CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

1. Level of Stdents' Acceptance on the Google Classroom

   a. Group of respondents based on gender

   Table: 4.1 Group of respondents based on gender

No.	Gender	Number	Percentage (%)
1	Female	35	58.4
2	Male	25	41.6
Total		60	100

Source: Primary research data 2020

Based on table 4, it is known that of the 60 research respondents, 35 or 58.4 percent were women and 25 or 41.6 percent were men. This shows that most of the research was women.

   b. Group of respondents based on force

   Table: 4.2 Group of respondents based on force

No.	Force	Number	Percentage(%)
1	2018	20	33,33
2	2019	20	33,33
3	2020	20	33,33
Total		60	100

Based on table 4.2, it is known that of the 60 research respondents, the respondents for the 2018 class consisted of 20 students or 33.33 percent, the respondents for the 2019 class consisted of 20 students or 33.33 percent and the respondents for the 2020 class consisted of 20 students or 33.33 percent. From

the table, it can be seen that most of the respondents are the same, namely 20 per generation or force.

2. Students' acceptance on the Google Classroom

    a. Perceived Usefulness

```
                   Person - MAP - Item
                     <more>|<rare>
        4                  +
                           |
                           |
                  XXX      |
        3                  +
                           |
                           |
                         T |
        2                  +
                  XX       |
                           |
                           |
        1          XX      +
                         S |
                 XXXX      |
                          |S PU4    PU5
        0          X     +M PU2    PU3    PU6
                  XX      |S PU1
           XXXXXXXXXXXXX   |
                           |
       -1    XXXXXXXX     M+
                  XXX      |
                 XXXX      |
                           |
       -2     XXXXXXX      +
                           |
                 XXXX    S |
                           |
       -3                  +
                XXXXXX      |
                           |
                           |
       -4                T+
                           |
                           |
                           |
       -5                  +
                   X       |
                           |
                           |
       -6                  +
                    <less>|<frequ>
```
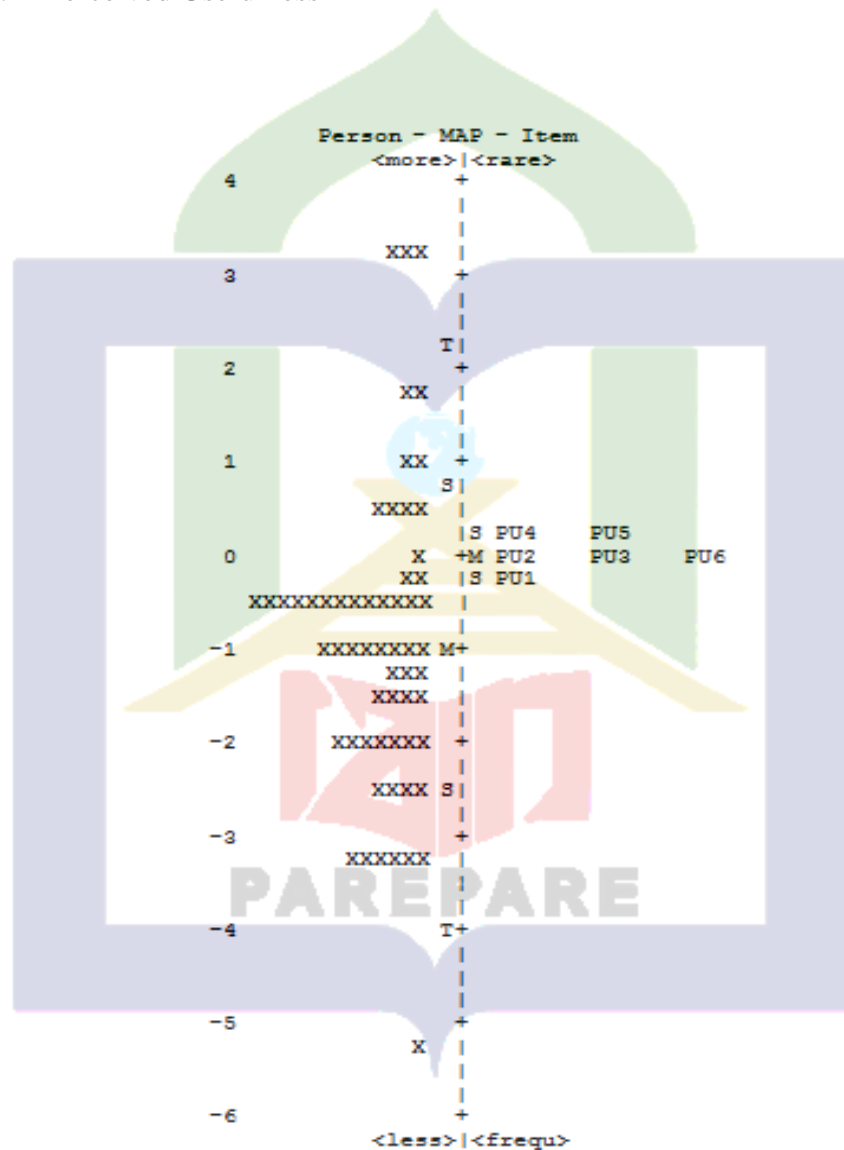
Figure 4.1: Map of Perceived Usefulness Item

On the map, we can see that PU (Perceived Usefulness) display on the right shows that items that are easily approved are PU1 and items that are difficult to approve are PU4 and PU5.

For the easiest item, namely PU1, where students tend to easily agree with the ease with which Google Classroom works and completes English assignments. This means that Google Classroom makes it easy for students to work on and complete English assignments. Meanwhile, items that tend to be less approved are the use of Google Classroom in terms of increasing productivity and effectiveness in learning English. This means that Google Classroom cannot increase productivity and effectiveness in learning English.

The next item that is difficult to agree on is the productivity and effectiveness of Google Classroom users, especially for students. Google Classroom has not been able to increase productivity and effectiveness which is due to the busyness and limits of collecting assignments that are too fast. Productivity and effectiveness of students include the transmission of learning outcomes. The education office found differences in access and quality during distance learning.

