

Students' Perception of the Use of AFDAL as LMS in English Language Classroom at SMPIT Al Fityan School Gowa

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Abstract

This research aims to determine students' perceptions of the use of AFDAL as an LMS in the English class of SMPIT Al Fityan School Gowa. Researchers apply qualitative methods to achieve research objectives. The data collected was in the form of questionnaires and interviews. The subjects of this research were class VIII students of SMPIT Al Fityan School Gowa for the 2022/2023 academic year. The questionnaire sample was 53 students and interviews were 6 students taken using the Purposive Sampling technique. The results of data analysis based on three TAM constructs, Perceived Ease of Use, Perceived Usefulness, and Attitude Toward Using, show that students' perceptions of using AFDAL as an LMS are in a good category. Therefore, it can be concluded that class VIII students at SMPIT Al Fityan School Gowa have a good perception of the use of AFDAL LMS in learning English.

Keywords: *Students' Perception, LMS AFDAL, TAM (Technology Acceptance Model).*

1. Introduction

The rapid development of technology has a big impact on the field of education. This can be seen from the many innovations made in the field of education that utilize technology in its implementation, one of which is in the field of learning. By utilizing technology, learning can be packaged online or known as e-learning. E-learning allows the learning process to occur without having to meet face to face. But the implementation of E-learning must also be supported by several things. This is in line with Rivalina (2017) statement, the use of e-learning must meet several conditions, including the availability of facilities and infrastructure, support from leaders, training in use, and socialization of the use of ICT in learning activities to students.

There are many choices of learning media that can be used in e-learning, one of which is the use of the Learning Management System (LMS). Reischl and Toro (2018) states that LMS is software that can support and facilitate various learning activities such as management of instructional material through learning activities, setting learning paths, compiling reports related to student information, and having the ability to organize and facilitate the distribution of communication between students and teachers. Particularly for teachers, LMS has the potential to become a central point in uploading learning materials besides that LMS can also be used as a medium of communication with both parents and students. In other words, it can be said that LMS is software designed with the specific purpose of producing, disseminating, and overseeing the delivery of educational content from a teacher or instructor to students.

LMS has been widely adopted by schools to support the learning process during the Covid-19 pandemic. But in its implementation, several schools have used technology-based media, including LMS to support the learning process in this New Normal era. One of school that uses LMS in learning process is SMPIT Al Fityan School Gowa. SMPIT Al Fityan Gowa uses an LMS known as AFDAL. The name AFDAL itself stands for Al Fityan Digital Learning. The application can support the process learning that utilizes technology and information in its implementation so that it can be used anytime and anywhere.

In addition, AFDAL LMS provides various facilities and features that can support the learning process. Teachers can provide or upload educational resources, assignments, and assessments. Even though there are many benefits or advantages of using the AFDAL LMS in fact, there is still obstacle faced by SMPIT Al Fityan School Gowa students in using the AFDAL LMS in the learning process. Based on the results of interviews conducted by researcher, several students said that there is an obstacle encountered in using the AFDAL LMS, including students having difficulty accessing (logging in) to the AFDAL LMS. This obstacle may be caused by inadequate web hosting server problems, website quality that is too heavy or it could be due to network problems. This makes it difficult for students to re-access the material that has been distributed by the teacher through the AFDAL LMS.

In addition to learning media, psychological factors also play a role in the success of the learning process. One of the psychological factors of concern here is perception. Perception is what a person thinks after hearing and seeing something. This will appear when someone interacts directly after seeing and hearing something. Perception can be negative or positive depending on something that happens or arises spontaneously.

According to Etfita, et al (2022) perception is also what can solve problems. In identifying perception problems, especially in the learning context, one thing that can be linked is

students' perceptions of the use of LMS learning media or technology-based learning. In order to provide an in-depth understanding of students' perceptions regarding the use of this LMS, researcher applied the Technology Acceptance Model in data collection.

Technology Acceptance Model approach is very relevant in overcoming problems related to technological systems. By applying the TAM Model, it makes it easier for researchers to find out how students' perceptions of the use of the Learning Management System are related to the acceptance and use of the system. TAM is a measuring tool to find out how big the impact of an information system used by users is.

This research adapts three TAM constructs to determine students' perceptions of using AFDAL LMS in English learning, namely Perceived usefulness, Perceived ease of use, and Attitude Toward using (acceptance).

There are several studies that have been conducted regarding LMS. Such as Etfita et al, (2022) their research title was "Applying the Technology Acceptance Model to Gauge Undergraduate Students' Perceptions of Using Learning Management Systems in English Class", then another previous research title was "The Students' Voices on the Usage of Learning Management System (LMS) to Learn English" by Hasanah, et al (2022). In addition, another study entitled "Undergraduate Students' Perceptions of the Use of Moodle Learning Management System in Usmanu Danfodoyo University, Sokoto" by Bawa, et al (2022).

The difference between previous research and current research is that This research focuses on students' perceptions of LMS use, specifically the features contained in the LMS using TAM analysis, while the three previous studies only focused on finding out students' perceptions of LMS use in general. Based on the explanation of the background above, it is important to know how students' perceptions regarding the use of AFDAL LMS in order to gain insight regarding the use of the LMS especially the use of features so that it can be

used as evaluation material, and improvements can be made, as well as guidelines for making decisions so that we can see how effective AFDAL when used continuously in learning process, especially in English subject. Therefore, the research entitled “Students’ Perceptions of the Use of AFDAL as LMS in English Language Classroom at SMPIT Al Fityan School Gowa”.

