases student involvement and activeness during online learning during the Covid-19 pandemic
2.	<i>The Use of Google Meet for Critical Reading Improvement Strategies</i>	Masbiran, Afriyeni,	Researchers using Classroom Action Research	2021	Students know the topics, main ideas, details contained in the reading text. Students can know and find out about cohesion and coherence in the reading text well. The atmosphere of the classroom makes them interested in learning and reading English reading texts. The reading text given to them is familiar for them to understand.
3.	Application of Google Classroom,	Indrawati, Dwi Winarni	Classroom Action Researcher	2021	Based on the results of the study, in the first

	Google Meet, and Instagram Online Learning Models in Increasing Student Learning Activity during the COVID 19 Pandemic at SMA Negeri 1 Candioto				cycle, an average of 57.9% of active students were obtained with sufficient categories. Meanwhile, in the second cycle, an average of 74.7% active students were obtained with high categories. So from the first cycle and the second cycle, there was an increase in student activity of 16.8%. Thus, the study can conclude that Google Classroom, Google Meet and Instagram media can increasing student activity in online learning during the period of preventing the spread of Covid-19 in PPKn subjects
4.	An Analysis of Google Meet Usage in Teaching and Learning Activities at Seior High School Level During Pandemic COVID-19	Awalia, lin Solihatun, Ade Sudirman, Nur Rohima, Nur Azmi	The research uses qualitative methods	2021	Its findings suggest that the use of Google Meet as an online learning tool can help students replace face-to-face classes. Moreover, the use of Google Meet media can improve online teaching and learning activities provided by

					devices and supported internet connections, most student replies are limited in terms of devices and internet access.
5.	<i>Improving the Students' Motivation in Learning English through Google Meet during the Online Learning</i>	Son, Rizal Wahid Permana	Classroom Action Research	2021	This study shows that the use of Google Meet increases students' motivation in learning English from 61.8% in the first cycle to 79.4% in the second cycle. Students become more active, enthusiastic, and involved in the learning process, and are able to structure sentences better.
6.	<i>The Effect of the Google Meet Assisted Project-Based Learning Model on Students' Creative Thinking Skills</i>	Nahdiah, A; Handayani, S L	This quantitative research uses a quasi-experimental research method	2021	The results of the research with the largest percentage of learning media are using interactive video media. With the help of interactive learning media, it can facilitate the learning process between teachers and students. The existence of interactive learning media also has many positive influences on the progress of

					students' knowledge.
7.	Improving the Learning Outcomes of Class X Students of Exponential Materials Using the ELearning Model with the GoogleMeet Application	Student fullness, Bagas, Dian, Jauhara	Research using Tests and observations	2021	The results of student activity observation with the application of the ELearning model in the first cycle reached 74.44%, the criteria were moderate and increased in the second cycle by 78.3%, the criteria were high. The classical completeness of the learning outcomes of students in the first cycle of 73.33% increased in the second cycle to 80%. So, this study shows an increase in mathematics learning activities and outcomes of students in the class of SMK Kusuma Negara Mojoagung by applying the ELearning model.
8.	The Influence of Google Meet Application and Zoom Cloud Meeting Application on Novel	Maulana, Fadly, Djumingin, Sulastriningsih, Dalle, Ambo	Qualitative research	2021	The use of Zoom Cloud Meeting significantly improved students' writing skills, with a mean pretest of 53.26 to 72.75 and a ttable > (12,843 > 2,045). On the

	Review Writing Skills				other hand, no significant effect was found between the use of Google Meet and Zoom ($t_{count} \leq t_{tables}$, $-0.800 \leq 2.002$).
9.	The Effect of Using the Google Meet Application on Learning Outcomes	Fitra Prisuna, Bayu	The research uses a quantitative approach	2021	The results of the study showed that the use of the Google Meet application had a significant influence on student learning outcomes of 51.4%, with the average posttest higher than the pretest. The average N-Gain score of 56.9% indicates sufficient effectiveness, despite network and internet quota constraints.
10.	Student Activities in Video Conferencing-Based Online Learning: Reflections on Learning Using Zoom and Google Meet	Firman, Sari, Arlinda Puspita, Firdaus	This study uses a mix method approach that combines qualitative and quantitative methods	2021	The results of the study show that in online lectures using Zoom and Google Meet, students tend to multitask with activities such as eating, daydreaming, using social media, or doing other tasks. This finding is a consideration for educators to design more

					focused and effective online learning.
11.	Using WhatsApp Group & Google Meet during Online Class, Why Not?	Lina, Hidayati	Descriptive qualitative research	2022	The study suggests WhatsApp Groups to share information and tasks, combined with Google Meet in scheduled online learning. This combination is considered effective to maximize students' understanding of the topic.
12.	The Influence of "Google Meet" Online Learning on Students' Learning Interest and Motivation	Rachmania, Arsa, Robbani, Hamzah, Vhalery, Renzi	Associative research using a quantitative approach	2022	Online learning using Google Meet has a positive effect on students' interest and motivation to learn because the features are complete without the need for a premium version. Overall, Google Meet is the best alternative to online learning today.
13.	The Effectiveness of Online Learning between Zoom Meet and Google Meet Facilities	Colby, Chhatraya Kharimul, Sabarudin, Khalilurrahman, Pervitachari, Niken	Qualitative research	2022	The study combines data from Google Form questionnaires, observations, interviews, and WhatsApp groups, which are then analyzed through triangulation. The