Thus if someone believes that information systems are useful then he will use them. Previous studies have shown that the perceived usefulness construct positively and significantly affects the use of information systems. Previous studies also show that perceived usefulness is the most significant and important construct that influences attitudes, intentions, and behavior in using technology compared to other constructs
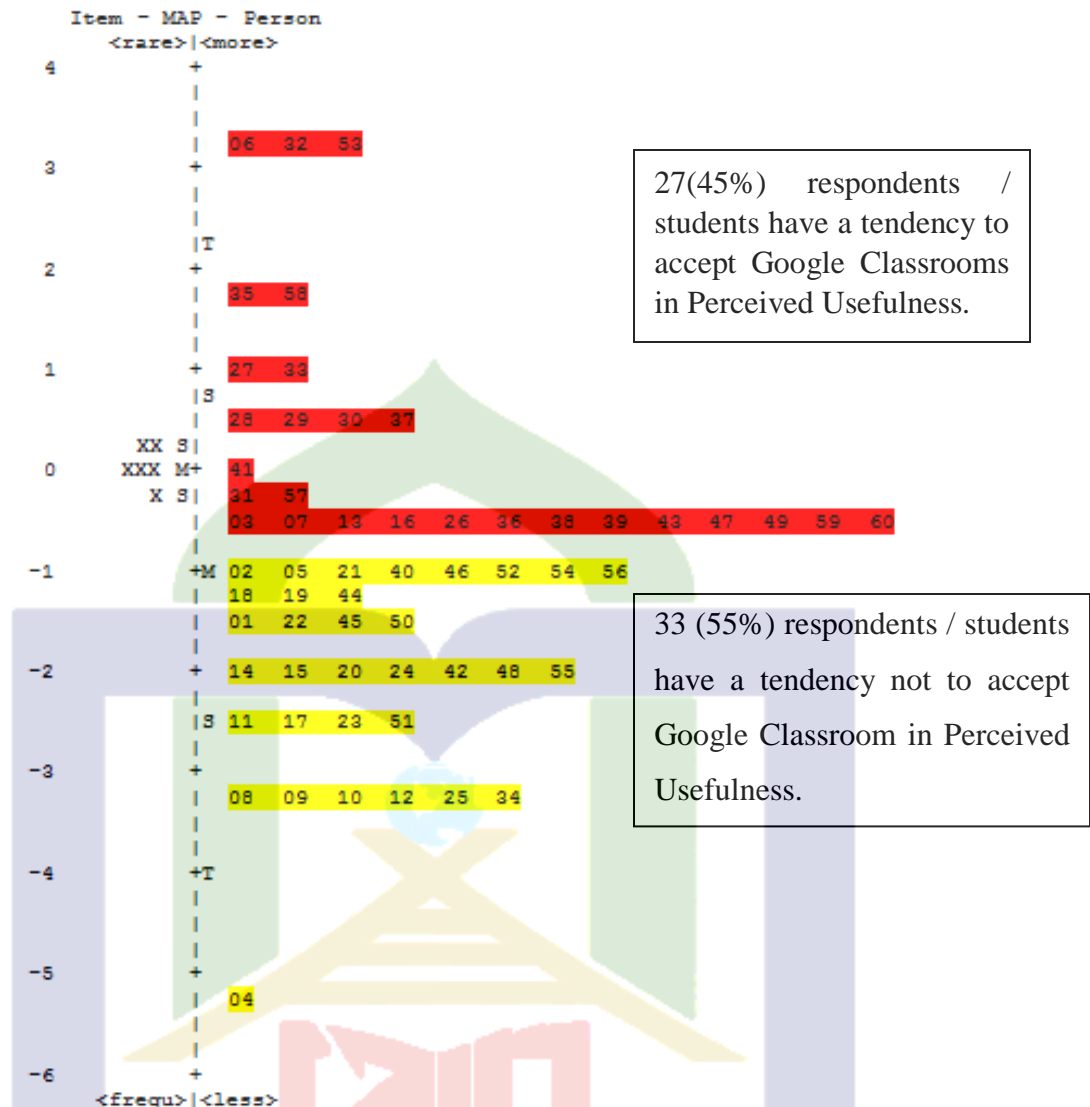
```
Item - MAP - Person
   <rare>|<more>
 4          +
            |
            |
            |  06   32   53
 3          +
            |
            |
            |T
 2          +
            |  35   58
            |
            |
 1          +  27   33
            |S
            |  28   29   30   37
       XX S|
 0     XXX M+  41
        X S|  31   57
            |  03   07   13   16   26   36   38   39   43   47   49   59   60
            |
-1          +M 02   05   21   40   46   52   54   56
            |  18   19   44
            |  01   22   45   50
            |
-2          +  14   15   20   24   42   48   55
            |
           |S 11   17   23   51
            |
-3          +
            |  08   09   10   12   25   34
            |
            |
-4          +T
            |
            |
            |
-5          +
            |  04
            |
            |
-6          +
   <frequ>|<less>
```

27(45%) respondents / students have a tendency to accept Google Classrooms in Perceived Usefulness.

33 (55%) respondents / students have a tendency not to accept Google Classroom in Perceived Usefulness.

Figure 4.2: Map of Perceived Usefulness Respondent

Based on the map above, students tend to disagree with the Perceived Usefulness of Google Classroom, which is 55%, while students who tend to agree are 45%. This means that students tend to disagree more, this shows that Google Classroom does not provide good Perceived Usefulness for students in general.
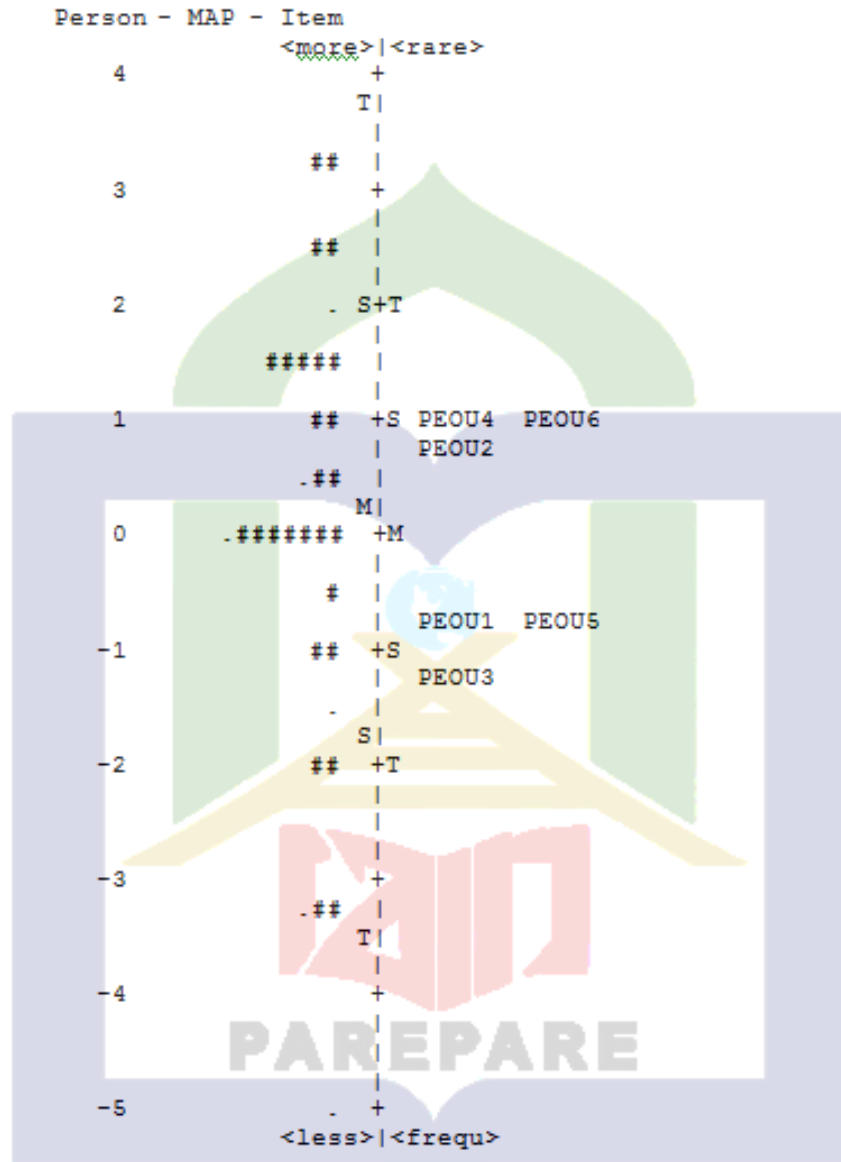
b. Perceived Ease of Use

```
Person - MAP - Item
                <more>|<rare>
    4                 +
                    T|
                     |
            ##   |
    3                 +
                     |
            ##   |
                     |
    2             .  S+T
                     |
          #####  |
                     |
    1           ##  +S PEOU4  PEOU6
                  |   PEOU2
          .##  |
                    M|
    0     .####### +M
                     |
             #   |
                  |   PEOU1  PEOU5
   -1          ##  +S
                  |   PEOU3
                  |
            .    S|
   -2          ##  +T
                     |
                     |
                     |
   -3                 +
          .##  |
                    T|
                     |
   -4                 +
                     |
                     |
                     |
                     |
   -5          .   +
                <less>|<frequ>
```

Figure 4.3: Map of Perceived Ease of Use for Item

On the map, we can see that PEOU (Perceived Ease of Use) on the right shows that variability from PEOU3 at the bottom which is the easiest to agree then PEOU4 and PEOU6 the most difficult above to agree.

