STUDENTS' PERCEPTION ON THE USE OF ONLINE LEARNING PLATFORM AT THE SECOND YEAR STUDENTS' OF ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU

A THESIS

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

Dwina Celsa Putri
NPM. 186310834

Advisor

Fauzul Etfita, S.Pd., M.Pd
NIDN. 1030098901

ENGLISH LANGUAGE EDUCATION
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THESIS

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Name : Dwina Celsa Putri

Student Number : 186310834

Study Program : English Language Education
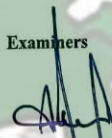
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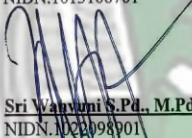
Monday, April 18, 2022

THE EXAMINERS COMITTE

Advisor

Examiners

Fauzul Etfita S.Pd., M.Pd
NIDN.1030098901

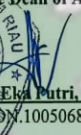**Johari Afrizal S.Pd., M.Ed**
NIDN.1013106701

Sri Wahyuni S.Pd., M.Pd
NIDN.1020098901

This thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher Training and Education Universitas Islam Riau

Pekanbaru, April 18, 2022
The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed.
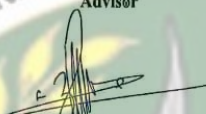NIDN.1005068201

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THESIS APROVAL

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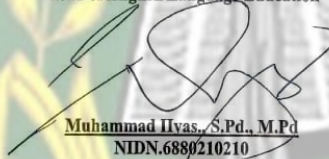
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Name   : Dwina Celsa Putri
Student Number : 186310834
Study Program : English Language Education

Advisor

Fauzul Etfita, S.Pd., M.Pd
NIDN.1030098901

Head of English Language Education

Muhammad Ilyas., S.Pd., M.Pd
NIDN.6880210210

This thesis is submitted in partial fulfilment of the requirement for the Degree of
Sarjana of Education in Universitas Islam Riau

Pekanbaru, 12 April 2022
The Vice Dean of Academic

Miranti Eka Putri., S.Pd., M.Ed
NIDN. 1005068201

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DECLARATION

DECLARATION

The under sign researcher.

Name	: Dwina Celsa Putri
Students Number	: 186310834
Place / date of birth	: Medan, 12 April 2000
Faculty	: Teacher Training and Education Faculty
Department	: English Language Education

I declare that this thesis is the result of my own work, except for quotations either directly or indirectly that I took from various sources and mentioned them scientifically. Then i am responsible for data and facts, which contain in this thesis.

Pekanbaru, 12 April 2022
The Researcher

Dwina Celsa Putri
186310834

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LETTER OF NOTICE

LETTER OF NOTICE

The advisor here by notice that:

Name   : Dwina Celsa Putri
Students Number   : 186310834
Study Program   : English Language Education
Faulty   : Teacher Training and Education
Advisor   : Fauzul Etfita, S.Pd., M.Pd.

Has completely written a thesis which entitled:

" STUDENTS' PERCEPTION ON THE USE OF ONLINE LEARNING PLATFORM AT THE SECOND YEAR STUDENTS' OF ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU"

It is ready to be examined. This letter is made to be used, as it is needed.

Pekanbaru, 12 April 2022
Advisor

Fauzul Etfita, S.Pd., M.Pd
NIDN.1030098901

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SKRIPSI GUIDE AGENDA

SKRIPSI GUIDENCE AGENDA

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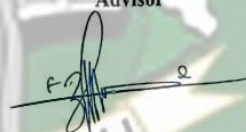
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Students Number   : 186310834
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The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed.
NIDN.1005068201

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ABSTRACT

DWINA CELSA PUTRI, 2022, Students' Perception on the Use of Online Learning Platform at the Second Year Students' of English Language Education at Universitas Islam Riau

Keywords: CERDAS, Google Classroom, Students Perception

One of the sectors impacted by Covid 19 is education. Therefore, it makes schools closed during the pandemic conditions are completely reduced or even ended. Due to this pandemic, there are some schools that have done face-to-face, but some were still done blended learning which is a challenge for students and lecturers. In Universitas Islam Riau there are so many platfom that used, but often used are CERDAS and Google Classroom

This Research was aimed to know students perception on the use CERDAS and Google Classroom at the second year students in Universitas Islam Riau. The researcher use mix method approach in this research. to know students perception on the use CERDAS and Google Classroom. Questionnaire and interview are the instrument used in this research. For collected the data, the researcher used the explanatory Sequential design 61 students of second year students were selected as a participants, and there are 6 students that chosen as a interviewees.

The result showed that Majority students agreed that in term of perceived usefulness, CERDAS and Google Classroom are useful in the learning process because of paperless and flexible. It's effective and efficient so they can handle their assignment and schedule. Moreover the features available on both platform are good. In term of Perceived Ease of Use majority students also agree that CERDAS and Google Classroom are easy to use because the application and features provided are easy to learn, understand, remembered and simple. Both CERDAS and Google Classroom are easily accessible and have a simple appearance and display and it's a good application to use in the learning process.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Covid-19 is a pandemic that occurs in the current era and occurs in almost all countries in the world. One of the sectors impacted by Covid 19 is education. Therefore, making schools close during the pandemic conditions are completely reduced and even ended. Due to this pandemic, there are some schools that have done face-to-face, some are still doing blended learning which is a challenge for students and lecturers because it requires learning through online although blended learning .This pandemic is the biggest challenge in the world of education in Indonesia because lecturers and students must be familiar with online learning.

Based on Tamm (2020) E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. Agarwal and Pandey (2012) states that e-learning focuses on the use of technology in learning & education. It means that we do such activities like communication and other activities related to teaching and learning using technology. Online learning is one of the most effective solutions for distance learning, especially in this era of covid 19. Several studies have also proven how important and effective the use of technology is for the learning process.

Online learning is a flexible and easy learning method to be accessed anywhere and anytime in some research shows that most of the students have negative perceptions of online learning. However they agreed that online learning was the right solution during the COVID-19 pandemic situation (Rohman et al.,

2020). In online learning, we definitely use the platform as a bridge or container to run an application that is part of the LMS (Learning Management System). Learning Management Systems (LMSs) are a vital software platform to deliver education and training courses online (Sabharwal et al., 2019). Sabharwal also stated that LMS enables training material to be delivered via the internet and intranet, so employees can gain the knowledge and skills needed to perform their work tasks from anywhere and at any time.

LMSs not only enable the delivery of instructions and electronic resources to improve and augment student learning in a collaborative environment, but also allow instructors to focus on designing meaningful pedagogical activities (Kattoua et al., 2016). So in short platform is a digital platform to run a system. There are lots of online learning that are used for online learning, for example Google classroom Edmodo model etc. All existing platforms are designed and utilized in the learning process which is supported by features that can be elaborated to support learning activities. Students use several kinds of LMS such as Google Classroom, Sevima, Moodle, CERDAS etc and it is found that using LMS to start the material, submit their task, then using those platforms for meet and exam.

The best LMS for 2018 are Absorb, Moodle, Canvas, Schoology, Blackboard Learn, Brightspace, Edmodo Quizlet, and Google classroom based on editor's rating, SCORM (technical standard for e-learning software), Bundled Course Content, Single Sign- On (SSO), E-Commerce, Developer API, Available LTI Support, and Native Web Hosting (Famularsih, 2020) . There are many online learning platforms used at the Islamic University of Riau, especially in the English Education Department. For example, Google Classroom, Smart, Edmodo Sevima

and other platforms - these platforms are used by almost all UIR students, especially in the English Education Department, which bridges distance learning between lecturers and students for a period of approximately two years since the Pandemic began.

Google Classroom and CERDAS are online learning platforms that are used at UIR to bridge distance learning. Since COVID-19 was declared to have entered Indonesia because it has been almost 2 years since it has started to get used to e-learning, it is possible that in the future it will still carry the blended learning model and therefore it is necessary and the importance of knowing what are the perceptions of students about Google classroom and CERDAS being used as an online learning platform at UIR to determine whether the platform is good for online learning even though the Covid-19 Pandemic is over later.

Based on explanation above, The researcher is interest in conducting research entitled **"Students' Perception on the Use of Online Learning Platform at the Second Year Students' of English Lenguage Education at Universitas Islam Riau."**

1.2 Identification of the Research

This research focused on the students' perception on the use of online learning platform at the Second Year Students of English Language Education at Universitas Islam Riau. The online learning platforms that are going to investigate are Google Classroom and CERDAS.

1.3 Focus of the Research

This research focused on conduct research about two platform namely CERDAS and Google Classroom and based on TAM theory by Davis 1989, this

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research focus on two construct, namely ; 1) Perceived Ease of Use (PEU) ; 2) Perceived Usefulness (PU)

1.4   Research Question

What are students' perceptions on the use of CERDAS and Google classroom platform ?

1.5   Objective of the Research

The objective of this research is to identify the second year students perception On The use of online learning platform in English education Department Universitas Islam Riau

1.6   Significance of the Research

The significance of the research is expected to give some advantages among students, lecturers and other researchers teachers to choose the appropriate and best platform for their students and for students to express their feeling while studying using CERDAS and Google Classroom.

1. For lecturers, this research expected for lecturer to see from their point of view to decide and choose the appropriate and best platform for their students for teaching and learning process

2. For students, this research is expected to give them the opportunity to express their feelings while studying using CERDAS and Google Classroom.

3. For other researchers, this research is expected to give clear resources to developing the next online learning platform research.

1.7   The Definition of Key Term

1. Students' Perception

According to Ruch et al (2010) perception is a process of relevant sensory cues and past experiences organized to give us a structured picture of a particular situation.

2. E-learning

Hejase and Chehimi (2020) stated that E-learning is one of the educational outcomes that has surfaced from the development of ICT. Its general concept is essentially learning which involves the usage of any electronic device, from computers to mobile phones, and which might, or might not, involve the usage of the internet (Web sites+ other applications) or an intranet (Local network system).

3. TAM

Technology Acceptance Model (TAM) introduced by Davis in 1989. TAM considers user perceptions of ease of use and usefulness as the main factors affecting the acceptance level of any technology. TAM is a model for explaining and predicting information system use in library. TAM model to determine the attitude of users towards a technology acceptance (Fatmawati, 2015)

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Students' Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin and Maharani, 2018). Safitri (2021) also defined that perception is obtained by summarizing the information from a person and interpreting the information so that the person can respond to either positively or negatively of the information. Therefore, perception basically concerns the relationship between a person and his environment through the senses.

Furthermore, perception is defined as the interpretation of an object, event, or piece of information based on the life experience of the individual performing the interpretation. Based on Ghadirian et al (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. So from explanation described, we can conclude perception is a point of view of human feel and their sense.

2.1.1   Type of perception

It is possible to state that perception, whether positive or negative, will always influence a person's ability to carry out an action, and the creation of a positive or negative perception is entirely dependent on how an individual defines all of his knowledge about an observed object. According to Irwanto (2002) there are two type of perception:

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1. Positive Perception is a one that encompasses all knowledge (whether known or unknown) and responses, as well as the efforts to put it to use. It will either maintain its vibrancy or accept and support the perceived item.

2. Negative perceptions are those that describe all information (whether true or false) and behaviors that are out of sync with the perceived object. It will either remain passive or refuse to accept and oppose the perceived item.

2.1.2 The Process of Perception

Individuals are captured by their senses when they perceive an object from the outside. Perception is the process by which a human recognizes and comprehends what is sensed. There are 3 stages of the perception process that Qiong (2017) has stated, namely selection, organization, and interpretation.

1. Selection

Because humans are confronted with an ambiguous circumstance before concluding something, selection becomes the initial stage in the perception process. We are continually inundated with so many different types of information in everyday life that we may face these stimuli in an instant: the words we hear, witnesses to accidents, the ticking of the clock, and so on.

2. Organization

The second stage, after selection, is organization, in which one must organize and uncover particular meaningful patterns. This stage of the organizing process entails categorizing objects or persons. As a result,

numerous academics have referred to the organization as a categorization. The social and physical event or object we encounter will have a shape, color, texture, size, and other characteristics at this stage of perception. When asked about an animal, some people might describe it based on its skin color and shape.

3. Interpretation

Interpretation is the third stage of perception, and it is the process through which a person provides meaning to stimuli based on the information gathered. After categorizing the stimuli into numerous forms, one tries to comprehend the patterns by assigning organizational meaning to the classified data. However, different people may interpret the same stimulus differently. A police officer arriving at the scene of a crime, for example, can be interpreted differently by the victim and the criminal. The victim may perceive the officer as peaceful because he believes he wants to help him, while the criminal is certain to be terrified because he believes he wants to be arrested.

2.2   TAM (Technology Acceptance Model)

At the start of technology's integration into people's daily lives, there was a rising need to understand why technology was accepted or rejected. TAM is a technology acceptance model developed and published from the Theory Reasoned Action by Davis 1989 (Prabowo et al., 2020). The technology acceptance model (TAM) is a model of acceptance of information technology systems that will be used by users (2020). Ismayanti (2018) also stated that The Technology Acceptance

Model (TAM), introduced by Davis is an adaptation of Theory of Reasoned Action (TRA) specifically for modeling user acceptance (user acceptance) of technology.

