

**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



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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 tools⁵. Thus, it is possible for the teacher to use the LMS for face to face class meetings. It proved by Derek Schlager⁶, Hasan Zainuri, Dewi cahyaningrum⁷, Alif Karyawati , Kandi Lintang Ndadari⁸ 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' assignments⁹, measuring assignment, influencing the students' behavioral intention¹⁰, increasing the level of students' achievement¹¹. 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

⁵ 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 Malang 2017).

⁶ Derek Schlager, *Schoology: The Adoption of a Learning Management System* ,3, 2016

⁷ Hasan Zainuri, 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.

⁸ Alif Karyawati , Kandi Lintang Ndadari, *Learning, beliefs, and challenges: students' perspectives on schoology in english learning*, 2.

⁹ 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.

¹⁰ Rana A. Saeed Al-Marouf, *Students acceptance of google classroom: An Exploratory study using PLS-SEM Approach*, i-jet, 112, 2018.

¹¹ 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' works¹². 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 successfully¹³. 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 process¹⁴. 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 usage¹⁵.

The students' perceived ease of use, perceived usefulness, and actual usage are the components affecting the students' acceptance¹⁶. The students' acceptance is the crucial thing in using LMS. It influences student intention to use the LMS. According to Lin, the

¹² 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.

¹³ Carol L. Dittoe, *Junior high school teacher's perception of integrating classroom related to the learning management system Schoology*, 2017

¹⁴ Kumalasari Resky Indah Tantri, *Persepsi guru tentang penggunaan e-learning moodle dan output pembelajaran untuk siswa SMK Negeri Banyuwangi*, 2019

¹⁵ 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

¹⁶ Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. *MIS Quarterly*, 1989, Vol. 13, No. 3,

2. Perceived ease of use

Perceived of ease is the belief of someone about decision making process in technology information usage⁵¹. 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 operation⁵². 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 work⁵³. In a nutshell, this perception will bring the impact to the user's attitude⁵⁴.

Moreover, Davis defines perceived ease of use as “the degree of the person belief that using particular information technology system would free of effort⁵⁵. Perceived ease of use directly affected on perceived usefulness and actual usage of technology⁵⁶. In this case, when the users feel easy (perceived ease of use) in using

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

⁵² Rahadi, D. R. ,*Analisis Technology Acceptance Model Pada Industri Perbankan. Jurnal Sistem Informasi*, 7(2). 2015

⁵³ Ibid

⁵⁴ Adhiputra,M.W, *Aplikasi Technology Acceptance Model Terhadap Pengguna Layanan Internet Banking*, *Jbk*, 2 (1), 2015.

⁵⁵ Ibid

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

able to support the operational, provide up-to-date information, reduce error rates, easy to operate, and provide supporting additional features⁶⁰.

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 productivity⁶¹. 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 performance⁶². Perceived usefulness also defines as person belief that using information technology will be beneficial for the users⁶³. 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.

⁶⁰ Rahadi, Dedi Rianto. "Analisis Technology Acceptance Model Pada Industri Perbankan." *Jurnal Sistem Informasi* 7.2, 2015.

⁶¹ Davis, F. *Perceived Usefulness, perceived ease of use, and user acceptance of information technology*. *MIS Quarterly*, 1989, 319-339

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

⁶³ 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 beneficial⁶⁴. 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 information⁶⁵.

B. Students' Acceptance

According to the Oxford dictionary, acceptance itself defines as someone's action in receiving something offered⁶⁶. 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' acceptance⁶⁷. The students' acceptance is the crucial thing in using LMS. It influences student intention to use the LMS. According

⁶⁴ Hartono, Jogiyanto. "Sistem Informasi Keperilakuan Edisi Revisi." *Yogyakarta. Penerbit Andi*, 2008..

⁶⁵ Rahadi, Dedi Rianto. "Analisis Technology Acceptance Model Pada Industri Perbankan." *Jurnal Sistem Informasi* 7.2, 2015.

⁶⁶ Acception definition by Oxford dictionary.

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

⁶⁷ Davis, F.D.. Perceived Usefulness, Perceived Ease of Use and Acceptance of Information System Technology. *MIS Quarterly*, 1989, Vol. 13, No. 3,

a sample⁹⁷. 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 measurement⁹⁸. 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 data⁹⁹. 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 Hanifa¹⁰⁰ was relatable with this case. It was provided by close ended questions.

⁹⁷ Juliansyah Noor, S. E. *Metodologi Penelitian: Skripsi, Tesis, Disertasi & Karya Ilmiah*. Prenada Media, 2016.

⁹⁸ Sugiyono, P. D. *Metode penelitian pendidikan. Pendekatan Kuantitatif*. 2010).

⁹⁹ Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research methods in education*. routledge, 2013.

¹⁰⁰ 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 usage¹⁰¹.

Table 3.1 The Instrument specification

No.	Indicators	Total		Items number
		positive	negative	
1	Perceived ease of use <ul style="list-style-type: none"> ● The work can be controlled ● Easy to learn ● Easy to understand ● Easy to manage ● Easy to use ● Flexible 	4	-	1,2,3,4,5,6
2	Perceived usefulness <ul style="list-style-type: none"> ● the work can be faster ● develop the productivity ● more effective ● useful ● develop job performance 	5	-	7,8,9,10,11
3	Attitude toward using <ul style="list-style-type: none"> ● pleasure ● needed ● good idea ● wise way 	3	-	12,13,14,15

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

	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

that LMS is effective as a media for teaching and learning process¹¹⁴. 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 usage¹¹⁵. 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' assignments¹¹⁶, to measure assignment, to attract students' intention¹¹⁷, to increase the level of students' achievement¹¹⁸.

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'

¹¹⁴ Kumalasari Resky Indah Tantri, *Persepsi guru tentang penggunaan e-learning moodle dan output pembelajaran untuk siswa SMK Negeri Banyuwangi*, 2019

¹¹⁵ 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

¹¹⁶ 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.

¹¹⁷ Rana A. Saeed Al-Marouf, *Students acceptance of google classroom: An Exploratory study using PLS-SEM Approach*, i-jet, 112, 2018.

¹¹⁸ Olha V. Bondarenko; Svitlana V. Mantulenko; Andrey V. Pikilnyak, *Google classroom asa tool of support of blended learning for geography students*, 1, 2017.

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