2. Literature Review

2. 1. Concept of Perception

a. Definitions of Perception

According to Rakhmat (2013) Perception is the knowledge of things, occasions, or relationships acquired through inference and message interpretation. When someone observes something, they form an opinion or an assumption about it in order to understand or derive meaning from it.

According to Walgito (2004) Perception Observations made through the senses and processed, then the individual receives the stimulus through the receptor device.

In addition, perception is a process of organizing, and interpreting, the stimuli received by individuals so that it is something meaningful and an integrated activity within the individual Thahir (2014).

Based on some the definitions above regarding perception, it can be concluded that perception is a person's perspective on an object that is observed through the five senses which will lead to responses about how and with what a person will do. Even though people see the same object, they may see the object differently.

b. Factors Affecting Perception

According to Thoha (2014) there are several factors affect perception, namely, internal and external factors.

1) Internal factors

Factors that affect perception are related to psychological needs, learning motivation,

sensory organs, nerves or central nervous system, personality, gender, ideas, hopes and experiences and conditions of a person at a certain time.

2) External factors

This factor is includes family, school, community, information obtained from various media, adopted culture, and knowledge obtained from one's surroundings.

On this basis, It can be concluded that different internal and external factors can influence perception. Internal refers to the things that happen within a person. On the other hand, external refers to the things that happen outside of a person and affect the formation perception of a phenomenon or a symptom. Based on some of the factors affecting perceptions above, it will be a guide for researcher to develop research instruments.

c. Perception Indicators

According to Mustarin & Wiharto (2018) there are indicators of perceptions regarding the use of E-learning, including:

1) Perceived Ease of Use

The definition of perceived ease of use is the level to which a person believes that using a particular system can reduce a person's effort in doing something. Ease means without difficulty or no need for hard work. Perceived ease of use refers to the user's belief that the technology system used does not require a lot of effort when used.

2) Perceived Usefulness

Davis defines perceived usefulness as the level at which a person believes that a particular system will be able to improve the work performance or performance of users of the system.

3) Attitude Toward Using

Attitude toward behavior according to Davis is the user's feelings, both positive and negative, towards carrying out a predetermined behavior.

2. 2. Concept of Learning Management System

a. Definitions of Learning Management System

According to Ellis (2009), an LMS is a piece of software that can be used for administrative operations, as well as for recording, monitoring, reporting, automating processes, and delivering different kinds of educational courses, training sessions, or learning and development initiatives.

In addition, according to Riad & El- Ghareeb (2008) The Learning Management System (LMS) is a piece of software that has been thoroughly incorporated into a number of features for course delivery and management; it will automatically handle the course catalog's quiz, assessment, and delivery capabilities.

Based on some definitions of Learning Management System above, it can be concluded that LMS is software that is used as a digital-based learning media. In its use, it can make it easier for educators to manage the learning process with the features available in the software.

b. AFDAL as Learning Management System
AFDAL stands for Al Fityan Digital Learning. LMS AFDAL is a platform built by the Al-Fityan School Gowa Foundation to support the learning management system. The name AFDAL which has been listed by the director of the Al-Fityan School Gowa. The AFDAL name is expected to be a hallmark of the learning management system. The IT team of Al-Fityan School Gowa explored the use of digital-based learning which at that time was often used. Many applications have been found. However, from the many choices of these applications, Moodle is the best choice. Then the Moodle application was designed according to the needs of the Al-Fityan School Gowa foundation and was later named LMS AFDAL.

3. Research Methodology

3. 1. Research Design

This research applied Qualitative research method. Qualitative research is a

methodological approach used in the field of social sciences to gain a deeper understanding of human behavior, experiences, and phenomena. it aims to explore the complexities and intricacies of various social and cultural aspects through open-ended inquiries and analysis of non-numerical data (Sugiyono, 2015).

Researcher tried to go directly to understand the issues and phenomena that develop in the school environment by using a descriptive approach. According to (Sugiyono, 2015) Descriptive research aims to describe and interpret objects in their natural state.

3. 2. Time and Place of the Research

The researcher conducted this research on September 2023 and carried out at SMPIT AL Fityan School Gowa, which was located on Jl. Pallantikang I, Tombolo Kec. Somba Opu, Kabupaten Gowa.

3. 3. Population and Sample

Sugiyono (2011) explains that population is generalization consisting of subject that have certain qualities and characters that are determined by researcher to be studied and then draw conclusions. The population in this research was eight-grade students of SMPIT Al-Fityan School Gowa, which has 6 Classes with a total number of approximately 192 students.

The researcher used a purposive sampling, which is sampling based on certain characteristics, traits, or characteristics which are the main characteristics of the population (Sugiyono, 2011). The sample in this research will choose the two classes from the target population consisting of 53 students of eight-grade at SMPIT Al Fityan School Gowa to get quantitative data and the researcher interviewed 6 students based on the result of questionnaire.

3. 4. Instruments of the Research

a. Questionnaire

According to Ary (2010), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. This questionnaire administered in order to obtain students' perception of the use of AFDAL as LMS in english learning. The questionnaire consists of 20 statements with 18 positive statements and 2 negative statements.

b. Interview Guideline

The interview technique used by the researcher was a semi structured interview. In this case, the questions that asked have been prepared by the researcher for the informant as an interview guide.