The easiest item is PEOU3 which states that the Google Classroom appearance is very clear and easy to understand. This means students tend to agree that the Google Classroom application provides a clear and easy to understand display. Meanwhile, items that are difficult to agree with are PEOU4 regarding access when collecting and collecting material and PEOU6 regarding flexible use of Google Classroom. This shows that Google Classroom is difficult to access and inflexible when used by students.
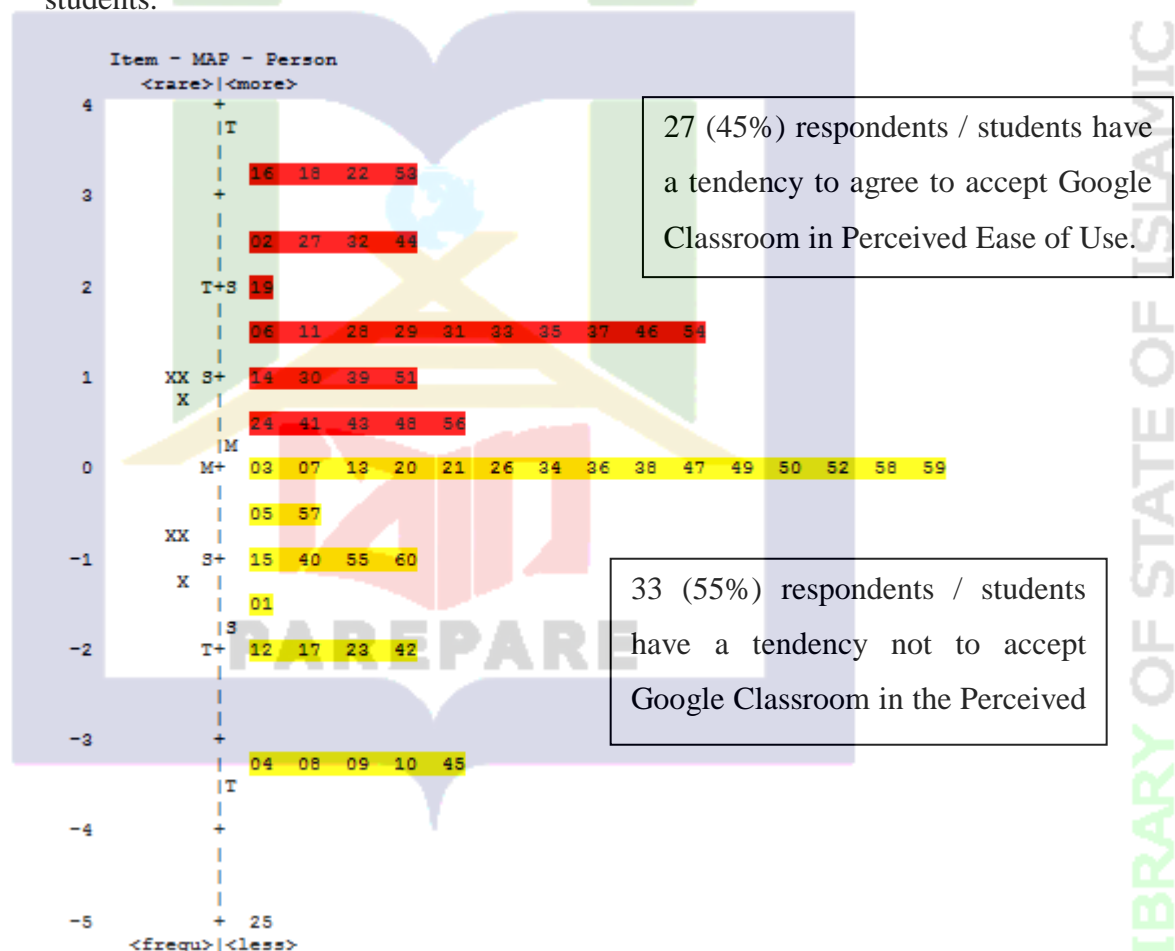

27 (45%) respondents / students have a tendency to agree to accept Google Classroom in Perceived Ease of Use.

33 (55%) respondents / students have a tendency not to accept Google Classroom in the Perceived

Figure 4.4: Map of Perceived Ease of Use for Responden

The item above shows that 45% of students agree and 55% of students disagree on the Perceived Ease of Use from Google Classroom. This means that students tend to disagree that Google Classroom provides Perceived Ease of Use for students.

