STUDENTS' PERCEPTIONS OF USING LEARNING MANAGEMENT SYSTEM AT SECOND GRADE STUDENTS SMAN 1 TUALANG

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

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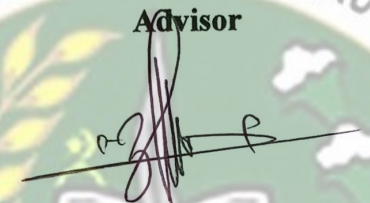**PEKANBARU**
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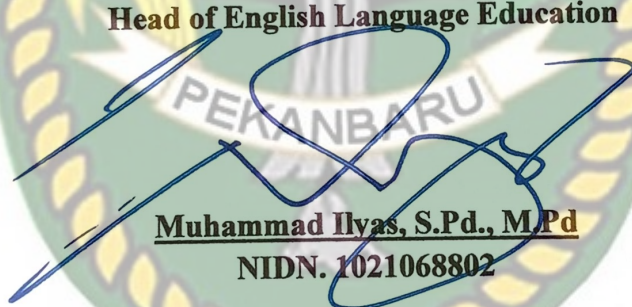
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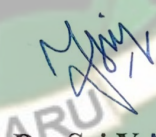
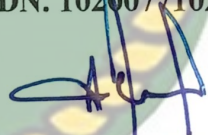**THE CANDIDATE HAS BEEN EXAMINED**

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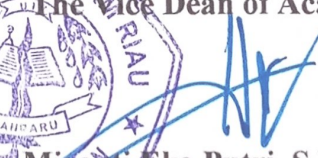
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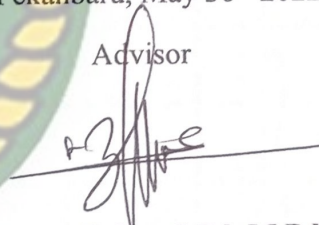Faculty   : Teacher and Training Education

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Lembar Ke	: ....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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     I admit that this thesis writing is purely derived from my own idea, expect some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsibility for the truthfulness of the data and its content.

Pekanbaru, May 30th 2022

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Pekanbaru, May 30th 2022

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ABSTRACT

Widya Khaerani, 2022. Students' Perceptions of Using Learning Management System at Second Grade Students SMAN 1 Tualang. English Language Education, Faculty of Teacher Training and Education, University Islam Riau.

Keywords: Students' Perception, Learning Management System, *Scola*

A learning Management System is a technology-integrated system used by schools, teachers, and students. Through the LMS, teachers may regulate student learning activities and grades and deliver information in various ways. This research aimed to investigate the students' perception of using Learning Management System at second-grade students SMAN 1 Tualang.

This research was conducted at SMAN 1 Tualang with sample of 65 second-grade students. The instrument utilized in this quantitative research was a questionnaire. The questionnaire consists of 16 statements. The results of this research were processed quantitatively using the Likert scale formula.

The results indicated that from the 16 statements of the questionnaire, the majority of students' choosed "strongly agree" on each statement. The researcher also calculated the average index percentage of each indicator which the Usefulness indicator was 82.99% (strongly agree), Ease of Use was 83.78% (Strongly Agree), Ease of Learning was 83.69% (Strongly Agree, and Satisfaction is 83.62% (Strongly Agree). It concluded that students have a good perception of using Learning Management System in the learning process.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

The world is facing a big problem. Starting from the emergence of a disease caused by a virus that first appeared in Wuhan, China in early 2020, namely the coronavirus or also known as COVID-19. This virus has infected almost all countries in the world. In March 2020, the Indonesian government confirmed the first case of COVID-19 in Depok. Since then, the number of reported cases in Indonesia has risen steadily. Several ways that the government has taken to prevent COVID-19 include Large-Scale Social Restrictions (PSBB), prohibition of residents from gathering, maintaining social distance (social distancing), and physical distancing (Ilmadi et al., 2020). This condition changes the process of social interaction in society until now. It also affects all aspects including aspects of health, economy, and education.

The COVID-19 pandemic has an impact on Indonesian education. To stop COVID-19 from spreading, one by one public places are closed including schools and universities. Since then, online learning and teaching activities are conducted via a network called Online Learning. Online learning refers to the educational innovation which utilizes information technology in the form of assistance via internet networks to generate several interactional learning using electronic devices to access learning via the internet, such as gadgets, laptops, and others (Agung et al, 2020). It means that teachers must conduct distance learning with students using

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technology during online learning. This condition requires teachers and students to adapt using technology and teachers must find the best way to make the teaching and learning process run well.

Technology is applicable in all environments, from the global world to formal classrooms, and it has successfully integrated education with the needs of learners to a great degree (Etfita and Wahyuni, 2021). Technology in education is a system used to support learning to achieve the desired results. Technology is used in education as a learning media, management tool, and learning resource. For example Whatsapp groups or Telegram groups for communication facilities, PowerPoint as a learning medium, Google Meet as a virtual classroom, Edmodo as a room for collecting and assessing assignments. Thus, technology is essential in connecting students and teachers.

However, there are still numerous challenges faced by students in Online Learning. The first obstacle, students still do not know how to utilize technology in the process of teaching. Some students still do not understand how to use technology in the learning process very well process because so far they use their gadgets only to download applications to communicate with other people, play games, or social media, so they are not accustomed to using application-based learning media. This obstacle certainly becomes their difficulty in using technology-based media such as applications that can support teaching and learning activities.

The second obstacle is the decision to close schools during the COVID-19 pandemic made unexpectedly or in a short time. So that many students do not have sufficient preparation to implement distance learning. As a result, many students have to use several applications at once. Students must study learning material, do the quiz or assignments, communicate with the teacher, and so on. With a lot of information to open as mentioned earlier, students usually open a lot of applications. It certainly takes a lot of time and is less effective. Sometimes each teacher uses different applications so students have to use different applications. This is certainly very inefficient.

The solution to minimize these problems are using a system that can manage all learning needs in one application and also easy to use for students. An example is Learning Management System (*LMS*). A learning Management System is a software program that can manage the administration, implementation, and reporting on the training progress in an educational setting automatically (Ni'am et al, 2013). *LMS* makes it easier for students to access material that has been given by the teacher, carry out assignments and assignments that can be accessed anywhere and anytime. And also *LMS* can help teachers to distribute learning materials, manage learning materials, student learning activities, grades, and also display grade transcripts, discuss with students, take quizzes, and give assignments. Using only one system in learning, students can do many things so that learning is more flexible and effective.

There are several advantages of *LMS* such as the students can get the score automatically in less time when they finish doing the assignment or quiz, learning

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time is more flexible because it can be accessed anytime and anywhere, facilitates interaction between the students and the teacher with discussion and video conferencing features, and also facilitates learning activities such as quizzes, assignments, tests, and uploading materials. Many LMS platforms can be used by teachers and students. The LMS used in SMAN 1 Tualang is named *Scola*.