Davis stated in Katebi et al (2022) there are two primary variables in this model that determine an individual's intention to use or adopt technology are perceived ease of use and perceived usefulness. There are 4 the construct used in,TAM research, namely: Perceived Ease Of Use, Perceived Usefulness, Attitude Toward Using, and Actual Usage. But As Davis pointed out in Chen et al (2013), the original TAM consists of perceived ease of use (PEOU), perceived usefulness (PU), attitude toward using (ATU), behavioral intention to use (BI), and actual system use (AU). PU and PEOU are the two most important determinants for system use. I chose both perceived ease of use and perceived usefulness because both of construct related to the object that I will conduct.
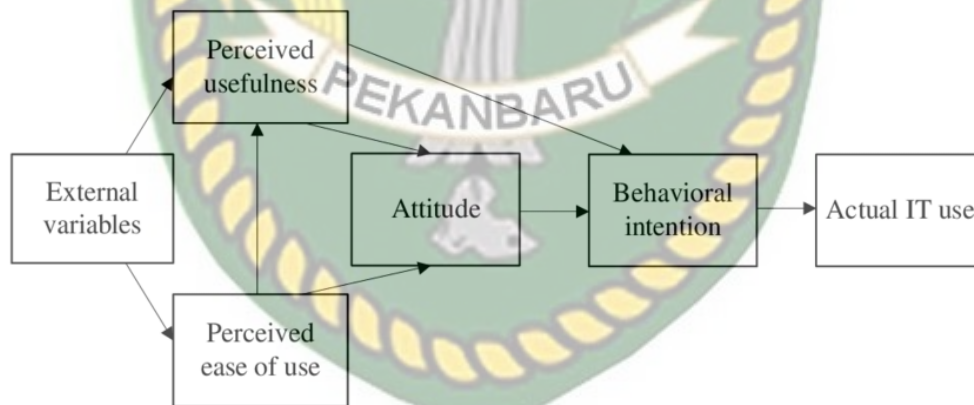
Figure 2.1: Technology Acceptance Model Diagram

Factor Analysis of Perceived Usefulness and Ease of Use Questions

1. Perceived ease of Usefulness

Davis defined perceived usefulness refers to the degree to which a person believes that adopting a particular system would increase his or her job performance. So we can say perceived usefulness is the extent

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to which an individual comprehends the improvement in performance and efficiency attained as a result of the adoption of a given technology is measured by perceived usefulness.

Table 2.1: Table of Usefulness indicators

Scale Items

Usefulness
   1. Quality of Work
   2. Control over Work
   3. Work More Quickly
   4. Critical to My Job
   5. Increase Productivity
   6. Job Performance
   7. Accomplish More Work
   8. Effectiveness
   9. Makes Job Easier
  10. Useful

2. Perceived Ease of Use

     Davis defined perceived ease of use refers to "the degree to which a person believes that adopting a certain technology will be effortless. In this study, perceived ease of use refers to how difficult it is to understand, manage, and integrate CERDAS and Google Classroom in the learning process. So we can conclude that perceived ease of use refers to how finely a person comprehends the effort required to use a technology.

Table 2.2: Table of Ease of Use indicators

Scale Items

Ease of Use
   1. Cumbersome
   2. Ease of Learning
   3. Frustrating
   4. Controllable
   5. Rigid and Inflexible

6. Ease of Remembering
7. Mental Effort
8. Understandable
9. Effort to Be Skillful
10. Easy to Use

Davis (1989)

2.3 Online Learning

2.3.1 The Concept and Definition of Online Learning

The term "online learning" refers to education in the twenty-first century. The development of the information and communication technologies (ICTs) and Internet have changed the way educational services are delivered in higher education (Shaltoni et al., 2015). Orlando and Attard (2016) reported that "teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught". Furthermore, the widespread use of learning management systems (LMS) represents a significant technical advance in higher education, and many educational institutions have been forced to transition to distance- and online-only education as a result of the hard cicumstance. Online learning is an effective sustainable learning solution and offers tremendous opportunities for learning beyond the traditional boundaries. For example, increased reach to thousands of learners, facilitating the interaction between learners and educators, collaborative learning, and facilitating the teaching process planning (Bansode and Kumbhar, 2012) .

Studies have repeatedly emphasized the importance and usefulness of using technology in the teaching and learning process. The earlier adoption of online teaching practices will help educators to position to enhance the success of students

and attain a better outcome of the courses taught (Singh et al., 2020). Various research studies depicts that for enhancing the sustainable education in terms of holistic development will surely be attained wherein the online teaching and learning will be the most significant contributor. Students from all kinds of backgrounds will earn from the benefits, as they will be able to access educational opportunities in any geographical area at any time, allowing for a massive spread of knowledge. Dogbey et al (2017) state that online teaching is altogether an engagement to support and boosmeaningful interaction between students, teachers and resources.

In simple language, e-learning is defined as "Learning that is enabled electronically". Arkorful (2014) defined e-learning as using information and communication technologies to for enabling access to online teaching and learning resources. E-learning is one of the educational outcomes that has surfaced from the development of ICT. Its general concept is essentially learning which involves the usage of any electronic device, from computers to mobile phones, and which might, or might not, involve the usage of the internet (Web sites+ other applications) or an intranet (Local network system) (Ali and Kenan, 2015).

2.3.2 Challenges of using online learning

Based on the study of Pandu Bhuana and Listia Apriliyanti (2021). They discuss some challenges or issues related to the online learning. Based on their research or study result those challenges were divided into three categories, such as: (1) Technology; (2) Content; (3) Students.

1) Technology

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There are 3 points related to this issue, infrastructure, access, and the used application. First infrastructure the results show in the study that the majority of the teachers had access to a computer/laptop and a smartphone during the research. They were used to working on their laptops to create the material. However, they primarily used their smartphones to distribute materials to and communicate with their students. The second is access, the term "access" refers to both an internet connection and a quota. When it came time to give the materials to the school, they had no issues with internet connectivity. The key obstacle was simply the internet speed.

As a result, they rarely used video conferencing, which used a bunch of internet bandwidth. When they were at home, however, some of them faced issues with internet access, such as a poor internet signal matter or a limited quota. Last is the used application, the result in that study showed that 71% teachers use online chatting like whatsapp to deliver the material, they did not use video conference like zoom because internet access matters. So the teacher has to record the material given in zoom and then send it to whatsapp for some of the students who couldn't join the zoom section.

2) Content

According on the statistics, many teachers struggled with material design, delivery, and follow-up. Teachers had trouble converting the offline lesson plan to the online lesson plan when it came to material designing. They needed to make the teaching process as well

as the lesson time simpler. They had to modify their teaching methods as well. They also had to come up with an activity that would stimulate the students' interest. The teachers encountered two obstacles while delivering the content. First, there was the issue of the material's comparability.

At this stage, they needed to ensure that the material they gave to students in online learning was of the same high quality as the material they delivered in offline classes. Another issue with material delivery had to do with the medium. Seventy-six percent of teachers reported being concerned about how to provide the content to students. There was a gap between their beliefs and the situation of online education. Last follow-up activity, follow-up activity here related to the module. Making this module was challenging since it had to match the quality of the textbook used in offline teaching.

3) Students

Students, particularly participation, internet access, technology access, and supportive parents, were another obstacle for the teacher in online teaching. In this study, only around half of the students in the classroom actively engage in answering questions or reacting to the interaction. The teacher was occasionally frustrated by the circumstance. Another issue was the students' lack of technological knowledge. 615 people found it challenging to use technology such as a computer or smartphone in this survey. Some of them were from low-income backgrounds who lacked basic necessities. They didn't have

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access to a computer or a laptop or even a smartphone. Next, is about internet access matters, even though the government had given them internet quotas, the cell phone provider's signal was also not good. Because of this, some teachers have decided not to use video conferencing during online classes.

The support of the students' parents was also a challenge. Supportive parent Parent is crucial in the online teaching and learning process. They took control of the students' learning. Only 33% of students in that research got support from parents when it came to performing online learning. At this time, the parents were not paying enough attention to their children's education.

2.3.3   Types of Online Learning System

Based on Alqahtani and Rajkhan (2020) there are 5 types of online learning System: Blended Learning, Flipped Learning, ICT Supported Face-to-Face Learning, Synchronous Learning, Asynchronous Learning.

1. Blended Learning

Blended learning courses have become very popular nowadays in every sphere of academia. They related to those courses in which a substantial amount of seat time, that is, time disbursed in the classroom, is replaced with online activities that include learners in meeting course objectives (Bock et al., 2018). Technology has had a significant impact on how teaching and learning are conducted today, as educators are well aware. Blended learning is one of the phenomena that has become increasingly relevant in education. Blended learning is one of the methods used in

educational settings to assist students in engaging in meaningful learning via the use of information and communication technology. So in short blended learning is a learning method that integrates both face-to-face and computer-mediated instruction.

2. Flipped learning

Flipped learning is a pedagogical teaching approach in which the traditional notion of classroom-based learning is inverted, with students being introduced to the learning material before class, and classroom time being used to deepen understanding through peer discussion and teacher-facilitated problem-solving activities. In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies (Hamdan et al., 2013). Alqahtani and Rajkhan (2020) also added that flipped Learning is a student-centered approach with online material provided to students prior to classes.

a. Pillars of Flipped Learning

Referred to Hamdan et al., (2013)There are four pillars of flipped learning

1) Flexible Environments

Flipped classrooms allow for a variety of learning modes; educators often physically rearrange their learning space to accommodate the lesson or unit, which might involve group work, independent study, research, performance, and evaluation. They create Flexible Environments in which students choose when and where they learn.

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Flipped educators accept that the in-class time will be somewhat chaotic and noisy, as compared with the quiet typical of a well-behaved class during a lecture. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and how students are assessed. Educators build appropriate assessments systems that objectively measure understanding in a way that is meaningful for students and the teacher.

2) Learning Culture

In the traditional teacher-centered model, the teacher is the main source of information, the teacher is the "sage on the stage" King, (1993) , i.e. the sole content expert who provides information to students, generally via direct instruction lecture. In the Flipped Learning model, there is a deliberate shift from a teacher-centered classroom to a student centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities. Students move from being the product of teaching to the center of learning, where they are actively involved in knowledge formation through opportunities to participate in and evaluate their learning in a manner that is personally meaningful.

Teachers can use face-to-face classroom interactions to check for and assure student comprehension and interpretation of the subject, and students can theoretically pace their study by reviewing materials outside of the group learning area. Flipped educators use student-centered pedagogies geared at their readiness level or zone of proximal

development, where they are challenged but not discouraged, to help students investigate topics in more depth.

3) Intentional Content

Flipped educators evaluate what content they need to teach directly, since lectures are an effective tool for teaching particular skills and concepts, and what materials students should be allowed to explore first on their own outside of the group learning space. They continually think about how they can use the Flipped Learning model to help students gain conceptual understanding, as well as procedural fluency. Educators use Intentional Content to maximize classroom time in order to adopt various methods of instruction such as active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject matter. If they continue to teach using a teacher-centered approach, nothing will be gained.

4) Professional Educators

Some detractors of Flipped Learning believe that the instructional videos used in the approach will eventually take the role of teachers. That is incorrect. Skilled, Professional Educators are more vital than ever, and often more demanding, in the Flipped Learning paradigm than in a traditional one. They must decide when and how to move direct instruction from the group to the individual learning area, as well as how to maximize teacher-student face-to-face contact. The proper issue for educators to ask themselves, according to Gojak

(2012), is not whether to adopt the Flipped Learning model, but rather how they might use the paradigm's affordances to assist students achieve conceptual understanding and procedural fluency when needed.

During class time, educators continually observe their students, provide them with feedback relevant in the moment, and continuously assess their work. Professional Educators are reflective in their practice, connect with each other to improve their trade, accept constructive criticism, and tolerate controlled classroom chaos. While Professional Educators remain very important, they take on less visibly prominent roles in the flipped classroom.

3. Synchronous Online Learning

Synchronous e-learning, on the other hand, refers to learning or teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity for teacher-student and student-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls and question-answer sessions can turn out to be more interactive than video conferencing (Perveen, 2016). It means that instructors and students can connect and interact in real time in a synchronous virtual classroom. It simulates a regular classroom, with webcams and class discussion elements, except that all participants view it remotely over the Internet. So in short, synchronous online learning allows groups of students from all over the world to participate in a learning activity at the same time.

Online discussions chat and videoconferencing are frequently used in real-time synchronous online learning because these tools allow participants and teachers to ask and answer questions in real time while communicating with other participants. Synchronous e-learning is seen to be extremely beneficial since it avoids many of the traditional problems of e-learning, such as social isolation and inefficient teacher-to-student and pupil relationships. Synchronous e-learning is one of the most popular and rapidly expanding methods of e-learning today. So, we can say that synchronous learning is a type of distant learning that involves real-time interaction.

4. Asynchronous Online Learning

According to Alqahtani and Rajkhan (2020) Asynchronous learning is Non-real time interaction distance learning. Asynchronous online learning occurs when groups of students study separately at different times and locations from one another, without the benefit of real-time contact. Because they provide students more flexibility, asynchronous e-learning approaches are frequently considered to be more student-centered than their synchronous equivalents. As a result, students who do not have flexible schedules generally choose asynchronous e-learning since it allows them to learn at their own pace. They are not compelled to learn at regular time intervals with other students, and they can determine their own learning schedules. So in short, we can say that asynchronous online learning is like students use information and communication tools to work autonomously.