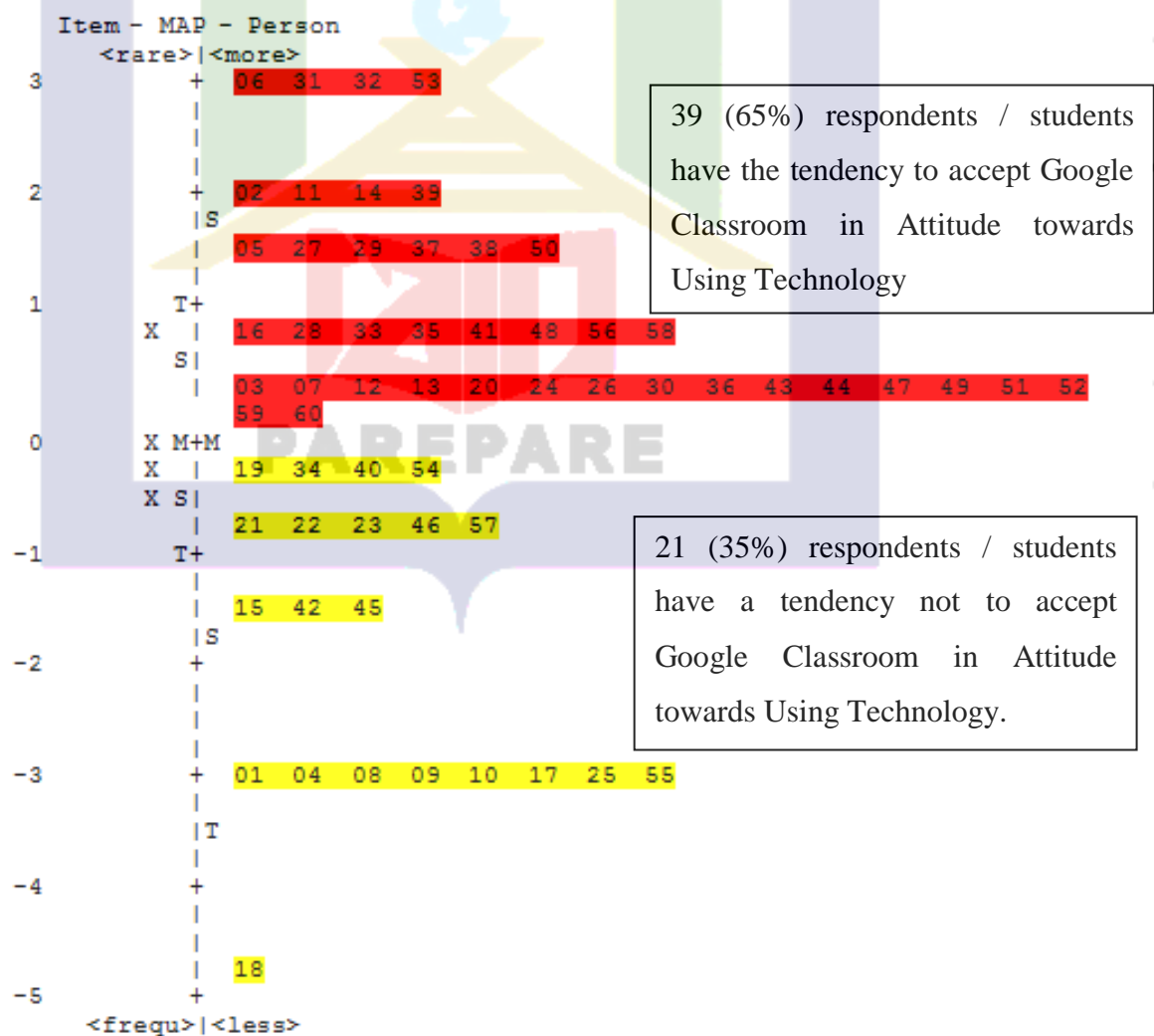c. Attitude Towards Using Technology

```
        Person - MAP - Item
           <more>|<rare>
  3        ##   +
                |
                |
                |
  2        ##   +
              S |
          ###   |
                |
  1           +T
        ####   |    ATU2
              |S
     .######## |
  0          M+M ATU4
        ##   |    ATU3
             |S ATU1
         .## |
 -1          +T
             |
        .#   |
           S |
 -2          +
             |
             |
             |
 -3     ####  +
             |
           T |
 -4          +
             |
             |
             |
 -5     -    +
          <less>|<frequ>
```
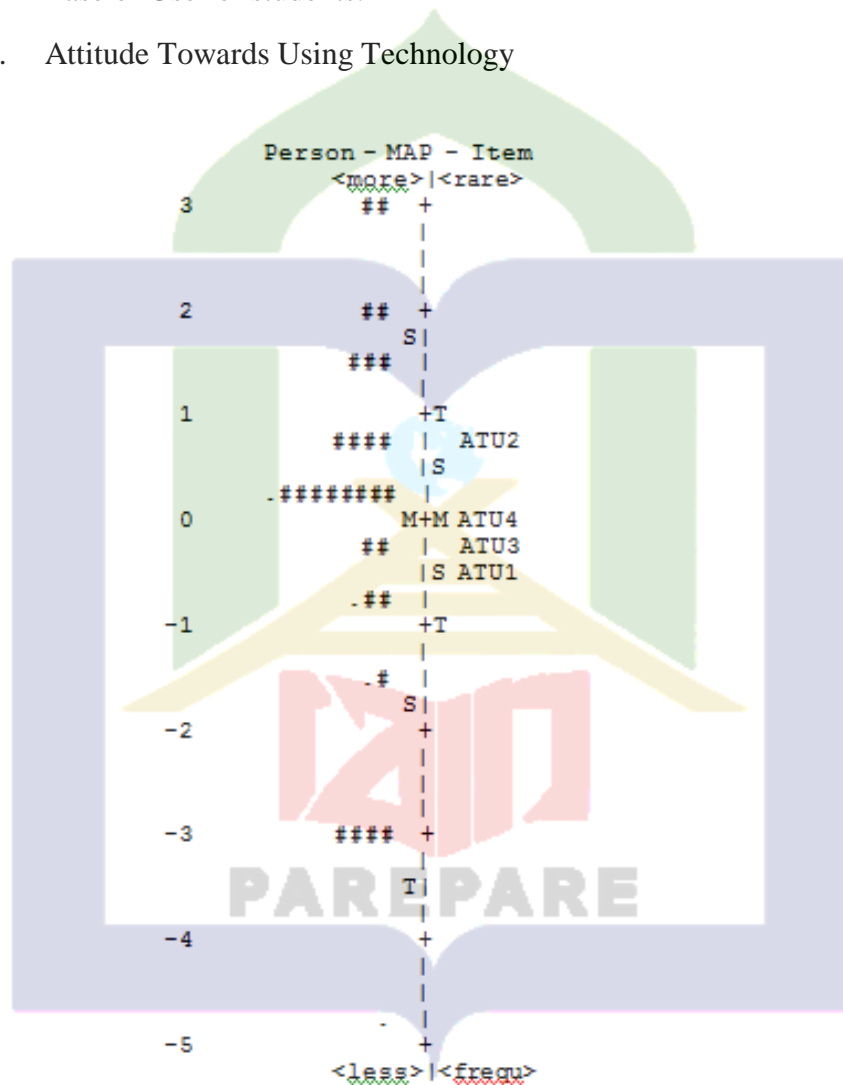
Figure 4.5: Map of Attitude towards Using Technology for item

We can see on the map that Attitude towards Using Technology on the right shows four items that have different levels of variability from ATU1

at the bottom which is the easiest to agree then ATU2 on the above is the most difficult to agree.

An item that is easily approved is ATU1, which means students feel happy using Google Classroom. This shows that students tend to agree that students are happy when using Google Classroom when it is used in learning English. Meanwhile, the item that tends to be difficult to agree with is ATU2, which is about the convenience of interacting when learning using Google Classroom. This shows that students tend to be uncomfortable interacting with learning using Google Classroom.

Figure 4.6: Mapof Attitude towards Using Technology of Respondent

```
Item - MAP - Person
    <rare>|<more>
 3          +   06   31   32   53
            |
            |
            |
 2          +   02   11   14   39
           |S
            |   05   27   29   37   38   50
            |
 1        T+
       X   |   16   28   33   35   41   48   56   58
        S|
            |   03   07   12   13   20   24   26   30   36   43   44   47   49   51   52
                59   60
 0      X M+M
        X  |   19   34   40   54
       X S|
            |   21   22   23   46   57
-1        T+
            |
            |   15   42   45
           |S
-2          +
            |
            |
            |
-3          +   01   04   08   09   10   17   25   55
            |
           |T
            |
-4          +
            |
            |
            |   18
-5          +
    <frequ>|<less>
```

39 (65%) respondents / students have the tendency to accept Google Classroom in Attitude towards Using Technology

21 (35%) respondents / students have a tendency not to accept Google Classroom in Attitude towards Using Technology.

