# THE STUDENTS' ACCEPTANCE OF LEARNING MANAGEMENT SYSTEM (LMS) PLATFORMS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIN SUNAN AMPEL SURABAYA

## **THESIS**

Submitted in partial of requirement for the degree of Sarjana Pendidikan (S. Pd) in English Teacher Education Department



By:

Nadiyah Mafazatin Nailiyah NIM D75216059

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH DAN TEACHERS TRAINING

UIN SUNAN AMPEL SURABAYA

2021

# PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

: NADIYAH MAFAZATIN NAILIYAH

NIM

Nama

: D75216059

Jurusan/Program Studi

: PENDIDIKAN BAHASA INGGRIS

**Fakultas** 

: TARBIYAH DAN KEGURUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri bukan pengambi-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Sidoarjo, 22 Juni 2021

Yang membuat pernyataan,

Nadiyah Mafazatin Nailiyah

D75216059

A4AJX241622898

# ADVISOR APPROVAL SHEET

This thesis by Nadiyah Mafazatin Nailiyah entitled "The Students' Acceptance Of Learning Management System (Lms) Platforms At English Language Education Department Of Uin Sunan Ampel Surabaya" has been examined on April 2021 and approved by the board of examiners

Surabaya, April 19th 2021

Advisor I

H. Mokhamad Syaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

Advisor II

Fitriah, Ph. D

NIP. 197610042009122001

## **EXAMINER APPROVAL SHEET**

This thesis by Nadiyah Mafazatin Nailiyah entitled "The Students' Acceptance Of Learning Management System (Lms) Platforms At English Language Education Department Of Uin Sunan Ampel Surabases been examined on April 2021 and approved by the board of

examiners.

Dean,

Mas'ud, M.Ag, M.Pd.I

. 1963011231993031002

Examiner I

Dr. Moh. Salik, M.Ag

NIP. 196712121994031002

Examiner II

Dr. Irma Soraya, M. Pd.

NIP. 196709301993032004

Examiner III

H. Mokhamad Svaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

NIE

Fitriah, Ph. D

NIP. 197610042009122001



# KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

### LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

	1 3 73 6
Nama	: Nadiyah Mafazatin Nailiyah
NIM	: D75216059
Fakultas/Jurusan	: Tarbiyah Dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: nadiyahnailiyah15@gmail.com
Sunan Ampel Sura Skripsi Yang berjudul: The Students' Ac Education Department	an ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN baya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:  Tesis Desertasi Lain-lain ()  ceptance of Learning Management System (LMS) Platforms at English Language ent of UIN Sunan Ampel Surabaya
Perpustakaan UIN mengelolanya da menampilkan/mem akademis tanpa pe	yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, alam bentuk pangkalan data (database), mendistribusikannya, dan publikasikannya di Internet atau media lain secara <i>fulltext</i> untuk kepentingan arlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai an atau penerbit yang bersangkutan.
	k menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan egala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam ini.
Demikian pernyataa	an ini yang saya buat dengan sebenarnya.
	Surabaya, 22 Juni 2021
	Penulis
	normozh

(Nadiyah M.N.)

## **ABSTRACT**

Nailiyah, Nadiyahmafazatin. 2021. *The Students' Acceptance Of Learning Management System (LMS) Platforms At English Language Education Department Of Uin Sunan Ampel Surabaya*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: H. Mokhamad Syaifudin, M.Ed, Ph.D and Fitriah, Ph. D.

Key Words: Acceptance, Learning Management System

In the digital era, it is unavoidable to use the Learning management system (LMS) as part of the teaching and learning process. Teachers are encouraged to use one of the platforms in LMS. The LMS can help and facilitate teachers to do the learning and teaching process. The use of LMS requires students' acceptance of the application that teachers implement in their practices. This study aimed to investigate the students' acceptance of LMS platforms that teachers use in the classroom. The study used quantitative research by administering the questionnaire to 100 university students via WhatsApp. The result showed that the students accept the use of LMS in their teaching and learning process by showing positive responses on Perceived ease of use, perceived usefulness, and actual usage of the LMS. The kind of preferable LMS identified were Google Classroom, Schoology, Edmodo, and others. From the Research finding, Google Classroom was the most preferred platform used in online learning. It indicates that the students accept and enjoy using Google classroom and the feature of this platform is easy and useful. So it could develop students' productivity or their final result. This study contributes to the concept of LMS use as media in teaching and learning processes. Practically, the study highlights that English lectures could consider the use of the Learning Management System based on the students' perceived ease of use, perceived usefulness, and their actual usage and decide the suitable LMS platform for their classes.

## **ABSTRAK**

Nailiyah, Nadiyahmafazatin. 2021. The Students' Acceptance Of Learning Management System (LMS) Platforms At English Language Education Department Of Uin Sunan Ampel Surabaya. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: H. Mokhamad Syaifudin, M.Ed, Ph.D and Fitriah, Ph. D.

Kata Kunci: Penerimaan, Sistem Manajemen Pembelajaran

Penggunaan Learning Management System (LMS) sebagai bagian dari proses belajar mengajar di era digital memang tidak dapat dihindari. Guru didorong untuk menggunakan salah satu platform LMS. LMS dapat membantu dan memfasilitasi guru untuk melakukan proses belajar mengajar. Penggunaan LMS memerlukan penerimaan siswa atas aplikasi yang diterapkan guru dalam praktik mereka. Penelitian ini bertujuan untuk menyelidiki penerimaan siswa atas platform LMS yang digunakan guru di kelas. Penelitian ini menggunakan penelitian kuantitatif dengan pemberian kuesioner kepada 100 mahasiswa melalui WhatsApp. Hasil penelitian menunjukkan bahwa siswa menerima penggunaan LMS dalam proses belajar mengajar mereka dengan menunjukkan respon positif pada Persepsi kemudahan penggunaan, persepsi kegunaan, dan penggunaan aktual LMS. Jenis LMS yang lebih disukai yang diidentifikasi sebagai Google Kelas, Schoology, Edmodo, dan lainnya. Dari hasil penelitian, Google Classroom menjadi platform yang paling disukai untuk digunakan dalam pembelajaran online. Ini menunjukkan bahwa siswa menerima dan menikmati penggunaan Google kelas dan fitur dalam platform ini mudah dan berguna bagi mereka. Sehingga dapat mengembangkan produktivitas atau hasil akhir siswa. Penelitian ini memberikan kontribusi pada konsep pemenuhan penggunaan LMS sebagai media dalam proses belajar mengajar. Dalam prakteknya, penelitian ini membantu tenaga pendidik bahasa Inggris agar mempertimbangkan penggunaan LMS dalam proses pembelajaran berdasarkan persepsi kemudahan penggunaan, persepsi kegunaan, dan penggunaan aktual siswa dan memutuskan platform LMS yang sesuai untuk kelas mereka.

# TABLE OF CONTENT

ADVISOR APPROVAL SHEET	Error! Bookmark not defined.
EXAMINER APPROVAL SHEET	1
МОТТО	2
DEDICATION SHEET	4
ACKNOELEDGEMENT	5
ABSTRACT	6
ABSTRAK	7
TABLE OF CONTENT	8
LIST OF TABLES	12
LIST OF APPENDICES	14
ABBREVIATION	15
CHAPTER 1	1
INTRODUCTION	1
A. Background of the study	1
B. Research Questions	5
C. Objectives of the research	5
D. Significance of the Study	5
E. Scope and Limitation	6
F. The limitation of the study	6
G. Definition of key terms	7
CHAPTER II	9
REVIEW OF RELATED LITERATURE	9
A. Technology Acceptance System (TAM)	9
1. Actual usage	13
2. Perceived ease of use	15

3. Perceived of usefulness	17
B. Students' Acceptance	18
C. E-learning	19
D. Learning Management System (LMS)	20
1. Features of LMS	21
2. Selecting LMS platform	22
E. Previous Studies	23
CHAPTER III	26
RESEARCH METHOD	26
A. Research Design	26
B. Subject of the research	27
1. Population	27
C. Research Instruments	29
D. Data collection technique	35
E. Data Analysis Technique	36
CHAPTER IV	37
RESEARCH FINDING AND DISCUSSION	37
A. RESEARCH FINDING	37
B. DISCUSSION	45
CHAPTER V	49
CONCLUSION AND SUGGESTION	49
A. CONCLUSION	49
B. SUGGESTION	50
REFERENCES	53

# LIST OF TABLES

Table		Page
3.1	Instrument specification	31
3.2	The result of the validity test	32
3.3	The result of Reliability test	34
3.4	The result of Normality test	35
4.2	Mean and Standard Deviation of Students' Acceptance	39

# **LIST OF GRAPHICS**

Table		Page
4.1	The respondents' data	38
4.2	The Favorite Learning Platforms	44



## LIST OF APPENDICES

APPENDIX 1 : Research Questionnaire

APPENDIX 2: Respondents identities

APPENDIX 3: Respondents' answers recapitulation

APPENDIX 4: Validity test result

APPENDIX 5 : Reliability test result

APPENDIX 6: Normality test result

APPENDIX 7: The Respondents' data

APPENDIX 8 : Mean and standard deviation of Students' Acceptance of LMS

# **ABBREVIATION**

LMS : Learning Management System

STD : Standard Deviation



#### CHAPTER 1

### INTRODUCTION

In this chapter there will be: a.) Research Background; b.) research question; c.) the objectives of the research: d.) significance of the research; e.) scope and limitation; f.) definition of key terms.

## A. Background of the study

LMS has several functions in education, especially teaching and learning such as supporting administrating, planning, discussing, assessing, collecting, delivering, and monitoring before, while, and also after the class. According to the recent studies, the use of LMS brings positive impacts and supports teaching and learning. Hrastinki stated that LMS is the type of supporting weblogs in integrating the online learning as a modern classroom and traditional classroom<sup>1</sup>. For the students, this LMS can help to find out the learning information from the teacher's course outline, submit their assignment by uploading the data or files, download the teacher marks, communicate with their classmate and do online discussions, gap information, and finish out their online exams and quizzes<sup>2</sup>

3. LMS also supports face-to-face learning or blended learning<sup>4</sup>. In this case, because of LMS is increasingly becoming a platform that supports the implementation of e-learning,

<sup>&</sup>lt;sup>1</sup> Dewi G.P.R.,Adnyani, L.D.S.,Piscayanti, K.S.,*Student's perception on the design of asynchronous online discussion using Schoology.* 2018) 1.

<sup>&</sup>lt;sup>2</sup> N.N.M. Kasim, F. Khalid, *Choosing The Right Learning Management System (LMS) for The Higher Education Institution Context: A Systematic Review, IJET*, 2016) 11,(6)

<sup>&</sup>lt;sup>3</sup> Jurubencu, Learning Content Management System, Informatica economica, vol.12 2008

<sup>&</sup>lt;sup>4</sup> Clayton Wright, Valarie Lopes, T. Montgomerie, Sunday Reju, seb Schmoller, 2014

thus the teacher is able to design the indirect communication between the educator and the learners in informing the update status, sharing links, pictures, sending the assignments, discussing the materials, and the other supporting tools<sup>5</sup>. Thus, it is possible for the teacher to use the LMS for face to face class meetings. It proved by Derek Schlager<sup>6</sup>, Hasan Zainuri, Dewi cahyaningrum<sup>7</sup>, Alif Karyawati, Kandi Lintang Ndadari<sup>8</sup> have explored that LMS platform helps the students in discussing, practicing, and delivering English language materials in the classroom or out of the classroom.