3. 5. Techniques of Data Analysis

a. Questionnaire

Based on the formulation of the problem, the researcher classified all data obtained from the questionnaire. The researcher analyzed the data by looking at the most choices. Therefore, it could be seen how the students' perception of the use of AFDAL LMS in learning english.

The researcher used the following formula to determine the mean score on the questionnaire that distributed to the students:

$$X = \frac{\sum x}{N}$$

Where:

X: mean Score

$\sum x$: Total row score

N: The total number of participants.

The percentage score is calculated by using formula

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: Amount of Sample

The researcher analyzed the questionnaire by calculating the score of the questionnaire, tabulating the result of the questionnaire, analyzing and interpreting the result of the questionnaire.

Table 1. Assesment Criteria (Arikunto and Cepi, 2010)

No.	Range Score	Category
1	81-100	Very Good
2	61-80	Good
3	41-60	Fair
4	21-40	Less
5	0-21	Very Less

b. Interview

After the data was collected, the researcher processed or analyzed the data. The data processed by data analysis of the Miles and Huberman model which consists of data reduction, data display, and conclusions.

1) Data Reduction

Reducing data means summarizing, and choosing the main things to look for. Thus, the reduced data was clearer and can make it easier for researcher to carry out further data collection and look for it when needed. So, in this study data reduction was carried out after the researcher collected data. With

data reduction, it was hoped that the raw data that has been collected by the researcher at SMPIT Al Fityan School Gowa can be neatly arranged and summarized, making it easier for the researcher to find a focus and description of the research.

2) Data Display

After reducing the data, the next step was presenting the data. Presentation of data was done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. In this case, this study used descriptive text to present data.

3) Verification/conclusion

After data reduction and data presentation, namely, verification before concluding. After concluding, a conclusion can be drawn based on the results of the research. Thus, the conclusion of the data answers the formulation of the research problem, namely, students' perceptions of the use of the AFDAL LMS at SMPIT Al Fityan School Gowa.

usefulness, and attitudes towards use. Analysis using TAM is a method to reveal the extent to which the AFDAL learning management system has met user expectations and needs and its impact on recipients or end users. This approach focuses on the perceptions of users who have experienced and adopted the AFDAL LMS. The results of the analysis of the AFDAL learning management system using TAM were as follows.

4. Findings

This research used three TAM constructs, namely perceived ease of use, perceived

Students' perceptions of the use of AFDAL as an LMS in learning English at SMPIT Al Fityan School Gowa

Table 2. Classification of students' perception

No.	Score Range	Frequency	Percentage (%)	Category
1	81-100	7	13	Very Good
2	61-80	46	87	Good
3	41-60	0	0	Fair
4	21-40	0	0	Less
5	0-21	0	0	Very Less

The table above showed that 7 (13%) students obtained a score range of 81-100 which indicates that students had a very positive perception, and there were 46 (87%) students with a score range of 61-80 which indicates that students had a good perception of use of AFDAL LMS.

Below was an analysis of student perceptions based on indicators using 3 TAM construct, namely perceived ease of use, perceived usefulness, and attitudes towards use.

Table 3. students' perception about ease of use

No.	Item	Scale				
		SA	A	N	D	SD
1	The Quiz feature on the AFDAL LMS platform is easy to use	49%	40%	11%	0%	0%
2	The assignment feature in the AFDAL LMS is clear and I can understand its use	32%	38%	28%	2%	0%
3	The AFDAL LMS platform provides adequate forum features for interactive discussions between teachers and students	11%	36%	40%	13%	0%
4	The lesson feature on the AFDAL LMS makes it easier for me to access content or learning materials	34%	51%	15%	0%	0%

5	Using the H5P (interactive video) feature is clear and easy to understand	11%	49%	30%	8%	2%
6	Flexible AFDAL LMS platform (easy to access anytime and anywhere)	28%	45%	21%	6%	0%

The results in table 3 showed that SMPIT Al Fityan School Gowa students had a positive response to the ease of use of the AFDAL LMS, especially the features it contains. The percentage of each item on the agree and strongly agree scale was the highest percentage. There were several points that can be concluded. First, the majority of students (49%) strongly agree, and there were also (40%) students who agree that the quiz feature on the AFDAL LMS platform was easy to use. These results were in line with the data obtained from interviews, 5 out of 6 students said that the quiz feature was easy to use. This was proven from the results of the interview as follows.

Student 1: 12/10/2023

S1: (*Video Interaktif, quiz, and lesson*) “...secara umum mudah untuk digunakan.... Kalau Quiz mudah untuk digunakan karena saya tinggal masukkan akun, lalu saya akses fitur tersebut”. (“...in general it's easy to use.... Quiz is easy to use because I just enter my account, then I access the feature..”).

Student 2: 12/10/2023

S2: (*Quiz, lesson, Video Interaktif*) “..... Fitur quiz juga mudah digunakan dan memudahkan saya mengingat materi yang telah dibahas”. (“..... The quiz feature is easy to use and makes it easier for me to remember the material that has been discussed”).

Student 4: 13/10/2023

S4 : (*Quiz dan Video Interaktif, assignment*) “...Terus fitur quiz juga memudahkan kita kalau mau ujian seperti PH, PTS, dan PAS..”. (“...Then the quiz feature also makes it easier for us if we want to take exams such as PH, PTS, and PAS...”).