The map above shows that 65% of students tend to agree easily while 35% of students tend to disagree. This shows that students tend to agree in using Google Classroom which provides Attitude towards Using Technology for students to use these applications in learning English.
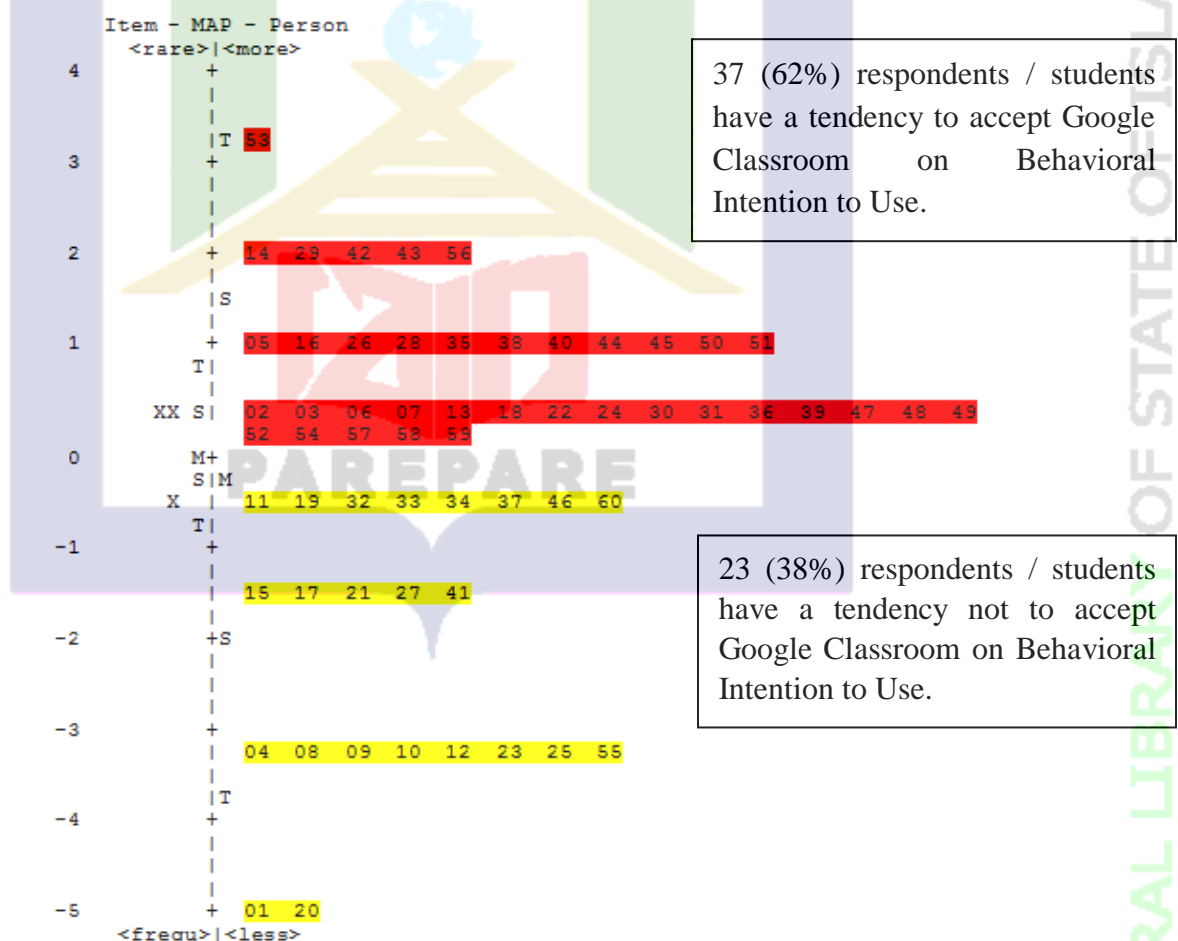
d.   Behavioral Intention to Use

```
        Person - MAP - Item
            <more>|<rare>
  4               +
                  |
                  |
             . T|
  3               +
                  |
                  |
                  |
  2         -##   +
                  |
               S|
                  |
  1       .#####  +
                 |T
                  |
        ###########  |S BIUS2  BIUS3
  0               +M
               M|S
          ####  |   BIUS1
                 |T
 -1               +
                  |
           -##  |
 -2            S+
                  |
                  |
                  |
 -3               +
          ####  |
                  |
              T|
 -4               +
                  |
                  |
                  |
 -5          #   +
            <less>|<frequ>
```
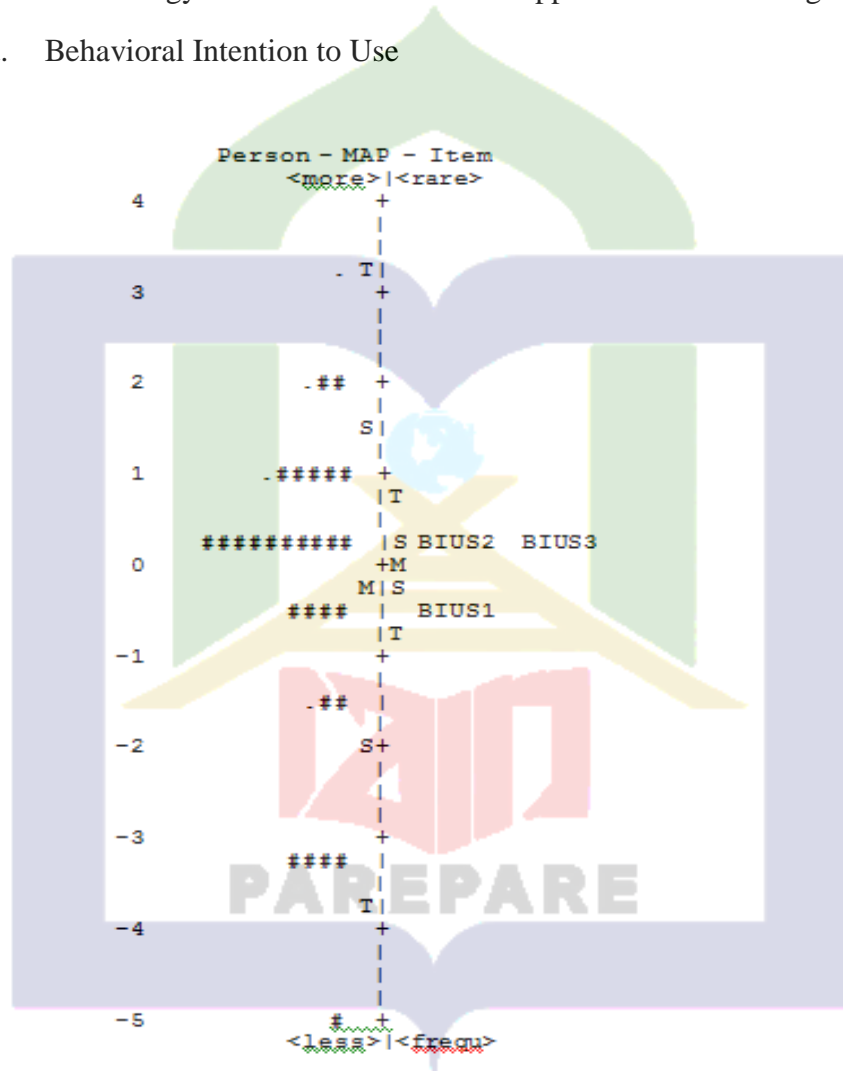
Figure 4.7: of Behavioral Intention to Use for Item

Based on the map that the display on the right shows three items that have different levels of variability from BIUS1 at the bottom which is the

easiest to agree then BIUS2 and BIUS 3 on the above is the most difficult to agree.