Scola can help schools provide easy online learning and provide e-learning content. *Scola* provides convenience for classroom management, facilitating collaboration, assessing students, monitoring students' achievement, and providing content for students. In addition, *Scola* has a simple and user-friendly interface, it is easy to utilize for students, teachers, and schools.

Based on the survey of the researcher during KPLP at SMAN 1 Tualang, all students use *Scola LMS* during the learning process from online learning to limited face-to-face learning. This school has been using *Scola* for almost 2 years. Based on the phenomenon above, the researcher wants to know about students' perceptions. The researcher will conduct research with the title **"STUDENTS' PERCEPTIONS OF USING LEARNING MANAGEMENT SYSTEM AT SECOND GRADE STUDENTS SMAN 1 TUALANG."**

1.2 Identification of the Problem

Based on the background of the research, some problems are found as follows: First, online learning is unfamiliar to the students, especially in schools that are far from urban areas. So they have to work hard to adapt to online learning.

Second, students still do not know how to utilize technology in education, for example, the use of applications that support the learning process that can be accessed via gadgets or laptops. Last, the implementation of government policies for schools to switch from conventional learning to online learning suddenly or in a short time resulted in many students who are still unprepared for online learning. They use many applications during the learning process so it is a waste of time and ineffective.

So the solution to these problems are schools can use LMS, for example, *Scola*. *Scola* is easy to use making it easy for schools, teachers, and students to use. In addition, by using *Scola*, students do not need to use many applications in the learning process because *Scola* has complete features.

1.3 Focus of the Problem

The researcher limits the problem about students' perceptions of using *Scola* as a Learning Management System at Second Grade Students SMAN 1 Tualang.

1.4 Research Question

Based on the background above, the researcher formulates a research question as follows:

"What are the students' perceptions of using Learning Management System at Second Grade Students SMAN 1 Tualang ?"

Perpustakaan Universitas Islam Riau

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1.5   Objective of the Research

In consideration to get the answer of the formulation problem, the researcher has the objective to find out the students' perceptions of using Learning Management System at Second Grade Students SMAN 1 Tualang.

1.6   Significance of the Research

In this section, some advantages might be gained from doing this research :

1. For the Teachers

   Through this research, teachers may realize that *Scola* as Learning Management System is beneficial to the teaching and learning activities. It simplifies the delivery of learning materials by teachers, as well as the process of assigning tasks to students, setting deadlines, and grading assignments.

2. For the Students

   The findings of this research might provide students with information and knowledge about *Scola* as a Learning Management System.

3. For other Researchers

   The findings of this research hopefully make the other researchers will gain more information about *Scola* as Learning Management System. In addition, this research becomes a reference for other researchers.

1.7   Definition of the Key Terms

To avoid misunderstandings and misinterpretations of the title phrase, the following definitions are provided:

1. Perception

   Yunita and Maisarah (2020) stated that perception is a person's reaction or a person's assessment of an object based on his or her experience and understanding. In this research, the researcher wants to know the students' perceptions of using Learning Management System.

2. Learning Management System

   A learning Management System is a software program that can manage the administration, implementation, and reporting on the training progress in an educational setting automatically (Ni'am et al, 2013). In this research, the Learning Management System that use to know about student perceptions is named *Scola*.

3. *Scola*

   According to Imtiyaz (2020) *Scola* is a business that supplies schools with a learning management system platform that will be used by teachers to implement Distance Learning. *Scola* is Learning Management Sytem that used in SMAN 1 Tualang.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevant Theories

The researcher presents several theories associated with the topic in this chapter to support the research as to Perception, Learning Management System (LMS), and *Scola*.

2.1.1   Perception

2.1.1.1 Definition of Perception

Perception is the process of organizing, identifying, and interpreting sensory data to represent and comprehend the surrounding (Sinaga, 2018). In addition, Yunita and Maisarah (2020) stated that perception is a person's reaction or a person's assessment of an object based on his or her experience and understanding. It means that perception refers to an opinion about something that comes from an experience captured by sense and saved in the mind.

According to Triyono (2018), there are two definitions of perception, narrow and broad sense. Perception, in the narrowest meaning, is the vision or the way something is seen. While perception is broadly described as a point of view or comprehension, specifically how an individual perceives or interprets something. Meanwhile, according to Hermawan and Tyas (2019), perception is the subjective and situational experience of objects or relationships that allows people to make conclusions and interpret messages. In summary, perception is a person's mind that

gives meaning and responses to the stimulus obtained from the environment, object, and experience.

Students' perceptions in education include how students understand certain experiences, particularly past experiences about their studying process (Sudewi, 2021). Knowing students' perspectives is critical because knowing the results of student perceptions allows teachers to evaluate students. There is a model that can describe students' perceptions of the use of technology, namely TAM. According to Tahar et al. (2020), The Technology Acceptance Model (TAM) is a theory that describes how people perceive technology. TAM was created in 1989 by Davis. This model attempts to predict the tool's acceptance and highlights the changes that must be made to the system for it to be approved by the user. According to Davis et al (1989) there are five variables of TAM such as Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, Behavioral Intention to Use, Actual System Usage.

a. Perceived Ease of Use

Perceived Ease of Use is the degree to which an individual believes that using information systems is simple and does not require more effort.

b. Perceived Usefulness

Perceived usefulness is the prospective user's subjective probability that using a particular application system will improve his or her job performance in an organizational context.

c. Attitude Toward Using

Attitude Towards Using is the acceptance or rejection of the usage of technology by users. In this context, the user's acceptance or rejection of the technology will indicate his or her attitude.

d. Behavioral Intention to Use

An individual's level of computer technology usage can be predicted based on his or her attitude toward the technology, such as the desire to add supporting peripherals, the incentive to continue using it, and the desire to motivate other users.

d. Actual System Usage

Actual System Usage describes the actual state of using a system. Conceptualized as a measurement of the frequency and duration of technology usage. Satisfied users feel the system is simple to use and will boost their productivity, which is mirrored in actual usage.

Morover, Oktaria and Rahmayadevi (2021) stated that some factors must be considered to build up students' perceptions of online learning in utilizing technology. These factors are usefulness, ease of use, ease of learning, satisfaction.

a. Usefulness

Students concur in their research that Learning Management System is useful in the usefulness factor for example Students may save document files using Google

Classroom as a Learning Management System. Additionally, some teachers upload the materials distributed in class as a review after the class is finished, so students to access them after the classroom learning session ends.

b. Ease of Use

According to their research, The Learning Management System is extremely user-friendly. It means Learning Management System is very prevalent in terms of their learning activities because it is available via laptops or phones with various operating systems (OS). Additionally, students have no difficulty using the system's features.

c. Ease of Learning

In their research, they get convenience by using a Learning Management System. Students have no major difficulties when using it. And students are also easy to learn the Learning Management System because it is very simple.

d. Satisfaction

Students prefer face-to-face instruction in the classroom, according to their research. Although online learning is a wonderful job of delivering materials and tasks, they grasp the topic better when it is delivered directly by the teacher.

