

THESIS

**THE STUDENTS' PERCEPTION TOWARD THE USE OF
EDLINK PLATFORM AT THE SECOND SEMESTER
OF ENGLISH PROGRAM AT IAIN PAREPARE**



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PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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For the Degree of Sarjana Pendidikan (S.Pd.)

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to

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Parepare, March 27th2021

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

UDAIBAH TABIIN PUTRI. *Students' Perception toward the Use of Edlink Platform at the Second Semester of English Program at IAIN Parepare.* (Supervised by Magdahalena Tjalla & Ismail Latief)

This study aims to know how students' perception toward the use of Edlink Platform at the Second Semester of English Program at IAIN Parepare and the result of the study are beneficial for students because they will get information about The use of Edlink Platform in learning. The Researcher is focused on students at the Second Semester of English Program at IAIN Parepare.

In this research, the researcher used descriptive design with Quantitative approach. The data was collecting using questionnaire. After analyzing the data, the researcher found that concerning the students' perception toward the use of Edlink platform there were several aspects that can be seen through the Technology Accepting Model (TAM) model, students tend to give a positive responses toward the use of the edlink platform, this can be seen from the 5 constructs that have good results on the use of Edlinks that are generated from students' perceptions.

As the result of this research shows that based on questionnaire, the researcher found that Students has very good perception toward Edlink platform in online learning . Students perception was great moreover Edlink platform always makes it easier for students to work on and collect assignments online and Edlink platform should be categorized great application for students in online learning

Keywords: Students' Perception, Edlink Platform.

TABLE OF CONTENTS

COVER	i
PAGE OF TITLE	ii
SUBMISSION PAGE	iii
ENDORSMENT OF CONSULTANT COMMISSIONS	iv
APPROVAL OF CONSULTANT COMMISSIONS	v
ENDORSMENT OF EXAMINER COMMISSIONS	vi
ACKNOWLEDGEMENT	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	x
ABSTRACT	xi
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Questions	4
C. Objective of the Research	5
D. Significance of the Research	5
CHAPTER II PREVIOUS RELATED LITERATURE	
A. Previous Related Research Findings	5
B. Some Pertinent Ideas	6
1. The Definition of Perception	8
2. Online Learning	10

3. Sevima Edlink	15
4. Technology Acceptance Theory	18
C. Conceptual Framework.....	25
D. Operational Variabel	25
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Design of The Research	27
B. Location and Time of The Research	27
C. Population and Sample.....	27
D. Procedure of Collecting Data	28
E. Research Instrument.....	28
F. Technique of Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	
A. Research Finding.....	33
B. Discussion	50
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	56
B. Suggestion	56
BIBLIOGRAPHY	57
APPENDICES	

LIST OF TABLES

Number	Tittle of Tables	Pages
1.	Population of the Research	27
2.	Instrument of Questionnare	29
3.	Item Number 1	33
4.	Item Number 2	34
5.	Item Number 3	35
6.	Item Number 4	36
7.	Item Number 5	36
8.	Item Number 6	37
9.	Item Number 7	38
10.	Item Number 8	39
11.	Item Number 9	40
12.	Item Number 10	40
13.	Item Number 11	41
14.	Item Number 12	42

15	Item Number 13	42
16.	Item Number 14	43
17.	Item Number 15	44
18.	Item Number 16	45
19.	Item Number 17	45
20.	Item Number 18	46
21.	Item Number 19	47
22.	Item Number 20	48
23.	Item Number 21	48
24.	Item Number 22	49

LIST OF APPENDICES

Number	The Tittle of Appendices
1.	Instrument of the Research
2.	Result of the instrument
3.	Score of the instrument
4.	Documentation
5.	Recomendation of the Research
6.	Research Agreement
7.	Research Information
8.	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background

Corona Virus Disease 2019 (Covid-19) has drastically changed almost all aspects of human life around the world. The education sector is one of the vital sectors affected by this pandemic, and educators in developing countries like Indonesia are feeling a huge impact. This influence is basically caused by changes in habits carried out like it or not, namely changing learning habits including evaluation of learning from face-to-face mode to online mode.¹

The temporary closure of educational institutions in an effort to contain the spread of the Covid-19 epidemic around the world has an impact on millions of students, not except in Indonesia. Disturbances in the direct learning process between students and teachers and the cancellation of learning assessments have an impact on the psychology of students and decrease the quality of student skills. This burden is the responsibility of all elements of education, especially the state in facilitating the continuity of schools for all educational stakeholders in order to carry out distance learning. How should Indonesia plan, prepare for, and overcome the recovery of Covid-19, to reduce losses in the world of education in the future.²

Corona Virus Disease 2019 (Covid-19) is forcing educators who are still unfamiliar with learning technology to adapt to new online learning habits. The closure of schools and campuses has forced educators to take advantage of communication technology in the delivery of learning. With various levels of their

¹ Magdahalena Tjalla, Agus Suprijono, Dkk. Kesiapan Dunia Pendidikan Menghadapi Era New Normal: Era Kenormalan Baru dan Pendidikan Tinggi di Indonesia: Tantangan dan Peluang., (IAIN Parepare Nusantara Press, Cet-1 2020), p.207.

² Rizqon Halal Syah Aji "Dampak Covid-19 pada Pendidikan Indonesia: Sekolah, Keterampilan dan Proses Pembelajaran" Jurnal Sosial dan Budaya Syar'i. Vol 7 No 5. (FSH UIN Syarif Hidayatullah Jakarta, 2020). P. 395.

proficiency in learning technology, some educators are able to change the habit of doing face-to-face learning into online learning that they have only done once in a while or even some of them have never used distance learning as a learning method of choice. This is the positive side that can be taken from a pandemic outbreak.

Difficulty created by the inconvenience of online learning caused by their unpreparedness to organize learning. The Ministry of Research and Higher Education (at that time) only instructed tertiary institutions to use distance learning (PJJ) in 2015, and it was limited only to A-accredited universities. In addition, online learning requires a lot of money for the provision of servers and facilities.³ Therefore, among the many universities spread throughout Indonesia, only 7 universities were able to implement online learning before pandemic. Most of the higher education institutions are still not ready with adequate infrastructure and hardware, as well as human resources for lecturers and students who are competent in learning technology. Not only is the network problem inaccessible in some areas, some lecturers are not ready with online materials, some students don't have online learning tools, and the high costs to buy quotas. On the student side, online learning that has been implemented so far tends to be burdensome for students because of the large number of assignments given by lecturers to complete learning outcomes.