Student 5: 13/10/2023

S5 : (*Quiz, Video Interaktif, Assignment*) “... cukup mudah digunakan dan fitur quiz juga sangat membantu karena memudahkan kita untuk mereview kembali materi yang sudah dipelajari..”. (“... quite easy to use and the quiz feature is also very helpful because it makes it easier for us to review the material we have studied...”).

Based on the students' explanation above, in general the quiz feature was easy for them to use, they only need to log in to the AFDAL LMS page by entering their personal account then they can access the features they will use. Apart from that, students said that the quiz feature is easy to use and can also make it easier for students to remember the material they have studied, and also makes it easier for students to carry out daily assessments.

Second, the assignment feature on the AFDAL LMS platform was clear and understandable to use. Most students (38%) agreed that they could understand the use of the assignment feature well. Apart from that, there were also (32%) students who strongly agreed. These results were in line with the data obtained from interviews, 3 out of 6 students said that the assignment feature was clear and easy to understand to use. This was proven from the results of the interview as follows.

Student 4: 13/10/2023

S4 : (*Quiz dan Video Interaktif, assignment*) “...fitur assignment juga itu sangat mudah dipahami penggunaannya karena bisa langsung di klik pada saat kita masuk di LMS afdal kemudian klik fitur assignment maka akan muncul tugas yang diberikan oleh guru dan ketika selesai dikerjakan bisa langsung disubmit tugasnya..”. (“...the assignment feature is also very easy to understand because it can be clicked directly when we enter the

Afdal LMS, then click on the assignment feature, the assignment given by us will appear. teacher and when the work is finished, the assignment can be immediately submitted").

Student 6: 13/10/2023

S6 : (Quiz and Video Interaktif, assignment)

"...fitur assignment juga dapat saya pahami dengan baik penggunaannya karena, seperti ketika diberi tugas kami langsung buka fiturnya dan setelah tugas selesai langsung bisa dikirim tugasnya." (I can also understand how to use the assignment feature well because, like when we are given an assignment, we immediately open the feature and after the assignment is completed we can immediately send the assignment.)

Based on the student's explanation above, the assignment feature is easy to use and also quite clear, students can easily understand its use. Apart from that, according to students, this assignment feature makes it easier for them to access and complete assignments given by the teacher and most importantly, makes it easier for students to submit their assignments.

Third, the AFDAL LMS platform provided adequate forum features for interactive discussions between teachers and students. The results on the third statement show that (36%) of students were on the agree scale. But there were also about (40%) students chose neutral in this statement. This shows that students are not yet fully confident in using the forum feature. In this case, the forum feature is still rarely used by students in learning English.

Based on the interview results, students did not mention the forum feature as a feature that they often access or use in learning English. This showed that this forum feature was an unfamiliar feature or it could be said that they rarely use this feature in the English learning process.

The majority of students (51%) chose to agree with the fourth statement that the lesson feature in the AFDAL LMS makes it easier for them to access content/learning materials. Apart from that, there were also students (34%) who chose to strongly agree. They find it easy to re-access the material provided by the teacher to

study again at home. This was in line with the data obtained from interviews that 2 out of 6 students have a good perception of the ease of use of the lesson feature. This was proven from the results of the interview as follows.

Student 1: 12/10/2023

S1: (Video Interaktif, quiz, and lesson)

"...pada fitur lesson tinggal dibuka fiturnya terus kami bisa langsung akses atau buka materi yang akan dipelajari". ("... in the lesson feature, just open the feature and we can immediately access or open the material to be studied.")

Student 2: 12/10/2023

S2: (Quiz, lesson, Video Interaktif) *".... fitur lesson juga gampang sekali diakses langsung diklik dan muncul materi yang akan dipelajari pada saat itu dan ketika dirumah juga bisa dibuka kembali materi-materi yang lain"*. ("...the lesson feature is also very easy to access, just click and the material that will be studied at that time appears and when you are at home you can also open the other material again.")

Based on the results of the students' explanation above, they said that this lesson feature is also easy to use. Apart from that, this lesson feature makes it easier for students to re-access the material provided by the teacher.

Fifth, the use of the H5P (interactive video) feature was clear and easy to understand. The results of this statement show that the highest percentage (49%) is on the agree scale. These results were in line with the data obtained from interviews, 3 out of 6 students indicated that students also had a good perception of the ease of use of interactive video features. Proven by the following interview results.

Student 2: 12/10/2023

S2: *"...fitur video interaktif menurut saya jelas dan mudah dipahami perintah-perintahnya sehingga mudah untuk diakses ketika guru memberikan materi pada fitur tersebut..."* ("....in my opinion, the interactive video feature has clear and easy to understand commands so it is easy to access when the teacher provides material on this feature...")

Student 4: 13/10/2023

S4 : "... sangat mudah untuk digunakan, karena kita akses LMS buka fiturnya. Dan pas dibuka fiturnya mudah dipahami bagaimana cara penggunaannya. Seperti video interaktif membuat saya cepat faham karena bisa langsung dilihat vidionya..". ("... very easy to use, because we access the LMS and open its features. And when you open the feature, it's easy to understand how to use it. Like an interactive video, it makes me understand quickly because I can immediately watch the video...").