Items that are easy to agree with are always using Google Classroom to find and do assignments. This means students tend to always use Google Classroom to find and do assignments in learning English. Meanwhile, items that are difficult to agree with are always use as often as possible and hope to continue using Google Classroom. This shows that students do not want to use Google Classroom as often as possible and do not expect to continue using Google Classroom while learning English.

Figure 4.8 : Map of Behavioral Intention to Use for Respondent

```
Item - MAP - Person
  <rare>|<more>
 4        +
          |
          |
          |T  53
 3        +
          |
          |
          |
          |
 2        +  14  29  42  43  56
          |
         |S
          |
 1        +  05  16  26  28  35  38  40  44  45  50  51
        T |
          |
     XX  S|  02  03  06  07  13  18  22  24  30  31  36  39  47  48  49
          |  52  54  57  58  59
 0       M+
        S|M
     X    |  11  19  32  33  34  37  46  60
        T |
-1        +
          |
          |  15  17  21  27  41
          |
-2       +S
          |
          |
          |
-3        +
          |  04  08  09  10  12  23  25  55
          |
          |T
-4        +
          |
          |
          |
-5        +  01  20
   <frequ>|<less>
```

37 (62%) respondents / students have a tendency to accept Google Classroom on Behavioral Intention to Use.

23 (38%) respondents / students have a tendency not to accept Google Classroom on Behavioral Intention to Use.

The map above shows that students who tend to agree easily are 62% and who tend to disagree by 38%. This means that students tend to agree with the Behavioral Intention to Use in the Google Classroom for students. Student responses tend to be good in terms of attitudes towards using Google Classroom.

e. Actual System Usage

```
        Person - MAP - Item
            <more>|<rare>
   5                 +
                     |
                 # T|
   4                 +
                     |
                ##   |
   3                 +
                     |
                  S|T
   2          .###  +
                   |   AU1
                   |
   1 #############  +S
                   |
                  M|
   0              +M
         ######    |
                   |   AU3
  -1              +S  AU2
                   |
                  S|
  -2          .#   +
                   |T
                   |
  -3              +
                   |
                  T|
  -4              +
         ###       |
                   |
  -5              +
            <less>|<frequ>
```

Figure 4.9: Map of Actual System Usage for Item

From the map that the display on the right shows three items that have different levels of variability from AU2 at the bottom which is the easiest to agree then AU1 on the above is the most difficult to agree.

The item that is easiest to agree on is the convenience of interacting with Google Classroom. This shows that students tend to feel comfortable interacting when learning English using Google Classroom. Meanwhile, items that tend to be difficult to agree on are about having fun using Google Classroom. This means that students feel unhappy about using Google Classroom in learning English.

Figure4.10: Map of Actual System Usage for Respondent


```
Item - MAP - Person
  <rare>|<more>
5          +
           |
           |T 44  53
4          +
           |
           |  06  16  19  32
3          +
           |
         T|S
2          +    02  11  14  21  29  33  39
      X    |
           |
1         S+  01  03  07  13  18  20  22  24  25  27  30  34  36  38  42
              43  45  46  47  49  50  51  52  54  56  59
           |
           |M
0         M+
           |  05  15  17  23  26  35  37  40  41  48  57  58
      X    |
-1    X   S+
           |
           |S
-2         +  28  31  60
         T|
           |
-3         +
           |
           |T
-4         +
           |  04  08  09  10  12  55
           |
-5         +
   <frequ>|<less>
```

39 (65%) respondents / students have a tendency to accept Actual System Usage in Google Classroom.

21 (35%) respondents / students have a tendency to not accept Actual System Usage in Google Classroom.

Based on the map above, students who tend to agree easily are 65% while students who tend to disagree are 35%. This shows that the Actual System Usage in Google Classroom tends to be accepted by students.

f.   Dominant Item and Respondents acceptance on the Google Classroom

Figure 4.11: Map of Dominant Type for Item

```
    Person - MAP - Item
          <more>|<rare>
    3                +
                     |
              X      |
                     |
                     |
    2               T+
                     |
             XX      |
                     |
                     |
    1             XX S+T
               XXXX  |   AU1
              XXXXX  |S ATU2
             XXXXXX  |  BIUS2 PEOU4  PEOU6 PU4    PU5
              XXXXX  |  BIUS3 PEOU2  PU2    PU3    PU6
    0 XXXXXXXXXXXXXX +M ATU4   PU1
             XXXX M|   ATU3   AU3    BIUS1
              XXX  |   ATU1   AU2
              XX   |S
               X   |   PEOU1  PEOU5
   -1         XX  +T
               S|     PEOU3
              XX   |
             XXX   |
                   |
   -2                +
               T|
               X   |
             XXX   |
                   |
   -3          X   +
          <less>|<frequ>
```

The map shows the easiest item is the PEOU3 item about the Google Classroom display which is very clear and easy to understand. This

means that students tend to agree that the Google Classrom display is very clear and easy to understand in use. Meanwhile, the item that was difficult for students to agree on was AU1 about the pleasure of using Google Classroom. This means that students tend to feel uncomfortable using Google Classrom.

Statement	MEASURE
Tampilan *Google Classroom* sangat jelas dan mudah dipahami	-1.29
Mudah untuk menjadi ahli menggunakan *Google Classroom*.	-0.85
Cara penggunaan *Google Classroom* mudah dipelajari.	-0.77
Setiap kali melakukan akses *Google Classroom*, sekurang-kurangnya menghabiskan waktu selama 15 menit	-0.47
Merasa senang menggunakan *Google Classrom*.	-0.43
Sangat menikmati penggunaan *Google Classroom*.	-0.29
Menyarankan kepada orang lain untuk menggunakan *Google Classroom*.	-0.29
Selalu menggunakan *Google Classroom* untuk mencari dan mengerjakan tugas.	-0.19
Google Classroom memudahkan dalam mengerjakan dan menyelesaikan tugas Bahasa Inggris.	-0.04
Tampilan *Google Classroom* sangat menarik.	0.02
Google Classrom mempercepat dalam penyelesaian tugas Bahasa Inggris.	0.17
Google Classrom dapat digunakan sesuai yang diinginkan.	0.2
Google Classroom berguna dalam pembelajaran.	0.24
Mengharapkan bisa terus menggunakan *Google Classroom* di masa mendatang	0.27
Google Classroom meningkatkan kinerja dalam mengerjakan tugas Bahasa Inggris.	0.27
Google Classrom tidak dapat digunakan sesuai yang diinginkan.	0.38
Penggunaan *Google Classroom* sangat fleksibel.	0.41

Menggunakan *Google Classroom* dapat meningkatkan produktivitas dalam Bahasa Inggris.	0.41
Menggunakan *Google Classroom* dapat meningkatkan efektivitas dalam belajar Bahasa Inggris.	0.41
Merasa senang menggunakan *Google Classrom.*	-0.43
Nyaman berinteraksi dalam pembelajaran dengan menggunakan *Google Classroom.*	0.52
Sering mengakses *Google Classroom.*	0.86