Schoology, Edmodo, Google Classroom, and other LMSs come to support e-learning and also blended learning. These platforms have already applied in other educational institutional education. Marsika found that Google classroom has positive impact for the learning process such as helps in collecting the students' assignments<sup>9</sup>, measuring assignment, influencing the students' behavioral intention<sup>10</sup>, increasing the level of students' achievement<sup>11</sup>. Other investigation said that Edmodo also good platform to implement and improve the interest of students by utilizing the features such as giving them assignment, quiz, grade book, and exploring the library, and the educator also can

\_

<sup>&</sup>lt;sup>5</sup> Pratama, I., & Ardi, M.. "Rancang Bangun Aplikasi E-Learning Berbasis Web Dan Mobile (Studi Kasus: SMK Negeri 3 Kimia Madiun)" (Doctoral dissertation, University of Muhammadiyah Malang2017).

<sup>&</sup>lt;sup>6</sup> Derek Schlager, Schoology: The Adoption of a Learning Management System ,3, 2016

<sup>&</sup>lt;sup>7</sup> Hasan Zainnuri, Dewi Cahyaningrum, using online peer review through discussion via schoology to enhance college students' proficiency in argumentative writing: a case study, ASSEHR vol 158, 334, 2017.

<sup>&</sup>lt;sup>8</sup> Alif Karyawati , Kandi Lintang Ndadari, *Learning, beliefs, and challenges: students' perspectives on schoology in english learning,* 2.

<sup>&</sup>lt;sup>9</sup> Marsika Sepyanda, Students' Attitude Toward The Use Of Google Classroom On Translation Subject In English Department of FKIP UMMY Solok, ELTAR vol.2 no. 1, 138, 2018.

<sup>&</sup>lt;sup>10</sup> Rana A. Saeed Al-Maroof, Students acceptance of google classroom: An Exploratory study using PLS-SEM Approach, i-jet, 112, 2018.

<sup>&</sup>lt;sup>11</sup> Olha V. Bondarenko; Svitlana V. Mantulenko; Andrey V.Pikilnyak, Google classroom as a tool of support of blended learning for geography students, 1, 2017.

give feedbacks to the students' works<sup>12</sup>. Schoology, edmodo, and google classroom are the little examples of LMS that are used around the world with some features that they offer.

By the features which can be used by a teacher to design and can be used by the students to follow the teacher's program, it brings common problems in using LMS in language teaching and learning process. Johnson stated that the educators are expected to integrate learning management system (LMS) platform to the materials, application, and curriculum with this development successfully<sup>13</sup>. In fact, the expectation of the teacher or lecturer and the students' perception for the actual usage of learning management system (LMS) is different. The educators are able to argue that LMS is effective as a media for teaching and learning process<sup>14</sup>. But, the students have a right to convey their own perception about the ease of use, usefulness of teaching and learning process based on their actual usage<sup>15</sup>.

The students' perceived ease of use, perceived usefulness, and actual usage are the components affecting the students' acceptance<sup>16</sup>. The students' acceptance is the crucial thing in using LMS. It influences student intention to use the LMS. According to Lin, the

<sup>&</sup>lt;sup>12</sup> Wicaksono, B., Penggunaan Media Pembelajaran Edmodo dengan Desain Pembelajaran Assure Guna Memperbaiki Kinerja Guru (pada Mata Pelajaran Konstruksi Bangunan Siswa Kelas X Teknik Konstruksi Batu dan Beton di SMK Negeri 2 Surakarta Tahun Pelajaran 2016/2017, 2017.

<sup>&</sup>lt;sup>13</sup> Carol L. Dittoe, Junior high school teacher's perception of integrating classroom related to the learning management system Schoology,2017

<sup>&</sup>lt;sup>14</sup> Kumalasari Resky Indah Tantri, *Persepsi guru tentang penggunaan e-learning moodle dan output pembelajaran untuk siswa SMK Negeri Banyuwangi*, 2019

<sup>&</sup>lt;sup>15</sup> Perdanawati, H., Studi Komparasi Antara Persepsi Siswa Tentang Kualitas Pembelajaran IPS dan Intensitas Penggunaan Sumber Belajar dengan Prestasi Belajar IPS Siswa Kelas VIII di SMP Negeri 2 Surakarta Tahun Pelajaran 2009/2010.2010

<sup>&</sup>lt;sup>16</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quartery, 1989,Vol. 13, No. 3,

student's intention in using LMS affected to their satisfaction and it influences their class final result, especially on online class<sup>17</sup>. Therefore, the students' acceptance of using LMS may impact their satisfaction on teaching and learning process. In conclusion, accept to the technology means that they satisfied and it influences their final result<sup>18</sup>.

From the studies that stated above, learning management system (LMS) platforms achieve as a helper and facilitator for educators and learners in teaching and learning English language classrooms with features that are available. In this case, English teacher education department of UIN Sunan Ampel (UIN SA) uses LMS platforms and applies it to English teacher education classes. Several LMS platforms which are used are Schoology, Edmodo, Google Classroom, and many more. Lecturer has authority for choosing the learning management system (LMS) for their classes. This case needs further investigation to investigate the students' acceptance by evaluating the ease and the usefulness of LMS towards their actual usage attitude in the teaching and learning process in English teacher education department using Technology Acceptance Model (TAM)<sup>19</sup>. This model used to help to analyze the students' acceptance of the LMS platforms for English teacher education courses. This study conducted on English education of UIN Sunan Ampel Surabaya.

-

<sup>&</sup>lt;sup>17</sup> Lin, Y.M., 2005. *Understanding students' technology appropriation and learning perceptions in online learning environments* (Doctoral dissertation, University of Missouri--Columbia).

<sup>&</sup>lt;sup>18</sup> Lee, J. W., & Mendlinger, S. (2011). Perceived self-efficacy and its effect on online learning acceptance and student satisfaction. *Journal of Service Science and Management*, 4(03), 243.

<sup>&</sup>lt;sup>19</sup> Maslin masrom, Technology Acceptance Model and E-learning, International conference on education, 2007

## **B.** Research Questions

Based on the background, it is necessary to investigate the problem of:

- 1. How is the students' acceptance of the LMS usage at English Education

  Department of UIN Sunan Ampel Surabaya?
- 2. How is the students' actual usage of LMS at English Education Department of UIN Sunan Ampel Surabaya?

# C. Objectives of the research

The aims of this research are:

- 1. To investigate the students' acceptance of the LMS usage at English Education

  Department of UIN Sunan Ampel Surabaya
- To investigate the students' actual usage of LMS at English Education
   Department of UIN Sunan Ampel Surabaya

# D. Significance of the Study

- 1. Theoretical significance
- a. This study contributes the concept about accomplishment the use LMS as a media in teaching and learning process.
- 2. Practical significance

- a. This research result may help English lectures consider the use of Learning Management System based on the students' perceived ease of use and perceived usefulness after seeing the results of this study.
- b. The result of this research may be used as a reference to the other researchers who will conduct a research about related or the same topic, such as the implementation of LMS, or the acceptance of LMS in different levels, and etc.

# E. Scope and Limitation

# 1. The scope of the study

This investigation was conducted to identify the students' acceptance of the LMS platforms usage that were used in UIN Sunan Ampel Surabaya. It involves around a hundred students. According to the theory of Technology Acceptance Model (TAM) by Davis, it looked into their Perceived Ease of Use, Perceived Usefulness, Attitude toward Using and their Actual Usage of LMS<sup>20</sup>.

## F. The limitation of the study

By taking the theory of Technology Acceptance Model (TAM)<sup>21</sup>, it is limited to investigate the effect of perceived ease of use and perceived usefulness on the students' actual usage of the LMS platforms in English teacher education. It involves a hundred English Education Department students of UIN Sunan Ampel Surabaya

<sup>&</sup>lt;sup>20</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quartery, 1989

<sup>&</sup>lt;sup>21</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quartery, 1989

were already or still through some classes using LMS platforms in their classes as participants. The possible participants that experienced are the students from third, fifth, and seventh semester, because they are experienced and they still use the LMS platforms in their classes at least in this last year.

# G. Definition of key terms

Each reader has their own perspective. Therefore, some important terms in this study are: Technology Acceptance Model (TAM), E-learning, and Learning management system (LMS). These are the terms meaning interpretation:

- 1. Acceptance defines as a specific act or an implication by conducting that manifests assents to the something offered<sup>22</sup>. It individual's assent to the real situation, recognizing the condition or process without attempting to change or protest it<sup>23</sup>. In this case, something which offered is Learning Management System (LMS). This student's acceptance influences the intention and the satisfaction of LMS usage.
- 2. Technology acceptance model (TAM) is the theoretical model that perceives that information system about individual acceptance can be hold by using two major variables, there are **perceived usefulness** and **perceived ease of use**<sup>24</sup>. This technology acceptance model is needed to help the investigation in English Teacher Education Department (ETED) UIN Sunan Aampel students' acceptance about the

<sup>&</sup>lt;sup>22</sup> Chirelstein, Marvin, 2001, Concepts and case analysis in the law of contracts. Newyork: oundation

<sup>&</sup>lt;sup>23</sup> Acquiesce-define acquiesce, https://www.Dictionary.com

Younghwa Lee, Kenneth, and KaiR.T. *The Technology Acceptance Model: Past, Present, And Future*,752, CAIS, Vol. 12, 50

usefulness and ease of use of LMS that they used in their English teacher education department courses based on their experiences and feelings.

- 3. E-learning accepted as a supporter media in learning and teaching process with applying the modern communication and information using computer networks which makes us easier to get knowledge without time and space limitation<sup>25</sup>. In this investigation, E- learning is the use of platforms itself in the teaching and learning process in English Education Department of UIN Sunan Ampel Surabaya classes.
- 4. Learning Management System (LMS) is the kind of software which is used for internet mediated education and courses training management<sup>26</sup>. This internet-based learning media portal is used in English classes of English teacher education department at UIN Sunan Ampel Surabaya that enable the lecturer to manage their online class and also blended learning.

<sup>&</sup>lt;sup>25</sup> Kopecky, *E-learning pro pedagogy*, 52, 2006.

<sup>&</sup>lt;sup>26</sup> Cambridge dictionary. Meaning LMS in English. https://dictionairy.cambridge.org

### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

In this second chapter, there are five points that will be discussed. Those are

1.) Technology Acceptance Model (TAM); 2.) Students' Acceptance; 3.) E
Learning; 4.) Learning Management System; 5.) Previous Study.