2.1.1.2 Process of Perception

Qiong (2017) stated that the perception process is divided into three stages :

a. Selection

The initial perception stage is selection, in which humans turn the stimuli from the environment into meaningful experiences. A human may obtain numerous types of information in daily life, but not all of this information can be stored in the memory. Through the selective process of perception, humans only pay attention to those stimuli that we are familiar with or interested in when humans are surrounded by many competing stimuli.it means Unnecessary information will be removed, and familiar or vital information will be combined.

b. Organization

The organization's process is the following stage. After gathering data from the outside, it must be structured by detecting important patterns. This stage has the following characteristics: The organizing process, for starters, gives human perception structure. Second, the procedure demonstrates that humans are stable. On the other hand, the selected stimulus becomes more durable after being organized into a category.

c. Interpretation

The term "interpretation" refers to the process of giving stimuli meaning that have been chosen. However, different people may process the same stimulus differently. It means each person has a different perception.

To summarize, the perception process has three stages. The stimuli from the environment transform into a meaningful experience in the first stage. The next stage is the organization, which is arranging the information

in a certain manner by identifying relevant patterns. In the last stage, the human gives meaning to the stimuli that have been chosen.

2.1.2 Learning Management System

According to Rodhe et al (2017) The learning management system (LMS) is already a vital tool for almost all higher education institutions and a key component of online learning. Learning Management System is a software program that can manage the administration, implementation, and reporting on the training progress in an educational setting automatically (Ni'am et al, 2013). This system may assist teachers in planning and creating syllabuses, managing materials of learning, activities of learning, and also grades. In addition, the Learning Management System can recapitulate students' absences, display grade transcripts, and manage displays of e-learning.

According to Fitriani (2020), the Learning Management System (LMS) is a type of information technology system designed to manage the process of learning, provide instructional materials, and facilitate collaboration between teachers and students. Likewise, Motoh (2021) defined Learning Management System as a system designed to create, distribute, and manage educational information delivery, such as e-learning equipment, materials, systems, and applications. So Learning Management System is one of the educational technology that can facilitate the work of teachers and students such as distributing materials and providing

assessments. Learning Management System also supports virtual meetings between students and teachers.

Putri and Sari (2020) stated that the Learning Management System is a simple-to-use system for teachers, students, and administrators. They can access services that are not constrained by time or place constraints in the teaching and learning process. It means with Learning Management System, it is easy for students to access the learning materials anywhere and anytime so it is more flexible. In education, a learning management system is a learning system that uses computer information technology (including internet access and multimedia technologies such as graphics, audio, and video) to share the materials with students while also facilitating interaction between teachers and students (Tubagus et al., 2020). Learning management system can make learning more interesting because teachers can share material in various forms such as video, audio, ppt, pdf, and others.

Based on these explanations above, it can be concluded that the Learning Management System is a system that is integrated with technology that can be used by schools, teachers, and students. Through the Learning Management System, the teachers can manage students' learning activities, and grades, distribute the material in various forms. In addition, students may access learning materials provided by the teacher, participate in board discussions with the teacher through discussion boards, communicate with others through chat, and access tasks assigned by the teacher using this platform. Because this system is based on digital apps, it not only helps

teachers design online learning activities but also allows students to access learning information from anywhere and at any time.

2.1.2.1 Features of Learning Management System

According to Kulshrestha and Kant (2013), some features that are most common in any kind of education learning management system are as follows :

a. Content management: Course materials, such as lecture notes, may be included in the toolkit and uploaded concurrently with classroom teaching.

b. Assessment and testing: Through the LMS, all assignments can be distributed and submitted, and quizzes and examinations may be scored automatically.

c. Curriculum Planning: The course plan and lecturer schedules will be created using the LMS.

d. Reporting: The LMS has a good reporting function that allows the teacher to create the reports for the students.

e. Collaboration and communication: Communication tools like chat and forums, as well as collaborative tools such as glossaries, blogs, and wikis.

f. Announcements in the classroom and the college: All classroom and college news is shown in the LMS's updated announcements section.

2.1.2.2 Kinds of Tools in Learning Management System

LMS is classified into three kinds of tools: learning skills tools, communication tools, and productivity tools (Kasim and Khalid, 2016).

a. Learning skills tools

Learning modules for creating activities or materials for learners are examples of tools for learning skills. Tools in this area include quizzes and online materials presentations, and assignments. The quiz module serves various functions, including question databases, feedback, grading, and tracking of students' performance. For assignments, the assignment will be posted to the LMS by the teacher, and students will complete it online. They will be able to amend and submit the work at any time up until the deadline.

b. Communication tools

Using communication tools allows teachers and students to interact, as well as students to interact with each other. Announcements are the most commonly utilized communication tool, and they are used to provide any information about the course, including the most recent news and upcoming events, to all students. Also, discussions enable teachers and students to communicate by sending and receiving messages, as well as reading other users' comments.

c. Productivity tools

Document management systems, calendars, and surveys are examples. Document management systems allow teachers and students to access material from any internet-connected device. Various LMS present students with their progress report, which includes grades for each quiz, task, and exam.

So it can be concluded that there are three types of Learning Management System tools. The first is the learning skills tool, which is used to create activities and learning tools. The second is a communication tool that allows teachers and students to communicate. Third, productivity tools include management systems such as documents, storing student data, and surveys.

2.1.3 *Scola*

Scola is an educational technology platform that facilitates administration and communication among schools, teachers, students, and parents. According to Imtiyaz (2020) *Scola* is a business that supplies schools with a learning management system platform that will be used by teachers to implement Distance Learning. *Scola* is creating a school information system to help enhance the quality of Indonesian education. The mission of *Scola* is a company that creates technological innovations in the world of education that may contribute to the improvement of the quality of education in Indonesia.

Scola has the following mainstay features:

a. Online Course

   This feature allows teachers to easily distribute materials, assignments, and assessments online. Besides, this feature helps students to understand the content interestingly.

b. Online Test

   An online test is a tool that allows teachers to organize tests more easily and allows students to take the test online.

c. Virtual Class

   Scola's virtual class enables the distance learning process to be more engagement between students and teachers.

d. System of management

   Scola makes it simple for schools to manage the learning system, monitor the learning process, and develop learning activities.