The pandemic outbreak has had a very significant impact on Indonesian education from primary to tertiary education. Changing the learning mode from traditional to online learning has become a learning trend which is the only option to reduce the number of virus transmission. Disruption of technology in education

³ Magdahalena Tjalla, Agus Suprijono, Dkk. Kesiapan Dunia Pendidikan Menghadapi Era New Normal: Era Kenormalan Baru dan Pendidikan Tinggi di Indonesia: Tantangan dan Peluang., (IAIN Parepare Nusantara Press, Cet-1 2020), p.212.

due to pandemic pressure has forced educators and learners to adapt to learning technology. Therefore, the pandemic provides us with an opportunity to transform education in the form of the use of technology in learning.⁴

The mode of learning changes from traditional learning to bold learning has become a learning trend which is the only option to reduce the number of virus transmission and also the experience of learning online from home of course is a new experience for core teachers and principals of the Partnership Program.

Technological disruptions in education are carried out due to pandemic pressure for educators and learners to adapt to learning technology. Therefore, the Pandemic provides us with the opportunity to transform education using technology in learning. The social networking sites play an important role in this era. No matter big or small, people now report incidents every fraction of a second, as they come up. People are also increasingly dependent on mobile devices as their primary communication tool and increasingly using these devices to access social networking sites. One of the social networking sites is Sevima Edlink.

Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learning time. Online class (virtual class) is substantially true. no different from real classrooms. Teachers plan to build virtual classrooms and use all technologies suitable for the study program students being taught. Teachers are

⁴ Magdahalena Tjalla, Agus Suprijono, Dkk. Kesiapan Dunia Pendidikan Menghadapi Era New Normal: Era Kenormalan Baru dan Pendidikan Tinggi di Indonesia: Tantangan dan Peluang., (IAIN Parepare Nusantara Press, Cet-1 2020), p.215.

supposed to create an effective learning environment in accordance with what has been previously planned.⁵

The disadvantages in online learning that were implemented during the pandemic allow universities to find a middle ground in the form of learning methods that combine internet-based learning and face-to-face learning that is commonly practiced by educators in higher education. This method that mixes technology and traditional learning is known as blended learning and Sevima Edlink is an application that can do blended learning.

The features in the application include interaction between lecturers and students in discussion forums, sharing features, class assignments, info, events and surveys. In addition, researchers make use of the private message feature in the application to have a personal relationship with students with the aim of being a place of outpouring and providing student motivation related to lecture activities. Sevima Edlink gives teachers the opportunity to create a sense of community in which they can build relationships with learners and communicate various types of information.

Based on the problem stated above, The researcher wants to know Students Perception toward the use of Edlink Platform at the second semester of English program at IAIN Parepare.

B. Research Question

Based on the background above problem statement can be formulated as follow:

1. How are the students' perception toward the use of Edlink Platform at the second semester of English Program at IAIN Parepare?

⁵ Carolin Dwija Novandini & Margaretha W.D Luta, *Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri*, (Yogyakarta: FKIP, Universitas Sanata Dharma, 2018), p.394.

C. Objective of the Research

Relating to the problem statements above the objectives of the research is to find out students' perception of the use of Edlink Platform at the second semester of English Program at IAIN Parepare.

D. Significance of the Research

This research will give the contribution for:

1. English Teacher

The research really hopes that it can help the teacher to consider this strategy either effective or not by this findings, and to provide the information of the students' perceptions about this application.

2. Students

The research hopes by this study, the students can choose either this strategy suitable with their learning style or not.

3. Further Researchers.

To other researchers, the findings of this research are expected to give valuable contribution and information of Edlink platform during Daring Learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher presents some researcher had concluded to this studying in the following.

Ahmad Wibowo, Indah Rahmayanti in their research entitled “Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar dan Belajar Bahasa Indonesia” explained that the Sevima Edlink media is highly recommended to be used as an electronic learning media in Indonesian language learning, because it has features that support the needs of Indonesian language learning. Besides being able to provide material, this Sevima Edlink media can also interact remotely through a conversational discussion via written or video. It is hoped that this media will continue to be promoted in the lowest to the highest educational units so that academics and students can find out about the existence of this Sevima Edlink media.¹

Carolin Dwija Novandini, Margaretha W.D Luta in their research entitled “Pemanfaatan Kelas Virtual Sevima Edlink untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar dan Trigonometri” explained that the research is progressing as planned, although there are several obstacles that require researchers to use Whatsapp as an aid application. In addition, it also proves that in this increasingly modern era, technology plays an important role in the world of education where now the learning process can also be done without eye contact between teachers and students and learning can be

¹ Andi Wibowo, Indah Rahmayanti, “*Penggunaan Sevima Edlink Sebagai Media Pembelajaran Online Untuk Mengajar dan Belajar Bahasa Indonesia*”. Imajeri : Jurnal Pendidikan Bahasa dan Sastra Indonesia. Vol 02 No 2, Maret 2020, p.173.

done whenever and wherever the teacher and student are, namely by using virtual (online) classes. such as the Sevima Edlink application in this study.²

Asih Rosanti, Alifiani dan Isbadar Nursit in their research “Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink” explained that Sevima Edlink can be used as a tool that can support a more varied learning process with complete and structured features, so it can build and improve students' mathematical critical thinking skills. Based on this, the use of E-learning based learning models assisted by the Sevima Edlink application It is hoped that it can change online learning during the Covid-19 pandemic to be better and more effective and can build and improve students' mathematical critical thinking skills.³

Emas Marlina in her research “Pengembangan Model Pembelajaran Blended Learning Berbantuan Aplikasi Sevima Edlink” explained that he Blended Learning learning model assisted by the Sevima Edlink application in Mathematics learning is suitable in realizing the independent Learning-Independent Campus policy (a policy of the Minister of Education and culture, which aims to encourage students to master various useful disciplines to enter the world of work by providing opportunities for students to choose the courses they will take, namely the right to study for three semesters outside the study program).⁴

² Carolin Dwija Novandini & Margaretha W.D Luta, “Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri”, (Yogyakarta: FKIP, Universitas Sanata Dharma, 2018),p 399.

³ Asih Rosanti, Alifiani dan Isbadar Nursit, “Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink”, Vol 15 No 33,(FKIP Universitas Islam Malang,2020),p. 48.

⁴ Emas Marlina, “Pengembangan Model Pembelajaran Blended Learning Berbantuan Aplikasi Sevima Edlink”. Jurnal Pedagogik: Vol 3 Issue 2, 2020,p 109-110.

B. Some Pertinent Idea

Education cannot be divided from the education process itself. The process in education itself is commonly known as learning. Learning is a process of interaction between students and educators and learning resources in a learning environment. This means that in addition to the role of educators, what can't be separated is the use of media as a conveyor of material between educators and students. With the media, of course, the learning process will be more effective. The educational technology, at the moment, is not transformative alone, student learning can improve only through a teacher; therefore, it is absolutely essential that teachers' acceptance of technology is present.