## A. Technology Acceptance System (TAM)

Technology acceptance model (TAM) is the theoretical basis model for the information technology user acceptance and the actual usage of it<sup>27</sup>. This model has been introduced by Davis on 1989 which is developed from the Theory of Reason Action (TRA) by Ajzen and Feishbein on 1980<sup>28</sup>. TAM takes the base theory of TRA which believes that someone's reaction and perception will be influencing someone's attitude in accepting the technology<sup>29</sup>. Although TAM takes the base theory of TRA, they have differentiation on the placement of attitude factors from TRA, where TAM introduces the two key variables namely perceived usefulness and perceived ease of use, which have significant relevance to predict the attitude of information technology

<sup>&</sup>lt;sup>27</sup> Daud WA, Ghani MT. The acceptance of schoology among early childhood education student at mara poly-tech college (Kptm). Journal of Global Business and Social Entrepreneurship (GBSE). 2017;6:133-42.

<sup>&</sup>lt;sup>28</sup> John kent, Enhancing The Sdoption Of Educational Technologies Ina Postsecondary Environment, 2015

<sup>&</sup>lt;sup>29</sup> Adhiputra,M.W, *Aplikasi Technology Acceptance Model Terhadap Oengguna Layanan Internet Banking, Jbk, 2 (1), 2015.* 

user<sup>30</sup>. Moreover, the model of Technology Acceptance Model (TAM) was developed from a psychological theory that explains the behavior of information technology based service is based on users' belief, attitude, desire, and user behavior<sup>31</sup>. It figures on the concept below:

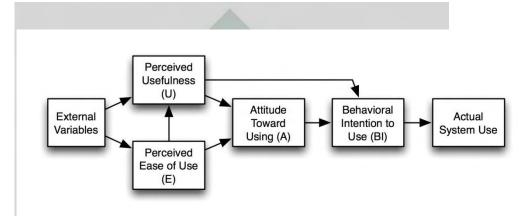


Figure 1 Technology Acceptance Model (TAM) 32

Davis stated that the main objective of TAM is to provide the basis for investigating the influence of external factors toward the user beliefs, attitudes, and

<sup>&</sup>lt;sup>30</sup> Budi Susanto, *Pengaruh Perceived Usefulness, Perceived Ease Of Use, Dan Perceived Enjoyment Terhadap Penerimaan Teknologi Informasi*, Thesis, 2010

<sup>&</sup>lt;sup>31</sup> Istiarni, P. R., & Hadiprajitno, P. B., *Analisis Pengaruh Persepsi Manfaat, Kemudahan Penggunaan dan Kredibilitas terhadap Minat Pengguna Berulang Internet Banking dengan Sikap Pengguna sebagai Variabel Intervening. Diponegoro Journal of Accounting, 03* (02), 1 – 10, 2014.

<sup>&</sup>lt;sup>32</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use dan Acceptance of Information System Technology. MIS Quartery, 1989, Vol. 13, No. 3, h.319-339.

goals<sup>33</sup>. This Technology acceptance model (TAM) places has two main beliefs which can influence actual usage of adopted technology<sup>34</sup>. There are perceived usefulness and perceived ease of use<sup>35</sup>. **The first**, perceived usefulness defined by Davis as the degree of the person belief that using particular information technology system would improve his or her productivity<sup>36</sup>. **Second**, perceived ease of use defined as "the degree of the person belief that using particular information technology system would free of effort<sup>37</sup>. Perceived ease of use directly affected on perceived usefulness and actual usage of technology<sup>38</sup>. In this case, when the users feel easy (perceived ease of use) in using the technology, then they will show positive response in actual usage then they believe that their work will improve (perceived usefulness). It can conclude that even perceived usefulness or perceived ease of use, are obtained from the degree of user belief and their belief will influence their motivation in using the technology.

<sup>&</sup>lt;sup>33</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quartery, 1989, Vol. 13, No. 3, h.319-339.

<sup>34</sup> Ibid

<sup>35</sup> Ibid

<sup>&</sup>lt;sup>36</sup> Davis, F. Perceived Usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 1989, 319-339

<sup>37</sup> Ibid

<sup>&</sup>lt;sup>38</sup> Daud WA, Ghani MT. The acceptance of schoology among early childhood education student at mara poly-tech college (Kptm). Journal of Global Business and Social Entrepreneurship (GBSE). 2017;6:133-42.

In fact, factors that influence people to use technology are extrinsic motivation and intrinsic motivation<sup>39</sup>. Extrinsic motivation is motivation which comes because people argue that technology is a device to increase different values on outcomes obtained from the particular activity in using technology, while intrinsic motivation grows if there is the main need from the activity. In this case, extrinsic motivation is obtained from perceived ease of use, while intrinsic motivation is obtained from perceived usefulness<sup>40</sup>. Those two keys can explain the users' behavior aspects about the way they motivate themselves for using technology. The ease of use and benefits of using information technology can be the reason for the user to behave and act. Their behavior and act is being the standard or benchmark in accepting information technology. If the technology is easier to use, it indicates less effort to improve and develop their performance. More benefits which were felt by the users, it will bring the greater influence in using information technology<sup>41</sup>.

Technology acceptance model or we know it as TAM has several advantages according to Hartono<sup>42</sup>, 1.) TAM is the behavioral model which is useful in answering the question about the failed implementation of the information technology system because the users do not have the desire to use it. 2.) TAM was built with a strong base. 3.) TAM has been tested by some researchers and most of

<sup>&</sup>lt;sup>39</sup> Pavlou, Paul A., dan D. Gefen. *Building Effective Online Marketplaces with Institution-based Trust. Proceedings of Twenty-Third International Conference on Information Systems*. pp. 667-675.

<sup>&</sup>lt;sup>40</sup> ibid

<sup>&</sup>lt;sup>41</sup> Hartono, J. Sistem Informasi Keperilakuan (2 ed.). Yogyakarta: ANDI.

<sup>&</sup>lt;sup>42</sup> ihid

them feel supported by this model and they conclude that TAM is a good model. 4.)

TAM is the simple model but it brings valid data.

## 1. Actual usage

The number of information technology system users is the one of indicator to identify the success and the failure of the technology-based service<sup>43</sup>. In addition, the successful of the system can be reached if the number of users increases and they use that system continuously<sup>44</sup>. It means the successful information technology system is from the user numbers because of the system quality. If the information technology system is beneficial and can help the development of the users' works, then the system will be used continuously. Therefore, the desire of someone to use a technology is the important thing<sup>45</sup>.

Behavior or attitude is the action of someone to buy, spend, consume, and use a thing or service which is expected to accomplish their satisfaction of their needs<sup>46</sup>. In the use of information technology context, behavior or attitude defines as actual usage of information technology that they used<sup>47</sup>. Normally, users expect that they will improve their productivity and reach their satisfaction by using the information

<sup>&</sup>lt;sup>43</sup> Aulia Hanifa, *Analisis Technology Acceptance Model (Tam) Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta*, Thesis, 2017.

<sup>44</sup> ibid

<sup>&</sup>lt;sup>45</sup> Adhiputra,M.W, *Aplikasi Technology Acceptance Midel Terhadap Oengguna Layanan Internet Banking, Jbk, 2 (1), 2015.* 

<sup>46</sup> Rangkuti, 2013

<sup>&</sup>lt;sup>47</sup> Aulia Hanifa, Analisis *Technology Acceptance Model* (TAM) *Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta, Thesis, 2017.* 

technology. Their belief to get their expectation will influence their actual usage or behavior on that information technology<sup>48</sup>.

Feishbein stated that behavior can be identified by attitude and normative component<sup>49</sup>. In this case, **attitude** defines the feeling that is shown by the information technology users. There are two possible kinds of attitude that will be shown. Those are acceptance and rejection. Then, **the normative component** is the individual perception of someone about something that must be done because other people do it too.

In conclusion, information technology usage is determined by individual perception and attitude. In this case, information technology that is used is the Learning Management System (LMS). Thus, the perception and attitude of users will form the behavior in using the LMS. The perception of each person is related to the belief to decide. If the people believe that LMS can help them on work and they also believe that it will bring benefit, then it is possible for them to use that LMS in that time and continuously. If their belief is come true, the users will show the positive responses in using that LMS<sup>50</sup>.

<sup>&</sup>lt;sup>48</sup> Adhiputra, M.W, *Aplikasi Technology Acceptance Midel Terhadap Oengguna Layanan Internet Banking, Jbk, 2 (1), 2015.* 

<sup>&</sup>lt;sup>49</sup> Budiman, A., & Dewi, M. S. *Generasi Y Dan Adopsi Terhadap Internet Banking Pada* Nasabah Di Indonesia Menggunakan Kerangka Technology Acceptance Model (TAM). JWM (Jurnal Wawasan Manajemen), 4(3), 231-246. 2017

<sup>&</sup>lt;sup>50</sup> Adhiputra,M.W, *Aplikasi Technology Acceptance Model Terhadap Pengguna Layanan Internet Banking, Jbk, 2 (1), 2015.* 

#### 2. Perceived ease of use

Perceived of ease is the belief of someone about decision making process in technology information usage<sup>51</sup>. Moreover, it defines as the level of individual belief that the use of information technology is easy to understand and does not require the special attention in its operation<sup>52</sup>. On the other words, if the information technology can be operated easily because of the understandable system, then the belief of the user to use it is up and it is possible to use it continuously. Hard or easy is individual perception. Someone perception related to the ease in this usage will influence the level of someone to believe that using the information technology will facilitate and complete their work<sup>53</sup>. In a nutshell, this perception will bring the impact to the user's attitude<sup>54</sup>.

Moreover, Davis defines perceived ease of use as "the degree of the person belief that using particular information technology system would free of effort<sup>55</sup>. Perceived ease of use directly affected on perceived usefulness and actual usage of technology<sup>56</sup>. In this case, when the users feel easy (perceived ease of use) in using

<sup>&</sup>lt;sup>51</sup> Aulia Hanifa, *Analisis Technology Acceptance Model (TAM) Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta*, Thesis, 2017.

<sup>&</sup>lt;sup>52</sup> Rahadi, D. R. ,*Analisis Technology Acceptance Model Pada Industri Perbankan. Jurnal Sistem Informasi*, 7(2). 2015

<sup>53</sup> Ibid

<sup>&</sup>lt;sup>54</sup> Adhiputra,M.W, *Aplikasi Technology Acceptance Model Terhadap Pengguna Layanan Internet Banking, Jbk, 2 (1), 2015.* 

<sup>55</sup> Ibid

<sup>&</sup>lt;sup>56</sup> Daud WA, Ghani MT. *Journal of Global Business and Social Entrepreneurship (GBSE).* 2017;6:133-42.

the technology, then they will show positive response in actual usage then they believe that their work will improve (perceived usefulness). It can conclude that even perceived usefulness or perceived ease of use, are obtained from the degree of user belief and their belief will influence their motivation in using the technology.

Belief is needed in making a decision. If a user believes that information technology is easy to use and it doesn't need more effort in operating the system, then the user will use that information technology. It is about how far prospective users are expecting the target system is free from effort<sup>57</sup>. The construct reflects the whole effort that will be needed to the ability that a person feels, in terms of existence can use technology to achieve desired function<sup>58</sup>. In the other words, if the users cannot reach their expectation while they utilize the information technology, it will show the negative response from the users.