There are several advantages for users in online classes through *Scola* :

a. School

   Data from *Scola* allows schools to make quick decisions, monitor school development and activities, as well as student and teacher activities.

b. Teachers

    Teachers may easily manage and distribute students' learning
    resources (materials, quizzes, and examinations).

c. Students

    Students can easily access the teacher's prepared learning materials.

d. Parent

    Parents may monitor their children's progress and learning results in
    real-time.

The reasons why should use *Scola* as a learning management system :

a. *Scola* platform is simple to use for schools, teachers, students, and
    parents, and also user-friendly appearance.

b. *Scola*'s cloud storage system is cloud-based, so there is no need to
    purchase a license and stay connected to the internet to utilize it.
    Scola also assures the security of user data.

c. *Scola* supports your learning management system with new and
    complete features.

d. *Scola* is constantly updating the system with new features.

e. *Scola* is focused to give the highest quality of service to each of its
    partners by offering customer portal services that facilitate
    communication.
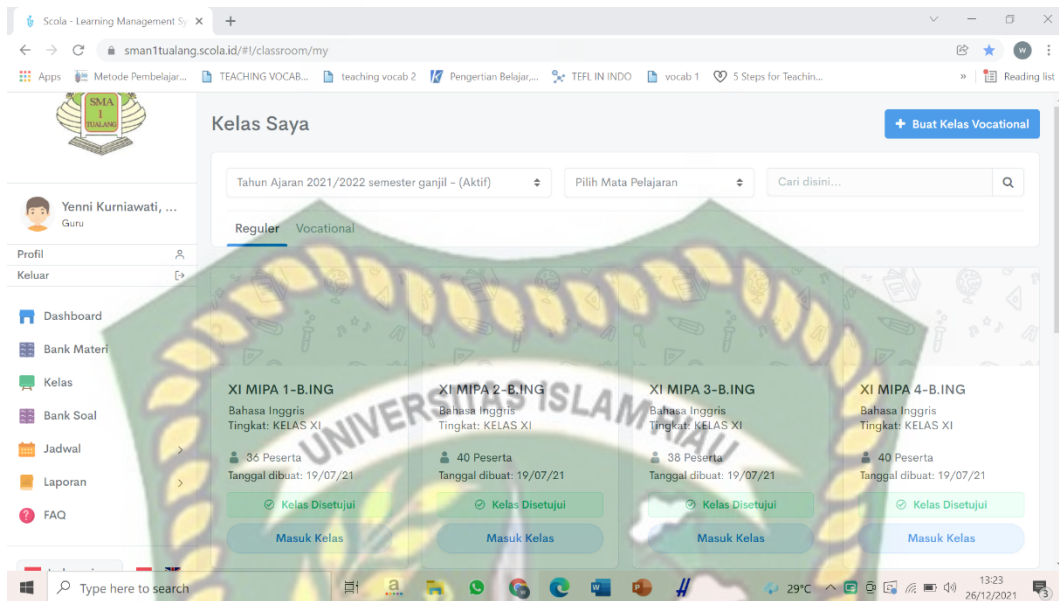
Figure 2. 1 Homepage of Scola

Figure 2.1 is a homepage of Scola . *Scola* provides convenience for class management, assessing students, facilitating collaboration, monitoring achievement, and providing content for students.

2.2   Relevant Studies

There are several studies relevant to this research, such as research from Negara (2018) about Students' perceptions of Google Classroom as a Tool for Teaching and Learning. The subject is 54 students of seventh-semester English Literature Study Program students Pontianak. The results were summarized using descriptive statistics, with the average of students responding positively. It showed that the students' perspectives were

strongly agreed with using Google Classroom in the teaching and learning activities.

Moreover, the research from Thamrin, N. S., Suriaman, A., and Maghfirah (2019) about Students' perceptions on the Implementation of Moodle Web-Based in Learning Grammar. This research sampled 34 respondents who have used Moodle as part of their grammar learning activities. From the results obtained, almost all respondents gave a positive perception. Previously, students thought that grammar lesson was boring. But after using Moodle, almost all students answered that learning grammar became more interesting.

Another supporting research is the research by Handayani and Mu (2020) about Students' perceptions of Edmodo for English Language Teaching. This research used three classes of eleventh-grade students from MAN 2 Model Banjarmasin as participants. The findings revealed that students' perceptions of Edmodo for English learning were on the medium side (neutral). It indicated that Edmodo had no impact on students' English learning.

Based on the relevant studies above, the researcher is interested in knowing about students' perceptions of using the *Scola* Learning Management System at second-grade students SMAN 1 Tualang.

2.3 Conceptual Framework

This research with title Students' perceptions of Using Learning Management System at Second Grade Students SMAN 1 Tualang is quantitative research with one type of data collection technique, that is questionnaire. This technique will be used to find out the students' perceptions of using *Scola* as a Learning Management System.
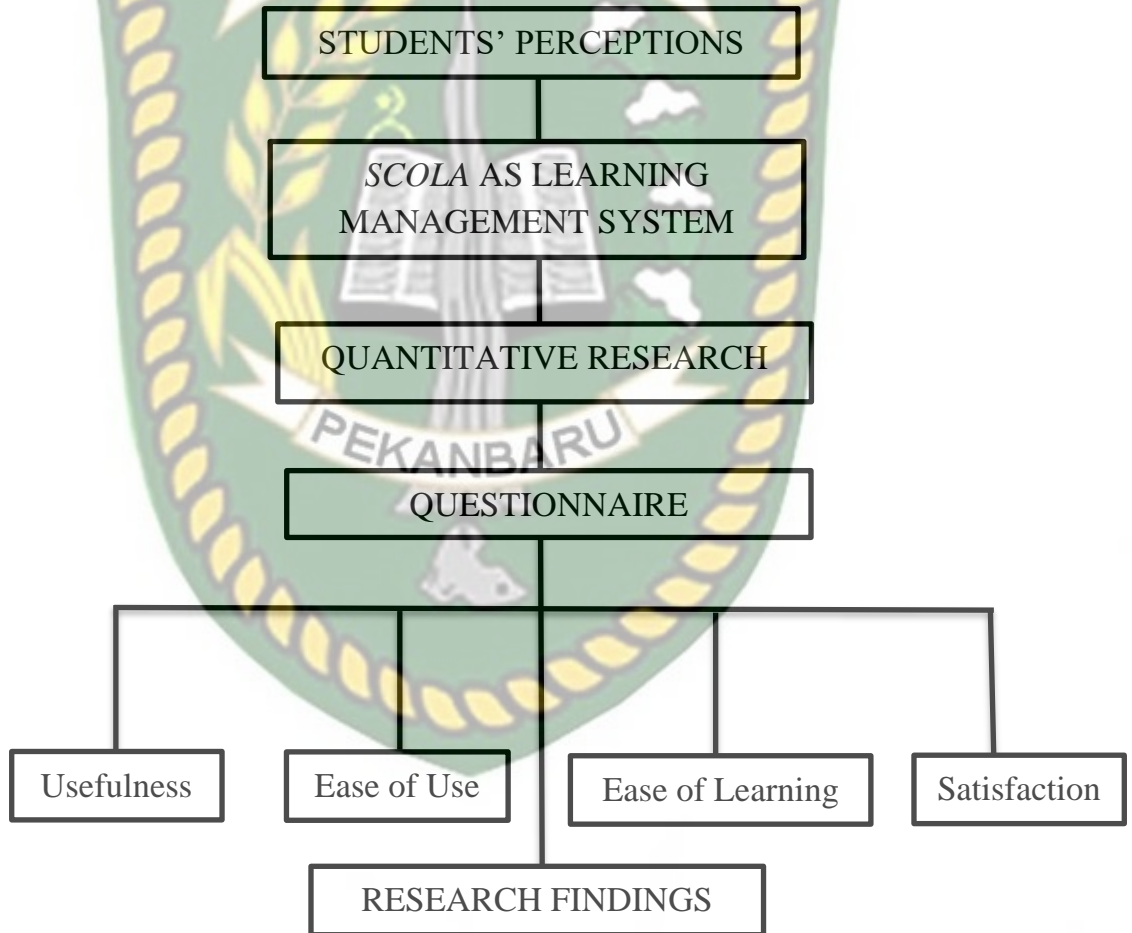
Figure 2. 2 Conceptual Framework