1. Perception

a. The Definition of Perception

According Hamachek perception as how individuals experience stimulation by sensory receptors, from the world around them.⁵ The perception is someone experience in a phenomenon. In the conclusion, perception is an opinion, feeling expression and a view of the learner in understanding the learning experience, in other words Perception is a view that is formed from the process of seeing and experiencing the events that exist in the environment.

b. Students Perception

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle stated about

⁵ Hamachek, "*Psychology in teaching, learning and growth*". Boston: Allyn & Bacon: 5th edition, 1995.

perception is the associated with a change in a sense-organ and this is caused by the object of perception.⁶

The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feelings of likes or dislikes for the intended object. The preceding paragraph I have explained that every human being has an opinion or feeling each depends on their object. As an example, there are three judges who are choosing a singer audition.

There was a woman who was singing in a melodious and kind voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard and ordinary. From the example here can be concluded that the three judges have different opinions and feelings by looking at one object. By specifying the object has been listed in Gibson's theory that is the basis of Gibson's theory is the conviction that our perception is determined by optical flows optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information arrays determined (structured) by objects, enter his sensors.⁷

According to Chudler, the perception is the awareness familiarity regarding what we senses. In fact, most attitudes, behaviors, and adjustments are determined by their perceptions.⁸ According Montague that student's perception is the student feeling about something.⁹ In this case, this study would like to know the students' perception toward the use of Edlink Platform in daring learning at the second semester of English Program at IAIN Parepare.

⁶ Simo Knuutilla, Pekka Karkkainen *Theories of Perception in Medieval and Early Modern Philosophy* (Finland: Springer, 2008), p.1.

⁷ Andej Demuth, *Perception Theories*(Slovakov: Edicia kognitivne studia, 2003), p.25.

⁸ May and Chudler, *Sensation and Perception*.

⁹ Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". Pennsylvania State Univ. Vol. 8 No. 1, 1997.

c. Types of Perceptions

- 1) In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each individual obtain and choices each human being makes all the way through life.¹⁰
- 2) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
- 3) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

2. Online Learning

a. Definition of Online Learning

Online or Virtual Learning is a learning system that utilizes electronic media as a tool to assist learning activities.¹¹ Students don't need to sit in the classroom to listen to every lesson the teacher delivers directly but their can be viewed at any time and any place connected to internet facilities.

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, in delivering learning. Online

¹⁰ Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009),p. 304.

¹¹ Daryato, *Media Pembelajaran Peranannnya Sangat Penting Dalam mencapai tujuan pembelajaran*, p.168.

learning, completely dependent on internet network access.¹² Online learning is a form of conventional learning that is translated into digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students during a pandemic emergency.

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research shows that the use of the internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to learning that is carried out in traditional classrooms.¹³

People's behavior during the pandemic has changed, including WFH, everything virtual, transport mode choice, to controll access. The use of technology, which had previously been mainly used as a secondary work support or even for recreation, has turned into a primary work facility. This also has an impact on the education system in Indonesia. In the education sector, for example, teachers and students are used to doing distance learning interactions¹⁴.

Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet. Many online learning applications can be applied in the world of education these days. Online learning is a form of distance learning / training by utilizing telecommunication and information technology, for example the internet, CD-ROOM (directly and indirectly).¹⁵

¹² Zahrotunni'mah, *Langkah Taktis Pemerintah Daerah Dalam Pencegahan Penyebaran Virus Corona COVID-19 di Indonesia*.(Jurnal Sosial dan Budaya Syar'I, 2020).

¹³ Zhang, D., Zhao, J. L., Zhou, L., & Nunamaker, J. *Can e-learning replace classroom learning?*(Communications of the ACM.2004).

¹⁴ Pratiwi, Ericha Windhiyana, *The Impact of Covid-19 on Online Learning Activities of a Christian University in Indonesia*.(Jurnal Perspektif Ilmu Pendidikan, 2020).

¹⁵ Sayekti, Lina. et all. *Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi*.(Walisongo Journal of Information Technology, 2019)

Online learning connects learners (learners) with their learning resources (data bases, experts / instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly/synchronously and indirectly/ asynchronously).¹⁶

b. The process of Daring Learning

Daring Learning Process in technology, where the learning process can be done remotely or not in the classroom. The learning process also takes place at any time without being limited by time, meaning that students can carry out the learning process according to their wishes. In this case, the role of the teacher, who is usually the teacher in the classroom as the material provider, will be computer media that ready with material simulations, at line with the rapid development of information and communication technology, there has been a shift in views of learning both inside and outside the classroom. This has changed the roles of teachers and students in learning. There are three alternative models of learning activities, they are:

- 1) Completely face to face (conventional).
- 2) Some face to face and some via the internet.
- 3) Completely via the internet (Online learning).

c. Advantages, Disadvantages and Benefits of Online Learning

Online learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. Learning online is an

¹⁶Dewi, Wahyu Aji Fatma, *Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar Edukatif* (Jurnal Ilmu Pendidikan, 2020).

education innovation to exercise the challenges of variety learning sources. The success model of learning depends on the characteristic of the students.¹⁷

The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers / teachers, learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad scope (potential to reach a global audience), and facilitate improvement and storage of learning materials (easy updating of content as well as archivable capabilities).¹⁸

The advantages of use online learning are independent learning and high interactivity, which can increase memory levels, provide a more learning experience, with text, audio, video and animation all used to convey information, as well as deliver, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.¹⁹

In various literature online learning cannot be separated from the internet network, because this media is used as a means of presenting learning ideas and ideas, in which there are still constraints and obstacles, but there are also benefits of e-learning.

There are many Disadvantages and Benefits of Online Learning, they are:²⁰

¹⁷Sabran&Sabara, E, *Keefektifan Google Classroom sebagai Media Pembelajaran.Prosiding Seminar Nasional*, (LembagaPenelitianUniversitasNegeri Makassar, 2018)

¹⁸Pratiwi, Ericha Windhiyana, *The Impact of Covid-19 on Online Learning Activities of a Christian University in Indonesia*.(Jurnal Perspektif Ilmu Pendidikan Volume 34 Issue 1 April 2020).

¹⁹Sari, I, *Pengaruh Penggunaan Google classroom terhadap Efektivitas Pembelajaran Mahasiswa Universitas Islam Indonesia*.(Skripsi.Fakultas Ekonomi Universitas Islam Indonesia Yogyakarta. 2019).

²⁰ Wiwi Mulyani, “Pengaruh Pembelajaran Berbasis e-Learning Terhadap Hasil Belajar Siswa Pada Konsep Implus dan Momentum”,(Jakarta: UIN,2013),p.29.