The first study tells that perceived ease of use for information technology usage can be measured by using some points of indicator. There are easy to learn, easy to control, easy to understand, flexible, easy to apply, and easy to use<sup>59</sup>. The second study has different point of indicator to measure the perceived ease of use, there are

<sup>&</sup>lt;sup>57</sup> Davis, F.D.. *Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology.* MIS Quarterly, P 985, 1989

<sup>&</sup>lt;sup>58</sup> Fathema, Nafsaniath, and Kyra Leigh Sutton. "Factors influencing faculty members' Learning Management Systems adoption behavior: An analysis using the Technology Acceptance Model." International Journal of Trends in Economics Management & Technology (IJTEMT) 2.6, 2013.

<sup>&</sup>lt;sup>59</sup> Hartono, Jogiyanto. "Sistem Informasi Keperilakuan Edisi Revisi." Yogyakarta. Penerbit Andi, 2008..

able to support the operational, provide up-to-date information, reduce error rates, easy to operate, and provide supporting additional features<sup>60</sup>.

## 3. Perceived of usefulness

Perceived usefulness defined by Davis as the degree of the person belief that using particular information technology system would improve his or her productivity<sup>61</sup>. The other study stated that the benefits of using can be felt by the user if they are trust that by using particular information technology system can improve and develop their work performance<sup>62</sup>. Perceived usefulness also defines as person belief that using information technology will be beneficial for the users<sup>63</sup>. In a nutshell, Belief is needed in making a decision. If a user believes that using the information can improve their work and it is beneficial for them, then the user will use that information technology. But, if the users do not believe in that, the users will not use it.

<sup>&</sup>lt;sup>60</sup> Rahadi, Dedi Rianto. "Analisis Technology Acceptance Model Pada Industri Perbankan." Jurnal Sistem Informasi 7.2, 2015.

<sup>&</sup>lt;sup>61</sup> Davis, F. *Perceived Usefulness, perceived ease of use, and user acceptance of information technology.* MIS Quarterly, 1989, 319-339

<sup>&</sup>lt;sup>62</sup> Adhiputra, M. W. *Aplikasi Technology Acceptance Model Terhadap Pengguna Layanan Internet Banking. Jurnal Bisnis dan Komunikasi*, 2(1), 52-63, 2015.

<sup>&</sup>lt;sup>63</sup> Yasa, N. N. K., Ratnaningrum, L. P. R. A., & Sukaatmadja, P. G. *The application of technology acceptance model on internet banking users in the city of denpasar. Jurnal Manajemen dan Kewirausahaan, 16*(2), 93-102. 2014.

Perceived usefulness can be measured by using following indicators: works can be done faster and easier, improve productivity, effective, and beneficial<sup>64</sup>. Moreover, perceived usefulness also can be measured by following indicators: the information technology can give the fast service, on time, reliable, cheap, safety, and provide accurate information<sup>65</sup>.

## B. Students' Acceptance

According to the Oxford dictionary, acceptance itself defines as someone's action in receiving something offered<sup>66</sup>. Acceptance is something that comes from individual feeling and it cannot be forced. It can be called as an individual's assent to the something, condition, and the process without protest or trying to change that thing. It means if someone does not accept something, it will influence their reaction and denial is possible. Therefore, students' acceptance is the students' receiving LMS as their teaching and learning media based on their own experiences without coercion.

The students' perceived ease of use, perceived usefulness, and actual usage are the components affecting the students' acceptance<sup>67</sup>. The students' acceptance is the crucial thing in using LMS. It influences student intention to use the LMS. According

<sup>&</sup>lt;sup>64</sup> Hartono, Jogiyanto. "Sistem Informasi Keperilakuan Edisi Revisi." *Yogyakarta. Penerbit Andi*, 2008..

<sup>&</sup>lt;sup>65</sup> Rahadi, Dedi Rianto. "Analisis Technology Acceptance Model Pada Industri Perbankan." Jurnal Sistem Informasi 7.2, 2015.

<sup>&</sup>lt;sup>66</sup> Acception definition by Oxford dictionary.

https://www.oxfordlearnersdictionaries.com/definition/english/acceptance

<sup>&</sup>lt;sup>67</sup> Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quartery, 1989,Vol. 13, No. 3,

to Lin, the student's intention in using LMS affected to their satisfaction and it influences their class final result, especially on online class<sup>68</sup>. Therefore, the students' acceptance of using LMS may impact their satisfaction on teaching and learning process. In conclusion, accept to the technology means that they satisfied and it influences their final result<sup>69</sup>.

## C. E-learning

E-learning is accepted as a supporter media in the learning and teaching process with applying the modern communication and information using computer networks. It is make us easier to get knowledge without time and space limitation<sup>70</sup>. E-learning may be accessed from two different angles, it may be observe as an educational process as of media that support the process in education<sup>71</sup>.

In supporting teaching and learning activity, E-learning has benefits such as flexible means can be well-arranged with small units; accessible means can be access whenever and wherever we are; the students can be independence students; cheap (for society, institution, and student); educational content and method used easy to

<sup>&</sup>lt;sup>68</sup> Lin, Y.M., 2005. *Understanding students' technology appropriation and learning perceptions in online learning environments* (Doctoral dissertation, University of Missouri--Columbia).

<sup>&</sup>lt;sup>69</sup> Lee, J. W., & Mendlinger, S. (2011). Perceived self-efficacy and its effect on online learning acceptance and student satisfaction. *Journal of Service Science and Management*, 4(03), 243.

<sup>&</sup>lt;sup>70</sup> Kopecky, *E-learning pro pedagogy*, 52, 2006.

<sup>&</sup>lt;sup>71</sup> Ibid

up-date; communicative interaction; the administration is easy; and improve the students' and teacher's ICT skill<sup>72</sup>.

Besides, E-learning also states six the lack of e-learning. There are technology dependence; mismatch components; unsuitable course's types; unsuitable students' types; less interaction; and high cost for educator<sup>73</sup>.

## D. Learning Management System (LMS)

LMS explains as served-based software program which connects the information in the form of database about courses, content, and the users<sup>74</sup>. Rouse also stated that it provides a teacher or an instructor to conceive and deliver the materials to the students, monitor the aid of the students, and assess the students. more over LMS provides a space for teacher and the students to discuss in a forum, ask and answer session, and video conference<sup>75</sup>, managing a big number of online class or blended class (integration of online and face to face teaching and learning), and for synchronous class, LMS platform can be used for adding supplementary activities that are may be referred to web-enhanced class<sup>76</sup>. Hrastinki stated that LMS is the type of supporting weblogs in integrating the online learning as a modern

<sup>&</sup>lt;sup>72</sup> Satria Andy Kirana, *Students' perception of quipper as an online practice tool for the english computer-based national examination*. IJETvolume 6, 250, 2017.

<sup>&</sup>lt;sup>73</sup> Ibid, 251.

<sup>&</sup>lt;sup>74</sup> Anthony A.Pina, *An Overview of Learning Management Systems, IGI Global, 2010.* 

<sup>&</sup>lt;sup>75</sup> Alvin S. Cicat, *Enhancing college students' proficiency in business writing via Schoology*,IJEN vol 3, no. 1, 161, 2015.

<sup>&</sup>lt;sup>76</sup> Schmitz, The web-enhance classroom. Journal of Information Technology, 18, 2002.

classroom and traditional classroom<sup>77</sup>. LMS supports administrating, planning, discussing, assessing, collecting, delivering, and monitoring. For the students, this LMS can help the students to find out the learning information from the teacher's course guideline, submit their assignment by uploading the data or files, download the teacher marks, communicate with their classmate and the teacher in the online discussion, gap information, and finish out their online exams and quizzes<sup>78</sup>.

#### 1. Features of LMS

There are 4 pedagogical tools that can explore on LMS. The first, content creator that means this tool allows the users to create the content within documents, presentations, images, animations, audios, videos into LMS. Second, Communication connector that means on the online class or we can call it asynchronous (indirect) class<sup>80</sup>, we may tell the students the announcement, web pages to learn, instruction email, make discussion boards, provide blogs, wikis, and file into LMS. Moreover, on the face-to-face class or synchronous (face-to-face) class<sup>81</sup>, we may use the LMS to make a text chat, whiteboard, or share a web for the students. The instructors may also divide the students into some groups and make them to be virtual groups in a

<sup>&</sup>lt;sup>77</sup> Dewi G.P.R.,Adnyani, L.D.S.,Piscayanti, K.S.,*Student's perception on the design of asynchronous online discussion using Schoology.* 1, 2018

<sup>&</sup>lt;sup>78</sup> N.N.M. Kasim, F. Khalid, *Choosing The Right Learning Management System (LMS) for The Higher Education Institution Context : A Systematic Review,* iJet, vol 11, 6, 2016

<sup>&</sup>lt;sup>79</sup> Jurubencu, *Learning Content Management System*, Informatica economica, , 2008) 12

<sup>&</sup>lt;sup>80</sup> Yefim Kats, Learning Management System Technologies and Software Solutions For Online Teaching.

<sup>81</sup> Ibid

class. Third, the assessment tool means that in this tool, the instructor may be providing the assessment for the students. It can be multiple choices, essays, matching, brief answer, true or false, and many more. The questions or the choices can be randomized and also can be displayed once or more. Limiting time for their assessment or exams is possible using LMS. The instructor also may decide whether the assessment will be graded or not. Fourth, administration tools that allow us to control and manage the settings for the content, assessment, communication, customize the display, manage tools, content, and resources, move and copy materials. The users also allow managing the accounts, following the courses, enrolling the instruction, and recording the activity through the system<sup>82</sup>.

# 2. Selecting LMS platform

A lot of LMS platforms that are already applied at many schools and universities around the world. But, to decide the suitable new platform, there are some strategies<sup>83</sup>. **The first** one is determining the needs: It needs to analyze the optimal condition (fully functional LMS) and actual condition (LMS current state at the institution). **Second**, include suitable constituencies: the LMS should include academic counter, teaching and learning center, technology of the education, network services, and the management of databases. **Third**, compare feature sets with eight specified tools, such as (1) Communication tools that provide online

<sup>&</sup>lt;sup>82</sup> Dabbagh and Bannan-Ritland, *Online learning: concept, strategies, and applications*, 154, 2005.

<sup>83</sup> Anthony, An overview of Learning Management systems, 2-3, 2010

journal or notes, discussion space, file exchange, whiteboard, direct chat, internal email, and discussion management; (2) Productivity tools such as help, calendar, track record activities, work offline, and bookmark. (3) Student involvement tools are community networking, portfolios of the students, and group work. (4) Course delivery tools are online marking, online grade, management of course, students' record, test types, automated testing support and management. (5) Content development tools that consist of accessibility, content sharing, instructional design and standard, and course template. (6) Hardware/software: UNIX server, client browser, requirement database, and windows. (7) Administration tools are authentication, course authorization, hosted services, and registration integration. (8) License such as company profile, open source, optional extras, and cost. Fourth, Field testing that means we may also test first to know the performance of the LMS<sup>84</sup>.

### E. Previous Studies

TAM has been used as a model to measure acceptance and usage of information technology related to the perceived ease of use and perceived usefulness. In this case, the information technology that is used is Learning Management System (LMS). There are some previous studies which used TAM to investigate the acceptance and the usage of LMS.

84 Ibid

The first study investigated the use of LMS in National Defence University of Malaysia by using TAM. The LMS that was used in this university was Moodle. The tested variables were perceived ease of use, perceived usefulness, users' attitude and users' behavior in using LMS. Positive responses were obtained as a result from this study. The respondents were felt that LMS was useful with their adequate and accessible facilities for their teaching and learning process<sup>85</sup>.