2.4 Assumption

The researcher assumes that students of the second grade at SMAN 1 Tualang have a good perception of using *Scola* as a Learning Management System because *Scola* is an educational technology platform that facilitates administration and communication among schools, teachers, students, and parents. The researcher also assumes that this research has provided honest perceptions for each of the questions presented by the researcher towards the usage of Sola as a Learning Management System for the students at second-grade students at SMAN 1 Tualang.
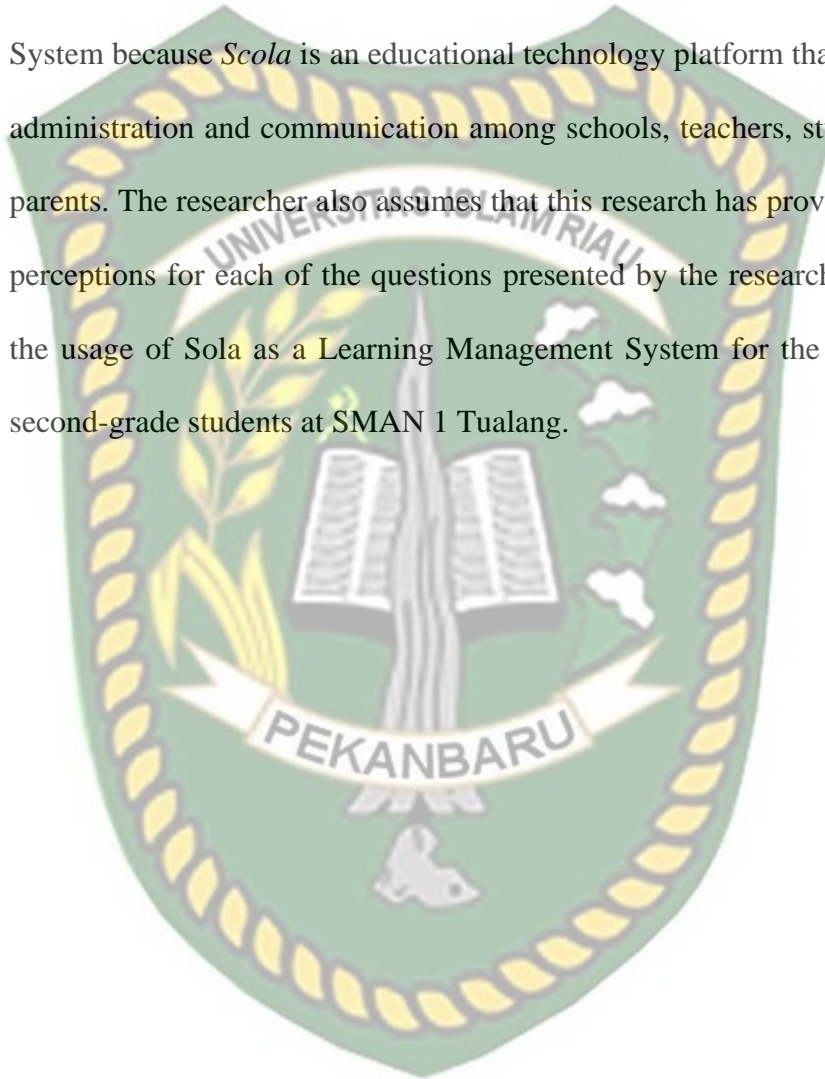
BAB III

RESEARCH METHODOLOGY

3.1   Research Design

This research used a quantitative approach. In quantitative research, everything from the start to the end is planned, systematized, or thought out. This is one of the types of research that has very specific requirements from the start to the making of the research design (Sodik, 2015). One of the quantitative research methods that are often used is the survey method.

By investigating a sample of a population, survey research can provide a quantitative or numerical description of that population's trends, attitudes, or opinions (Creswell, 2014). And also according to Sodik (2015), the survey method is a quantitative research method whose main instrument is a questionnaire to collect data. This research used this method because to know about students' perceptions, the researcher needed to collect the data by giving a questionnaire. Using this method, it helped the researcher to identify and describe the data clearly.

3.2   Location and Time of the Research

This research conducted in SMAN 1 Tualang. The location was on Jalan Sultan Alamuddinsyah Km.07 Perawang Barat. This research conducted in April 2022.

3.3 Population and Sample

3.3.1 The population

According to Putra (2014) population is the things to be researched, and these things include humans, animals, plants, both living and inanimate, and abstract objects. This population is generally in the form of a group, such as a group of humans, animals, plants, etc. The population of this research was seven classes of MIPA second grade SMAN 1 Tualang.

Table 3. 1 Total Population of the MIPA second-grade

NO	Classes	Population
1.	XI MIPA 1	35
2.	XI MIPA 2	39
3.	XI MIPA 3	36
4.	XI MIPA 4	39
5.	XI MIPA 5	38
6.	XI MIPA 6	37
7.	XI MIPA 7	36
	SUM	260

3.3.2 The Sample

According to Putra (2014), a sample is a subset of the population or a population-representative, taken from the collective either randomly, structurally, or in other scientific collective ways. The sampling technique of this research is Purposive Sampling. According to Arikunto (2009), if the researcher only has 100-150 members of the population, it is better to take all members. However, if the researcher has several hundred members in the population, the researcher can take approximately 25-30% as a sample.