Table 43: The measurement of Questionnaire

Based on the perception table, the tendency for approval is in the very clear and easy Google Classroom appearance. Where has a measure of -1.29. It can be interpreted that the appearance on Google Classroom that is clear and easy to understand tends to be accepted by students. And is an item whose indicator is Perceived Ease of Use. The table above serves to clearly show the logit number for the items that are easiest to agree to to those that are most difficult to agree on.

```
Item - MAP - Person
  <rare>|<more>
3       +
        |
        |   53
        |
        |
2       +T
        |
        |   06   32
        |
        |
1    T+S 16   29
   X  |  02   27   33   35
   X S|  28   31   37   39   44
XXXXX |  14   30   38   43   56   58
XXXXX |  11   19   22   41   54
  XX M+  03   05   07   13   18   26   36   46   47   49   50   52   59
  XXX |M 24   48   51   57
   XX |  21   40   60
    S|   20   34
   XX |  42
-1   T+  15   45
   X  |S
      |  01   23
      |  12   17   55
      |
-2    +
      |T
      |  25
      |  08   09   10
      |
-3    +  04
<frequ>|<less>
```

38 (63%) Highly

22 (37%) low
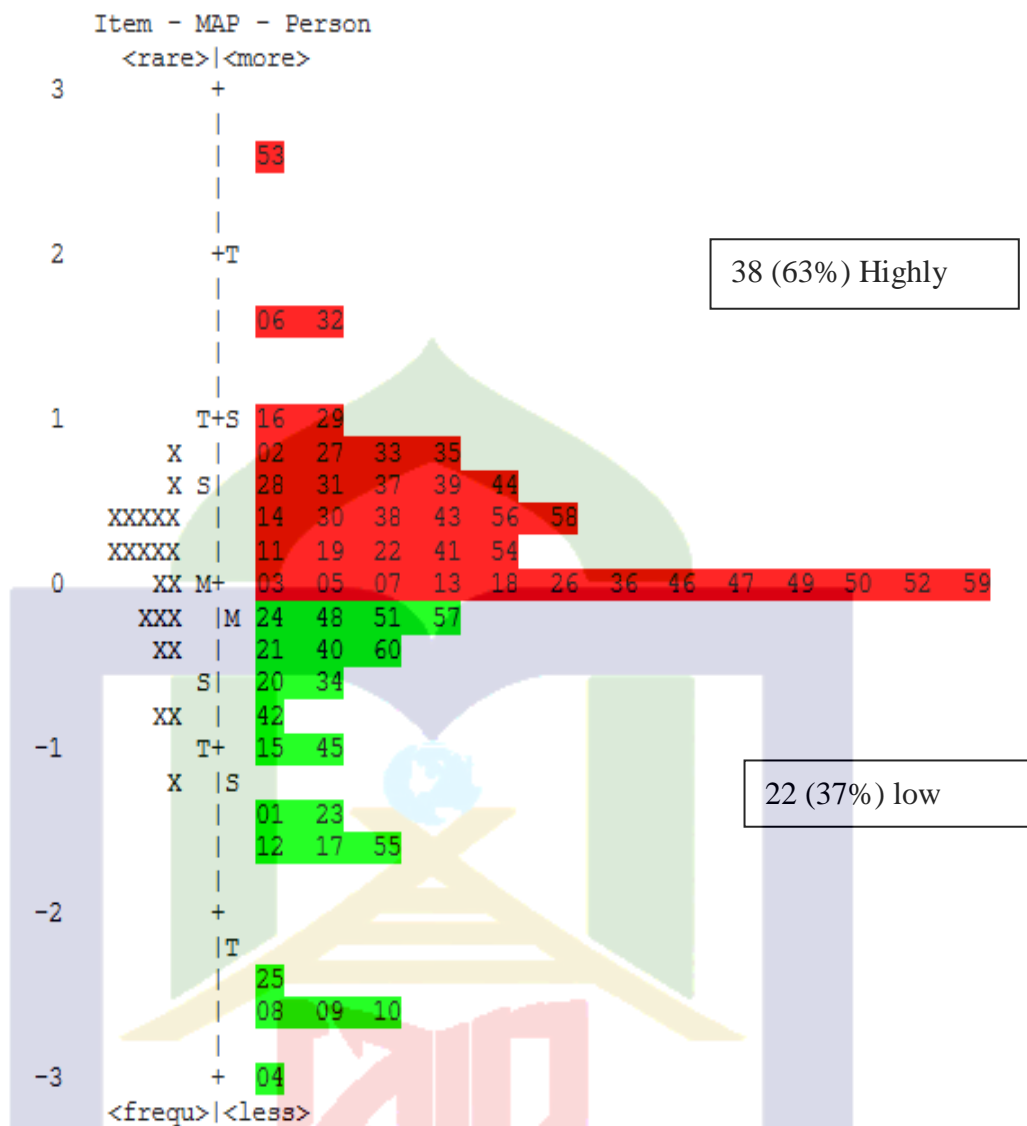
Figure: 4.12: Map of Dominant Type of Respondent

Based on the map above, it shows several levels of students starting from those who tended to agree with 63% and students who tended to disagree with 37%. The results show that the biggest is the dominant tend to agree. This means that students tend to agree or accept the use of Google Classroom in learning English.

B. Discussion

In this part, the researcher explained the discussion of the students' acceptance on the Google Classroom in English learning at SMAN Matakali. This research did on 30th December 2020. The researcher had been prepared the questionnaire and send to their teacher to sending to her student for answering.

As an instrument for this study namely a questionnaire. The questionnaire was adapted from Davis's theory in 1989 and subsequently adopted the form of a statement through research conducted by Irfan Mahendra in 2015, namely measurement using the TAM model with five indicators of acceptance. This questionnaire helps researchers to find out how student acceptance is in a learning application, namely Google Classroom.

Based on data processing, the results found on each question indicator are as follows:

1. Perceived Usefulness

Perceived Usefulness is a level where someone believes that users of certain applications or systems will improve that person's work performance. The results showed that PU1 was an item that tended to be easy and items PU4 and PU5 were items that tended to be difficult. From this statement, respondents / students tend to easily agree on the convenience of Google Classroom for students in doing and completing English assignments. Gemma Josep stated a Content Manager for Classgap, which is an online platform that aims to facilitate communication between teachers and students. In his writing, he stated the importance of online learning, education and technology. In one of his statements, online learning allows Teachers and Students to set their own pace of

learning and there is additional flexibility in setting schedules that fit everyone's agenda. So that using an online education platform allows a better balance of work and study so that students find it easier to do the assignments given by the teacher.

The next item that is difficult to agree on is the productivity and effectiveness of Google Classroom users, especially for students. Google Classroom has not been able to increase productivity and effectiveness which is due to the busyness and limits of collecting assignments that are too fast. Productivity and effectiveness of students include the transmission of learning outcomes. The education office found differences in access and quality during distance learning.

Meanwhile, for respondents, it is seen that 55% are difficult to give and 45% are easy to agree with the items given by Perceived Usefulness. It shows that students tend to be a little bit more difficult to agree that the ratio is only about 5%, then this can be said that it is still comparable because it is almost the same. This means that students can improve the work performance of that person and can also not improve it.