The second study investigated the use of LMS in higher education in Madison, USA. This study found that there were three external things that had positive responses from the users by investigating their attitude toward LMS. There were quality of the system, directly or indirectly facilitating conditions, and perceived self-efficacy<sup>86</sup>. Moreover, the finding of this investigation also indicated that respondents which had higher self-efficacy felt that LMS was useful and easy to use.

The researchers above had similar results. Their respondents showed positive response as a feedback of using LMS in their teaching and learning. Furthermore, this following study indicated positive response from the respondents. This was a study from Damietta University in Egypt. The respondents were the students who already used LMS in their teaching and learning process. This research indicated that

<sup>&</sup>lt;sup>85</sup> Juhary, J. Perceived Usefulness and Ease of Use of the Learning Management System as a Learning Tool. *International Education Studies*, 2014.7(8), 23-34.

<sup>&</sup>lt;sup>86</sup> Fathema N, Shannon D, Ross M. Expanding the Technology Acceptance Model (TAM) to examine faculty use of Learning Management Systems (LMSs) in higher education institutions. Journal of Online Learning & Teaching. 2015 Jun 1;11(2).

they accepted and were satisfied with the LMS. This satisfaction was influenced by their perceived on the system which was useful and easy to use<sup>87</sup>.

From those studies, we can conclude that LMS is not a new thing. It is already applied to help and support teaching and learning processes around the world. Studies above were investigated by using TAM and had positive responses as the result in using LMS. Positive responses meant that they felt LMS was easy to use, it was beneficial, useful, and it was helpful. Although LMS had facilitated the users well by features which were provided, most of users were used LMS only to read, download materials from lecture, and completing the homework<sup>88</sup>. But, from those studies we have not known the students' acceptance of their LMS usage which involves perceived ease of use and perceived usefulness. Their acceptance influences their intention in using LMS and it affects their final result at the end of the class.

<sup>&</sup>lt;sup>87</sup> Abdel-Maksoud, Nahed F. *The Relationship between Students' Satisfaction in the LMS"* Acadox" and Their Perceptions of Its Usefulness, and Ease of Use. Journal of Education and Learning 7.2 (2018): 184-190.

<sup>88</sup> Juhary, J. Perceived......29

### **CHAPTER III**

#### RESEARCH METHOD

This chapter talks about the procedures to conduct the study. It consists of research design, population and sample, research instrument, data collection technique, and data analysis technique.

# A. Research Design

Creswell stated that quantitative research means objective theories analysis by exploring the relation or impact among variables<sup>89</sup>. This research relies on the quantitative data collected by using surveys. Survey is the method of acquiring the extensive total data, it usually in a statistical form that takes in the form of self-completion questionnaire<sup>90</sup>. It provides description of point of view, current phenomenon, or attitude of a population numerically<sup>91</sup>. It aims to get the valid information about the acceptance of LMSs which is used in English teacher education courses at English Teacher Education Department (ETED) of UINSA.

After doing the survey to collect the data, the researcher analyzes the obtained data by using multiple regression analysis. Multiple regression analysis itself is statistical analysis which aims to find out the impact between 2 variables and more<sup>92</sup>.

<sup>&</sup>lt;sup>89</sup> John W. Creswell, *Research Design : Qualitative, Quantitative, and mixed method approaches.* Third edition, p.3

<sup>&</sup>lt;sup>90</sup> Patrick Mc. Neil & Steve Chapman, Reseach Methods: third edition.

<sup>&</sup>lt;sup>92</sup> Muhson, A. Teknik analisis kuantitatif. *Universitas Negeri Yogyakarta*. *Yogyakarta*.

This study investigates the impact of perceived ease of use and perceived usefulness to the attitude toward using and the actual usage of LMS which is appropriate to apply the quantitative research that has multiple regression analysis in it. The analyzed data describe in the written form as a result of the research and make the reader easy to understand. It consists of introduction, literature, theory, methods, results, and discussion <sup>93</sup>.

# B. Subject of the research

# 1. Population

Population is the whole research subject <sup>94</sup>. The subject of this research is English Education Department of UIN SA students which used LMS in their English education courses at least in the last year. There are around 248 students. Population also means as the whole number of individuals and group who has same characteristics and fulfill the certain requirements which are related to research focus and it can be the source to get sample <sup>95</sup>. To select the sample, the requirement which needs to be fulfilled is they had used LMS in their English education courses at least in the last year.

<sup>&</sup>lt;sup>94</sup> Suharsimi, A. Prosedur penelitian suatu pendekatan praktik. *Jakarta: Rineka Cipta*. 2006).

<sup>&</sup>lt;sup>95</sup> Intan N Astutik. Analisis Kepuasan Pengguna Sistem Informasi Akademik Di Uinsa Menggunakan End User Computing Satisfaction. Thesis, 2015)

Sample is the piece of selected population member<sup>96</sup>. In this study, the sample is the fifth and seventh semester English education department students at the UIN Sunan Ampel Surabaya who experienced in using kinds of LMSs. To determine the number of samples, this study uses this following Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

n : number of sample

N : total population

e : error margin 10%

If the error margin in 10% and the total population is 248, then the number of sample of this research is as follows:

$$n = \frac{248}{1 + 248 (10\%)^2}$$
$$n = \frac{248}{2.49}$$

n = 99,5983935743 It can be fulfilled to be 100.

From the above calculation, it can be known that the total taken sample is about 100 English teacher education department students.

In this study, the sampling technique uses nonprobability sampling which means that each sample from the population does not have the same opportunity as

<sup>&</sup>lt;sup>96</sup> Suhartanto D. *Metode riset pemasaran*. Bandung: Alfabeta. 2014.

a sample<sup>97</sup>. One of nonprobability sampling techniques is purposive sampling. Purposive sampling is a technique which takes the sample based on the specified criteria. This study takes the students which experienced in using LMS in their English teacher education courses at least less than a year since they used the LMS.

### C. Research Instruments

Research means doing measurement<sup>98</sup>. The research instrument is the measurement tool on both natural and social observed phenomena. In this study, the **researcher uses** a questionnaire (see APPENDIX 1 for the complete research questionnaire) as a research instrument to collect quantitative data about perceived ease of use, perceived usefulness, attitude toward using, and actual usage of the learning management system (LMS). Questionnaire is the instrument which used and it useful to collect the information about survey, provide structured data, numerical data<sup>99</sup>. The instrument **on** this questionnaire is adopted from a previous research which had the same kind of research and took TAM as a research model. The whole existing instruments from this previous study which was conducted by Aulia Hanifa<sup>100</sup> was relatable with this case. It was provided by close ended questions.

<sup>&</sup>lt;sup>97</sup> Juliansyah Noor, S. E. *Metodologi Penelitian: Skripsi, Tesis, Disertasi & Karya Ilmiah*. Prenada Media, 2016.

<sup>&</sup>lt;sup>98</sup> Sugiyono, P. D. *Metode penelitian pendidikan. Pendekatan Kuantitatif.* 2010).

<sup>&</sup>lt;sup>99</sup> Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research methods in education*. routledge, 2013.

<sup>&</sup>lt;sup>100</sup> Aulia Hanifa, *Analisis Technology Acceptance Model (Tam) Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta*, Thesis, 2017.

These close ended questions consist of 5 scales (strongly agree, agree, neutral, disagree, and strongly disagree).

By adopting the instruments from existing research, there are four indicators on the questionnaire which consist of perceived ease of use, perceived usefulness,

attitude toward using, and actual usage<sup>101</sup>.

Table 3.1 The Instrument specification

No.	Indicators	Total		Items number	
		positive	negative		
1	<ul> <li>Perceived ease of use</li> <li>The work can be controlled</li> <li>Easy to learn</li> <li>Easy to understand</li> <li>Easy to manage</li> <li>Easy to use</li> <li>Flexible</li> </ul>	4		1,2,3,4,5,6	
2	Perceived usefulness  the work can be faster develop the productivity more effective useful develop job performance	5		7,8,9,10,11	
3	Attitude toward using  • pleasure • needed • good idea • wise way	3	-	12,13,14,15	

<sup>&</sup>lt;sup>101</sup> Adhiputra, M. W. Aplikasi technology acceptance model terhadap pengguna layanan internet banking. *Jurnal Bisnis dan Komunikasi*, *2*(1), 52-63. 2015.

4	Actual usage	3	16,17, 18,19
	<ul><li>frequent of use</li><li>repeated use</li><li>enjoy</li><li>satisfied</li></ul>		

The table 3.2 shows four indicators of instrument specification with the item number. Firstly, the perceived ease of use variable consists of work control, the ease of learning and understanding, the ease of managing, and the flexibility as the question indicators. Secondly, the perceived usefulness variable consists of five indicators, there are the quickness of work completion, the development of productivity, the effectiveness, usefulness and the performance development. Then, there are pleasure, needed, good ideas, and wise ways as indicators of attitude toward using variables. Lastly, the actual usage variable has frequent use, repeated use, and satisfaction as the indicators.

It focuses on The Students' Acceptance of Learning Management System (LMS) Platforms at English Language Education Department of UIN Sunan Ampel Surabaya. The instrument on the questionnaire needs to be confirmed as valid, reliable, and be able to measure the research data as the researcher's want before it is spread to the respondents. It enables the researcher to spread the questionnaire without meet the respondents directly to get the responds to analyze<sup>102</sup>. Before spread out the questionnaire, it is needed to test the validity, reliability, and the normality of each statement in it.

#### **Instrument testing**

1.	Validity test	
	102 Ibid	

Sekaran said that validity is the evidence of instrument, technique and processes used in measuring the concept so that it actually **measures the intended concept**  $^{103}$ . It aims to test the validity of Perceived Ease of Use, Perceived Usefulness, Attitude toward Using and Actual Usage question variables. There are two indicators of validity which can be seen from the SPSS program output. First, it is considered as a valid instrument if the variables of Perceived Ease of Use, Perceived Usefulness, Attitude toward Using and Actual Usage showed  $r_{count} > r_{table}$  or the sig. (2-tailed) value < 0,05 and the value of Pearson correlation is positive. While, it is considered as invalid instrument if  $r_{count} < r_{table}$ , the sig. (2-tailed) value < the pearson correlation value is negative, or sig. (2-tailed) value > the pearson correlation  $^{104}$ . These are the result of validity test by using SPSS:

## 1.) Perceived Ease of Use (PEOU) variable

Table 3.2

The results of the validity test

Statement	Pearson Correlation	Sig. 2-tailed < 0,005	Result
A1	0,475 (Positive)	0,000 < 0,005	Valid
A2	0,460 (Positive)	0,000 < 0,005	Valid
A3	0,661 (Positive)	0,000 < 0,005	Valid
A4	0,657 (positive)	0,000 < 0,005	Valid

<sup>&</sup>lt;sup>103</sup> Sarjono, H., & Julianita, W. SPSS vs LISREL: sebuah pengantar, aplikasi untuk riset. *Jakarta: Salemba Empat, 5*(2), 23-34. (2011).