In this research, the researcher took 25% of the total population, namely 65 students as the sample.

3.4   Instrument of the Research

This research used a Questionnaire as an instrument to get the answer of the research question.

3.4.1   Questionnaire

According to Setiaman (2020), a questionnaire is a category of research instrument that consists of a collection of questions. to help researchers collect data from participants about attitudes, knowledge, opinions, facts, and so on. The researcher used a closed Questionnaire. The questionnaire contained questions about the items students' perceptions of using *Scola* as a Learning Management System. The questionnaire contains 16 statements using a five-Likert scale from Pranatawijaya et al., (2019); Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The Likert Scale is used to measure a person's or group's attitudes, opinions, or perceptions of social events or phenomena (Setiaman, 2020). To find out students' perceptions, the researcher adapted a questionnaire from Oktaria and Rahmayadevi (2021). The questionnaire was given to the students by using google form.

Table 3. 2 Scoring of Likert Scale

Scoring				
Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

Adapted from Pranatawijaya et al., (2019)

Table 3. 3 Blueprint of the Questionnaire

NO	Indicators	Items	Total Number of Questions
1.	Usefulness	1,2,3,4	4
2.	Ease of Use	5,6,7,8,9,10	6
3.	Ease of Learning	11	1
4.	Satisfaction	12,13,14,15,16	5

Adapted from Oktaria and Rahmayadevi (2021)

3.5   Data Collection Technique

The researcher used the second grade of students at SMAN 1 Tualang as the population. There were 65 students as samples. The instrument of this research was a questionnaire. There were some procedures in collecting the data, namely:

1. The researcher shared the questionnaire in the google form.

2. The student read the statement of the questionnaire then filled the questionnaire by giving a checklist (√)

3. The researcher collected the data and analyzed filling questioner from the students.

4. The researcher classified the data based on the answer.

5. The research concluded the data.

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3.6   Data Analysis Technique

To provide a descriptive interpretation of the data, the researcher calculated each student's score from the questionnaire, and then analyzed the data using the Likert scale formula.

$$T \times Pn$$

Information:

T: The total number of respondents who voted

Pn: Likert scale score numbers selection

Additionally, the researcher used the following formulation to categorize each item on the questionnaire:

Total score = the sum of the results of each TxPn

Maximum score = number of respondents x highest Likert score

Minimum score = number of respondents x lowest Likert score

Indeks (%) = (Total score / Maximum score) x 100

Moreover, the rating interval in this research adopted from Pranatawijaya et al., (2019) that categorized as follows:

Table 3. 4 Rating Interval

Option	Percentage
Strongly Disagree	0% - 19.99%
Disagree	20% - 39.99%
Neutral	40% - 59.99%
Agree	60% - 79.99%
Strongly Agree	80% - 100%

Adopted from Pranatawijaya et al., (2019)

BAB IV

RESEARCH FINDINGS

4.1 Data Presentation

The results of the questionnaire are presented in this chapter by the researcher. The objective of this research is to find out the students' perceptions of using Learning Management System. The data presentation provided the data gathered from students' perceptions of using Learning Management System at second grade students SMAN Tualang. The researcher got 65 students as a sample for this research. Following the collection of data, the researcher categorizes the data in accordance with the response to the statement from the questionnaire that was distributed using a Google Form.

4.2 Data Analysis

The researcher calculated the questionnaire of students' perceptions of using Learning Management System using quantitative data. The researcher used the questionnaire that adapted from Oktaria and Rahmayadevi (2021). This questionnaire was completed by 65 students. The students only provide a checklist in the Google Form. The results of the research can be described as follows.

4.2.1 The Result of Questionnaire in Term of Usefulness

In the first indicator namely usefulness, the students have to answer five statements. Each statement was analyzed as follows :

1. Statement one (*Scola* helps students to understand the materials)

Table 4.2. 1 The Percentage of Students' Responses to the Statement One

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	19	3	57
Agree	28	4	112
Strongly Agree	16	5	80
Total			**253**

Total score : 253

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{253}{325} \times 100\% = 77.84\%$ (Agree)

Table 4.2.1 shows that the total score of statement one is 253 and the maximum score is 325. After calculating the data using the Likert scale formula, the researcher finds the index percentage is 77.84%. According to the rating interval, the students agreed that Scola helps students to understand the material. Meanwhile, 3.1% of the 65 students polled disagree that *Scola* helps students to understand the material.

2. Statement two (*Scola* helps students become more productive in the learning process.)

Table 4.2. 2 The Percentage of Students' Responses to the Statement Two

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1

Disagree	1	2	2
Neutral	13	3	39
Agree	30	4	120
Strongly Agree	20	5	100
Total			**262**

Total score : 262

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{262}{325} \times 100\% = 80.61\%$ (Strongly Agree)

In table 4.2.2, the total score for statement two is 262, while the maximum score is 325. The researcher discovers that the index's percentage is 80.61% after calculating the data. This indicates that most of the students strongly agree that *Scola* helps students become more productive in the learning process. However, 1.5% of 65 students polled disagree and 1.5% student also polled strongly disagree that *Scola* helps students become more productive in the learning process.

3. Statement three (*Scola* is useful in the learning process.)

Table 4.2. 3 The Percentage of Students' Responses to the Statement Three

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	5	3	15
Agree	25	4	100
Strongly Agree	34	5	170
Total			**287**

Total score : 287

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{287}{325} \times 100\% = 88.30\%$ (Strongly Agree)

Table 4.2.3 shows that the total score of statement three is 287 and the maximum score is 325. After calculating the data, the researcher finds the percentage of the index is 88.30%. According to the rating interval, 80.30% strongly agree that Scola is useful in the learning process. However, 1.5% of 65 students disagreed with the third statement.

4. Statement four (*Scola* provides students with flexibility in terms of time and location for learning.)

Table 4.2. 4 The Percentage of Students' Responses to the Statement Four

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	14	3	42
Agree	20	4	80
Strongly Agree	31	5	155
Total			**277**

Total score : 277

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{277}{325} \times 100\% = 85.23\%$ (Strongly Agree)

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According to Table 4.2.4, the total score of statement four is 277, with a maximum score of 325. After calculating the data, the researcher discovers that the index percentage is 85.23%. It means that most of the students strongly agree that Scola provides students with flexibility in terms of time and location for learning.