They are not studying at the same time; instead, they are studying via websites, CD-ROMs, DVDs, e-mail, blogs, and other online resources.

5. ICT Supported Face-to-Face Learning

Traditional learning supported by information and communication technology. It means that technology is a supporting technology that supports teaching and learning processes in the classroom.

2.3.4 Advantages of Online Learning

E-learning, according to Huang and Chiu (2015) is defined as the ability to focus on the needs of individual learners. In the digital era, for example, concentrating on the requirements of individual learners can transmit knowledge more effectively than focusing on the needs of educational institutions or instructors. There are some advantages of E-learning that Radu et al (2011) have pointed out such as:

1. Class work can be scheduled around personal and professional work;

2.   Reduces travel cost and time to and from school;

3. Learners may have the option to select learning materials that meets their level of knowledge and interest;

4. Learners can study wherever they have access to a computer and Internet;

5. Self-paced learning modules allow learners to work at their own pace;

6. Flexibility to join discussions in the bulletin board threaded discussion areas at any hour, or visit with classmates and instructors remotely in chat rooms;

7. Different learning styles are addressed and facilitation of learning occurs through varied activities;

8. Development of computer and Internet skills that are transferable to other facets of learner's lives;

9. Successfully completing online or computer based courses builds self-knowledge and self confidence and encourages students to take responsibility for their learning.

Balaji and Al-mahri (2016) also stated several advantages of implementation of E-Learning refers to as follows: (1) Flexible learning it means that every student can choose the right time and location to study using the E-learning method; (2) Effective knowledge and competence: Students can have access to large amounts of knowledge easily; (3) Cost-effective: students are not required to travel to gain knowledge; (4) Remove barriers to communication between students themselves and their instructors especially those who are afraid of talking to other strangers; (5) Students can adjust their learning needs based on their skills and background; (6) Self-pacing: students can control their learning process depending on the speed of their own learning.

2.4   Learning Management System

2.4.1   The Concept and definition of Learning Management System

Learning Management Systems (LMSs) are a vital software platform to deliver education and training courses online. They enable the creation, management and delivery of educational content making it easier for businesses of all sizes and types to administer educational content (Sabharwal et al., 2019). LMS, like any other system, must be user-friendly and simple to use. The degree to which users can utilize a product or system to effectively, efficiently, and satisfactorily

achieve their objectives is measured by usability; this indicates that if the usability of the LMS is good, users will be educated fast and efficiently.

2.4.2 CERDAS

The Islamic University of Riau launched the CERDAS (Center of E-learning and Education for Students) Application to support the teaching and learning process during the Covid-19 Pandemic. CERDAS is a web-based learning tool developed by the Islamic University of Riau to facilitate the teaching and learning process during the Covid 19 pandemic. The CERDAS application, according to uir.ac.id, is an online system designed to boldly support the learning process, particularly during the covid 19 pandemic in the even semester academic year 2020/2022.The launch was carried out by UIR Chancellor Prof Dr H Syafrinaldi online on the second floor of the Rectorate Building, Riau Islamic University Campus, Jalan Kaharuddin Nasution 113 Pekanbaru on Thursday (11/03 2021). The CERDAS Application is a web-based system intended to facilitate online learners, particularly during the Covid-19 outbreak in the even semester of the 2021/2022 academic year. The Rectorate can simply monitor the learning process of lecturers and students using the CERDAS Application. According to Simfokom UIR Head Hendra Gunawan, the Simfokom Institute has been developing the CERDAS system since April 2020. CERDAS applications provide advantages over previous forms of e-learning that lecturers and students have used to study. CERDAS is connected with the SIKAD (Sistem Informasi Akademik) of the Islamic University of Riau. He also stated that CERDAS also has a live component (two-way face-to-face communication) that the UIR quality agency can readily monitor.

CERDAS is also a source of pride for the academic community at Riau Islamic University, which formerly depended on applications such as Zoom Google Meet WhatsApp, but now has CERDAS. One of the advantages of the CERDAS system, as indicated by the head of the simfokom, is that it is integrated with the academic information system, making it easier for the rectorate to monitor all areas of learning, from attendance materials to face-to-face interactions. This application also simplifies a variety of tasks, such as visiting BAN-PT for accreditation procedures. All of Assessor's queries during the visit can be accessed on the CERDAS feature, according to Syafrinaldi. Therefore the head of the study program no longer needs to present conventional paperwork. Second year students' use the CERDAS application for all subjects because CERDAS is directly integrated with academic information system of Universitas Islam Riau, therefore all subjects are required to use CERDAS for learning.

2.4.3 Google Classroom

In the middle of COVID-19 Pandemic, Google Classroom emerged as one of the most widely used application in the area of distance learning based on Assidiqi and Sumarni (2020) study. Google classroom is Learning Management System (LMS) for instructors to create a digital classroom for students to communicate with their instructors and fellow classmate (Iftakhar, 2016; Phan,2015) it means that Google Classroom is a platform where we do learning activities outside the classroom. Therefore, Iliyasu et al., (2020) Google Classroom can be defined as a Digital Tool that enable students to attend classes online. Teachers work together with their students without meeting face to face. Teachers can post materials for their students through this medium, they can also make

announcements and create assignments and quizzes for students to complete, submit and save online either in a web browser or on Google Classroom App.

While according to Deviyanti et al., (2020) said that Google Classroom is a media social network-based learning to support the process learning in virtual classes, where Google Classroom provides facilities to share material, communicate and be creative with friends and teachers and do assignments online that can be used anytime and anywhere. So basically, it is a learning teaching tool that helps to make activities easier to collect and assess tests and tasks without needing to write them in a paper. This platform is specifically designed by Google for both students and teachers. Students in the second year do not use Google Classroom in all subjects, but there are several subjects that use Google classroom in the fourth semester, namely theories of translation, introduction to journalism, and english curriculum development.

2.4.3.1 Google Classroom features

Saputri (2020) stated that there are a lot of activities we can do with Google Classroom when the class is operated. First, one can create an announcement. The teacher can give notifications about the update of the course in this section. They can attach files and class materials as well. Secondly, create an assignment. This is the most powerful feature in Google Classroom. The teacher can upload projects for the student within due time to submit. The student also can download materials that have been uploaded by the teacher to finish their task. Third, create a question. In this section, students can create a problem to be discussed with their teacher or other students if allowed by the teacher. Fourth, re-use posts. The teacher can use important post in this section, such as announcement, assignment, and question.

2.4.3.2 Google Classroom Benefit

Iliyasu et al., (2020). Stated some benefit of google classroom : (1) Allows teachers post lecture notes, create assignments, make announcements, set due dates for assignments; (2) Teachers can create different groups in one classroom, then give each group a different assignment, thus making the class to be active and interesting; (3) Teachers can easily identify students that miss class assignments and students that submit their assignments late; (4) It is flexible, enabling teachers to extend due dates so that all students can submit their assignments, similarly it allows teachers to update or review students' grades; (5) Previous posts made by teachers can be reused and then posted to the same group or to a different group; (6) Teachers can also be added in the classroom, they can as well grade students' assignments.

a. Previous Research Findings

Some studies have been conducted by the research with students perception on the use of online platforms . The first case by Fauzul Etfita (2019) from Universitas Islam Riau. The researchers had done research about Students' Perspective on the Use of Edmodo as an Assessment Tool. The participants of this research were the 68 students of English language department in Universitas Islam Riau. This research was a descriptive research and the result of this study indicated that most of the students motivated and Edmodo also reduced their test anxiety to a great extent and they would prefer to be assessed through Edmodo rather than traditional assessment techniques like pen-and-paper test.

The second case by Rossytawati and Rizki Farani, n.d.   from Universitas Islam Indonesia. The researchers had done research about students' perception in

using Google classroom. The participants of this research were the 126 students of English language department in Islamic University of Indonesia. This research applied quantitative research and adapted Al-Khatiri (2015) questionnaire for instrument to collect the data. The result of this study shows that students feel that the challenging aspect in using Google classroom is not very helpful for them to minimize their time and effort in doing and collecting the assignment.

The Third was Study by Annafi Annanda Oktaria and Laksmita Rohmayadevi from Universitas Ahmad Dahlan. The title was students perception of using Google classroom during the covid-19 pandemic. The participants in this research were 28 students of SMP Muhammadiyah Yogyakarta. This research applied quantitative descriptive method and questionnaire and interview session were used as data collection. The results of this study is that Google classroom is very useful for improving students' skill, abilities, discipline and independent learning through teaching materials .

The fourth was learning by Google classroom in students perception by Fitri Rahmawati et al., (2020). Data collection involves a depth interview of 13 students of semester V and the data was analyzed using descriptive analysis. The result of this indicates that the use of google classroom is considered effective for assignment but is less effective in terms of material discussion because students can access and send the assignments easily anywhere without having to meet directly with lecturers, the students can attend lectures anywhere and anytime but students lack understanding of lecture material. Therefore, learning by Google Classroom cannot replace face-to-face lecture activities.

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b.　　　　　　　**Conceptual Framework**

Students' Perception on the Use of Online Learning Platform at the Second Year Students' of English Lenguage Education at Universitas Islam Riau

MIX METHOD

To know Students' perception of using CERDAS Platform at the Second Year Students' of English Language Education at **Universitas Islam Riau**

Distribute questionnaire

Interview

1. Perceived of Ease of Use (PEU)
2. Perceived of Usefulness (PU)

Figure 2.2: Conceptual Framework

　　　　This research will conduct by the researcher to find out the perception of using CERDAS and Google Classroom at the Second Year Students' of English Lenguage Education at Universitas Islam Riau. This research conducts a mix method research design and the instruments to gain data are questionnaire and interview that are based on TAM theory by Davis 1989.

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CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Type

The researcher use mix method approach in this research, mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell and Plano Clark, 2007).

To collect the data, the researcher used the explanatory Sequential design. Based on Cresswell (2009) The sequential explanatory strategy is a popular strategy for mixed methods design that often appeals to researchers with strong quantitative leanings. It is characterized by the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results.

3.2   Data and Source of Data

3.2.1 Population and Sample

Based on Cresswell (2012) A population is a group of individuals who have the same characteristic. The population of this research is the second year students majoring in English, the Faculty of Teacher Training and Education Islamic University of Riau in the 2020/2021 academic year. In second year students, there are 2 classes. This research uses saturated sampling as a sampling technique when all members of the population are used as samples. This is often done when the

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population is relatively small, less than 30 people, or the study wants to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled (Sugiyono, 2013). Total of numbers of the second year students are 61 students. The researcher used all classes because the total population is less than 100 to do the research.

Table 3.1: Population of the Second Semester of English Program

No	Classes	Total of Students
1.	A	29
2.	B	32
Total		61

3.3 Research Instrumental

The instrument is a tool that meets academic standards and can be used to evaluate an object or gather data on a variable. In this research, the researcher used questionnaires and interviews to collect the data about students' perception on the use of online learning platforms at the second year students majoring in English, the Faculty of Teacher Training and Education Islamic University of Riau.

1. Questionnaire

Questionnaire is a data collection technique which is done by give a set of questions or a written statement to the respondent to answer (Sugiyono, 2013) the questionnaire is a group or sequence of questions designed to obtain information from the respondent on the subject. In this research questionnaire used to obtain information about student perception on the use of online learning platform. Questionnaire (see page 75) in this

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research adopted from TAM theory by Davis (1989) that used the two important variable indicator, perceived ease of use and perceived usefulness. This research will use likert scale type of questionnaire as a tool to collect data from respondents.

Table 3.2: The Blueprint of the Questionnaire

No.	Indicator	No. Items	Total
1.	Perceived Ease of Use (PEU)	1,2,3,4,5,6,7,8,9,10	10
2.	Perceived Usefulness (PU)	11,12,13,14,15,16 ,17,18,19,20	10
	Total		20

2. Interview

Interviews may be useful to follow-up with individual respondents after questionnaires. Interview technique is a systematic way to obtain information in the form of oral statements about an object or event in the past, present, and future come (Pujaastawa, 2016) to further investigate their responses. So in short, interview is a meeting of two individuals in which they exchange information and ideas through questions and answers, resulting in dialogue and mutual development of meaning about a certain issue . In this research the interview (See page 78) related to the TAM theory.

3.4   Data Collection

The researcher took the second year students majoring in English, the Faculty of Teacher Training and Education Islamic University of Riau as the object

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of this research as the population. Total of 61 students were chosen as a sample. The instrument that was used in this research is questionnaire and interview. It would be very useful for researchers to utilize these two instruments to identify students' perceptions about the usage of Google Classroom and CERDAS during the learning process. There were some procedures in collecting the data, namely:

First, the researcher distributed the questionnaire to the students. After reading each statement one by one, the students will complete the questionnaire by marking it with a check mark (√)Second, the researchers collected and analyzed the data from the completed questionnaire.