<sup>&</sup>lt;sup>104</sup> Suharsimi, A. Prosedur penelitian suatu pendekatan praktik. *Jakarta: Rineka Cipta*.

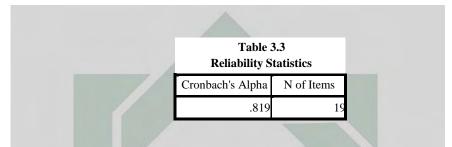
A5	0,246 (positive)	0,000 < 0,005	Valid
A6	0,612 (positive)	0,000 < 0,005	Valid
A7	0,418 (Positive)	0,000 < 0,005	Valid
A8	0,555 (Positive)	0,000 < 0,005	Valid
A9	0,465 (Positive)	0,000 < 0,005	Valid
A10	0,661 (positive)	0,000 < 0,005	Valid
A11	0,446 (positive)	0,000 < 0,005	Valid
A12	0,535 (Positive)	0,000 < 0,005	Valid
A13	0,554 (Positive)	0,000 < 0,005	Valid
A14	0,628 (Positive)	0,000 < 0,005	Valid
A15	0,435 (positive)	0,000 < 0,005	Valid
A16	0,503 (Positive)	0,000 < 0,005	Valid
A17	0,332 (Positive)	0,000 < 0,005	Valid
A18	0,493 (Positive)	0,000 < 0,005	Valid
A19	0,575 (positive)	0,000 < 0,005	Valid

Source: primary data processed, 2021

The table 4.4 showed that Perceived Ease of Use questions are valid. It can be seen that the value of all questions Q1-Q11 and AU1-AU8 are 0,000, it means Sig. 2-tailed < 0,005. While, the whole values of Pearson Correlation are positive. Those were considered that the question' items on the questionnaire are valid.

# 2. Reliability test

This test aims to measure the consistency of the respondents' answers on each questionnaire item. It used the Alpha Cronbach statistical test. The items which reliable if they have  $\alpha > 0.60^{105}$ . While, if the reliable value is <0.60, it means the instrument is not reliable. Below is the result of reliability test:



The table 3.4 showed that the questions reliability value is 0,819. The value on the instrument is >0, 60. It means, the distributed instrument is reliable.

## 3. Normality test

This normality test aims to determine whether the data distribution is normal or not. It also considered as important test because it is the one of requirements for parametric testing, which must be normally distributed <sup>106</sup>. It used the Kolmogorov-Smirnov statistical test on the SPSS. In this case, the data is normally distributed and the regression model meets the normality assumption if the result shows the sig (2-tailed) value is greater than 0,05<sup>107</sup>. Below is the output of the data processed:

Table 3.4
One-Sample Kolmogorov-Smirnov Test

<sup>&</sup>lt;sup>105</sup> Nunnally, J. C. Reliability of measurement. *Encyclopedia of educational research*, *4*. 1982.

<sup>&</sup>lt;sup>106</sup> Aulia Hanifa, *Analisis Technology Acceptance Model (Tam) Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta*, Thesis, 2017.

<sup>&</sup>lt;sup>107</sup> Ghozali, I. Aplikasi analisis multivariete dengan program IBM SPSS 23. 2018.

		Unstandardized Residual
N		100
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	3.78763417
Most Extreme Differences	Absolute	.070
	Positive	.052
	Negative	070
Kolmogorov-Smirnov Z		.701
Asymp. Sig. (2-tailed)		.709

a. Test distribution is Normal.

The Kolmogorov-Smirnov statistical test can be seen if the sig (2-tailed) value is greater than 0,05, then the data is normally distributed <sup>108</sup>. From the table 3.5 above, it can be seen that the sig value is 0,709. It can be concluded that data is normally distributed.

# D. Data collection technique

This study took a questionnaire to collect the data. This research uses direct questionnaires which use close ended questionnaire and it is the rating scale form. The questionnaire is in the online form, it uses Google form. Before distributing this questionnaire, the researcher has contacted several subjects to come to their Whatsapp group and share the link of this Google form. After that, the researcher gives them time to answer. Then, their responses are collected on the online form. The collected data are in four categories: perceived ease of use, perceived usefulness, actual usage, and attitude toward using.

35

<sup>&</sup>lt;sup>108</sup> Ghozali, I. Aplikasi analisis multivariete dengan program IBM SPSS 23. 2018.

## E. Data Analysis Technique

Noor stated that data analysis technique is the way to analyze the research data, including the relevant statistical tool which is used on the research on the statistical tool which is used is Microsoft excel. The data that to be processed are from the distributed questionnaire result. This data analysis will show the real acceptance of LMS based on the students' experiences on using it.



<sup>&</sup>lt;sup>109</sup> Noor, J. *Metodologi Penelitian: Skripsi, Tesis, Disertasi dan Karya Ilmiah*. Kencana Prenada Media Group. 2011.

### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

## A. RESEARCH FINDING

## A. Description of research data

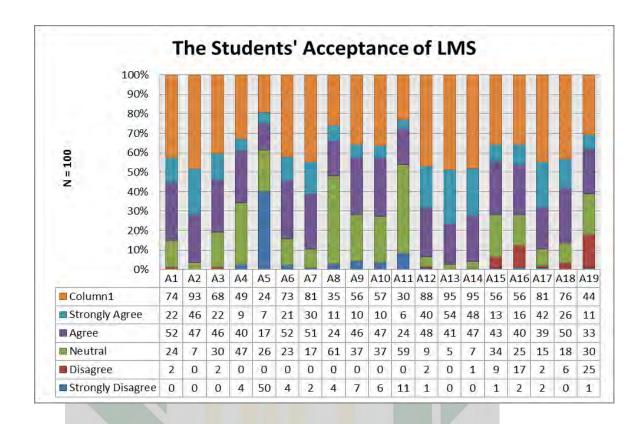
To find the English teacher education department students' acceptance toward using LMS, the researcher distributed the questionnaire via Google form to 100 students at UIN Sunan Ampel Surabaya. They are 42 from 3<sup>rd</sup> semester students, 36 from 5<sup>th</sup> semester students, and 22 from 7<sup>th</sup> students. The questionnaires were distributed from December 31<sup>st</sup> – January 6<sup>th</sup> by sharing the link of Google form to the Personal Chat and groups of 3<sup>rd</sup>, 5th and 7<sup>th</sup> semester English teacher education department students of UIN Sunan Ampel on WhatsApp.

# 1. The Students' Acceptance of Learning Management System

The students' acceptance is the crucial thing in using LMS. It influences student intention to use the LMS. Below is the finding of the students' acceptance of LMS at English education department of UIN Sunan Ampel for each statement and each option:

Graphic 4.1

The respondents' data



There are 19 statements with two sections on the questionnaire which describe the students' acceptance of learning management system, namely: the use LMS is easy to learn and understand (A1), I can use LMS whenever and wherever without limitation of time and place (A2), LMS help me to finish teaching and learning activity easily (A3), LMS can help me to develop and upgrade my productivity (A4), internet data is not problem for me in teaching and learning by using LMS (A5), LMS make it easy to conduct the lecturing (A6), the use of LMS more environmentally friendly by minimizing the use of paper for materials (A7), the appearance of LMS is attractive so that I am excited and happy to use it (A8), I am satisfied using the LMS (A9), I am confident in giving feedback or discussing through the LMS (A10), I participate in the whole learning

activities comfortably (A11), I am more active when learning using LMS (A12), (third section, frequency) I use LMS to complete coursework (A13), I receive and submit the lecture assignments using the LMS (A14), I receive lecture materials using LMS (A15), I communicate well with lectures and friends through the LMS (A16), I get my assignment feedback from lecture through the LMS (A17), I get due date alerts for submitting assignment with LMS (A18), I learn the materials that has been prepared by the lecture before the lecturing started (A19). The students are aware that LMS is accepted in their teaching and learning process.

Table 4.2

Mean and standard deviation of Students' Acceptance of LMS (N=100)

ITEM	STATEMENT	M	STD	RANK	
Section 1:	Section 1 : The Ease and Usefulness of LMS				
A1	The use LMS is easy to learn and understand	3,89	0,750	High	
A2	I can use LMS whenever and wherever without limitation of time and place	4,25	0,808	High	
A3	LMS help me to finish teaching and learning activity easily	3,84	0,837	High	
A4	LMS can help me to develop and upgrade	3,5	0,822	High	

	my productivity			
A5	Internet data is not problem for me in teaching and learning by using LMS	2,31	1,412	Low
A6	LMS make it easy to conduct the lecturing	3,86	0,887	High
A7	The use of LMS more environmentally friendly by minimizing the use of paper for materials	4,07	0,807	High
A8	The appearance of LMS is attractive so that I am excited and happy to use it	3,38	0,838	Medium
A9	I am satisfied using the LMS	3,52	0,937	High
A10	I am confident in giving feedback or discussing through the LMS	3,55	0,903	High
A11	I participate in the whole learning activities comfortably	3,14	0,953	Medium
A12	I am more active when learning using LMS	4,24	0,622	High
Section 2:	LMS Actual Usage (Frequency of time)			
A13	I use LMS to complete coursework	4,49	0,594	High

A14	I receive and submit the lecture assignments	4,42	0,622	High
	using the LMS			
A15	I receive lecture materials using LMS	3,58	0,866	High
A16	I communicate well with lectures and friends through the LMS	3,51	1,019	High
A17	I get my assignment feedback from lecture through the LMS	4,17	0,899	High
A18	I get due date alerts for submitting assignment with LMS	3,96	0,827	High
A19	I learn the materials that has been prepared by the lecture before the lecturing started	3,28	0,995	Medium
	Average total of items	3,78	0,507	High

Based on the table 4.1 Section 1, the highest score of the first section is statement A2 (M: 4,25). It shows that the majority of students (93%) strongly agreed and agreed that LMS can be used whenever and wherever without limitation of time and place. The second place of the highest score is statement A12 (M: 4, 24). It means

that the majority of the students (88%) strongly agreed or agreed that they can be more active if they use LMS in their teaching and learning than face to face classes. Then, more than 70% of the participants are agreed and strongly agreed with the three statements (A1, A6, A7), and more than 50% of participants which agreed and strongly agreed with the statement A3, A9, and A10. Moreover, more than 30% agreed and strongly agreed to the statements A4, A8, and A11. The lowest rank of this section is the statement A5 (M: 2,31), it shows that a half of the participants strongly agreed that internet data is the problem on the use of LMS in their teaching and learning process.

As shown in the second section on table 4.1, the statement A13 (M: 4, 49) and A14 (M: 4,42) are the highest rank, it shows 95% of the participants always and often received, finished, and collected the assignments by using LMS. More than 70% of the participants always and often got the assignment feedback and due date alert for their assignments by using LMS based on the value of the statements A17 and A18. Then, the statement A15 (M: 3, 58) and A16 (3,51) shows that more than a half of the participants are always and often received the lectures' materials and communicate well with the lecturers and friends through the LMS. The last, the lowest score (M: 3,28) is the statement A19 with the 44% participants which learned the materials from the lectures before the class by using LMS.