4.2.2 The Result of Questionnaire in Term of Ease of Use

In the second indicator namely Ease of Use, the students have to answer six statements. Each statement was analyzed as follows :

1. Statement five (Students are easy to interact with the teacher and other students through *Scola*.)

Table 4.2. 5 The Percentage of Students' Responses to the Statement Five

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	3	1	3
Disagree	8	2	16
Neutral	17	3	51
Agree	20	4	80
Strongly Agree	17	5	85
Total			235

Total score : 235

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{235}{325} \times 100\% = 72.30\%$ (Agree)

According to Table 4.2.5, the total score for statement five is 235. After analyzing the data, the researcher finds that the index's percentage is 72.30%. It

means most of the students agree with statement five that Scola makes it easy to interact with the students and other students. However, 12.3% of all respondents disagreed, and 4.6% strongly disagreed that Scola makes it easy to interact with the students and other students.

2. Statement six (*Scola* is simple to utilize.)

Table 4.2. 6 The Percentage of Students' Responses to the Statement Six

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	5	3	15
Agree	23	4	92
Strongly Agree	37	5	185
Total			292

Total score : 292

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{292}{325} \times 100\% = 89.84\%$ (Strongly Agree)

Table 4.2.6 reveals that statement six has a total score of 292 and a maximum score of 325. The percentage of the index is found to be 89.84% after coding the data. According to the rating interval, 89.84% of students strongly agree that *Scola* is simple to utilize.

3. Statement seven (Students are easy to understand how *Scola* works.)

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Table 4.2. 7 The Percentage of Students' Responses to the Statement Seven

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	6	3	18
Agree	25	4	100
Strongly Agree	34	5	170
Total			288

Total score : 288

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{288}{325} \times 100\% = 88.61\%$ (Strongly Agree)

Based on table 4.2.7, the researcher finds the percentage of index is 88.61%. It shows that the students strongly agree that students are easy to understand how *Scola* works.

4. Statement eight (Students can use *Scola* without written instructions.)

Table 4.2. 8 The Percentage of Students' Responses to the Statement Eight

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	4	2	8
Neutral	3	3	9
Agree	33	4	132
Strongly Agree	25	5	125
Total			274

Total score : 274

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{274}{325} \times 100\% = 84.30\%$ (Strongly Agree)

Table 4.2.8 shows that the index percentage is 84.30%. It construes that most of the students strongly agree with the statement. It means that students can use *Scola* without written instructions. Meanwhile, 6.2% of all students disagreed that students can use *Scola* without written instructions.

5. Statement nine (*Scola* makes it easy for students to see scores after doing assignments or quizzes.)

Table 4.2. 9 The Percentage of Students' Responses to the Statement Nine

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	19	3	57
Agree	25	4	100
Strongly Agree	21	5	105
Total			262

Total score : 262

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{262}{325} \times 100\% = 80.61\%$ (Strongly Agree)

Table 4.2.9 shows that the total score of statement nine is 262. After calculating the data, the researcher discovers that the index's percentage is 80.61%.

According to the rating interval, the statement is strongly agreed upon by 80.61% of students polled.

6. Statement ten (Students learn how to use *Scola* quickly.)

Table 4.2. 10 The Percentage of Students' Responses to the Statement Ten

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	4	3	12
Agree	28	4	112
Strongly Agree	31	5	155
Total			283

Total score : 283

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{283}{325} \times 100\% = 87.07\%$ (Strongly Agree)

Table 4.2.10 shows that the total score of statement ten is 283 and the maximum score is 325. After calculating the data, the researcher finds the percentage of index is 87.07% strongly agree that students learn how to use *Scola* quickly. However, 3.1% of participants disagreed with that statement.

4.2.3 The Result of Questionnaire in Term of Ease of Learning

In the third indicator namely Ease of Learning, the students have to answer one statement. The statement was analyzed as follows :

1. Statement eleven (Students easily remember how to use *Scola* in the learning process.)

Table 4.2. 11 The Percentage of Students' Responses to the Statement Eleven

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	9	3	27
Agree	35	4	140
Strongly Agree	21	5	105
Total			**272**

Total score : 272

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{272}{325} \times 100\% = 83.69\%$ (Strongly Agree)

As shown in the table above, the statement eleven total is 272. After analyzing all of the data, the researcher discovered a percent index of 83.69%. This indicates that the majority of students strongly agree that students easily remember how to use Scola in the learning process.

4.2.4 The Result of Questionnaire in Term of Satisfaction

In the fourth indicator namely Satisfaction, the students have to answer five statements. Each statement was analyzed as follows :

1. Statement twelve (Students are satisfied to use *Scola*'s features in the learning process.)

Table 4.2. 12 The Percentage of Students' Responses to the Statement Twelve

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	21	3	63
Agree	29	4	116
Strongly Agree	15	5	75
Total			254

Total score : 254

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{254}{325} \times 100\% = 78.15\%$ (Agree)

The findings reveal a total score of 254 for the twelfth statement and a percent index of 78.15%. It shows that most students agree that students are satisfied with using the *Scola* feature in the learning process.

2. Statement thirteen (*Scola* is worth to use for students in the learning process.)

Table 4.2. 13 The Percentage of Students' Responses to the Statement Thirteen

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	4	3	12
Agree	28	4	112
Strongly Agree	32	5	160
Total			286

Total score : 286

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{286}{325} \times 100\% = 88\%$ (Strongly Agree)

The total score for statement thirteen is 286 and the maximum score is 325, as shown in Table 4.2.13. After computing the data, the researcher discovers that the index's percentage is 88%. Based on the rating interval, it signifies that the majority of students strongly agree that *Scola* is beneficial to students' learning. But, 1.5% of all students disagreed that *Scola* is beneficial to students' learning.

3. Statement fourteen (*Scola* works as expected.)

Table 4.2. 14 The Percentage of Students' Responses to the Statement Fourteen

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	14	3	42
Agree	30	4	120
Strongly Agree	20	5	100
Total			264

Total score : 264

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{264}{325} \times 100\% = 81.23\%$ (Strongly Agree)

Table 4.2.14 shows that the total score of statement one is 264 and the maximum score is 325. After calculating the data, the researcher finds the

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percentage of index is 81.23%. According to rating interval 81.23% is strongly

agree with the statement. It means most of the students is strongly agree that *Scola*

works as expected. However, there are 1.5% of those polled disagreed with this

statement.

4. Statement fifteen (Students have got a new experience in the learning process

using *Scola*.)

Table 4.2. 15 The Percentage of Students' Responses to the Statement Fifteen

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	7	3	21
Agree	30	4	120
Strongly Agree	28	5	140
Total			281

Total score : 281

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{281}{325} \times 100\% = 86.46\%$ (Strongly Agree)

As shown in the table above, the total score of statement fifteen is 281. After

analyzing the data using the Likert scale formula, the researcher discovered a

percent index of 86.46%. This indicates that the majority of students strongly agree

that students have got a new experience in the learning process using *Scola*.