NO	The Disadvantages of Online Learning	The Benefits of Online Learning
1.	There is still a lack of ability to use the internet as a learning resource	Facilitate learning interactions anywhere and anytime
2.	Insufficient attention from various parties to learning via the internet	Make it easy for the improvement and storage of learning materials.
3.	Inadequate basic needs in certain areas	Facilitate student interaction with Learning materials and student interaction with teachers
4.	The loss of educational atmosphere that occurs between teachers and students	Doesn't make students to leave the house during pandemi covid-19

In this case the internet is used as a source of information to be conveyed to students in the learning and learning process. In connection with the classical learning system (class learning), the use of the internet network as a source and means of learning, such as browsing, resourcing, searching, consulting and communicating.

d. Delivery of Online Learning Materials

The delivery of online learning material can be through on synchronous (lecturers with students or interacting in real time), for example two-way video conference, audio conferencing, internet chat and desktop video conferencing.

While the delivery of material through on asynchronously means that lecturers and students interact simultaneously, teachers give instructions via video, computers and others, and students respond at other times, for example the teacher give instructions through via the web and feedback delivered via email.

e. Types of Daring Learning

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals, various media can also be used to support the implementation of online learning as follows:²¹

- 1) Google Classroom services
- 2) Edmodo
- 3) Schoology
- 4) Media Social (WhatsApp, Facebook, Instagram)
- 5) Zoom call
- 6) Etc.

3. Sevima Edlink

a. The Definition of Sevima Edlink

Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learning time. Online class (virtual class) is substantially true. no different from real classrooms. Teachers plan to build virtual classrooms and use all technologies suitable for the study program students being taught. Teachers are

²¹Firman, F., &Rahayu, S, *Pembelajaran Online di Tengah Pandemi Covid19. Indonesian*(Journal of Educational Science (IJES), 2020) p.81-89

supposed to create an effective learning environment in accordance with what has been previously planned.²²

Sevima Edlink is a mobile android based media that is devoted to the world of education to help educators in the learning process. Some of the benefits of Sevima Edlink for educators are to save time, keep classes organized and improve communication with students or students. Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments briefly.

In conclusion based on the above, EdLink is an application that helps students and lecturers (students and teachers) in learning activities. Sharing information, lecture / lesson materials, and giving assignments becomes easier with just your hand.

Sevima Edlink is an application or electronic learning media made by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and developer company that was founded in 2004. Currently it has office locations in Surabaya and Jakarta supported by competent young experts, innovative and experienced professionals in their fields.²³

b. The Advantages, Disadvantages and Benefits of Sevima Edlink

1) The Advantages

- a) Students can following lectures whenever and wherever they want and have a good internet connection.

²² Carolin Dwija Novandini & Margaretha W.D Luta, *Pemanfaatan Kelas Virtual Sevima Edlink Untuk Memotivasi Mahasiswa Pendidikan Matematika Semester 1 Matakuliah Aljabar & Trigonometri*, (Yogyakarta: FKIP, Universitas Sanata Dharma, 2018), p.394.

²³ Indah Rahmayanti, *Penggunaan Sevima Edlink sebagai media pembelajaran online untuk mengajar dan belajar bahasa Indonesia*, (Jakarta: Universitas Muhammadiyah Vol 02 No 2, 2020),p.167.

b) Lecture materials can be selected according to the level of ability and she/he want.

c) Students can look back at the material being taught because the material is usually a module that can be downloaded and stored on a PC or computer.²⁴

2). The Disadvantages

a) When open this application, the state of the cellphone data must be online can't offline.

b) Must have email because we register using email.

3) The Benefits of Sevima Edlink

Some of the benefits of Sevima Edlink for educators are to save time, keep classes organized and improve communication with students or students.

Apart from being useful for education, here will also be mentioned the benefits of this application for students, such as making it easier to collect assignments briefly.

4) The details features of Sevima Edlink

In the Sevima Edlink application there are several very useful and supportive features, they are:²⁵

NO	The Features	The Function
	Schedule Reminder	lecture schedule notification
	Academic group	academic group forum equivalent to college students.
	Online discussion	discussing with friends and lecturers is

²⁴ <https://sevima.com/mengenal-kuliah-online-kelebihan-dan-kekurangannya/>, diakses pada tanggal 01 Nov 2020.

²⁵ <https://sukmaarsani.blogspot.com/2019/09/media-pembelajaran-sevima-edlink.html>, diakses pada tanggal 01 Nov 2020, pukul 11:32.

		made easier
	Report Check	check the value of KRS, KHS, and transcripts without being complicated
	E-learning	Learning online directly in the Edlink application
	Presence with QR Code	attendance with QR code
	Sharing feature	we can share any type of data / file with friends in the same forum.

Sevima edlink itself is integrated with Siakad, and also has an attendance feature that is usually used by lecturers. Through this application, users can also check campus accreditation, or study program accreditation from Tires - PT.

In the Sevima Edlink electronic learning media, this media makes it easier for students to get material from the remote system teacher and makes it easier for students to assign assignments through the features found on the Sevima Edlink media. In this media there is no need to pay for usage, because there is no requirement to subscribe to using Sevima Edlink media, just download it on the internet page or on the android playstore page. This media is highly recommended by teachers to use online learning media

The Sevima Edlink application is indeed intended for the world of education to help implement better and easier learning by relying on collaboration between lecturers and students.

4. Technology Acceptance Theory

a. Definition of Acceptance Theory

Etymologically, acceptance comes from the Latin word "accipere" which means taking what is offered. Acceptance is understood as "the act of taking, reaching or capturing", in contrast to the general connotation synonymous with "the act of receiving". Psychologically, acceptance implies actively accepting the

event or situation as a whole.²⁶

The implementation of an information technology is always related to user acceptance. The extent to which users can accept and understand the technology is important to see the level of support for implementing the system. So that user acceptance is an important factor that can affect the implementation of a technology.²⁷ Lack of user acceptance will greatly affect the successful implementation of information technology. Therefore, acceptance must be seen as a central factor that will determine the success or failure of the implementation of an information technology designed to help their work. Therefore, the greater the acceptance of a new information technology system, the greater the willingness of the user to change existing practices in use and the effort to actually start with a new information technology system, then the system change does not provide much benefit to the organization or company.²⁸

b. Types of Acceptance Theory

1) Technology Acceptance Model (TAM)

a) Definition of TAM

The TAM method was first introduced by Davis in 1989. TAM is an information systems theory that makes a model about the process the user accepts and uses technology. This model explains that when users use information systems, a number of factors influence their decisions about how and when to use the information systems.²⁹

²⁶ Ridha Fadillah, "Model Pembelajaran Bahasa Inggris Berbasis Pengurangan Kecemasan Negatif", (Yogyakarta: IAIN Antasari Press), p. 5