Student 6:13/10/2023

S6: "...video interaktif juga jelas dan mudah penggunaannya, dan memudahkan kita untuk mempelajari sebuah materi melalui video.". ("... interactive videos are also clear and easy to use, and make it easier for us to learn material through video...")

Based on the explanation of the interview results above, it can be concluded that this interactive video feature is easy to understand to use. Apart from that, this feature can make it easier for students to study material shared by the teacher through interactive videos.

Sixth, the majority of students (45%) agreed with the statement that the AFDAL LMS platform is flexible (easy to access anytime and anywhere). Based on the interview results, it shows that 2 out of 6 students also have a good perception of the ease of use of the features on the AFDAL LMS platform. This is proven from the results of the interview as follows.

Student 3: 12/10/2023

S3: (*Video Interaktif and quiz*) "...mudah untuk digunakan kemudian afdal juga fleksibel karena dapat digunakan kapanpun dan dimana pun..". ("...easy to use and afdal is also flexible because it can be used anytime and anywhere...").

Student 6: 13/10/2023

S6: (*Quiz and Video Interaktif, assignment*) "... Fitur- fitur tersebut sangat mudah diakses dan juga sangat mudah digunakan karena tinggal masukkan akun LMS terus bisa diakses fiturnya, kemudian afdal juga fleksibel karena dapat digunakan kapanpun dan dimana pun". ("... These features are very easy to access and also very easy to use because you just need to enter your LMS account and the features can be accessed, then the features are also flexible because they can be used anytime and anywhere").

Table 4. students' perception about usefulness

No.	Item	Scale				
		SA	A	N	D	SD
7	The questions given through the Quiz feature help me remember the material that has been discussed	28%	49%	23%	0%	0%
8	Submitting assignments through the assignment feature on the AFDAL LMS becomes faster, more effective and efficient	17%	53%	28%	2%	0%
9	Through the forum feature on the AFDAL LMS I can exchange ideas with friends and teachers	8%	23%	58%	9%	2%
10	I can understand the English material presented in the lesson feature on the AFDAL LMS	30%	55%	13%	2%	0%
11	H5P interactive videos help me improve my understanding of English through the material provided	2%	58%	38%	2%	0%

12	I can re-access the materials shared by the teacher anytime and anywhere	34%	36%	17%	9%	4%
13	My English score after learning to use the AFDAL LMS platform did not improve	2%	8%	30%	49%	11%

Table 4 showed the results for the usefulness category. The results of the table show that SMPIT Al Fityan School Gowa students had a positive perception of the usefulness of the features on the AFDAL LMS platform in the English learning process. There were several important conclusions. First, most students agreed (49%) that the questions given through the Quiz feature helped them remember the material that had been discussed. This means that the quiz feature can be used to evaluate student learning outcomes by asking questions related to the material that has been presented or discussed by the teacher. These results were in line with the data obtained from interviews, 3 out of 6 students said that the quiz feature was useful because it could help them recall material that had been discussed by the teacher through the questions given in the quiz feature. Apart from that, the quiz feature was also useful for them because it can increase students' vocabulary. Supported by the following interview results.

(Student 2: 12/10/2023)

S2: "...fitur **Quiz** dapat menambah vocab saya dan melalui Quiz saya bisa mengingat kembali materi yang telah dibahas oleh guru" (...quizzes, ...in quiz feature also can increase my vocabulary, and then can help me to remember the material than given by the teacher).

(Student 4: 13/10/2023)

S4: "menurut saya fitur yang paling berpengaruh yaitu **Quiz** karena bisa menambah vocabulary. Biasanya dari soal yang diberikan ada vocab yang menurut saya baru, muncul di quiz" (In my opinion, the most influential feature is Quiz because it can increase vocabulary. Usually from the questions given there is vocab which I think is new, appears in the quiz).

It can be concluded that apart from being easy to use, the quiz feature is also useful because it

can increase students' vocabulary and also make it easier for students when taking tests.

Second, the highest percentage showed (53%) in the agree category, the majority of students chose to agree with the statement that submitting assignments via the assignment feature on the AFDAL LMS is faster, more effective and efficient. This was in line with the data obtained from interviews, 2 out of 6 students said that this assignment feature was useful because collecting assignments was faster. Supported by the following interview results.

(Student 1: 12/10/2023)

S1:....Dan menurut saya fitur yang juga berguna itu **fitur assignment** karena jika guru berhalangan untuk hadir mereka biasanya memberikan tugas dan kami tinggal mengumpulkan lewat fitur assignment, Sehingga pengumpulan tugas menjadi lebih cepat". (...assignment feature was useful too because if the teacher was unable to attend in the class, usually they give us assignment and then we can collect it directly through assignment feature, so that assignment collection become faster).

(Student 3: 12/10/2023)

S3: "...Menurut saya juga **fitur assignment** juga bermanfaat karena jika ada tugas individu biasanya langsung diberikan lewat LMS AFDAL terus tidak ribetmi lagi untuk kerja di buku sehingga bisa mengurangi penggunaan kertas dan pengumpulan tugas juga bisa lebih cepat karena hanya langsung saja di submit di fitur assignment" (...I think assignment feature also useful because when there was individual assignment usually the teacher gave us directly through LMS AFDAL an than it's no longer complicated to do it in a book, so we can reduce paper usage and assignment collection also become faster because we can only submit it directly to the assignment feature).