Third, the information were categorized based on the answers. The last, the researcher made the conclusion, after that the results of the questionnaire will be using as a follow-up for qualitative data collection. For the interview, the researcher selected 6 respondents that were the same as questionnaire respondents related to the TAM theory by Davis 1989. And the data were transcribed to the text and classified. After that, the data were interpreted based on the research questions

3.5   Data Analysis

Research instruments are tools for data collection; include observation, interview and questionnaire (Arikunto, 2012). In this research, the researcher used questionnaires and interviews to collect the data about Students' perception on the use of online learning platforms. In this research, researcher will use likert scale. According to Sugiyono (2013) likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Nureni et al., 2011). In this study the Likert scale was used to measure students' perceptions about the use of CERDAS and Google Classroom.

A). Questionnaire

This research is using mix method design, and for the questionnaire the researcher uses a five-Likert scale which are: Strongly agree, Agree, Neutral, Disagree, Strongly disagree. The questionnaire used to find out the perception of using CERDAS and Google Classroom that using 2 Indicator variables from TAM theory by Davis 1989 namely, Perceived ease of use and perceived usefulness.

Table 3.3: Likert-type questions

Likert-type questions				
Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (DA)	Strongly Disagree (SDA)

Based on the Respondent choice of answer, the data will be converted into a score in the table below :

Table 3.4: Table score of the scale

Score of the Scale
SA = 5
A = 4
N = 3
DA = 2
SD = 1

After that to find out the frequency of each question we will look for the frequency by multiplying the score above by the number of respondents' answers with the formula:

T x Pn

T = Total number of respondents who chose

Pn = Question score

Example :

a) Respondents who choose Strongly Agree = 12 respondents = 12 x 5 = **60**

b) Respondents who choose Agree = 26 respondents = 26 x 4 = **104**

c) Respondents who choose Neutral = 28 respondents = 28 x 3 = **84**

d) Respondents who choose Disagree = 11 respondents = 11 x 2 = **22**

e) Respondents who choose Strongly disagree = 3 respondents = 3 x 1 = **3**

All the results add up, the total score is = 273

After that we have to find the ideal score which we can know by the formula:

$$Ideal\ Score = Scale\ Point\ (Score)\ x\ Number\ of\ Respondents$$

Scale Point (Score) = The highest likert score point (Strongly Agree) = (5)

Number of Respondents = *61*

Ideal Score = 5 x 61 = 305

After that, determine first, the interval range with the formula:

Interval = 100/ Total Score (likert Scale)

Interval = 100/5 = 20

So the interval range is 20 from a distance of lowest 0% to the highest 100%,

it can be obtained interpretation of scores based on their intervals:

Table 3.5: Grading Interval

0% - 19,99 %	Strongly Disagree
20% - 39,99%	Disagree
40% - 59,99%	Neutral
60% - 79,99%	Agree
80% - 100%	Strongly Agree

Finally, after determining the ideal score and getting the interval percentage range, then the data can be processed with the Likert formula:

$$\text{Percentage} = \frac{\text{frequency of each question}}{\text{Ideal Score}} \times 100$$

After the percentage is obtained, the results will be categorized according to the interval table rating above.

b). Interview

After the researcher collecting data through interview, the researcher analyzed the data through the steps below :

a. Create a transcript text from the audio recording of the interview

b. Identifying the interviewee's response (answer)

c. Explaining and describing the result of the interview.

CHAPTER IV

FINDING AND DISCUSSION

4.1   Findings

This chapter presents the finding and discussion of the research. The finding

of the research present the result of students perception on the use of CERDAS and

Google Classroom. For discussion of the research is the further explanation of the

findings. The data in this research categorized into 2 constructs namely perceived

Usefulness and perceived Ease of Use.

A. Questionnaire Result

1. Perceived Ease of Use of using CERDAS and Google Classroom

Table 4.1: Question of Perceived Usefulness

No.	Question	Frequency	Percentage	Grading Interval
1.	Learning using CERDAS and Google Classroom improves the quality of the learning process.	215	70.49%	Agree (A)
2.	I can control all learning and assignments with CERDAS and Google Classroom.	231	75.73%	Agree (A)
3.	Using CERDAS and Google Classroom saves time and effort.	233	76.39%	Agree (A)
4.	CERDAS and Google Classroom have a critical role in supporting the learning process.	237	77%	Agree (A)
5.	Learning using CERDAS and	195	63.93%	Agree (A)

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	Google Classroom makes me more active in the learning process.			
6.	Learning using CERDAS and Google Classroom increases learning performance.	208	68.19%	Agree (A)
7.	CERDAS and Google Classroom allow me to finish more work.	215	70.49%	Agree (A)
8.	Learning using CERDAS and Google Classroom enhances The effectiveness of the learning process.	191	62.62%	Agree (A)
9.	Learning and collecting assignments is made easier by using CERDAS and Google Classroom.	253	82.95%	Strongly Agree (SA)
10.	Overall, i find it CERDAS and Google Classroom is useful for learning process.	242	79.34%	Agree (A)
Average		**222**	**72.71%**	**Agree (A)**

Tabel 4.1 showed from 61 students, 70.49% students agreed that using both

CERDAS and Google Classroom improve the learning process. 75.73% students

agreed that they can control all learning and assignments with CERDAS and

Google Classroom. While 76.39% and 62.62% students agreed that both CERDAS

and Google Classroom save their time, effort and allow them to finish more work.

Meanwhile 77% and 63.93% agreed that CERDAS and Google Classroom make

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them more active and they believe that CERDAS and Google Classroom have a critical role in supporting learning process. And from 61 students, 79.34% of them also agreed that both CERDAS and Google Classroom is usefull for learning process. On the other hand 82.95% students strongly agree that CERDAS and Google Classroom are help them to learning and collecting assignments. From 61 students 68.19% and 62.62% students agree that both CERDAS and Google Classroom increase their learning performance and their effectiveness. In conclusion, 72.71% of students agree that CERDAS ang Google Classroom are useful.

1. **Perceived Ease of Use of using CERDAS and Google Classroom**

Table 4.2: Question of Perceived Ease of Use

No.	Question	Frequency	Percentage	Grading Interval
1.	I find it difficult and confused about using the CERDAS and Google Classroom.	146	47.86%	Neutral (N)
2.	Running the CERDAS and Google Classroom is easy for me.	240	78.68%	Agree (A)
3.	I often feel frustrated using the CERDAS and Google Classroom.	148	48.52%	Neutral (N)
4.	I find it easy to do anything related to my task based on features available with CERDAS and Google Classroom.	228	74.75%	Agree (A)
5.	Using CERDAS and Google Classroom is	144	47.21%	Neutral (N)

	rigid and inflexible for me.			
6.	I find it easy to remember how to use all CERDAS and Google Classroom features.	220	72.13%	Agree (A)
7.	Using CERDAS and Google Classroom takes a lot of mental effort.	148	48.52%	Neutral (N)
8.	All features in CERDAS and Google Classroom are very easy to understand.	237	77.70%	Agree (A)
9.	I think it requires a lot of effort to become skilful.	193	63.27%	Agree (A)
10.	Overall, i think using CERDAS and Google Classroom is easy for me.	241	79.01%	Agree (A)
	Average	194,5	63.76%	Agree (A)

Table 4.2 showed that 61 students from the second year students agree that 78.68% and 74.75% using CERDAS and Google Classroom is easy for them and also easy in collecting their tasks based on their available features. Even though they 47.86% of them neither agree nor disagree that they are still difficult and confused using both CERDAS and Google Classroom. 48.52% of them are also neutral about they feeling frustrated using both applications. But on other side, 72.13% and 77.70% of them still agree that remember how to use both applications and understand all features available on both CERDAS and Google Classroom. But still 47.21% and 48.52% neither agree nor disagree that using CERDAS and Google Classroom is rigid, inflexible and takes a lot of mental effort while using it.

However there are some students who agreed that using both CERDAS and Google Classroom requires a lot of effort to become skillful and using both applications is easy for them. In conclusion, 63.76% of students agree that CERDAS and Google Classroom are easy to use.

B. Interview Result

1. Is using the CERDAS application and Google Classroom in the online learning process can speed up your work?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Well, for me it helping in term of moment efficiency but not with the assignment, because several times i'm still late in submitting my assignments.*	
2.	Respondent 2	*Yes, because it's easier and doesn't take much time.*	
3.	Respondent 3	*Yes, because it can really help me in studying structure and schedule manner.*	
4.	Respondent 4	*Hmm i think yes because with use with Google Classroom and CERDAS application I can do the assignment anything by checking in the application.*	

| 5. | Respondent 5 | *Of course yes, because when we do offline class anything have to done manually, but when we do online class and using both CERDAS and Google Classroom everything become fast.* | |
| 6. | Respondent 6 | *Yes, because using that application can determine the time of condition and its limit.* | |

2. Can the use of the CERDAS application and Google Classroom in the online learning process improve your performance from the previous one?

No	Name	Responses	Word Cloud
1.	Respondent 1	*I still have to tend to say yes, but i also did know if i change from my previous one and I think that this is something that im not fully aware before, about what I did change it or not .*	
2.	Respondent 2	*I think yes but not that much because it less efficient.*	
3.	Respondent 3	*I think not really, because my learning performances will stay the same*	

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No	Name	Responses	Word Cloud
		as I do with both applications.	
4.	Respondent 4	*I cant, because with the applications I can't see my performance and task or assignment given by the lecturer.*	
5.	Respondent 5	*In offline class, yes both applaications improve my performance, because the only bridge that connect us only learning tool.*	
6.	Respondent 6	*Yes, using Google Classroom and CERDAS can improve my performance.*	

3. Can the use of CERDAS applications and Google Classroom increase your performance productivity?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Well yes, it can be because I can do my assignment assisted by a reminder that is automatically provided from the Google Classroom and CERDAS . So ya i wont forget my to do list about my assignment.*	

No	Name	Responses	Word Cloud
2.	Respondent 2	*Hmm yes because you can access or create assignment anywhere and anytime.*	
3.	Respondent 3	*Yes of course the application guarantee in success performance for the activity because it is easy to understand and structured.*	
4.	Respondent 4	*Yes, because with the applications i can see work productivity, task and assignment a set by the lecturer and the duration of the text.*	
5.	Respondent 5	*Not really, in fact it makes my performance down.*	
6.	Respondent 6	*Yes, it seems to me that using the application not just increase my productivity.*	
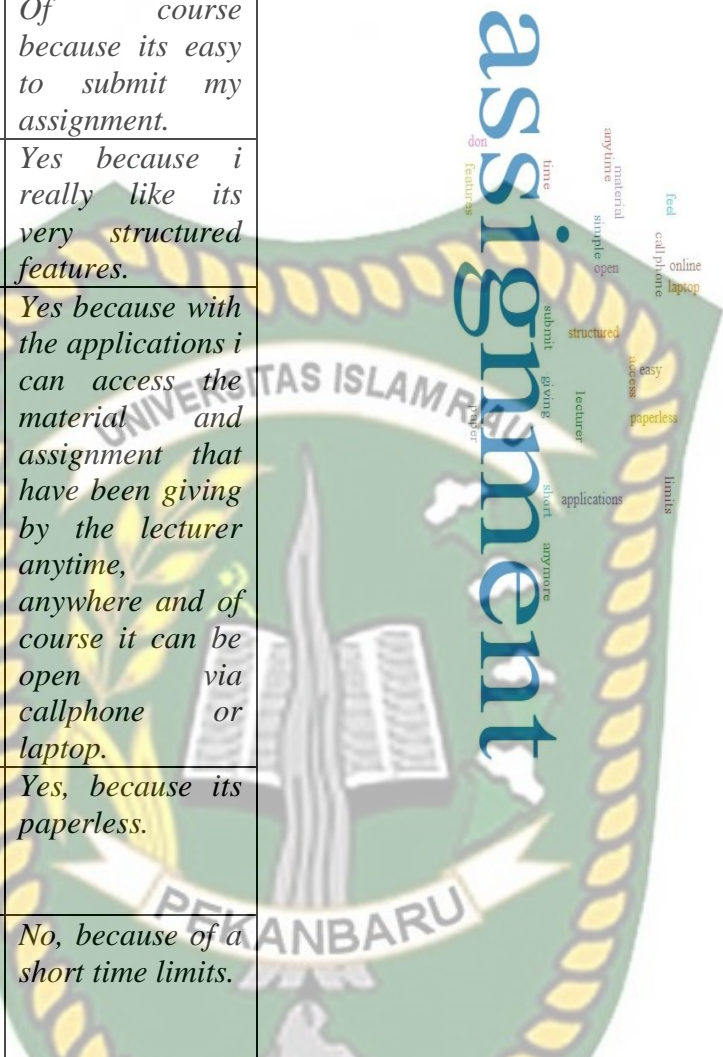
4. Are CERDAS applications and Google Classroom effective in the online

learning process?