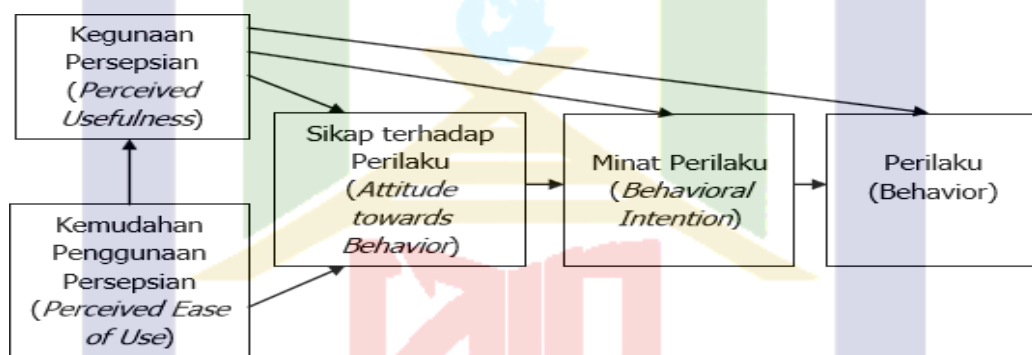
²⁷ Farida Hardja, "Penerimaan Anak Berkebutuhan Khusus di SMP Kristen 1 P. P. Aru Maluku". (Skripsi: Universitas Kristen Satya Wacana. 2018), p. 14

²⁸ Pikkarainein, T., Karjalouto, H., & Pahnla, "Consumer Acceptance of Online Banking: An Extension of The Technology Acceptance Model". (*Internet Research*, vol. 14, no. 3, 2004) pp. 224- 235.

²⁹ Aditya Arie Hanggono, Siti Ragil Handayani, Heru Susilo, "Analisis atas Praktek Tam (Technology Acceptance Model) dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram", *Jurnal Administrasi Bisnis (JAB)*|Vol. 26 No. 1|September2015). p. 3

The Technology Acceptance Model (TAM) is an adaptation of Theory of Reasoned Action to model user information system acceptance. The level of acceptance of information technology users was determined by six builders, namely: external variable, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual system usage.³⁰

The Technology Acceptance Model (TAM) is an information technology system acceptance model that will be used by research. TAM was developed by Davis based on the Theory of Reasoned A model. TAM adds two main the Theory of Reasoned Action model. These two main constructs are the perceived usefulness and perceived ease of use.³¹



Figures 2.1 : Relationship between each TAM Construction

b) Constructs at TAM

Technology Acceptance Model (TAM) which has not been modified using the five main constructs. The five constructs are as follows.

1. Perceived usefulness

Perceived usefulness defined as the extent to which a person believes that using a technology will enhance her or his performance. Thus if someone believes

³⁰ I Made & Dana, "Pengembangan Model Penerimaan Teknologi Internet Oleh Pelajar dengan Menggunakan Konsep Technology Acceptance Model (TAM)", (Jurnal Sistem Informasi MTI- UI, Volume 4, Nomor 2, ISBN 1412-8896), p. 82.

³¹ Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (MIS Quarterly (13:3) 1989) , pp. 319-339

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.³²

According to Chin and Todd, benefits can be divided into two categories, namely benefit by estimating one factor, benefit by estimating two factors (benefit and effectiveness). The dimensions of each are grouped as follows: Benefit includes dimensions: making work easier, Useful, increasing productivity. Effectiveness includes dimensions: increasing effectiveness, developing job performance.³³

Davis uses 6 items to form this construct. The six items are Work More Quickly, Job Performance, Increase Productivity, Effectiveness, Makes Job Easier, and Useful.

2. Perceived ease of use

Perceived ease of use is the extent to which a person believes that using a technology will be free of effort. It can be concluded that if someone believes that information systems are easy to use then he will use them. Previous studies show that construct perceived ease of use affects usefulness of perceptions, attitudes, intentions, and behavior.³⁴

As with the construct of perceived usefulness, Davis uses 6 items to form this construct. The sixth items are Easy of Learn, Controllable, Clear & Understandable, Flexible, Easy to Become Skillful, and Ease to Use.

³² Jogiyanto, P “*Sistem Informasi Keperilakuan Edisi Revisi*”. (Yogyakarta: Penerbit Andi. 2008). P. 25

³³ Chin W Wynne, Todd Peter. (*Usefulness, ease of use of structural equation Modeling in MIS Research : A note of Caution* . Management Information System Quarterly, 1995). p. 21

³⁴ Jogiyanto, P “*Sistem Informasi Keperilakuan Edisi Revisi*”. p. 217

3. Attitude towards behavior or attitude towards using technology

Attitude towards behavior as an individual's positive or negative feelings about performing the target behavior.³⁵ While Mathieson defines as the user's evaluation of desirability of his or her using the system. However, there are a lot of behavioral behaviors carried out by humans outside their will of control. This behavior is called man datary behavior, obligatory behavior is behavior not on his own accord but because it is a demand or obligation from work.

4. Behavioral intention to use

Behavioral intention is a desire (intention) someone to do a certain behavior. Someone will do a behavior (behavior) if he has the desire or intention to do so. Previous studies have shown that behavioral intention is a good predictor of technology use by system 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 users.³⁶

5. Behavior or actual system usage

Behavior is an action taken by someone in the context of using information technology systems; behavior is the true use of technology. Because the actual use cannot be observed by the researcher using a list of questions, then this actual usage is often replaced by a perceived usage name. Igbaria uses the perceived usage measurement which is measured as the amount of time it takes

³⁵ Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". p. 340

³⁶ Aditya Hari Hanggono, Sit Ragil, & Heru Susilo. "Analisis Praktek TAM dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram". Jurnal Administrasi Bisnis (JAB)|Vol. 26 No. 1September2015. P. 3

to interact with a technology and the frequency of its use.³⁷

2) Unified Theory of Acceptance and Use of Technology

Unified Theory of Acceptance and Use of Technology (UTAUT) is a theory developed by Venkatesh et al. in 2003, which is an extension of the TAM theory regarding technology acceptance. This theory is related to several factors that influence behavioral intentions to use certain technologies. UTAUT places performance expectations, effort expectancy and social influence as things that influence the intention to behave in relation to the use of technology.³⁸

3) Theory of Reasoned Action (TRA)

Efforts to understand individual behavior is a central topic in the field psychology. One of the many theories used is Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen in 1975. This theory further developed by Ajzen in 1985 became Theory of Planned Behavior (TPB) which is intended to predict individual behavior more specifically.³⁹

This theory can be summarized with the following equation:⁴⁰

$$\text{Behavioral Intention} = \text{Attitude} + \text{Subjective norms}$$

³⁷ Igbaria, M., Guimaraes, T., & Davis, G.B. "Testing the Determinants of Microcomputer Usage via a Structural Equation Model". (Journal of Management Information Systems (11) (1995). p. 87-114.