The standard deviation ranges of 19 statements (A1- A19) are 0,594 to 1,412. It means that the research data are scattered well and there is no identical value or homogeneity. In general, from the rank table, the research finding shows that the use

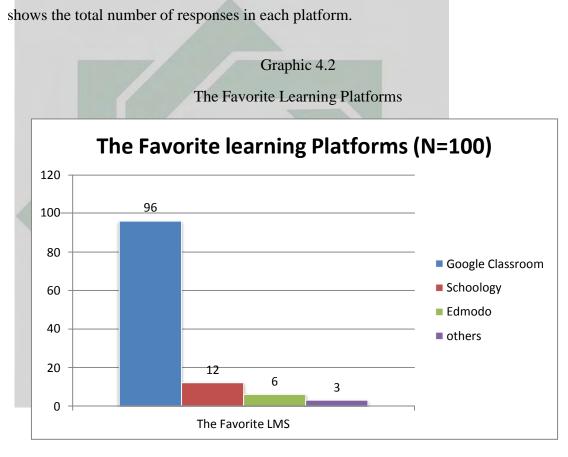
of LMS on the students' teaching and learning process is accepted well by them. Although, the value of the statement A5 gets more negative responses which means the problem they have when using LMS is internet connection.

Moreover, the values of statement A13 to A19 are the evidence of the students' acceptance of the LMS usage. Based on table 4.2, it is proved that the rank of the second section (frequency of LMS usage) showed that the score of six from the seven statements are high. This means that the teachers in English education department of UIN Sunan Ampel often use the LMS regularly.

In conclusion, the finding indicates that the students accept the use of LMS in the teaching and learning process. Although the internet connection may inhibit the process of learning (appendix 1, section 1, A5), the majority of participating students believed that LMS is useful for improving the productivity of teaching and learning process. Although some of the students seldom read the materials before the class or the meeting, the frequency of the LMS use showed high responses. This is because they used LMS for other learning activities such as a media for completing the coursework, receiving and submitting the materials, reminding the due date, and providing the feedback.

Relating to the acceptance of the LMS, almost all kinds of LMSs have similar features which are easy and useful for teaching and learning process. But, from the several LMSs used by the teachers, there are some platforms commonly used in classroom practices. The information about the favorite platforms of LMS was from

questionnaire data (refer to appendix 1). The participants were asked to choose three available platforms and could add other platforms that were not in the list. The questionnaire result indicated that Google classroom is the most favorite platform used by the teachers at English education department of UIN Sunan Ampel. The table 4.3



Of the 100 students participating in this research, there are 18 participants that provided more than an answer, so the total numbers of the responses were more than the number of the students who completed the questionnaire. The table 4.3 shows that the most favorite platform is Google Classroom which has 96 responses respectively.

In second place, there is Schoology which has 12 responses and it is followed by Edmodo and others with the total responses six and three respectively.

## **B. DISCUSSION**

### 1. The Students' Acceptance of LMS

Davis stated that perceived ease of use and perceived usefulness are the keys of the acceptance<sup>110</sup>. **The first**, perceived usefulness defined by Davis as the degree of the person belief that using particular information technology system would improve his or her productivity<sup>111</sup>. **Second**, perceived ease of use defined as "the degree of the person belief that using particular information technology system would free of effort<sup>112</sup>. We can conclude that the positive responses from the respondents mean that they believe in the easiness and the usefulness of technology usage. In this case, the positive responses indicate that the students as the respondent **accept the LMS usage** in their teaching and learning process because they believe that LMS is easy and useful.

The finding of this study indicates that the students at English Education department of UIN Sunan Ampel accept the use of LMS in the teaching and learning process. It showed the perceived ease of use and usefulness of LMS with the responses around 95% (see Table 4.2). Based on their experiences in using LMS they feel that LMS is easy to learn and understand, they can use LMS whenever and

<sup>110</sup> Ibid

 $<sup>^{111}</sup>$  Davis, F. Perceived Usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 1989,  $\,319\text{-}339$ 

<sup>112</sup> Ibid

wherever without limitation of time and place, LMS help them to finish teaching and learning activity easily, LMS can help them to develop and upgrade my productivity, LMS is easy to conduct the lecturing, the use of LMS more environmentally friendly by minimizing the use of paper for materials, the appearance of LMS is attractive so that they excited and happy to use it, they satisfied using the LMS, they confident in giving feedback or discussing through the LMS, they participate in the whole learning activities comfortably, and they more active when learning using LMS.

# 2. The Actual Usage of LMS

This study found that the students' actual usage of LMS obtained positive responses from the students who use LMS in learning. Related to the frequency use of LMS actual usage, the majority of the students used LMS in their classroom activities such as used LMS to complete coursework, received and submitted the lecture assignments using the LMS, received lecture materials using LMS, communicated well with lectures and friends through the LMS, got assignments feedback from lecture through the LMS, got due date alerts for submitting assignment with LMS continuously. Daud points out that the perceived ease of use and perceived usefulness directly affected on someone actual usage of technology<sup>113</sup>.

In general, the use of LMS is the teachers' choice and they have authority to determine learning platforms that are suitable to their classes. The educators believe

<sup>&</sup>lt;sup>113</sup> Daud WA, Ghani MT. *Journal of Global Business and Social Entrepreneurship (GBSE)*. 2017;6:133-42.

that LMS is effective as a media for teaching and learning process<sup>114</sup>. But, the students have a right to convey their own perception about the ease of use, usefulness of teaching and learning process based on their actual usage<sup>115</sup>. It means that not all of the LMS can be accepted by the students. In this case, the students can choose their favorite LMS from existing LMS. The finding of this study showed that **the students selected Google classroom** as their favorite LMS as a learning platform. This result indicates that the students may enjoy using Google classroom and the feature in this platform may be easy to use. So it could develop students' productivity or their final result. This result confirms Marsika, Rana, and Olha's study which found that Google classroom affected positively in learning process such as a tool to collect the students' assignments<sup>116</sup>, to measure assignment, to attract students' intention<sup>117</sup>, to increase the level of students' achievement<sup>118</sup>.

In conclusion, the finding of this research indicated that students accepted the use of LMS in the teaching and learning process. The high responses of the perceived ease of use, perceived usefulness, and actual usage are the evidence of their acceptance. The generalizability of this result is limited to investigate the students'

1

<sup>&</sup>lt;sup>114</sup> Kumalasari Resky Indah Tantri, *Persepsi guru tentang penggunaan e-learning moodle dan output pembelajaran untuk siswa SMK Negeri Banyuwangi*, 2019

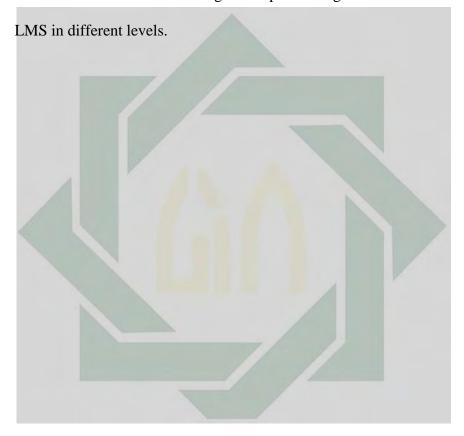
<sup>&</sup>lt;sup>115</sup> Perdanawati, H., Studi Komparasi Antara Persepsi Siswa Tentang Kualitas Pembelajaran IPS dan Intensitas Penggunaan Sumber Belajar dengan Prestasi Belajar IPS Siswa Kelas VIII di SMP Negeri 2 Surakarta Tahun Pelajaran 2009/2010.2010

<sup>&</sup>lt;sup>116</sup> Marsika Sepyanda, *Students' Attitude Toward The Use Of Google Classroom On Translation Subject In English Department of FKIP UMMY Solok*, ELTAR vol. 2 no. 1, 138, 2018.

Rana A. Saeed Al-Maroof, Students acceptance of google classroom: An Exploratory study using PLS-SEM Approach, i-jet, 112, 2018.

<sup>&</sup>lt;sup>118</sup> Olha V. Bondarenko; Svitlana V. Mantulenko; Andrey V.Pikilnyak, Google classroom as a tool of support of blended learning for geography students, 1, 2017.

acceptance and the actual usage of LMS at English Education department of UIN Sunan Ampel. The participants were from third, fifth, and seventh semester students who experienced using LMS platforms in their classes. Further investigation is needed to establish the challenge in implementing the LMS or the acceptance of the



#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

There are two points that will be explained, conclusion and suggestion. The conclusion will explain the summary of the whole of this paper. The suggestion will give the suggestion based on the result of this research.

### A. CONCLUSION

Based on the tests, the analysis result, and also the discussion of the data analysis about the Students' Acceptance of Learning Management System at English Education Department of UIN Sunan Ampel Surabaya, we can conclude that the students accept the use of LMS for their teaching and learning media. They felt that LMS was easy to learn and understand, they can use LMS whenever and wherever without limitation of time and place, LMS helped them to finish teaching and learning activity easily, LMS could help them to develop and upgrade my productivity, LMS was easy to conduct the lecturing, the use of LMS more environmentally friendly by minimizing the use of paper for materials, the appearance of LMS was attractive so that they excited and happy to use it, they satisfied using the LMS, they confident in gave feedback or discussed through the LMS, they participated in the whole learning activities comfortably, and they were more active when learning using LMS.

Related to the frequency use of LMS actual usage, the majority of the students used LMS in their classroom activities such as used LMS to complete coursework,

received and submitted the lecture assignments using the LMS, received lecture materials using LMS, communicated well with lectures and friends through the LMS, got assignments feedback from lecture through the LMS, got due date alerts for submitting assignment with LMS **continuously.** It indicates the positive responses of their actual usage.

From the Research finding, Google Classroom was the most preferred platform used in online learning. It indicates that the students accept and enjoy using Google classroom and the feature in this platform easy and useful for them. So it could develop students' productivity or their final result. This study contributes the concept about accomplishment the use LMS as a media in teaching and learning process. Practically in helping English lectures consider the use of Learning Management System based on the students' perceived ease of use, perceived usefulness, and their actual usage and decide the suitable LMS platform for their classes.

### **B. SUGGESTION**

This following suggestion hopefully can be delivered and received to the general readers, researchers, students, teachers, lectures and other people who are involved in education with the result that this paper will be useful for them. Here are the following suggestions:

1. For the teacher, lecture and other people which are involved in education

According to this research result, the Learning Management System (LMS) is suggested to use for the teacher, lecture, and other people in the education environment to facilitate their teaching and learning process. LMS supports administrating, planning, discussing, assessing, collecting, delivering, and monitoring. It can improve their productivity because it is easy and useful.

The finding (table 4.3) above also showed that the most favorite LMS of the students at English education department of UIN Sunan Ampel is Google Classroom, so it suggests to the teacher or the lecturer to use Google Classroom because the students choose it as their favorite.

## 2. For the students

For the students, this LMS suggested for them because it can help the students to find out the learning information from the teacher's course guideline, submit their assignment by uploading the data or files, download the teacher marks, communicate with their classmate and the teacher in the online discussion, gap information, and finish out their online exams and quizzes. By those provided features, the students hopefully can maximize use of it.

#### 3. For the researcher

In the case of limitation of this research, it is suggested to the other researcher to do further research which was conducted on the other place and the other educational institution which also uses LMS in their teaching and learning. Moreover, the experimental research in using LMS in educational institutions or

other institutions is suggested to get the attention of the users that LMS is proper, suitable, and reasonable to use.