No	Name	Responses	Word Cloud
1.	Respondent 1	*For me, i would say yes, but its not one hundred persen because students need to interact with the lecturer directly.*	

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No	Name	Responses	Word Cloud
2.	Respondent 2	*I think it less effective because i cant interact directly with the lecturer.*	
3.	Respondent 3	*I think it is effective because lecturer and student are comfortable using it.*	
4.	Respondent 4	*Yes it is effective but not only using the Google Classroom applications but also intergrated with zoom applications to make it even more effective.*	
5.	Respondent 5	*Actually no, but in pandemic situation I can tell that both application effective as a bridge to connect students and lecturer.*	
6.	Respondent 6	*Not very effective.*	

5. Can the use of the CERDAS application and Google Classroom make your work easier?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Here it can be , because all the assignment are given online so i feel more simple because i don't*	

No	Name	Responses	Word Cloud
		have to use paper anymore.	
2.	Respondent 2	*Of course because its easy to submit my assignment.*	
3.	Respondent 3	*Yes because i really like its very structured features.*	
4.	Respondent 4	*Yes because with the applications i can access the material and assignment that have been giving by the lecturer anytime, anywhere and of course it can be open via callphone or laptop.*	
5.	Respondent 5	*Yes, because its paperless.*	
6.	Respondent 6	*No, because of a short time limits.*	

6. Are CERDAS applications and Google Classroom useful in the online learning process?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Hmm, for me its usefull but not really, because sometimes i feel demotivated. Because of the bored studying online, i would*	

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No	Name	Responses	Word Cloud
		say yes, but not really yes.	
2.	Respondent 2	*Yes because it makes it easier to submit the assignment but its difficult to ask something that I don't understand.*	
3.	Respondent 3	*Yes, very useful and helpful for student because the application is very easy to access.*	
4.	Respondent 4	*Yes its very usefull because the applications is ofcourse free and easy to access.*	
5.	Respondent 5	*Yes, it is usefull because the only bridge to connet lecturer and students only learning tool or applications.*	
6.	Respondent 6	*Yes, is very usefull because its easy to use.*	

7. Do you think the CERDAS application and Google Classroom are easy to learn?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Well yes I do, both of them are easy to learn for the student. And don't forget we need to explore it*	

No	Name	Responses	Word Cloud
		first what's inside of that applications that makes us think that the applications are easy to learn .	
2.	Respondent 2	*Yes because it look simple and easy to use.*	
3.	Respondent 3	*Yes very easy to understand and access.*	
4.	Respondent 4	*Yes, because the features in the applications are easy to learn and remember.*	
5.	Respondent 5	*It seems easy to learn.*	
6.	Respondent 6	*Yes, it is easy.*	

8. Do you think CERDAS application and Google Classroom can be controlled?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Hmm i don't think so because the use of all the features in in it is arrange in such a way by the teachers, so the student not have a control of the using CERDAS or Google Classroom . Except the*	

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No	Name	Responses	Word Cloud
		submitting the assignment or comment.	
2.	Respondent 2	*Maybe i think only the lecturer can controlled it.*	
3.	Respondent 3	*Yes, because the applications can be set by the lecturer in providing the material and for deadline.*	
4.	Respondent 4	*I don't think so because of good security is using email account to login*	
5.	Respondent 5	*Yes, the features doesn't really complicated for me.*	
6.	Respondent 6	*Yes, of course because the control are in the user.*	

9. Do you think the CERDAS application and Google Classroom are clear and

easy to understand?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Hmm for me at first I have to explore whats in and out of the both applications in order to become a custom to see whats in it and that's was easy and clear to use for next .*	

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2.	Respondent 2	*For cerdas applications honestly its queit difficult to understand but over time you will definitely understand and about Google Classroom is very easy to understand because the display isn't complicated.*
3.	Respondent 3	*My opinion is yes, because the lecturer can explain to the task order for the application.*
4.	Respondent 4	*I think Google Classroom and CERDAS are very easy to understand because the features in the applications are great.*
5.	Respondent 5	*Yes, overall easy and clear to understand.*
6.	Respondent 6	*Yes, its easy to understand because its simple enough.*

10. Are CERDAS applications and Google Classroom flexible for learning activities?

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No	Name	Responses	Word Cloud
1.	Respondent 1	*Hmm, i think its practical in term for practical task or assignment, because I cant record direcly so maybe I need other media to do it for practical assignment like speaking assignment.*	
2.	Respondent 2	*I don't think so, because we still need another applications to submit the task if the file is too big.*	
3.	Respondent 3	*Yes, its very flexible because it is easily accessible.*	
4.	Respondent 4	*I think its very flexible because its easy to understand and the entry is easy and not difficult*	
5.	Respondent 5	*Yes, we can learn and create anything related to the subject anytime, anywhere.*	
6.	Respondent 6	*Hmm, what I felt not very flexible.*	

11. By using the CERDAS application and Google Classroom, is it easy to become proficient or skilled in the process of learning and doing your assignments?

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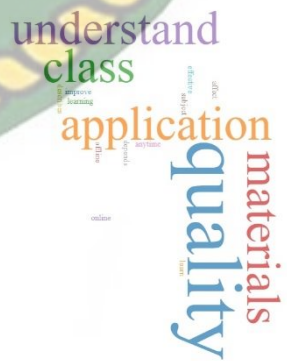
No	Name	Responses	Word Cloud
1.	Respondent 1	*It is not easy but I believe that slowly it will improve by itself*	
2.	Respondent 2	*Hm not easy but slowly maybe It will improve by itself.*	
3.	Respondent 3	*Yes, because the application is easy to access, I will be prefer to using it.*	
4.	Respondent 4	*Yes it is very easy because I can access using the callphone or laptop and if the task is there and the notification will automatically sent on our callphone or laptop*	
5.	Respondent 5	*I neither agree nor disagree in choose netral because it depends on students who use it.*	
6.	Respondent 6	*Yes quite adept because of sophisticated applications.*	

12. Do you think CERDAS and Google Classroom are easy to use?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Yes i do but it needs more adaptation at the beginning of the*	

No	Name	Responses	Word Cloud
		use both of the application	
2.	Respondent 2	*Yes even though at first I still had trouble.*	
3.	Respondent 3	*Yes very easy and flexible*	
4.	Respondent 4	*Yes, because it s easy and the feature are easy to understand and clear.*	
5.	Respondent 5	*Overall yes.*	
6.	Respondent 6	*Yes, its easy enough to use*	

13. Do you think that using CERDAS and Google Classroom can improve the

quality of your learning?

No	Name	Responses	Word Cloud
1.	Respondent 1	*I probably said yes, but still not sure because my quality in each subject are different so I still not sure whether it can improve my quality or not.*	
2.	Respondent 2	*Not at all because sometimes there is materials that I cant understand and I still need to learn the materials by myself.*	

3.	Respondent 3	*I think not really because the quality of learning is not affect in the application*	
4.	Respondent 4	*I think you can but it depends on who describes it and how to use it.*	
5.	Respondent 5	*As i say offline class more effective. But if we have to do online class, both application is better.*	
6.	Respondent 6	*Yes, its able to understand for yourself at anytime.*	

14. Do you think that by using CERDAS and Google Classroom you can control all coursework?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Hmm, it should be but because of lazy, forget about something or any other reason the control maybe more little influences me of control all my homework.*	
2.	Respondent 2	*Yes because in the applications there is always of task that have not been and have been done.*	
3.	Respondent 3	*Yes, because my coursework is very structured*	

No	Name	Responses	Word Cloud
		in term of time and subjects.	
4.	Respondent 4	*Yes, because there is a text feature when the deadline is close, it will automatically so that the student know when the deadline are.*	
5.	Respondent 5	*I think it can.*	
6.	Respondent 6	*Not really,because sometimes, there are some reason it can't control my homework, like bug or error.*	

15. Do you think the using of CERDAS and Google Classroom make students

become active in learning process?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Yes because i become more active in the working on and carrying out the learning process and the assignments*	
2.	Respondent 2	*I don't think so because students always study the materials and submit the assignment.*	
3.	Respondent 3	*I don't think so because in fact there are many students who are*	

No	Name	Responses	Word Cloud
		late for submitting assignment .	
4.	Respondent 4	*I dont think so because disturbing application, Google Classroom or CERDAS makes student and lecturer not meet in person so that lecturer cant see directly their students activity.*	
5.	Respondent 5	*It is a big no, because others reason like connection, bug, error, system make everything hard to become more active in online class when learning process. But for the task and others assignment it is ok.*	
6.	Respondent 6	*It less active because most task are written.*	

16. Do you think that using CERDAS and Google Classroom is very complicated to use in learning activities?

No	Name	Responses	Word Cloud
1.	Respondent 1	*No, I don't think so because it helps a little in learning process,*	

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No	Name	Responses	Word Cloud
		not a little but ya but still helps in the learning process.	
2.	Respondent 2	*Hmm, no because all people can access the applications because of it simple appearance and easy to use.*	
3.	Respondent 3	*No, because both applications are very easy to use.*	
4.	Respondent 4	*Its not complete because it easy to understand so if u try in once or twice the student will understand*	
5.	Respondent 5	*No, both CERDAS and Google Classroom are simple applications.*	
6.	Respondent 6	*No, the applications is so simple.*	

17. Have you ever felt frustrated using CERDAS and Google Classroom in

studying?

No	Name	Responses	Word Cloud
1.	Respondent 1	*No I haven't but all of the contents of the assignment given to me, yes .*	

No	Name	Responses	Word Cloud
2.	Respondent 2	*Hmm, not for Google Classroom , but for CERDAS applications is often experience like traffic jammed which make it lates for absen.*	
3.	Respondent 3	*No, because I have not encountered any difficulties while using these two applications.*	
4.	Respondent 4	*Ever, the use of CERDAS, because the number of student access it causing CERDAS application to be disturb.*	
5.	Respondent 5	*Well, in the first using both of application, but slowly i don't feel frustrated again.*	
6.	Respondent 6	*Happen ever since.*	

18. In your opinion, are all the features in the CERDAS application and Google Classroom easy to remember?

No	Name	Responses	Word Cloud
1.	Respondent 1	*Yes it is, all the features is easy to use and remember of course.*	

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No	Name	Responses	Word Cloud
2.	Respondent 2	*Yes because it is easy to understand and use.*	
3.	Respondent 3	*So far yes, I remember the features of the two applications.*	
4.	Respondent 4	*Yes its very easy because the features are clear.*	
5.	Respondent 5	*All the features are simple, so it makes us easy to remember.*	
6.	Respondent 6	*It is so easy to remember .*	

19. Do you think that using CERDAS and Google Classroom requires mental

efficiency?

No	Name	Responses	Word Cloud
1.	Respondent 1	*I don't know what is the meaning of mental efficiencies but I think that the one that affect mental is the task or assign with that type deadline given . So we don't have many time to doing the homework and it is affected to our mental especially me.*	

2.	Respondent 2	*Hmm, not for the applications but for task and deadline its very training on mental.*	
3.	Respondent 3	*Yes, because must always access the apps on time according to the deadline given by the lecturer.*	
4.	Respondent 4	*I don't think so because the the applications is easy so I quietly understand.*	
5.	Respondent 5	*Not really, it's a good application when we have to do online class.*	
6.	Respondent 6	*I don't thinks it requires mental effiency.*	

C. Discussion

The purpose of this research is to know students perception on the use of CERDAS and Google Classroom that are divided into two constructs namely perceived ease of use and perceived usefulness. Based on the result presented above, the result will be follow up with the interview result.

1. **Perceived Ease of Usefulness of CERDAS and Google Classroom**

a) **Statement 1 : Learning using CERDAS and Google Classroom improves the quality of the learning process**

In the result of item 6, 34 students which percentage is 70.49% agreed that learning using CERDAS and Google Classroom improves the quality of

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the learning process. It supported by interview data which one of the response from respondent 6 said: *"Yes, it's able to understand for yourself at anytime"*. Its means that it improves their learning because it's able to understand and better than other applications. It can be seen from Syafi'i (2020) statement which a number of researchers investigated Google Classroom for ELT, some showed that Google Classroom is an effective tool to help teachers manage their classroom.

b) **Statement 2 : I can control all learning and assignments with CERDAS and Google Classroom**

From 61 students, 40 students which percentage is 75.73% agreed that they can control all learning and assignments with CERDAS and Google Classroom. It was supported by interview data which one respondent 5 stated that: *"Yes, the features doesn't really complicated for me"* , it means that the features available were uncomplicated. Others respondent 3 also stated that: *"Yes, because the applications can be set by lecturer in providing the material and for deadline"*. Another statement came from another respondent 6 who agreed that both CERDAS and Google Classroom can control all learning and assignment by saying: *"Yes, of course because the control are in the user"*. The student means that because the user is us so we can control the application.

c) **Statement 3 : Using CERDAS and Google Classroom saves times and effort**

According to the result of 61 Students, 30 students (76.39%) were agreed that using CERDAS and Google Classroom saves their time and effort.