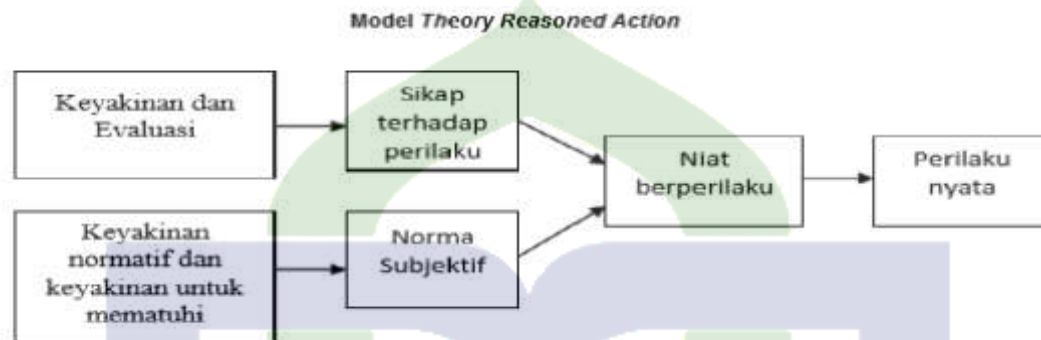
³⁸ Trie Handayani, "Analisis Penerapan UTAUT Terhadap Perilaku Pengguna System Informasi" (Jurnal Angkasa, Volume II, Nomor 2, November 2015, Yogyakarta, 2015),p.168.

³⁹ Neila Ramdhani, "Penyusunan Alat pengukur Berbasis Theory of Planned Behaviour", (Fakultas Psikologi Universitas Gadjah Mada, Volume 19, No.2, ISSN: 0854-7108, 2011),p.55.

⁴⁰ Wahyuni, "Penerimaan Google Classroom dalam Pembelajaran Akutansi", (Skripsi: Fakultas Ekonomi Universitas Islam Yogyakarta, 2018),p.16

Based on TRA, a person's attitude towards a behavior is determined based on belief in the consequences of a behavior and evaluate the consequences. Confidence is determined by possibility subjective someone that doing something or certain needs can creates certain results.

Figures 2.2: Model Theory Reasoned Action



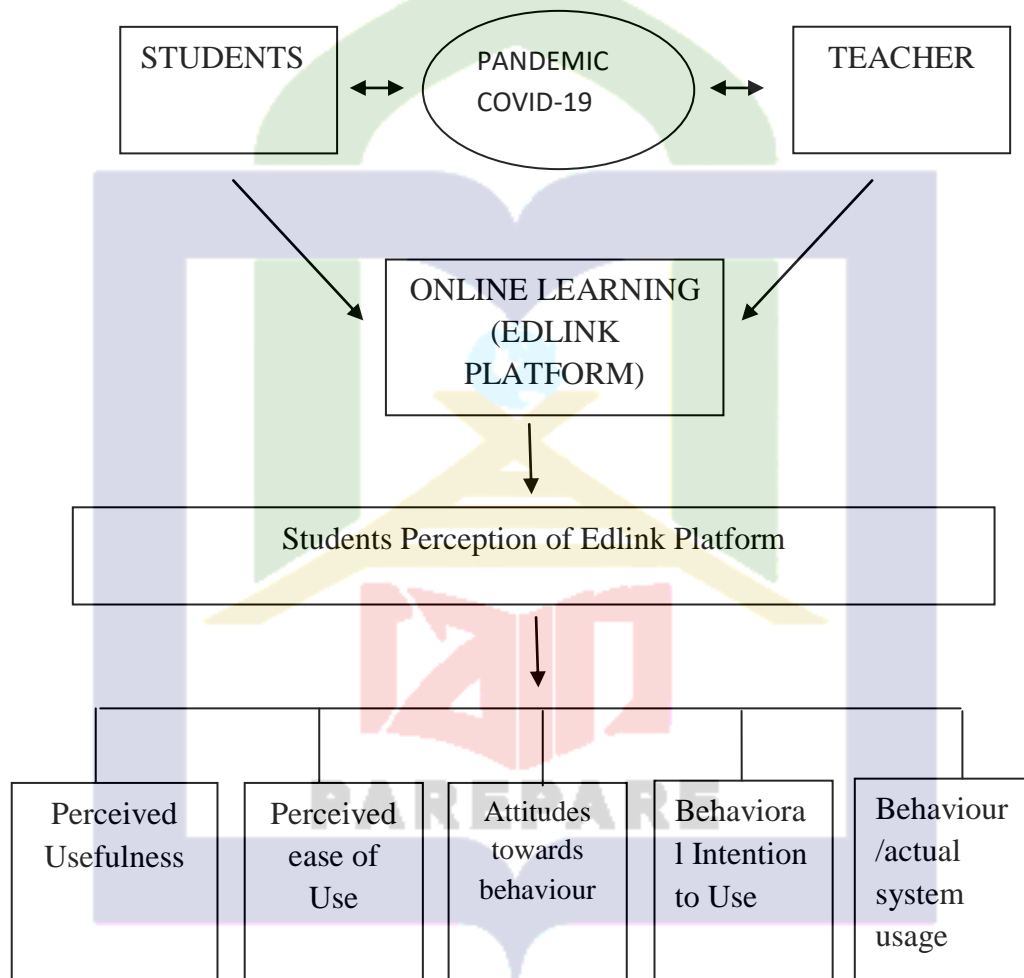
Source of : David dan Bagozzi (1989)

C. Conceptual Framework

Based on the background and several theoretical basis, a framework of thought can be taken that this research is intended to provide innovation in carrying out education during the pandemic, it creates difficulties in the educational process, one of which is that we cannot do face to face learning. Learning can be done only through information technology (online learning). This research was conducted to determine how the second semester students' perceptions at IAIN Parepare on the use of one of the applications used in learning during the pandemic, one of them is the Sevima Edlink application. Sevima Edlink is an android-based application that is devoted to world education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible learning time. This application is widely used in other universities but only a few mention it in the sense of introducing the application to the public.

So, to find out how students perceptions' is in accordance with the problem statement. Researcher used the TAM (Technology Acceptance Method) by Davis (1989).

Below is the framework of this research :



D. Definition of Operational Variabel

Operational Definitional of Variable

1. Students perception toward the use of Sevima Edlink after being implemented Daring Method (Sevima Edlink), the daring method has been being implemented by the teacher in previous semesters and the researcher will only identify how students perception toward the application.