Third, through the forum feature on the AFDAL LMS, they can exchange ideas with friends and teachers. (58%) students chose to be neutral about this statement, only about (23%) students chose to agree. This was because the forum feature is rarely used in English learning. This was also in line with the results data, 4 out of 6 students said that the forum feature was rarely used in English learning. Most of the students said that they more often discussed directly in the class without using LMS AFDAL. Supported by the following interview results.

(Student 1: 12/10/2023)

S1: *“fitur yang jarang digunakan dalam pembelajaran bahasa inggris itu fitur forum. Biasanya fitur forum hanya digunakan guru ketika memberikan pengumuman ketika memasuki semester awal”*. (A feature that was rarely used in English learning was forum feature. Usually the forum feature was only used by the teacher when making announcements at the start of the semester).

(Student 2: 12/10/2023)

S2: *“fitur forum menurut saya sangat jarang digunakan. Karena kami lebih sering berdiskusi secara langsung dikelas”*. (I think forum feature was rarely used because we more often carrying out discussion directly in the class).

(Student 5: 13/10/2023)

S5: *“...fitur forum karena sekarang sudah sekolah secara offline jadi kalau diskusi itu lebih sering secara langsung dikelas tidak menggunakan LMS AFDAL”*. (forum feature because now, we already learn face to face so when we carrying out discussion we more often do it directly in the class, not use LMS AFDAL).

Based on the results of the interview above, it can be concluded that the feature that students rarely use in learning English is the forum feature. There were also students who said that they had used the forum feature, but only during the Covid pandemic.

Fourth, students can understand the English material presented in the lesson feature on the AFDAL LMS. The results for this statement show the highest percentage (55%) of students in the agree category. And about (30%) students strongly agreed that the lesson feature makes it easier for them to understand well the material shared by the teacher. This is also supported by interview results, 2 out of 6 students said that the lesson feature was useful because they could re-access and study material that had been shared by the teacher. This is also supported by the following interview results.

(Student 5: 13/10/2023)

S5: *“...menurutku yang paling bermanfaat juga itu fitur lesson. Karena dari fitur lesson kita bisa akses materi yang dibagikan guru sehingga bisa di akses lagi dirumah. Dan materi yang ada di fitur lesson juga sangat bermanfaat dan membantu untuk melatih kemampuan bahasa inggris”*. (...lesson feature was also useful. Because from lesson feature I can access the material that shared by the teacher so that I can reaccess at my home. And than the material in the feature lesson is usefulness too and can help me to practice my English language skills).

(Student 4: 13/10/2023)

S4: *“...Dan fitur lain yang menurut saya juga bermanfaat adalah fitur lesson karena materi yang sajikan cukup menarik sehingga mudah dipahami, selain itu mudah juga untk diakses kembali karena ketika materi sudah di download kita bisa membuka lagi dan mempelajarinya dirumah”*(...Another feature that I think also useful was lesson feature because the material that presented was interested so that makes us easier to understand, a part from that the features was also easy to re-access because when the material has been downloaded we can open it again and we can learn it again at home).

Fifth, H5P interactive videos can help them improve their understanding of English through the material provided. The percentage results show (58%) students chose agree. Apart

from that, there were also (38%) students who chose to neutral. This means that students are said to have a positive perception regarding this statement because most students choose to agree that interactive videos help them to improve their English skills. This is also supported by the results of interviews, most students said that interactive videos are useful in learning English because they can train students' English skills. Supported by the following interview results.

(Student 1: 12/10/2023)

S1: “*menurut saya fitur yang paling bermanfaat yaitu fitur **Video Interaktif** dan fitur assignment. Video interaktif dapat melatih Speaking dan Listening saya*”. (I think that the most usefulness feature were **interaktif video** and assignment. The interactive video feature can helps me to practice my speaking and listening skills).

(Student 2: 12/10/2023)

S2: “*..**video interaktif** dan quiz, materi yang disajikan melalui video interaktif mudah untuk dimengerti kemudian dari video tersebut saya dapat belajar tentang pronunciation dan melatih listening saya...*” (..interactive videos and quizzes, the material presented through interactive videos is easy to understand, then from these videos I can learn about pronunciation and practice my listening...).

Sixth, students could re-access the material shared by the teacher anytime and anywhere. The highest percentage results show (36%) students choosing to agree with this statement. There were also (34%) students who strongly agreed with this statement. Seventh, students' English scores after learning using the AFDAL LMS platform did not increase. The results of this statement show that the highest percentage (49%) of students chose to disagree with the statement. This shows that they do not agree with the statement that their English scores after studying using the AFDAL LMS did not increase.