2. Perceived Ease of Use

Perceived Ease of Use is a level where someone believes that the use of a certain system can reduce one's effort in doing something. The research results show that PEOU3 at the bottom which is the easiest to agree on then PEOU4 and PEOU6 is likely to be difficult to agree on. An easy-to-approve item is a clear and easy-to-understand Google Classroom display. If students are happy with the appearance of a system, surely they will come back again to explore the web or

application. Not only the overall appearance even as small as a button, actually affects the visitor's experience in using the system. Meanwhile, items that are difficult to agree on PEOU 4 and PEOU 6 are accessibility and flexibility. Respondents stated that the system is not easy to access and not flexible, meaning that accessibility and flexibility should be part of the design process of a system that needs to be considered before the use of the application system begins. Therefore, it is necessary to consider how system customizations are made which will affect accessibility before starting to customize the site. This can make every site easily accessible and first and foremost that everyone can use. Accessibility is achieved by creating applications that anyone can use.

In terms of respondents' responses, the results show that 45% tend to agree easily and 55% tend to find it difficult to agree. This means that more students who find it difficult to agree with the use of Google Classroom can reduce one's effort in doing something or in learning. Indeed, it still takes effort in learning to use this application. Including students or teachers who have never used online media must try harder to adapt their abilities to the demands of the system. Likewise, students need to be more independent in learning the material so that it is easier to follow the ongoing online learning process.

Davis defines perceived ease of use is a level where someone believes that the use of a certain system can reduce one's effort in doing things.[1] If in this study Google Classroom has not reached this level, it means that students still need more effort in learning using Google Classroom.

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[1] Jogiyanto, P "*Sistem Informasi Keperilakuan Edisi Revisi*". p. 217

3. Attitude towards Using Technology

From the results of data processing, it is known that ATU1 is at the bottom which is the easiest to agree then ATU2 is tends to be difficult to agree with. Easy-to-approve items say what it's like to use Google Classroom. Attitude has an important role in influencing student motivation. This means that when the respondent learns in a happy state or atmosphere, the teacher's way of teaching is good, supporting materials including a good application or system in an online learning system will make students enthusiastic so that they get maximum results.

The item that is difficult to agree on in the indicator Attitude towards Using Technology is ATU2, which talks about the convenience of interacting using Google Classroom. The positive impact of online learning is feeling more comfortable, but there will be ineffectiveness if students feel uncomfortable using an application in learning.[2] Meanwhile, students really need comfort to maintain their concentration power so that they always focus on what they are learning.

Meanwhile, in responding to this indicator, 65% tend to agree easily and 35% tend to find it difficult to agree. What most agrees with is the appearance that Google Classroom provides. This shows that when talking about students' attitudes towards this application the student responses tend to be good.

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[2] Radjeki Aguestyowati, "Dampak Positif dan Negative tentang Pembelajaran Online di Saat Pandemi Covid-19 melanda", Publisher: aksara public, Edutech Consultant Pendidikan dan Teknologi. Vol 4 no 3. 2020.

Attitudes towards the use of technology are defined as evaluations of users about their interest in using technology.[3] This shows that the TAM method by Davis in Google Classroom gives students interest in using it as a technological medium in learning.

4. Behavioral Intention to Use

Behavioral Intention to Use is a desire (intention) for someone to perform a certain behavior. The Behavioral Intention to Use indicator only has three question items and of the three items, the BIU1 item is an item that is easy to approve and the BIU2 and BIU3 items are items that are difficult to approve. The easy-to-agree item talks about using the Google Classroom application where respondents or students often use the system to find and do assignments. This is because the teacher sends and provides notifications about assignments to students through this application. Previous studies have shown that behavioral intention is a good predictor of technology use by system users.

The hard to agree item talks about always trying to use the system as often as possible and the hope of being able to use Google Classroom in the future. If an application system provides good service, students will always feel like using it, if more researched, we will find that the Behavioral Intention to Use section is a conclusion of some previous indicators or the results of indicators which are actions that will be taken next if all previous indicators has had a positive impact. So actually this is a conclusion whether the application has met the good criteria for students or it cannot be seen from the tendency of behavior.

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[3] Davis, F. *Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology*. p. 340

Respondents who tend to agree easily with 62% and those who tend to be difficult 38%. From these results it can be seen that most students easily agree with the Behavioral Intention to Use. Behavioral interest in using technology is a desire for someone to do a certain behavior, for example the desire to add supporting peripherals, motivation to keep using, and the desire to motivate other users.

The level of use of a computer technology in a person can be predicted from the user's attention to the technology, for example the desire to add supporting peripherals, motivation to continue to use, and the desire to motivate other user.[4] This means that Google Classroom gives students the tendency to keep using it, is motivated to keep using it and wants to motivate other students to use this application.

5. Actual Technology Use/ Behavior

Actual Technology Use or Behavior is an action taken by someone. In the context of using information technology systems, behavior is the actual use of technology. In the indicator, there are only three items, namely frequent access AU1, length of time to access, and suggestions for other people. Items that tend to be difficult to approve are frequent access or AU, meaning that the respondent / student rarely accesses this application. The amount of time used to interact with a technology and the frequency of its use. Individuals will be satisfied using the system if they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use.

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[4] Aditya Hari Hanggono, Sit Ragil, & Heru Susilo. "Analisis Praktek TAM dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram". P. 3

Tends to be easily approved are AU2 and AU3 namely the length of time for accessing and suggesting to others. If a system tends to be good, students will begin to recommend its use. People making recommendations are people who have experience and know what they are saying. If the respondent has suggested its use to others, this means that the application can be trusted to help in learning.

The tendency of more respondents who tend to easily agree with the Actual System Usage indicator is 65% and 35% tends to disagree. This means that the use of the Google Classroom application on average is acceptable and can be suggested to other students. When talking about recommending it, students tend to agree, but in terms of good access, students still tend to disagree. This can be caused by external factors that affect the use of this application and not from within the application itself. The factors can be such as the provision of adequate internet access and a good Smartphone application.

Actual system usage is a real condition of system usage.[5] Individuals will be satisfied using the system if they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use. The results of the research show that students feel confident that the Google Classroom is easy to use and can increase productivity.

6. Dominant Type Acceptance on the Google Classroom of Item and Person

For the first, talking about the most dominant items, of all the items, it can be seen that the sixty items used have a variability of difficulty levels ranging from AU1 which is the most difficult to PEAU3 which is the easiest to work on. This shows a good thing, in this case the items provided can provide useful

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[5] Igbaria, M., Guimaraes, T., & Davis, G.B. "Testing the Determinants of Microcomputer Usage via a Structural Equation Model". p. 87-114

information about the abilities of the students being tested, bad news if all the questions are at the same level of ability, for example gathered above (difficult to do) or below (too easy to do).

The easiest item is about the appearance of Google Classroom, this shows students tend to agree on the convenience of this application itself or it can be said from within this application. If it is supported from outside factors such as inadequate access or inadequate student conditions, students or respondents do not agree with it. So Google Classroom tends to be good to use, but if supported by good external factors too. This includes if the area is easily accessible to internet services and the situation and conditions are adequate.

Overall, 63% of students can accept the use of Google Classroom in learning. This means that Google Classroom makes it easy for students to learn in a good and easy-to-understand way. Because overall students easily agree on how easy it is that Google Classroom itself as a plate form application for learning at school. Meanwhile, in terms of continuous access, it is difficult to agree with the students as a whole because of the difficulty of accessing it. Access difficulties can be caused by external factors apart from the application itself, such as an adequate internet network or supporting electronic devices which are external factors of the Google Classroom application.