2. Sevima Edlink means that helping students deal with uncertainties cause by the pandemic, engaging students to continue learning even while normal school operations are disrupted. Helping teachers to continue learning activity through Sevima Edlink application in Daring learning.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design Of The Research

In this study, the researcher used a Quantitative research method with description survey. Quantitative research is procedures collecting number, graphic, diagram which descriptions of the phenomena under study.¹ The descriptive design used to interpret the data. This research is aimed to describe how students perceptions toward of the use Edlink Platform at the Second Semester of English program at IAIN Parepare.

B. Location and Time of the Research

The location of this research in Tarbiyah Faculty and will focus on the students of English program education at IAIN Parepare. It is located on Jl. Amal Bakti, Soreang. Duration of the research is 45 days.

C. Population and Sample

The population in this research are the students at the second semester of English program at IAIN Parepare. The students of the second semester at IAIN Parepare there are 77 students. In choosing the sample for the research, the researcher used random sampling. The distribution of sample as follow :

Table. Sample of the Second Semester at IAIN Parepare.

NO	Genders	Total
1.	Male	11
2.	Female	39
Total		50

¹ Scout W, Vanderstoer and Deirdre Djohston. *Research Methods for Everyday Life, Blending Qualitative and Quantitative*.(Jossey-Bass: San Fransisco, 2009), P.7

D. Procedure of collecting Data

In this Research, the researcher collected data by use questionnaire. The type of questionnaire used in this research is open ended questionnaire and close ended questionnaire. Open ended questionnaire enables respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. While, the close ended questionnaire here used a rating scale questionnaire where the research uses a Likert Scale to get the information from the participants. The Likert Scale is a scale that can be used to measure a person's attitudes, opinion, perceptions of a particular object or phenomenon.² Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five pointscale: Strongly Agree (SA), Agree (A), Doubtful (DF), Disagree (D), Strongly Disagree (SD). In this research, researcher spread the questioner just in one way is electronically in form Google Form.

E. Research Instrument

The research instruments that were used in this study is arranged based on the adoption of questionnaire items that have been used in previous studies. This is done because the constructs of this research are the constructs of the TAM theory that have been developed for a long time. The items used in the questionnaire are 21 items which are composed of 5 construct.

² Syofian Siregar. *Statistika Deskriptif untuk Penelitian*. (Jakarta: Rajawali Pers, 2010). P. 138

Table. Instrument Questionnaire

NO	KONSTRUK	INDIKATOR	NO ITEMS		Total Items
			Positif	Negatif	
1.	Perceived Usefulness/ PU	<ul style="list-style-type: none"> • Makes job easier • Work More Quickly, • Job Performance, • Increase Productivity, • Effectiveness, • Useful 	1,3,5	2,4,6	6 items
2.	Perceived ease of use /PEOU	<ul style="list-style-type: none"> • Easy of Learn, • Controllable, • Clear& Understandable, • Ease to Use • Easy to Become Skillful, 	7,9,11	8,10,12	6 Items
3.	Attitude towards using technology /ATU	<ul style="list-style-type: none"> • Happy to use, • Convenience of interacting, • Enjoying using, • Not boring 	13,15	14,16	4 items
4.	Behavioral intention to use / BIUS	<ul style="list-style-type: none"> • Has helpful features, • Continue in the future 	17,19	18,20	4 items

		<ul style="list-style-type: none"> • Always try to use, • Access 			
5.	Actual technology use / Behavior / B	<ul style="list-style-type: none"> • Frequency and duration of use of ICTs. • Actual technology use 	21	22	2 items
TOTAL ITEMS			11	11	22

F. The technique of Data Analysis

In this research the writer will use questionnaire in data collection offers several advantages. According to Selinger and Shohamy, these include: “ a) they are self-administered and can be given to a large group of subjects at the same time. They are therefore less expensive to administer than other procedures, such as interviews, b) when anonymity is assured, subjects tend to share information of a sensitive nature more easily, c) since the same questionnaire is given to all subjects, the data are more uniform and standard, d) since they are usually given to all subjects of the research at exactly the same time, the data are more accurate”.³

Observing these benefits, the questionnaire will use in the collection of data. The statements will design to elicit participants’ agreement or disagreement. Participants respond according to 5 point liker scale ranging from one to five (1 = strongly disagree; 2 = disagree; 3 = have no idea; 4 = agree; 5 = strongly agree.

³ Seliger, H. W. Et Al. *Second Language Research Methods*, (Oxford: Oxford University Press, 1990).

Participants will instruct to circle the response that best corresponded to their level of agreement per each statement. Questionnaire consists of 22 questions that need to be answered honest by the students. For preliminary analysis using a simple distribution tables for each variable by using the following criteria:

1. Strongly agree, it shows the highest grade. The score given is 5 for that condition .
2. Agree, it shows lower grade in comparison with that adding “strongly” word. It will give 4 scores for this condition.
3. Neutral (have no idea), it shows lower rate in comparison with agree. Then it give 3 scores.
4. Disagree, it shows lower rate in comparison with neutral. Then it gave 2 scores.
5. Strongly disagree, it shows the lowest grade. The score given is 1 for this condition. In this study, tabulating will be use by the researcher in collecting the data.

Tabulating means putting answer of the data in the table that will be summarized in form of frequency and percentage. All the collected data then will be selected and arrange. In this case, all data that collected by the researcher is quantitative data.

The percentage formula that will be used is as follows:

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

Annotation:

P= Percentage

F= Frequency of the respondents

N= The Total Number of The Respondents

Data that obtained from each statement item will be made in one table in which there percentage and frequency are including. Then, the researcher analyzing and interpreting data with the provisions of the scale decided as follows:

Table. The Scale Likert Below

NEGATIVE STATEMENT		POSITIF STATEMENT	
Category	Score	Category	Score
Strongly Disagree (STS)	5	Strongly Disagree (STS)	1
Disagree (TS)	4	Disagree (TS)	2
Neutral (N)	3	Neutral (N)	3
Agree (S)	2	Agree (S)	4
Strongly Agree (SS)	1	Strongly Agree (SS)	5

Table. Certain Percentage Scale

NO	Interval	Interpretation
1.	84%-100%	Almost
2.	68%-84%	More than half
3.	52%-68%	Half
4.	36%-52%	Almost half
5.	20%-36%	Least

In Addition the Classification of the students' response based on the criteria below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consist of two sections, namely the research finding and the discussion of research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

A. Research Findings

The research findings were the answer of problems statements that formulated in the first chapter. This part also present data analysis of Students' Perception Toward The Use of Edlink Platform at The Second Semester of English Program at IAIN Parepare.

1. The Result of Students Perception

The researcher presents the result of the questionnaire. Questionnaire referred to the factor of perception. In analysing the questionnaire; the researcher used the formulas as follow:

a. Perceived Usefulness (PU)

Table. Number 1 : Makes job easier (Mempermudah pekerjaan).