Table 5. students' perception about attitude toward using

No.	Item	Scale				
		SA	A	N	D	SD
14	I feel enthusiastic if my teacher asks questions through the Quiz feature on the AFDAL LMS	25%	49%	26%	0%	0%
15	I feel enthusiastic about doing assignments independently through the assignment feature on the AFDAL LMS	15%	49%	34%	2%	0%
16	I feel enthusiastic about learning English using the forum feature to exchange ideas by posting comments on posts given by the teacher	6%	38%	53%	4%	0%
17	I feel enthusiastic when the teacher presents material in the lesson feature on the AFDAL LMS	15%	49%	32%	4%	0%
18	I feel enthusiastic about using the H5P feature in learning English	15%	32%	49%	2%	2%
19	I feel enthusiastic when I take part in English learning using the AFDAL LMS platform	19%	60%	21%	0%	0%
20	It is better to learn without using AFDAL LMS in the future	0%	6%	38%	51%	6%

Table 5 showed the results of the questionnaire for the attitude towards users category. In this

category there were several statements related to students' attitudes or satisfaction in using the

features on the AFDAL LMS platform. First, students feel enthusiastic if the teacher asked questions through the Quiz feature on the AFDAL LMS. (49%) students chose to agree and (25%) students chose to strongly agree. The highest percentage showed that students agree that if the teacher gives questions in the form of daily tests or individual assignments, students will feel enthusiastic compared to conventional quizzes. Second, the next statement is, "I feel enthusiastic about doing assignments independently through the assignment feature on the AFDAL LMS." The highest percentage showed (49%) that students felt enthusiastic about doing assignments through the assignment feature on the AFDAL LMS platform.

Third, students feel enthusiastic about learning English using the forum feature to exchange ideas by posting comments on posts provided by the teacher. The results of the percentage of these statements show that (38%) students chose to agree. But the highest percentage showed that (53%) students choose neutral in this statement. This means that, they were not completely sure about the use of this feature. This probably because the forum feature is rarely used in learning English Language.

Fourth, students feel enthusiastic when the teacher presents material in the lesson feature on the AFDAL LMS. The highest percentage showed (49%) students chose agree and (15%) students chose strongly agree. This is because the presentation of material through the lesson feature on the AFDAL LMS platform may look more interesting so that students feel enthusiastic. Fifth, the statement "I feel enthusiastic about using the H5P feature in learning English" shows (32%) students chose to agree. Apart from that, there were also (49%) students who chose to be neutral about this statement.

Sixth, the highest percentage results show (60%) of students choosing to agree with the statement "I feel enthusiastic every time I take part in English learning using the AFDAL LMS platform". This was because the AFDAL

LMS platform had many interesting features that make them enthusiastic and not quickly get bored in the learning process, especially learning English. Finally, "It is better to learn English without using the AFDAL LMS in the future" the highest percentage showed (51%) of students did not agree with this statement. This means that students do not agree that future learning will no longer use the AFDAL LMS platform. Students enjoy learning, especially in English lessons, if they use the AFDAL LMS.

Based on the results of interviews, the majority of students said that overall they felt enthusiastic about taking part in English learning using the AFDAL LMS platform. Supported by the following interview results.

(Student 1: 12/10/2023)

S1: *"saya lebih tertarik dan juga bersemangat menggunakan LMS AFDAL karena tidak membosankan karena terdapat banyak fitur yang digunakan"* (I am more interested and enthusiastic about using AFDAL LMS because it is not boring because there are many features to use).

(Student 2: 12/10/2023)

S2: *"saya lebih tertarik menggunakan LMS afdal karena lebih seru dan gampang untuk digunakan dan juga banyak fitur didalamnya"* (I am more interested in using Afdal LMS because it is more exciting and easier to use and than there are many features in it).

In this research, apart from analyzing students' perceptions of using the AFDAL LMS, several findings were also obtained regarding the obstacles or difficulties that usually occur when accessing the AFDAL LMS. In general, regarding the features mention, most students do not find significant difficulties or obstacles in using the features in AFDAL. However, errors generally occur on the internet network, students have problems when accessing or when logging in to the AFDAL LMS. The majority of students said this, which can be proven by the following interview quotes.

(Student 3: 12/10/2023)

S3: *"Kendala pada fitur menurut saya tidak ada, hanya saja LMS secara umum biasanya kendala nya terdapat pada jaringan internet, saya membutuhkan waktu untuk mengakses atau log in pada saat masuk ke dalam LMS afdal"*. (In my opinion, there are no problems with the feature, it's just that LMS in general usually has problems with the internet network, I need time to access or log in when I enter the afdal LMS).

(Student 4: 13/10/2023)

S4: *"biasanya karena kendala pada jaringan internet, karena banyak siswa yang menggunakan server sekolah jadi biasanya saat mau log in terkadang error dan tidak memiliki koneksi internet"*. (Usually because of problems with the internet network, because many students use the school server, usually when they want to log in, they sometimes get an error and don't have an internet connection).

From the facts above, several students found suggestions that could be made to improve this, namely by repairing or upgrading the network server at SMPIT Al Fityan School Gowa so that students would no longer be hampered by the internet network when logging in to the AFDAL LMS. Most of the students said this, which can be proven by the following interview quotes.

(Student 3: 12/10/2023)

S3: *"menurut saya semua fitur sudah bagus, akan tetapi yang perlu ditingkatkan yaitu server jaringan agar kami tidak kesulitan untuk mengakses fitur yang ada pada LMS AFDAL"*. (In my opinion, all the features are good, but what needs to be improved is the network server so that we don't have difficulty accessing the features in the AFDAL LMS).

(Student 4: 13/10/2023)

S4: *"server jaringannya harus diperbaiki atau ditingkatkan, karena ketika server yang bermasalah maka akan berdampak pada LMS afdal yaitu sulit untuk diakses. Kalau untuk fitur nya semua sudah baik"*. (The network server must be repaired or upgraded, because when the server has problems it will impact the

LMS afdal, making it difficult to access. As for the features, everything is good).