It also supported from interview data from respondent 2 who said that: *" Yes, because it's easier and doesn't take much time".* The another responses came from another respondent 5 who said: *"Ofcourse yes, because when we do offline class anything have to done manually, but when we do online class and using both CERDAS and Google Classroom everything become fast".* Last responses from respondent 6 also capture the same picture: *"Yes, because using that application can determine the time of condition and its limit".* As Ketut Sudarsana et al., 2019 point out in their study that Google classroom has a potency to save most of the time for both students and teachers because the process of setting up Google Classroom is very fast and convenient to use. Moreover they said that Google Classroom making tasks quickly and more easily for them to meet the deadlines given and learning online can be adjusted according to their daily schedules because everything is done paperless.

d) **Statement 4 : CERDAS and Google Classroom have a critical role in supporting the learning process**

From 61 students, 49 students which percentage is 77% agreed that CERDAS and Google Classroom have a critical role in supporting the learning process. It was supported by interview data from respondent 4 who said: *"Yes, it's very useful because the application are of course free and easy to access".* It means that CERDAS and Google Classroom are useful in the online learning process in term of easier accessibility so it made them easy to submit their assignments anywhere. Another response from respondent 3 also said that: *"Yes, it's very useful and helpful for student because the*

applications are very easy to access". According to Haneen's in Abuzant et al., (2021) study,Haneen's pointing at the previous features as critical for her experience with the Google Classroom as an information system come in line with Rosita et al., (2019) that emphasize the benefits of Google Classroom's simplicity of use in facilitating learning in a blended learning setting.

e) **Statement 5 : Learning using CERDAS and Google Classroom makes me more active in the learning process**

From 61 students, 63.93% students agreed that learning using CERDAS and Google Classroom makes them more active in the learning process. It was supported by interview data that the respondent thought the use of CERDAS and Google Classroom make him become active in the learning process, respondent 1 said that: "*Yes, because I become more active in the working on and carrying out the learning process and the assignments*". The study from (Deiniatur, 2019) reflected the same thought which said from teaching and learning activities, the researcher and collaborator found that in learning activities students were more active and they enjoyed learning English using Google classroom. The use of Google classroom can give motivation to the students in learning English.

f) **Statement 6 : Learning using CERDAS and Google Classroom increase learning performance**

From 61 students, 68.19% of them agreed that learning using CERDAS and Google Classroom increased their learning performance. It was supported by interview data from respondent 4 that said: "*Yes it is very easy because I can access using the cellphone or laptop and if the task is there and*

the notification will automatically sent on our call phone or laptop". While other respondent 3 also said that*: "Yes, because the application is easy to access, i will be prefer to using it"*. Refers to Pratiwi (2020) Performance of Google Classroom supporting language learning because through Google Classroom students are facilitated to get and save documents such as material and important assignments or tasks. So, if students do not have time to print the required documents, they can access it from Google Classroom. The study from Afrianti (2018) also reflected the same picture, she said that performance of Google Classroom has significant effect in supporting language learning because it can make it easier for students to send assignments, receive learning material and effective for the learning process.

g) **Statement 7 : CERDAS and Google Classroom allow me to finish more work**

According to the result, 70.49% of 61 students agreed that CERDAS and Google Classroom allow me to finish more work. It can be seen from interview data which said that their performance using CERDAS and Google Classroom is better. Respondent 1 said that: "*Well yes, it can be because I can do my assignment assisted by a reminder that is automatically provided from the Google Classroom and CERDAS . So ya i wont forget my to do list about my assignment*. So from the statement before we can generally conclude that it allowed them to finish more work, because there is a notification as a feature provided that is used as a reminder for them. When the task or assignment is given, so it will be easy for them to finish more work.

h) **Statement 8 : Learning using CERDAS and Google Classroom enhances the effectiveness of the learning process**

The result of statement 8 of 61 students, 26 students which percentage is 62.62% agreed that learning using CERDAS and Google Classroom enhances the effectiveness of their learning process. It can be seen from interview data, which respondent 3 said that: " *I think it is effective because lecturer and student are comfortable using it.* It comes with the same line as Syafi'i (2020) pointed out the same picture that many researchers presented that Google Classroom can be one of effective solutions for blended learning. Another response from respondent 4 also said that: *"Yes it is effective but not only using the Google Classroom applications but also integrated with zoom applications to make it even more effective".*

i) **Statement 9 : Learning and collecting assignments is made easier by using CERDAS and Google Classroom**

From 61 students, 29 students which percentage is 82.95% strongly agree that learning and collecting assignments is made easier by using CERDAS and Google Classroom. It was supported by interview data which respondent 1 said that: *"Here it can be , because all the assignment are given online so i feel more simple because i don't have to use paper anymore".* While other respondent 4 also said that: *"Yes because with the applications i can access the material and assignment that have been giving by the lecturer anytime, anywhere and of course it can be open via cellphone or laptop".*In Abuzant et al., study also said the features provided by google classroom also made collecting the assignment is easier. Another feature that is available at

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the quality dimension level of Google Classroom is the availability of different file formats inside the app itself, so students can use Google classroom to create different types of files such as documents, slides, and reports (Abuzant et al., 2021). In the same line with (Novalia, 2022), in her study find out that 18 students answered no because the network was stable and they were given the option to submit assignments online or directly to the teacher's house.

j) **Statement 10 : Overall, I find it CERDAS and Google Classroom is useful for learning process**

The result of item 10, 33 students from 61 students which percentage is 79.34% is agreed that they find that CERDAS and Google Classroom is useful for the learning process. It can be seen from interview data which respondent 3 said that: " *Yes, very useful and helpful for students because the application is very easy to access*". Other respondent 4 also said: *" Yes it's very useful because the application is ofcourse free and easy to access.* It is also supported by Ketut Sudarsana et al., (2019) study who said The existence of the google classroom is very helpful for teachers and students in the learning process, because it does not need to use paper or it is called paperless. The teacher accesses the Google Classroom and can start sharing tasks and teaching materials. Thus the waste produced in the learning process both of paper and other waste can be overcome ,thanks to this technology.

k) **Statement 11 : I find it difficult and confused about using the CERDAS and Google Classroom**

From 61 students, 47.86% students were neutral that using CERDAS and Google Classroom is difficult and confused. We can see from interview data which respondents 5 said that: "*No, both CERDAS and Google Classroom are simple applications.* While other respondent 2 said*: "Hmm, no because all people can access the applications because of it's simple appearance and easy to use".* So, we can conclude that they did not agree that using CERDAS and Google Classroom is complicated because both CERDAS and Google Classroom were easy to understand, have a simple appearance, and overall both of them are simple applications. While in Novalia (2022) studies find out that 23 students said no, claiming that the Google Classroom feature was simple to understand, that they had watched tutorials on how to use Google Classroom, and that they could adjust and become used to using Google Classroom over time. But also contradicted with 7 students who said yes because the network was unstable.

l) **Statement 12 : Running the CERDAS and Google Classroom is easy for me**

From 61 students, 78.68% students agreed that running the CERDAS and Google Classroom were easy for them. It supported from interview data who agreed the easiness of both application. Respondent 1 said: *"Yes it is, all the features are easy to use and remember of cour*se". Another positive responses come from another respondent 4 who said: *"All the features are simple, so it makes us easy to remember".* In line with Novalia (2022)study, in the result showed 15 students agreed that they did not

faced problem while navigated the Google Classroom system because they already understood how to run or operated Google Classroom.

m) **Statement 13 : I often feel frustrated using the CERDAS and Google Classroom**

In the result of statement 13, 48.52% students were neutral that they often felt frustrated using CERDAS and Google Classroom. It can be seen from respondent 5 response from interview data which said: *"Well, in the first using both of applications, but slowly I don't feel frustrated again".* Other response from respondent 2 said: *"Hmm, not for Google Classroom, but for CERDAS applicaton is often experience like traffic jammed which make it lates for absen".* Another response also come from respondent 4: *"Ever, the use of CERDAS, because the number of student access it causing CERDAS application to be disturb".*

n) **Statement 14 : I find it easy to do anything related to my task based on features available with CERDAS and Google Classroom**

The result from 61 students, 74.74% students agreed that they find it easy to do anything related to their task based on features available with CERDAS and Google Classroom. It was supported by respondent 4 responses on interview data which said that: *"I think Google Classroom and CERDAS are very easy to understand because the features in the application are great".* Another response comes from respondent 6: *"Yes, it's easy to understand because it's simple enough".* The reasons for that statement are also supported by Ketut Sudarsana et al., (2019) in their study which said that teachers and students do not need to worry about missing documents, either

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assignments, attendance lists, materials, grades and so on. Because all documents are stored in the LMS (Learning Management System) for free. Learners can see all their tasks on Google Classroom. In certain folders, activities for the cloud year, all ratings, assignments, material can be seen in the application and the teacher can store e-learning material in centralized data.

o) **Statement 15 : Using CERDAS and Google Classroom is rigid and inflexible for me**

According to the result, 47.21% students neutral that using CERDAS and Google Classroom is rigid and inflexible for me. It can be seen from interview data which from 6 students, 3 students were agreed and the rest of them not agreed. Respondent 3 who agreed said that "*Yes, its very flexible because it is easily accessible*". Respondent 1 who disagreed said that " *Hmm, I think its practical in term of practical task or assignment, because I can't record directly so maybe i need other media to do it for practical assignment like speaking assignment*". So the students thought because in term of practical context they did not think these application were flexible like speaking subject for example. And respondent 2 also said "*I don't think so, because we still need another applications to submit the task if the file is too big*" the student thought that the problem is related to the task or assignment when submitting a big file they need other supported media to submit the task.

p) **Statement 16 : I find it easy to remember how to use all CERDAS and Google Classroom features**

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From the result of statement 16, 29 students which percentage is 72.13% agreed that they find it easy to remember how to use all CERDAS and Google Classroom features. It was supported by interview data which said that the reasons were the simplicity of features and display, it made all features easy to remember. Respondent 5 said "*All the features are simple, so it makes us easy to remember*". Respondent 3 also added "*So far yes, I remember the features of the two applications*".

q) **Statement 17 : Using CERDAS and Google Classroom takes a lot of mental effort**

From the result of 61 students, 48.52% students were neutral that using CERDAS and Google Classroom took a lot of mental effort. It can be seen from interview data which said that one student agreed that using CERDAS and Google Classroom required mental efficiency because she thought she always accessed the applications on time according to the deadline given by the lecturer. Respondent 1 who disagreed with this question, "*I don't know what is the meaning of mental efficiencies but I think that the one that affect mental is the task or assignment with that type deadline given . So we don't have many time to doing the homework and it is affected to our mental especially me*". The student said that the reason was not placed on the application but related to the task or assignment given that makes their mental down. But respondent 6 also said " *I don't thinks it requires mental efficiency*" and respondent 4 added " *Not really, it's a good application is easy so I quietly understand*".

r) **Statement 18 : All features in CERDAS and Google Classroom are very easy to understand**

From 61 students, 40 students which percentage is 77.7% were agreed that all features in CERDAS and Google Classroom were very easy to understand. It can be seen from respondent 5 response on interview data which said that: *"Yes, overall it's easy and clear to understand"*. Response also comes from respondent 4: *"I think Google Classroom and CERDAS are very easy to understand because the features in the application are great".*

s) **Statement 19 : I think it requires a lot of effort to become skilful**

From 61 students, 63.27% students agreed that they thought it required a lot of effort to become skillful. We can see the response from interview data from respondent 4 : " *Yes it is very easy because I can access using the callphone or laptop and if the task is there and the notification will automatically sent on our callphone or laptop* . Another responses also come from other student: "It means that using the CERDAS and Google Classroom, is it easy to become proficient or skilled in the process of learning and doing their assignments because it is easy to learn and can be accessed anywhere via call phone or laptop. Moreover there was a notification for the task so it will make it easy for us to know the new update.

t) **Statement 20 : Overall, I think using CERDAS and Google Classroom is easy for me**

From 61 students, 37 students which percentage is 79.01% agreed that they thought using CERDAS and Google Classroom is easy for them. It supported by respondent 4 response on interview data which said that: *"I*

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think its very flexible because it's easy to understand and the entry is easy no difficult" And another response from respondent 5: *"Yes, we can learn and create anything related to the subject anytime, anywhere".* According to Pratiwi (2020) Google Classroom is easy to use for students because students can access faster material, assignments and important announcements from Google Classroom that can be accessed via website or smartphone by students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

This research is focused to know students perception on using CERDAS and Google Classroom in the learning process. The conclusion could be demonstrated as follow:

A. Perceived Usefulness of using CERDAS and Google Classroom

In terms of Perceived Usefulness, the average is 63.76% which level is "Agree". It demonstrated that mayority students agree that using CERDAS and Google Classroom is useful in the learning process. In general we can say the CERDAS and Google Classroom were easy to understand, accessed and not complicated. They can be accessed anywhere and anytime, moreover using CERDAS and Google Classroom are paperless, flexible. They can handle their assignment and schedule. So we can said that the perception of the second year students on the use of CERDAS and Google Classroom is positive respond, they were agree of the usefulness of using CERDAS and Google Classroom in learning process in term of the features provided, quality , controllable, effective, efficient, and performance.

B. Perceived Ease of Use of using CERDAS and Google Classroom

While in terms of Perceived Ease of Use, Mayority students which average is 72.71% which level is "Agree". It demonstrated that mayority students agree or have a positive perception on using CERDAS and Google Classroom in the learning process is easy to use. Generally the positive

perception can be said like the application and features inside are easy to learn, understand, remembered and simple. They also said CERDAS and Google Classroom are easily accessible and have a simple appearance and display. So we can say that the perception of the second year students on the use of CERDAS and Google Classroom is a positive response, they were agree of the easiness of using CERDAS and Google Classroom in the learning process in term of the accessible, simplicity of the features, understandable features available. Overall it's a good application to use in learning process.