5. Statement sixteen (*Scola* is highly recommended for students to use during the learning process.)

Table 4.2. 16 The Percentage of Students' Responses to the Statement Sixteen

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	10	3	30
Agree	28	4	112
Strongly Agree	26	5	130
Total			**274**

Total score : 274

Maximum score : $65 \times 5 = 325$

Minimum score : $65 \times 1 = 65$

Index : $\frac{274}{325} \times 100\% = 84.30\%$ (Strongly Agree)

According to Table 4.2.16, the total score is 274. After analyzing the data, the researcher finds that the index's percentage is 84.30%. It means that the majority of students strongly agree with statement sixteen, which states that *Scola* is highly recommended for students to use during the learning process. Meanwhile, there are 1.5% of all students disagreed that *Scola* is highly recommended for students to use during the learning process.

4.3 Discussion

The questionnaire results in this research are about the outcomes of four indicators: usefulness, ease of use, ease of learning, and satisfaction. The results

were derived from a questionnaire on a Google form. The data was calculated by

the researcher using the Likert Scale formula. The findings are as follows.

Table 4. 1 Questionnaire Data Processed

No	Indicators	Statements	Total Score	Percentage	Rating Interval
1		*Scola* helps students to understand the materials.	253	77.84%	Agree
2		*Scola* helps students become more productive in the learning process.	262	80.61%	Strongly Agree
3	**Usefulness**	*Scola* is useful in learning process.	287	88.30%	Strongly Agree
4		*Scola* provides students with flexibility in terms of time and location for learning.	277	85.23%	Strongly Agree
		MEAN	**269.76**	**82.99%**	**Strongly Agree**
5		Students are easy to interact with the teacher and other students through *Scola*.	235	72.30%	Agree
6		*Scola* is simple to utilize.	292	89.84%	Strongly Agree
7		Students are easy to understand how *Scola* works.	288	88.61%	Strongly Agree
8	**Ease of Use**	Students can use *Scola* without written instructions.	274	84.30%	Strongly Agree
9		*Scola* makes it easy for students to see scores after doing assignments or quizzes.	262	80.61%	Strongly Agree
10		Students learn how to use *Scola* quickly.	283	87.07%	Strongly Agree
		MEAN	**272.33**	**83.78%**	**Strongly Agree**
11	**Ease of Learning**	Students easily remember how to use *Scola* in the learning process.	272	83.69%	Strongly Agree

		MEAN	272	83.69%	**Strongly Agree**
12		Students are satisfied to use *Scola's* features in the learning process.	254	78.15%	Agree
13		*Scola* is worth to use for students in the learning process.	286	88%	Strongly Agree
14	**Satisfaction**	*Scola* works as expected.	264	81.23%	Strongly Agree
15		Students have got a new experience in the learning process using *Scola*.	281	86.46%	Strongly Agree
16		*Scola* is recommended to the students in the learning process.	274	84.30%	Strongly Agree
		MEAN	271.8	83.62%	**Strongly Agree**

Based on the percentage index of the 16 questionnaire statements, almost all statements were categorized as "strongly agree". Which are "strongly agree" category's frequency is 13 and "agree" category's is 3. There are 13 statements that into "strongly agree" category, which are second statement (*Scola* helps students become more productive in learning process), third statement (*Scola* is useful in learning process), fourth statement (*Scola* provides students with flexibility in terms of time and location for learning), sixth statement (*Scola* is simple to utilize), seventh statement (Students are easy to understand how *Scola* works), eighth statement (Students can use *Scola* without written instructions), ninth statement (*Scola* makes it easy for students to see scores after doing assignments or quizzes), tenth statement (Students learn how to use *Scola* quickly), eleventh statement (Students easily remember how to use *Scola* in the learning process), thirteenth statement (*Scola* is worth to use for students in the learning process), fourteenth

statement (*Scola* works as expected), fifteenth statement (Students have got a new experience in the learning process using *Scola*),and sixteenth statement (*Scola* is recommended to the students in the learning process). Next, there are 3 statements that into "agree" category, which are first statement (*Scola* helps students to understand the materials), the fifth statement (Students are easy to interact with the teacher and other students through *Scola*), and the twelfth statement (Students are satisfied to use *Scola's* features in the learning process).

Furthermore, there are four indicators from the questionnaire, namely: usefulness, ease of use, ease of learning, and satisfaction. After calculating the percentage index of each statement, the researcher calculates the average percentage index of each indicator. From these results, it finds that the first indicator, namely usefulness, has an index percentage of 82.99% (strongly agree), the second indicator, namely ease of use, has a percentage index of 83.78% (strongly agree), the third indicator, namely ease of learning, has a percentage index of 83.69% (strongly agree), and the fourth indicator, satisfaction, has a percentage index of 83.62% (strongly agree). From the data, the researcher concluded that the students' strongly agree of using Learning Management System which is appropriate with the research of Saputro and Susilowati (2019) that Learning Management System is practical, effective, and easy to use in implementation. In line with the research result of Rizal et al., (2020), students with more experience in using Learning management systems reported that they were satisfied with using the Learning Management System such as being satisfied with using the complete features, and ease of use. Likewise, Multazam et al., (2022) the results of his

research shows that the Learning Management System has many benefits, such as ease to use, good features, and the students to access the material anytime and anywhere.

CHAPTER V

CONCLUSION AND SUGESSTION

5.1 Conclusion

The conclusion of this research can be summarized as follows based on the data analysis and results of this research:

According to the results of a questionnaire completed by 65 students, most students strongly agree of using the learning management system, namely Scola. Based on 16 statements of questionnaire that were already calculated using likert scale formula, 13 of which fall into the "strongly agree" category and three of which fall into the "agree" category. None were classified as "neutral," "disagree," or "strongly disagree." This shows that students presume that the Learning Management System they use is highly beneficial to their learning process. But, there are some students who choose "strongly disagree" and "disagree" in almost every statement.

Furthermore, there are four indicators of the questionnaire: usefulness, ease of use, ease of learning, and satisfaction. According to the average indicators index percentage of the questionnaires which are summarized based on the result of each statement of indicator, all indicators are in the "strongly agree" rating interval. it means that students have a good perception of the use of the Learning Management System in learning.

5.2 Suggestion

In this section, the researcher provides some suggestions that can be obtained from the findings of the research. The suggestions are for students, teachers, and other researchers.

5.2.1 For Students

For students, researchers hope that this research can provide benefits for them to increase their knowledge about the use of Learning Management Systems as a technology in the field of education.

5.2.1 For Teachers

For teachers, it is hoped that the findings of this study will help them in comprehending students' perceptions of using the Learning Management System during the learning process. Teachers can evaluate the effectiveness of their use of the Learning Management System to be more creative in their use of the system.

5.2.3 For Other Researchers

It is suggested that this research might be used as a reference for anyone who have the same problem and are interested to conduct research. Additionally, this research focuses exclusively on students' perceptions, allowing the next researcher to include more helpful topics for the future.

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