5. Discussions

The results of this research showed that students responded positively to the use of AFDAL LMS, especially the features it contains. Viewed in terms of ease of use, usefulness, and attitude towards using. There were several points that can be concluded as follows.

Majority of students agreed that the quiz feature on the AFDAL LMS platform was easy to use. They only need to click on the AFDAL LMS link and log in with their account, then access the quiz feature and click on the link that has been shared by the teacher on the AFDAL LMS platform. In terms of usefulness, the Quiz feature helps the students to recall the material that has been discussed. This means that the quiz feature can be used to evaluate student learning outcomes by asking questions related to the material that has been presented or discussed by the teacher. In addition, quiz feature can help students to increase their vocabulary through the questions that given in the quiz feature. So that, the students feel enthusiastic when asked questions by the teacher through quiz feature on the AFDAL LMS.

Apart from that, most students agree that the assignment feature on the AFDAL LMS platform was clear and they can understand its use. This finding was in line with the theory put forward by Kasim (2016) that there are three types of tools or features in an LMS, one of which is the learning skills feature. Teachers and students can create online presentations easily. This also had a good impact on students, they could access quizzes, materials and assignments given by the teacher easily. In terms of usefulness, submitting assignments via the assignment feature in the AFDAL LMS was faster, more effective and efficient. This was also in line with the statement of Hasanah, et.al (2022) that with LMS, students can access and download the material that has been presented, take quizzes and assignments, and submit quizzes and assignments more quickly

and easily so that students feel enthusiastic about doing assignments independently through assignment feature on the AFDAL LMS platform.

The AFDAL LMS platform also provided adequate forum features for interactive discussions between teacher and students. This forum feature allowed teachers and students to interact by sending and replying to messages and reading comments and replying to comments from others. This was in line with Kasim's (2016) statement that through the communication tools available on the LMS platform, interactions between teachers and students and interactions between students can be created. Judging from its usefulness, through the forum feature on the AFDAL LMS, they can exchange ideas with friends and teachers. But, based on the results of the questionnaire, in terms of usage attitudes, it shows that students feel enthusiastic about learning English using the forum feature to exchange ideas with teachers and other students.

This research also showed that the highest percentage, the majority of students agree that the lesson feature in the AFDAL LMS can make it easier for them to access learning content/materials. In terms of usefulness, students can understand the English material presented in the lesson feature on the AFDAL LMS. This was because the presentation of the material in the lesson feature was presented in detail by the teacher and also had an attractive appearance. This finding was in line with Ramadania's (2021) statement that the LMS platform can serve everything needed in learning such as accessing lesson materials, exercises and input. This showed that through the AFDAL LMS platform, especially using the lesson feature, students can access learning materials easily. They find it easy to re-access the material provided by the teacher to study again at home. So that students feel enthusiastic about learning English if the teacher presents material in the lesson feature on the AFDAL LMS platform.

Apart from that, majority of the students agreed that the use of the interactive video feature was clear and easy to understand. In the AFDAL LMS platform there is an H5P feature that teachers can use to create learning content such as showing learning videos to students. Judging from its usefulness, the interactive video can help them improve their understanding of English through the material provided. This is because the material presented is in the form of an interesting video and students can also see and hear the material presented directly. Based on the results of the questionnaire, it can be concluded that students feel enthusiastic about participating in English learning using the interactive video feature.

Regarding the flexibility of the AFDAL LMS platform, students agreed that the AFDAL LMS was flexible, easy to access anytime and anywhere. The AFDAL LMS platform was software that is easy to access as long as the user has a stable internet connection. In terms of usefulness, it can be concluded that students can re-access the material shared by the teacher whenever and wherever they want to study it again. This shows that the AFDAL LMS was flexible because it makes it easier for students to re-access the material that has been provided.

Overall, majority students agreed that the AFDAL LMS platform was quite stable and easy to access. This finding was in line with theory, according to Trisiana (2020), accessibility of an LMS means how the LMS can be easily accessed or used by users. The server sets up links and accounts for teachers and students. Teachers and students just need to click on the link and log in with their own username and password. The LMS system used at SMPIT Al Fityan School Gowa was also stable. The AFDAL LMS platform can be accessed using laptops, mobile phones and others by utilizing internet access. Based on the results of the questionnaire, in terms of usefulness, the majority of students said that their English scores improved using AFDAL LMS in the learning process. So that students feel excited and enthusiastic every time they

take part in English learning using the AFDAL LMS platform.

Based on the discussion above, it can be seen that there are several features that students often use in learning English, such as the Quiz, Lesson, Assignment, and Interactive Video features. Judging from the categories of perceived ease of use, usefulness, and also overall user attitudes, students have a good response or perception towards these features. Even though students have a good perception of the use of the features in the AFDAL LMS, based on the results of interviews in general students still have obstacle or difficulty in accessing the AFDAL LMS. Students find it difficult to log in to the AFDAL LMS, this was caused by inadequate internet network problems. One thing that can be considered to be improved in using the AFDAL LMS was the network server at SMPIT Al Fityan School Gowa must be improved.

6. Conclusion

Students' perceptions of the use of AFDAL LMS in learning English were in a good category. The results of the analysis of students' perceptions based on the 3 main TAM constructs are as follows. Seen in terms of perceived ease of use, usefulness, and attitude towards using were in a good category, especially for the use of the Lesson, Interactive Video, Quiz, and assignment features.

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