5.2 Suggestion

According to the result presented above, the researcher conclude some suggestion as follows:

A. For the students

The result presented in chapter 4 showed that majority students agreed of easiness and usefulness of using CERDAS and Google Classroom, so the students expected to be more active and avoid others reason influence in the use of Google Classroom and CERDAS. So that the learning process will be more effective in the next.

B. For the lecturer

In the result presented in chapter 4, although students agreed that CERDAS and Google Classroom is easy but the lecturer has to use other media that support practical subjects or learning to make a better learning process.

C. For the next researcher

This research only focused on Perceived Ease of Use and Perceived Usefulness construct from original TAM by Davis 1989, it will be better if the next researcher conduct research in term of the others construct to explore more in other term in conduct research about students perception on using CERDAS and Google Classroom.

APPENDIX A

The Research Questionnaire on the Use of CERDAS and Google Classroom

at the Second Years Students' at Universitas Islam Riau

Students' Perceived of Usefulness of CERDAS Platform

No.	Question	SDA	DA	N	A	SA
1.	Learning using CERDAS and Google Classroom improves the quality of the learning process (*Pembelajaran menggunakan CERDAS dan Google Classroom meningkatkan kualitas proses pembelajaran*)					
2.	I can control all learning and assignments with CERDASS and Google Classroom (*Saya dapat mengontrol semua pembelajaran dan tugas dengan CERDASS dan Google Classroom*)					
3.	Using CERDAS and Google Classroom saves time and effort (*Menggunakan CERDAS dan Google Classroom menghemat waktu dan tenaga*)					
4.	CERDAS and Google Classroom have a critical role in supporting the learning process (*CERDAS dan Google Classroom memiliki peran penting dalam mendukung proses pembelajaran*)					
5.	learning using CERDAS and Google Classroom makes me more active in the learning process (*Pembelajaran menggunakan CERDAS dan Google Classroom membuat saya lebih aktif dalam proses pembelajaran*)					
6.	Learning using CERDAS and Google Classroom increase learning performance (*Pembelajaran menggunakan CERDAS dan Google Classroom meningkatkan performa pembelajaran*)					
7.	CERDAS and Google Classroom allow me to finish more work (*CERDAS dan Google Classroom memungkinkan saya menyelesaikan lebih banyak pekerjaan*)					
8.	Learning using CERDAS and Google Classroom enhances the effectiveness of the learning process					

No.	Question	SDA	DA	N	A	SA
	(*Pembelajaran menggunakan CERDAS dan Google Classroom meningkatkan efektivitas proses pembelajaran*)					
9.	Learning and collecting assignments is made easier by using CERDAS and Google Classroom (*Belajar dan mengumpulkan tugas menjadi lebih mudah dengan menggunakan CERDAS dan Google Classroom*)					
10.	Overall, i find it CERDAS and Google Classroom is useful for learning process (*Secara keseluruhan, menurut saya CERDAS dan Google Classroom berguna untuk proses pembelajaran*)					

Students' Perceived Ease of Use of CERDAS Platform

No.	Question	SDA	DA	N	A	SA
1.	I find it difficult and confused about using the CERDAS and Google Classroom (*Saya merasa kesulitan dan bingung menggunakan CERDAS dan Google Classroom*)					
2.	Running the CERDAS and Google Classroom is easy for me (*Menjalankan CERDAS dan Google Classroom itu mudah bagi saya*)					
3.	I often feel frustrated using the CERDAS and Google Classroom (*Saya sering merasa frustasi menggunakan CERDAS dan Google Classroom*)					
4.	I find it easy to do anything related to my task based on features available with CERDAS and Google Classroom (*Saya merasa mudah untuk melakukan apapun yang berhubungan dengan tugas saya berdasarkan fitur yang tersedia dengan CERDAS dan Google Classroom*)					
5.	Using CERDAS and Google Classroom is rigid and inflexible for me (*Menggunakan CERDAS dan Google Classroom kaku dan tidak fleksibel bagi saya*)					
6.	I find it easy to remember how to use all CERDAS and Google Classroom features					

	(*Saya merasa mudah untuk mengingat cara menggunakan semua CERDAS dan Google Classroom fitur*)					
7.	Using CERDAS dan Google Classroom takes a lot of mental effort (*Menggunakan CERDAS dan Google Classroom membutuhkan banyak usaha mental*)					
8.	All features in CERDAS and Google Classroom are very easy to understand (*Semua fitur di CERDAS dan Google Classroom sangat mudah dipahami*)					
9.	I think it requires a lot of effort to become skilful (*Saya pikir itu membutuhkan banyak usaha untuk menjadi terampil*)					
10.	Overall, i think using CERDAS and Google Classroom is easy for me (*Secara keseluruhan, saya pikir menggunakan CERDAS dan Google Classroom mudah bagi saya*)					

APPENDIX B

The Interview Questions of Students' Perception on the Use of CERDAS and

Google Classroom at the Second Years Students' at Universitas Islam Riau

1. Is using the CERDAS application and Google Classroom in the online learning process can speed up your work?

2. Can the use of the CERDAS application and Google Classroom in the online learning process improve your performance from the previous one?

3. Can the use of CERDAS applications and Google Classroom increase your performance productivity?

4. Are CERDAS applications and Google Classroom effective in the online learning process?

5. Can the use of the CERDAS application and Google Classroom make your work easier?

6. Are CERDAS applications and Google Classroom useful in the online learning process?

7. Do you think the CERDAS application and Google Classroom are easy to learn?

8. Do you think CERDAS application and Google Classroom can be controlled?

9. Do you think the CERDAS application and Google Classroom are clear and easy to understand?

10. Are CERDAS applications and Google Classroom flexible for learning activities?

11. By using the CERDAS application and Google Classroom, is it easy to become proficient or skilled in the process of learning and doing your assignments?

12. Do you think CERDAS and Google Classroom are easy to use?

13. Do you think that using CERDAS and Google Classroom can improve the quality of your learning?

14. Do you think that by using CERDAS and Google Classroom you can control all coursework?

15. Do you think the using of CERDAS and Google Classroom make students become active in learning process?

16. Do you think that using CERDAS and Google Classroom is very complicated to use in learning activities?

17. Have you ever felt frustrated using CERDAS and Google Classroom in studying?

18. In your opinion, are all the features in the CERDAS application and Google Classroom easy to remember?

19. Do you think that using CERDAS and Google Classroom requires mental efficiency?

APPENDIX C

The Result of Questionnaire on the Use of CERDAS and Google Classroom

at the Second Years Students' at Universitas Islam Riau

Respondent	Question Number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Widya Efrialis	3	3	4	4	3	4	2	3	5	3	1	4	1	4	2	4	1	5	3	5
Maya Yova Dita Mulyani	4	3	4	5	3	4	3	4	4	4	2	4	2	4	2	4	2	4	4	4
Maya Dwi Sukma Fatania	4	4	4	4	4	4	4	4	4	4	2	4	2	4	1	4	2	4	2	4
Iqbal Kelana HS	3	4	3	4	3	3	2	3	4	3	2	5	2	3	2	5	2	3	4	4
Bulan Anugrah	3	4	3	4	3	3	4	3	4	4	2	4	2	3	2	3	3	4	4	3
Tisa Anggraini	4	4	3	5	5	4	4	3	5	5	2	4	2	5	2	4	2	5	4	5
Holma Paulinad	4	4	4	4	4	4	4	4	4	4	2	4	4	4	2	4	2	4	3	4
Rahma sarita	4	4	4	4	4	4	4	4	5	5	3	4	2	5	2	4	3	4	4	4
Algaziah Kurnia Difa	2	4	4	4	2	3	4	2	5	4	2	4	2	4	2	4	2	5	3	4
artinaiya yanswilah	3	2	4	4	4	4	4	4	4	4	2	4	1	4	2	2	2	5	2	2
Mhd Ryan Fahrezi	2	3	3	4	2	2	2	2	5	3	4	3	2	4	3	4	3	3	2	3
Rasida Helmiati	3	4	4	4	4	3	4	3	4	4	2	4	2	3	3	4	3	4	3	4
Tara Duhana	5	5	5	5	5	5	5	5	5	5	6	5	5	5	1	5	1	5	5	5
Siti Hamidah	4	4	4	4	3	3	3	3	3	4	2	3	2	3	2	3	3	3	3	3
Helvia Safitri	3	4	4	4	3	3	3	4	4	4	2	3	2	3	4	4	3	4	3	4
Nurul Lailatul Husna	4	4	4	4	4	4	4	4	4	4	3	3	3	4	2	4	3	4	4	4
M Fathurrahman Akbat	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Sofiyani	4	4	5	4	3	3	4	3	5	5	2	5	2	5	2	5	2	5	2	5
Nadia haviza	3	3	3	4	3	4	2	3	2	3	3	4	2	3	1	3	1	4	3	3
Maya Andini	3	3	4	4	3	3	4	3	5	4	2	4	2	3	2	4	2	4	4	4
Bungaria	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Mardiah	4	4	5	4	3	3	4	4	5	5	3	3	3	3	2	4	2	4	2	4
Hasanaty Ningsih	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	4	2	4	4	4
Ina Syafitri	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	4	4	4	3	4
Muhammad Rieky Saputra	2	4	5	4	5	2	3	2	4	3	2	5	2	4	2	4	2	4	3	4
Feni Febriana	3	4	3	4	3	3	4	3	5	4	2	3	2	4	2	3	3	4	3	4
Lusi Septari	4	4	3	4	4	4	4	4	4	4	2	3	2	3	2	4	3	4	3	3
Atika Dinda Mayasari	4	4	4	4	3	3	3	3	3	3	2	4	2	3	2	3	2	4	3	4
Aisyah Ratna Sari	4	4	4	4	3	3	3	3	5	5	2	5	2	5	2	4	2	4	2	4
Aulia Anggita Sari	4	5	4	5	3	4	4	4	3	4	2	4	3	4	2	5	3	4	3	5
Fitri Nasari	4	4	4	4	3	3	3	4	4	4	2	4	3	3	2	3	2	4	4	4
Wanda Tri Aulia Rahmah	3	4	4	4	3	3	4	3	4	4	2	4	2	4	2	5	2	4	4	5
M. Fathurrahman Akbar	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Fatayatul Jannah	4	4	4	4	4	4	5	4	5	5	2	5	1	4	2	4	2	4	2	5
adibah bilqis	2	3	3	3	3	2	3	3	3	3	3	3	3	2	3	2	3	3	3	3
Anis Rahmawati Desi Fitria	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
Nabila citra alya humairoh	2	3	3	3	3	4	3	4	3	3	4	3	4	3	4	3	3	3	3	3
Tri Savitri	4	5	5	5	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4
Jogi andira Sitorus	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4

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M.Fadli Gunawan	4	4	4	5	3	3	4	3	3	4	3	4	2	4	3	3	2	4	3	4
Ronika Natasya	3	4	4	4	4	3	3	4	4	4	2	4	2	4	3	3	2	4	4	3
Dona Rahma Aulia	3	4	5	4	3	3	5	3	5	4	1	4	2	4	3	4	2	4	5	4
Ridha Putri Rahayu	3	4	3	3	3	3	3	3	4	4	2	5	2	4	2	4	3	4	5	4
Rezky Maulana	4	4	3	3	3	3	3	3	5	3	2	4	3	3	4	3	4	4	4	4
Syafira Aninditya	4	4	3	4	3	4	4	4	4	4	2	4	2	4	2	3	2	4	4	4
Alwin Osara Laia	3	4	4	3	3	3	4	4	4	4	2	4	2	4	2	4	2	4	2	4
Fitria andriani	3	4	4	4	3	4	4	3	4	5	2	3	1	3	2	3	3	3	3	4
Vindy Nurullia	4	5	5	5	5	5	5	5	5	5	2	5	2	5	2	5	2	5	5	5
Amelia Rosa Aryendi	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	4	2	4	4	4
Alfaro ridho	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Ridian Winda Br. Sitompul	4	3	3	4	3	4	3	4	5	4	1	4	2	4	2	3	3	4	4	4
Ridhwan Habibi	4	4	5	4	3	4	4	3	5	4	1	5	1	5	1	5	1	4	2	5
M.Dhevanandra wicaksono	4	4	4	2	2	3	4	2	4	4	2	4	2	2	4	4	4	4	3	4
Fauzi	3	3	4	3	3	3	4	4	5	5	4	3	5	4	2	2	1	2	2	4
Berlian agung	4	2	3	3	2	2	2	3	4	4	3	4	5	2	3	3	1	2	2	3
Putri periskilla	4	4	3	3	2	3	2	2	4	3	4	3	4	4	4	2	1	5	1	4
Rahmah hazimah	4	4	4	5	3	4	3	4	5	5	2	4	1	4	3	3	2	5	3	4
Aditya Ramadhan	4	4	3	3	2	3	2	2	4	3	4	4	4	4	2	1	4	5	1	4
Lewis alberd	4	3	3	4	3	4	3	4	5	4	1	5	1	5	1	1	4	3	2	4
eyeline cahyasa rubichan	4	5	5	4	3	4	4	5	4	5	2	5	2	4	2	5	1	4	3	5
michael alberto	3	4	5	4	2	3	3	4	5	5	1	5	1	4	2	4	1	5	3	5