					results show that 100% of students in class 3B of the BKI Study Program choose Google Meet as an online learning platform because of its effectiveness in presentations, discussions, signal stability, quota savings, and the share screen feature.
14.	Google Meet and Foreign Language Teaching: Anxious Already?	Tosun, Bahadir Cahit, Balkaya, Mehmet Akif	The research uses quantitative methods	2022	Research shows that the use of Google Meet can cause students' anxiety in online learning, and is not effective in addressing these problems. Further research is recommended to be conducted at different levels of education, such as primary or high school.
15.	Student Problems in Online Learning Using the Google Meet Application	Putri, Risma Septia Hanayya, Amaliyah, Nurrohmatu Pranata, Khavisa	This study uses a descriptive methodology with a case study approach	2022	The results of the study show that online learning in grade IV is only attended by some students, with the main problem being teacher competence and lack of gadgets in parents. This research is

					expected to be an evaluation material to improve the implementation of more optimal online learning in schools.
16.	Sentiment analysis of Google Meet app users using the support vector machine algorithm	Angraina, Diah, Putri, Aprillia	This research was conducted to analyze the sentiment of users of the Google Meet application which aims to group user reviews in the form of positive, negative and neutral sentiments	2022	The sentiment analysis of Google Meet application users using the Support Vector Machine algorithm from 10,000 datasets that had the highest number of sentiments was found in 4468 positive reviews with the word "good" reviews. Negative reviews totaled 1476 with the word review "app" and neutral reviews totaled 4056 with the word review "app."
17.	The Online Learning Creativity Using the Google Meet Platform in Vocational High Schools	Riawan Yudi Purwoko, Aci Primartadi, Yosep Efendi, Thomas Amin	Research using qualitative descriptive	2022	Google Meet offers advantages in facilitating the learning process, allowing teachers to explore concepts, ensuring student understanding, and providing effective feedback. Compared to other apps, Google Meet stands out for its

					ability to bridge online and in-person learning, making it a relevant <i>platform</i> that supports the planning, execution, and evaluation of <i>online learning</i> .
18.	The Effectiveness of Online Learning Media Using Google Meet and Zoom Reviewed from Students' Critical Thinking Skills	Deviananda, Agnes Monika, Mawardi	Data collection techniques using observation and tests	2022	The results of the T test showed a significant difference in students' critical thinking skills between Google Meet and Zoom (sig 0.009 < 0.05). Google Meet was more effective, with an increase in the average score of experiment class 1 from 52.24 to 87.59 and experiment class 2 from 52.14 to 81.79.
19.	Google Meet and Google Classroom on Learning History: Review from Students Perspective	Marian	Methods used in This research is descriptive with a quantitative approach	2023	The results showed that 81.3% of students were motivated to follow learning because of the easy-to-use and quota-saving platform, while 18.7% wanted an alternative platform. In general, <i>both platforms</i> are effectively used,

					according to the material, student characteristics, and do not burden students with large quotas.
20.	The Effect of the Use of Google Classroom, Google Meet Learning Media and Learning Motivation of SMAN 3 Mojokerto Students	Abidin, Zainal, Hartono, Soegito	This research is a classroom experiment research	2023	The learning outcomes of students taught using motivational media are higher than those of Google Classroom and Google Meet. The use of Google Classroom and Google Meet media as relaxation techniques is 80% effective for students of SMAN 3 Mojokerto majoring in Social Sciences in learning Physics Newton's Law material.

Based on the analysis contained in Table 1 on the collection of previous journal articles, the researcher found an equation in the results of previous research where there was a significant increase using the Classroom Action Research (PTK) method in the first cycle obtained an average of 57.9% active students with sufficient categories and in the second cycle it increased to 74.7% (INDRAWATI, 2021).

In the context of student activity in another article, it is stated that after using google meet media, students are more active and motivated to learn, this is shown by the number of student attendance during virtual face-to-face with google meet media. The results of the observation also show that after using google meet media, students ask more questions, which also has an impact on students' critical thinking skills (Sri Astutik, 2021). Online learning using google meet has an impact on interest and motivation to learn because the application uses sophisticated technology, does not require a pro version, premium version, or upgraded version to use all its features, and has its own advantages and disadvantages when using it. Broadly speaking, online learning using google meet is the best alternative for now (Rachmania et al., 2022).

The Google Meet platform does offer several advantages and facilities that allow teachers to explore concepts, ensure students' understanding of the material, and provide more detailed explanations (Purwoko et al., 2022). *This platform* also provides benefits for teachers and students because it allows direct interaction through online learning that is more practical and effective so as to increase student engagement and activeness (Sri Astutik, 2021) However, previous researchers have found other influences of using the *platform google meet*, among others, is that most students are limited in terms of devices and internet access (Awalia et al., 2021) so that this can hinder the learning process of students. In addition, teachers will have difficulty determining whether students really understand the learning given or not (Putri et al., 2022). The results of the research conducted by (Firman et al., 2021) also show that there are still students who tend to do other activities that are not related to learning activities, such as eating and drinking, daydreaming, playing social media, doing ain subject assignments, and some even pay attention to the screen display of their classmates.

CONCLUSION

Based on this SLR research, researchers can conclude from 20 journal articles that have been identified. These articles are the result of previous research which on average has the same problem, namely the level of student activity and motivation to learn. Therefore, the google meet platform can be an effective solution to improve student learning, including activeness, motivation and critical thinking. Broadly speaking, online learning using google meet is the best alternative for now.

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