### REFERENCES

- Abdel-Maksoud, Nahed F. The Relationship between Students' Satisfaction in the LMS"

  Acadox" and Their Perceptions of Its Usefulness, and Ease of Use. Journal of Education and Learning 7.2 (2018): 184-190.
- Acception definition by Oxford dictionary. <a href="https://www.oxfordlearnersdictionaries.com/definition/english/acceptance.com/">https://www.oxfordlearnersdictionaries.com/definition/english/acceptance.com/</a>
- Adhiputra, M.W., Aplikasi Technology Acceptance Model Terhadap Oengguna Layanan Internet Banking, Jbk, 2 (1), 2015.
- Alif Karyawati , Kandi Lintang Ndadari, Learning, beliefs, and challenges: students' perspectives on schoology in english learning, 2.
- Alvin S. Cicat, Enhancing college students' proficiency in business writing via Schoology, IJEN vol 3, no. 1, 161, 2015.
- Anthony A.Pina, An Overview of Learning Management Systems, IGI Global, 2010.
- Anthony, An overview of Learning Management systems, 2-3, 2010
- Aulia Hanifa, Analisis Technology Acceptance Model (TAM) Terhadap Penggunaan Layanan Internet Banking Studi Di Bank Rakyat Indonesia Syariah Cabang Surakarta, Thesis, 2017.
- Budi Susanto, Pengaruh Perceived Usefulness, Perceived Ease Of Use, Dan Perceived Enjoyment Terhadap Penerimaan Teknologi Informasi, Thesis, 2010
- Budiman, A., & Dewi, M. S. Generasi Y Dan Adopsi Terhadap Internet Banking Pada Nasabah Di Indonesia Menggunakan Kerangka Technology Acceptance Model (TAM). JWM (Jurnal Wawasan Manajemen), 4(3), 231-246. 2017

- Cambridge dictionary. Meaning LMS in English. https://dictionairy.cambridge.org
- Carol L. Dittoe, Junior high school teacher's perception of integrating classroom related to the learning management system Schoology,2017
- Clayton Wright, Valarie Lopes, T. Montgomerie, Sunday Reju, seb Schmoller, 2014
- Cohen, Louis, Lawrence Manion, and Keith Morrison. Research methods in education. routledge,
- Dabbagh and Bannan-Ritland, *Online learning : concept*, *strategies, and applications*, 154, 2005.
- Daniel Soper, https://www.danielsoper.com/statcalc/calculator.aspx?id=4, 2006.
- Daud WA, Ghani MT. Journal of Global Business and Social Entrepreneurship (GBSE). 2017;6:133-42.
- Daud WA, Ghani MT. The acceptance of schoology among early childhood education student at mara poly-tech college (Kptm). Journal of Global Business and Social Entrepreneurship (GBSE). 2017;6:133-42.
- Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. MIS Quarterly, 1989
- Derek Schlager, Schoology: The Adoption of a Learning Management System ,3, 2016
- Dewi G.P.R., Adnyani, L.D.S., Piscayanti, K.S., Student's perception on the design of asynchronous online discussion using Schoology. 2018) 1.
- Dewi G.P.R., Adnyani, L.D.S., Piscayanti, K.S., Student's perception on the design of asynchronous online discussion using Schoology. 1, 2018
- Ellis RS. *Educational psychology; a problem approach*.

- Fathema N, Shannon D, Ross M. Expanding the Technology Acceptance Model (TAM) to examine faculty use of Learning Management Systems (LMSs) in higher education institutions. Journal of Online Learning & Teaching. 2015 Jun 1;11(2).
- Fathema, Nafsaniath, and Kyra Leigh Sutton. "Factors influencing faculty members' Learning Management Systems adoption behavior: An analysis using the Technology Acceptance Model." International Journal of Trends in Economics Management & Technology (IJTEMT) 2.6, 2013.
- Ferrinadewi, E, Merek & Psikologi Konsumen, Edisi Pertama.
- Ghozali, I. (2016). Aplikasi Analisis Multivariate Dengan Program SPSS. Semarang: Badan Penerbit Universitas Diponegoro. Greenhalgh-spencer, H.(2005). *Performance Theories in Education: Power, Pedagogy, Educational Studies*, 95.
- Ghozali, I. Aplikasi analisis multivariete dengan program IBM SPSS 23. 2018.
- Ghozali, Imam. Structural Equation Modeling Metode Alternatif Dengan Partial Least Square (PLS) Edisi 3, Badan Penerbit Universitas Diponegoro. 2011).
- Hartono, Jogiyanto. "Sistem Informasi Keperilakuan Edisi Revisi." *Yogyakarta. Penerbit Andi*, 2008..
- Hasan Zainnuri, Dewi Cahyaningrum, using online peer review through discussion via schoology to enhance college students' proficiency in argumentative writing: a case study, ASSEHR vol 158, 334, 2017.
- Howard, H. Kendler.. Basic Psychology. Philippines: Benyamin/Cummings. 1974
- Intan N Astutik. Analisis Kepuasan Pengguna Sistem Informasi Akademik Di Uinsa Menggunakan End User Computing Satisfaction. Thesis, 2015)
- Istiarni, P. R., & Hadiprajitno, P. B., Analisis Pengaruh Persepsi Manfaat, Kemudahan Penggunaan dan Kredibilitas terhadap Minat Pengguna Berulang Internet

- Banking dengan Sikap Pengguna sebagai Variabel Intervening. Diponegoro Journal of Accounting, 03 (02), 1 10, 2014.
- John kent, Enhancing The Sdoption Of Educational Technologies Ina Postsecondary Environment, 2015
- John W. Creswell, Research Design: Qualitative, Quantitative, and mixed method approaches. Third edition, p.3
- Juhary, J. Perceived Usefulness and Ease of Use of the Learning Management System as a Learning Tool. *International Education Studies*, 2014.7(8), 23-34.
- Juliansyah Noor, S. E. *Metodologi Penelitian: Skripsi, Tesis, Disertasi & Karya Ilmiah.*Prenada Media, 2016.
- Jurubencu, Learning Content Management System, Informatica economica, vol.12 2008
- Kopecky, *E-learning pro pedagogy*, 52, 2006.
- Kumalasari Resky Indah Tantri, Persepsi guru tentang penggunaan e-learning moodle dan output pembelajaran untuk siswa SMK Negeri Banyuwangi, 2019
- Lee, J. W., & Mendlinger, S. (2011). Perceived self-efficacy and its effect on online learning acceptance and student satisfaction. *Journal of Service Science and Management*, 4(03), 243.
- Lin, Y.M., 2005. *Understanding students' technology appropriation and learning perceptions in online learning environments* (Doctoral dissertation, University of Missouri-Columbia).
- Marsika Sepyanda, Students' Attitude Toward The Use Of Google Classroom On Translation Subject In English Department of FKIP UMMY Solok, ELTAR vol.2 no. 1, 138, 2018.

- Maslin masrom, Technology Acceptance Model and E-learning, International conference on education, 2007
- Muhson, A. Teknik analisis kuantitatif. Universitas Negeri Yogyakarta. Yogyakarta.
- Murni, W. Metodologi Pembelajaran IPS Pengembangan Standar Proses Pembelajaran IPS di Sekolah/Madrasah. (2017).
- N.N.M. Kasim, F. Khalid, Choosing The Right Learning Management System (LMS) for The Higher Education Institution Context: A Systematic Review, iJet, vol 11, 6, 2016
- Noor, J. *Metodologi Penelitian: Skripsi, Tesis, Disertasi dan Karya Ilmiah.* Kencana Prenada Media Group. 2011.
- Nunnally, J. C. Reliability of measurement. *Encyclopedia of educational research*, 4. 1982.
- Olha V. Bondarenko; Svitlana V. Mantulenko; Andrey V.Pikilnyak, Google classroom asa tool of support of blended learning for geography students, 1, 2017.
- Patrick Mc. Neil & Steve Chapman, Reseach Methods: third edition.
- Pavlou, Paul A., dan D. Gefen. Building Effective Online Marketplaces with Institution-based Trust. Proceedings of Twenty-Third International Conference on Information Systems. pp. 667-675.
- Perdanawati, H., Studi Komparasi Antara Persepsi Siswa Tentang Kualitas Pembelajaran IPS dan Intensitas Penggunaan Sumber Belajar dengan Prestasi Belajar IPS Siswa Kelas VIII di SMP Negeri 2 Surakarta Tahun Pelajaran 2009/2010.2010
- Pratama, I., & Ardi, M.. "Rancang Bangun Aplikasi E-Learning Berbasis Web Dan Mobile (Studi Kasus: SMK Negeri 3 Kimia Madiun)" (Doctoral dissertation, University of Muhammadiyah Malang2017).

- Rahadi, D. R. , *Analisis Technology Acceptance Model Pada Industri Perbankan. Jurnal Sistem Informasi*, 7(2). 2015
- Rana A. Saeed Al-Maroof, Students acceptance of google classroom: An Exploratory study using PLS-SEM Approach, i-jet, 112, 2018.

Rangkuti, 2013

- Sarjono, H. and Julianita, W., SPSS vs LISREL: sebuah pengantar, aplikasi untuk riset. *Jakarta: Salemba Empat*, *5*(2), pp.23-34. 2011.
- Satria Andy Kirana, *Students' perception of quipper as an online practice tool for the english computer-based national examination*. IJETvolume 6, 250, 2017.
- Schmitz, The web-enhance classroom. Journal of Information Technology, 18, 2002.
- Setiadi, N. J., & Konsumen, P. Konsep dan Implikasi untuk Strategi dan Penelitian Pemasaran, edisi pertama. Jakarta: Kencana, 2003.
- Sugiyono, P. D. Metode penelitian pendidikan. Pendekatan Kuantitatif. 2010).
- Suharsimi, A. Prosedur penelitian suatu pendekatan praktik. *Jakarta: Rineka Cipta*. 2006).
- Suhartanto D. Metode riset pemasaran. Bandung: Alfabeta. 2014.
- Sunyoto, D. Metodologi penelitian akuntansi. Bandung: Refika Aditama. 2013.
- Wicaksono, B., Penggunaan Media Pembelajaran Edmodo dengan Desain Pembelajaran Assure Guna Memperbaiki Kinerja Guru (pada Mata Pelajaran Konstruksi Bangunan Siswa Kelas X Teknik Konstruksi Batu dan Beton di SMK Negeri 2 Surakarta Tahun Pelajaran 2016/2017, 2017.

- Yasa, N. N. K., Ratnaningrum, L. P. R. A., & Sukaatmadja, P. G. The application of technology acceptance model on internet banking users in the city of denpasar. Jurnal Manajemen dan Kewirausahaan, 16(2), 93-102. 2014.
- Yayat Sudaryat, *Hubungan Antara Sikap, Minat Dan Perilaku Manusia*. Journal, UNISMA Bekasi
- Yefim Kats, Learning Management System Technologies and Software Solutions For Online Teaching.
- Younghwa Lee, Kenneth, and KaiR.T. *The Technology Acceptance Model: Past, Present, And Future*, 752, CAIS, Vol. 12, 50