APPENDIX D

The Result of Interview on the Use of CERDAS and Google Classroom at the

Second Years Students' at Universitas Islam Riau

Question number 1

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Well, for me it helping in term of moment efficiency but not with the assignment, because several times iam still late in submitting my assignments.*
2.	Respondent 2	16 Maret 2022	*Yes, because its easier and doesn't take much time.*
3.	Respondent 3	13 Maret 2022	*Yes, because it can really help me in studying structure and schedule manner.*
4.	Respondent 4	16 Maret 2022	*Hmm i think yes because with use with Google Classroom and CERDAS application I can do the assignment anything by checking in the application.*
5.	Respondent 5	18 Maret 2022	*Of course yes, because when we do offline class anything have to done manually, but when we do online class and using both CERDAS and Google Classroom everything become fast.*
6.	Respondent 6	16 Maret 2022	*Yes, because using that application can determine the time of condition and its limit.*

Question number 2

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*I still have to tend to say yes, but i also did know if i change from my previous one and I think that this is something that im not fully aware before, about what I did change it or not .*

No	Name	Time	Responses
2.	Respondent 2	16 Maret 2022	*I think yes but not that much because it less efficient.*
3.	Respondent 3	13 Maret 2022	*I think not really, because my learning performances will stay the same as I do with both applications.*
4.	Respondent 4	16 Maret 2022	*I cant, because with the applications I can't see my performance and task or assignment given by the lecturer.*
5.	Respondent 5	18 Maret 2022	*In offline class, yes both applaications improve my performance, because the only bridge that connect us only learning tool.*
6.	Respondent 6	16 Maret 2022	*Yes, using Google Classroom and CERDAS can improve my performance.*

Question number 3

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Well yes, it can be because I can do my assignment assisted by a reminder that is automatically provided from the Google Classroom and CERDAS . So ya i wont forget my to do list about my assignment.*
2.	Respondent 2	16 Maret 2022	*Hmm yes because you can access or create assignment anywhere and anytime.*
3.	Respondent 3	13 Maret 2022	*Yes of course the application guarantee in success performance for the activity because it is easy to understand and structured.*
4.	Respondent 4	16 Maret 2022	*Yes, because with the applications i can see work productivity, task and assignment a set by the lecturer and the duration of the text.*

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No	Name	Time	Responses
5.	Respondent 5	18 Maret 2022	*Not really, in fact it makes my performance down.*
6.	Respondent 6	16 Maret 2022	*Yes, it seems to me that using the application not just increase my productivity.*

Question number 4

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*For me, i would say yes, but its not one hundred persen because students need to interact with the lecturer directly.*
2.	Respondent 2	16 Maret 2022	*I think it less effective because i cant interact directly with the lecturer.*
3.	Respondent 3	13 Maret 2022	*I think it is effective because lecturer and student are comfortable using it.*
4.	Respondent 4	16 Maret 2022	*Yes it is effective but not only using the Google Classroom applications but also intergrated with zoom applications to make it even more effective.*
5.	Respondent 5	18 Maret 2022	*Actually no, but in pandemic situation I can tell that both application effective as a bridge to connect students and lecturer.*
6.	Respondent 6	16 Maret 2022	*Not very effective.*

Question number 5

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Here it can be , because all the assignment are given online so i feel more simple because i don't have to use paper anymore.*
2.	Respondent 2	16 Maret 2022	*Of course because its easy to submit my assignment.*

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No	Name	Time	Responses
3.	Respondent 3	13 Maret 2022	*Yes because i really like its very structured features.*
4.	Respondent 4	16 Maret 2022	*Yes because with the applications i can access the material and assignment that have been giving by the lecturer anytime, anywhere and of course it can be open via callphone or laptop.*
5.	Respondent 5	18 Maret 2022	*Yes, because its paperless.*
6.	Respondent 6	16 Maret 2022	*No, because of a short time limits.*

Question number 6

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Hmm, for me its usefull but not really, because sometimes i feel demotivated. Because of the bored studying online, i would say yes, but not really yes.*
2.	Respondent 2	16 Maret 2022	*Yes because it makes it easier to submit the assignment but its difficult to ask something that I don't understand.*
3.	Respondent 3	13 Maret 2022	*Yes, very useful and helpful for student because the application is very easy to access.*
4.	Respondent 4	16 Maret 2022	*Yes its very usefull because the applications is ofcourse free and easy to access.*
5.	Respondent 5	18 Maret 2022	*Yes, it is usefull because the only bridge to connet lecturer and students only learning tool or applications.*
6.	Respondent 6	16 Maret 2022	*Yes, is very usefull because its easy to use.*

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Question number 7

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Well yes I do, both of them are easy to learn for the student. And don't forget we need to explore it first what's inside of that applications that makes us think that the applications are easy to learn .*
2.	Respondent 2	16 Maret 2022	*Yes because it look simple and easy to use.*
3.	Respondent 3	13 Maret 2022	*Yes very easy to understand and access.*
4.	Respondent 4	16 Maret 2022	*Yes, because the features in the applications are easy to learn and remember.*
5.	Respondent 5	18 Maret 2022	*It seems easy to learn.*
6.	Respondent 6	16 Maret 2022	*Yes, it is easy.*

Question number 8

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Hmm i don't think so because the use of all the features in in it is arrange in such a way by the teachers, so the student not have a control of the using CERDAS or Google Classroom . Except the submitting the assignment or comment.*
2.	Respondent 2	16 Maret 2022	*Maybe i think only the lecturer can controlled it.*
3.	Respondent 3	13 Maret 2022	*Yes, because the applications can be set by the lecturer in providing the material and for deadline.*

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4.	Respondent 4	16 Maret 2022	*I don't think so because of good security is using email account to login*
5.	Respondent 5	18 Maret 2022	*Yes, the features doesn't really complicated for me.*
6.	Respondent 6	16 Maret 2022	*Yes, of course because the control are in the user.*

Question number 9

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Hmm for me at first I have to explore whats in and out of the both applications in order to become a custom to see whats in it and that's was easy and clear to use for next .*
2.	Respondent 2	16 Maret 2022	*For cerdas applications honestly its queit difficult to understand but over time you will definitely understand and about Google Classroom is very easy to understand because the display isn't complicated.*
3.	Respondent 3	13 Maret 2022	*My opinion is yes, because the lecturer can explain to the task order for the application.*
4.	Respondent 4	16 Maret 2022	*I think Google Classroom and CERDAS are very easy to understand because the features in the applications are great.*
5.	Respondent 5	18 Maret 2022	*Yes, overall easy and clear to understand.*
6.	Respondent 6	16 Maret 2022	*Yes, its easy to understand because its simple enough.*

Question number 10

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Hmm, i think its practical in term for practical task or assignment,*

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No	Name	Time	Responses
			because I cant record direcly so maybe I need other media to do it for practical assignment like speaking assignment.
2.	Respondent 2	16 Maret 2022	*I don't think so, because we still need another applications to submit the task if the file is too big.*
3.	Respondent 3	13 Maret 2022	*Yes, its very flexible because it is easily accessible.*
4.	Respondent 4	16 Maret 2022	*I think its very flexible because its easy to understand and the entry is easy and not difficult*
5.	Respondent 5	18 Maret 2022	*Yes, we can learn and create anything related to the subject anytime, anywhere.*
6.	Respondent 6	16 Maret 2022	*Hmm, what I felt not very flexible.*

Question number 11

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*It is not easy but I believe that slowly it will improve by itself*
2.	Respondent 2	16 Maret 2022	*Hm not easy but slowly maybe It will improve by itself.*
3.	Respondent 3	13 Maret 2022	*Yes, because the application is easy to access, I will be prefer to using it.*
4.	Respondent 4	16 Maret 2022	*Yes it is very easy because I can access using the callphone or laptop and if the task is there and the notification will automatically sent on our callphone or laptop*
5.	Respondent 5	18 Maret 2022	*I neither agree nor disagree in choose netral because it depends on students who use it.*
6.	Respondent 6	16 Maret 2022	*Yes quite adept because of sophisticated applications.*

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Question number 12

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Yes i do but it needs more adaptation at the beginning of the use both of the application*
2.	Respondent 2	16 Maret 2022	*Yes even though at first I still had trouble.*
3.	Respondent 3	13 Maret 2022	*Yes very easy and flexible*
4.	Respondent 4	16 Maret 2022	*Yes, because it s easy and the feature are easy to understand and clear.*
5.	Respondent 5	18 Maret 2022	*Overall yes.*
6.	Respondent 6	16 Maret 2022	*Yes, its easy enough to use*

Question number 13

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*I probably said yes, but still not sure because my quality in each subject are different so I still not sure whether it can improve my quality or not.*
2.	Respondent 2	16 Maret 2022	*Not at all because sometimes there is materials that I cant understand and I still need to learn the materials by myself.*
3.	Respondent 3	13 Maret 2022	*I think not really because the quality of learning is not affect in the application*
4.	Respondent 4	16 Maret 2022	*I think you can but it depends on who describes it and how to use it.*
5.	Respondent 5	18 Maret 2022	*As i say offline class more effective. But if we have to do online class, both application is better.*
6.	Respondent 6	16 Maret 2022	*Yes, its able to understand for yourself at anytime.*

Question number 14

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Hmm, it should be but because of lazy, forget about something or any other reason the control maybe more little influences me of control all my homework.*
2.	Respondent 2	16 Maret 2022	*Yes because in the applications there is always of task that have not been and have been done.*
3.	Respondent 3	13 Maret 2022	*Yes, because my coursework is very structured in term of time and subjects.*
4.	Respondent 4	16 Maret 2022	*Yes, because there is a text feature when the deadline is close, it will automatically so that the student know when the deadline are.*
5.	Respondent 5	18 Maret 2022	*I think it can.*
6.	Respondent 6	16 Maret 2022	*Not really,because sometimes, there are some reason it can't control my homework, like bug or error.*

Question number 15

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Yes because i become more active in the working on and carrying out the learning process and the assignments*
2.	Respondent 2	16 Maret 2022	*I don't think so because students always study the materials and submit the assignment.*
3.	Respondent 3	13 Maret 2022	*I don't think so because in fact there are many students who are late for submitting assignment .*

No	Name	Time	Responses
4.	Respondent 4	16 Maret 2022	*I dont think so because disturbing application, Google Classroom or CERDAS makes student and lecturer not meet in person so that lecturer cant see directly their students activity.*
5.	Respondent 5	18 Maret 2022	*It is a big no, because others reason like connection, bug, error, system make everything hard to become more active in online class when learning process. But for the task and others assignment it is ok.*
6.	Respondent 6	16 Maret 2022	*It less active because most task are written.*

Question number 16

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*No, I don't think so because it helps a little in learning process, not a little but ya but still helps in the learning process.*
2.	Respondent 2	16 Maret 2022	*Hmm, no because all people can access the applications because of it simple appearance and easy to use.*
3.	Respondent 3	13 Maret 2022	*No, because both applications are very easy to use.*
4.	Respondent 4	16 Maret 2022	*Its not complete because it easy to understand so if u try in once or twice the student will understand*
5.	Respondent 5	18 Maret 2022	*No, both CERDAS and Google Classroom are simple applications.*
6.	Respondent 6	16 Maret 2022	*No, the applications is so simple.*

Question number 17

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*No I haven't but all of the contents of the assignment given to me, yes .*
2.	Respondent 2	16 Maret 2022	*Hmm, not for Google Classroom , but for CERDAS applications is often experience like traffic jammed which make it lates for absen.*
3.	Respondent 3	13 Maret 2022	*No, because I have not encountered any difficulties while using these two applications.*
4.	Respondent 4	16 Maret 2022	*Ever, the use of CERDAS, because the number of student access it causing CERDAS application to be disturb.*
5.	Respondent 5	18 Maret 2022	*Well, in the first using both of application, but slowly i don't feel frustrated again.*
6.	Respondent 6	16 Maret 2022	*Happen ever since.*

Question number 18

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*Yes it is, all the features is easy to use and remember of course.*
2.	Respondent 2	16 Maret 2022	*Yes because it is easy to understand and use.*
3.	Respondent 3	13 Maret 2022	*So far yes, I remember the features of the two applications.*
4.	Respondent 4	16 Maret 2022	*Yes its very easy because the features are clear.*
5.	Respondent 5	18 Maret 2022	*All the features are simple, so it makes us easy to remember.*
6.	Respondent 6	16 Maret 2022	*It is so easy to remember .*

Question number 19

No	Name	Time	Responses
1.	Respondent 1	16 Maret 2022	*I don't know what is the meaning of mental efficiencies but I think that the one that affect mental is the task or assign with that type deadline given . So we don't have many time to doing the homework and it is affected to our mental especially me.*
2.	Respondent 2	16 Maret 2022	*Hmm, not for the applications but for task and deadline its very training on mental.*
3.	Respondent 3	13 Maret 2022	*Yes, because must always access the apps on time according to the deadline given by the lecturer.*
4.	Respondent 4	16 Maret 2022	*I don't think so because the the applications is easy so I quietly understand.*
5.	Respondent 5	18 Maret 2022	*Not really, it's a good application when we have to do online class.*
6.	Respondent 6	16 Maret 2022	*I don't thinks it requires mental effiency.*

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