Edlink Platform memudahkan saya dalam mengerjakan dan menyelesaikan tugas mata kuliah.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	9	45
2	Agree	4	33	132
3	Neutral	3	7	21
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
TOTAL			50	200

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $200/250 \times 100 = 80\%$, where 200 is the total of score from the statement beside 250 from maximum score, so it's categorized Strongly.

Table. Item Number 2 : Work more quickly (Bekerja lebih cepat).

Edlink Platform memperlambat saya dalam menyelesaikan tugas matakuliah.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	4	8
3	Neutral	3	15	45
4	Disagree	4	30	120
5	Strongly Disagree	5	1	5
TOTAL			50	178

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $178/250 \times 100 = 71,2\%$, so it's categorized Strongly.

Table.Item Number 3 : Job performance(Kinerja kerja).

Edlink Platform meningkatkan kinerja saya dalam mengerjakan tugas.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	35	140
3	Neutral	3	10	30
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
TOTAL			50	192

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $192/250 \times 100 = 76,8\%$, so it's categorized Strongly.

Table. Item Number 4 : Increase Productivity (Meningkatkan produktivitas)

Menggunakan Edlink Platform tidak dapat

meningkatkan produktivitas saya dalam Bahasa Inggris.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	8	16
3	Neutral	3	21	63
4	Disagree	4	16	64
5	Strongly Disagree	5	4	20
TOTAL			50	164

The result above shows that most of students Neutral with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $164/250 \times 100 = 65,6\%$, so it's categorized Neutral.

Table.Item Number 5 : Effectiveness (Efektivitas).

Menggunakan Edlink Platform dapat meningkatkan efektivitas saya dalam Bahasa Inggris.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	16	64
3	Neutral	3	27	81

4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
TOTAL			50	165

The result above shows that most of students Neutral with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $165/250 \times 100 = 66\%$, so it's categorized Neutral.

Table 6. Item Number 6 : Usefull (Berguna). Saya merasakan Edlink Platform tidak berguna bagi saya

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Neutral	3	9	27
4	Disagree	4	30	120
5	Strongly Disagree	5	8	40
TOTAL			50	193

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived Usefulness (PU) Constructs, they are $193/250 \times 100 = 77,2\%$, so it's categorized Strongly.

b. Perceived ease of Use (PEOU)

Table. Item Number 7 : Easy of Learn (Mudah di pelajari).

Cara Penggunaan Edlink Platform mudah di pelajari.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	35	140
3	Neutral	3	4	12
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			50	207

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $207/250 \times 100 = 82,8\%$, so it's categorized Strongly.

Table.Item Number 8 : Controllable (Terkendali/Dapat dikendalikan).

Edlink Platform tidak dapat digunakan sesuai yang di inginkan.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	7	14
3	Neutral	3	18	54
4	Disagree	4	24	96
5	Strongly Disagree	5	1	5
TOTAL			50	169

The result above shows that most of students disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $169/250 \times 100 = 67,6\%$, so it's categorized Neutral.

Table.Item Number 9 : Clear and Understandable (Jelas dan mudah dimengerti).

Tampilan Edlink Platform sangat jelas dan mudah dipahami.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	36	144
3	Neutral	3	3	9
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
TOTAL			50	208

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $208/250 \times 100 = 83,2\%$, so it's categorized Strongly.

Table. Item Number 10 : Easy to use (Mudah digunakan) Dengan Edlink Platform, memperoleh maupun pengumpulan materi tidak mudah di akses.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	3	3
2	Agree	2	15	30
3	Neutral	3	12	36
4	Disagree	4	17	68
5	Strongly Disagree	5	3	15
TOTAL			50	152

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $152/250 \times 100 = 60,8\%$, so it's categorized Neutral.

Table. Item Number 11 : Easy to become skillful (Mudah menjadi ahli).

Mudah bagi saya untuk menjadi ahli Edlink Platform.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	27	108
3	Neutral	3	17	51
4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
TOTAL			50	174

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $174/250 \times 100 = 69,6\%$, so it's categorized Strongly.

Table.Item Number 12 : Flexible (Fleksibel/disesuaikan). Penggunaan google Edlink Platform sangat tidak fleksibel.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	9	18
3	Neutral	3	14	42
4	Disagree	4	26	104
5	Strongly Disagree	5	1	5
TOTAL			50	169

The result above shows that most of students disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Perceived ease of Use (PEOU) Constructs, they are $169/250 \times 100 = 67,6\%$, so it's categorized Neutral.

c. Attitude Towards using technology (ATU)

Table. Item Number 13 : Happy to use (Senang digunakan).

Saya merasa senang menggunakan Edlink Platform.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10

2	Agree	4	37	148
3	Neutral	3	9	27
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
TOTAL			50	189

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are $189/250 \times 100 = 75,6\%$, so it's categorized Strongly.

Table.Item Number 14 : Convenience of interacting (Kenyanaman berinteraksi).

Sangat tidak nyaman berinteraksi dalam pembelajaran dengan menggunakan Sevima Edlink.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	8	16
3	Neutral	3	15	45
4	Disagree	4	26	104
5	Strongly Disagree	5	1	5
TOTAL			50	170

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are $170/250 \times 100 = 68\%$, so it's categorized Strongly.

Table.Item Number 15 : Enjoying to use (Menikmati penggunaan).

Saya sangat menikmati penggunaan Edlink Platform.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	2	10
2	Agree	4	36	144
3	Neutral	3	10	30
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
TOTAL			50	188

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are $188/250 \times 100 = 75,2\%$, so it's categorized Strongly.

Table.Item Number 16 : Not boring (Tidak membosankan).

Tampilan Edlink Platform membosankan.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	7	14
3	Neutral	3	10	30
4	Disagree	4	31	124
5	Strongly Disagree	5	2	10
TOTAL			50	178

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Attitude towards of Using (ATU) Constructs, they are $178/250 \times 100 = 71,2\%$, so it's categorized Strongly.

d. Behavioral intention to use (BIUS)

Table. Item Number 17 : Having helpful features (Memiliki fitur yang bermanfaat).

Saya selalu menggunakan Edlink Platform untuk mencari dan mengerjakan tugas.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	33	132

3	Neutral	3	12	36
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
TOTAL			50	187

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are $187/250 \times 100 = 74,8\%$, so it's categorized Strongly.

Table. Item Number 18 : Always try to use (Selalu coba digunakan).

Saya tidak selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan pekerjaan.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	10	20
3	Neutral	3	10	30
4	Disagree	4	28	112
5	Strongly Disagree	5	2	10
TOTAL			50	172

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are $172/250 \times 100 = 68,8\%$, so it's categorized Strongly.

Table 4.19 Item Number 19 : Continue in the future (melanjutkan di masa depan).

Saya mengharapkan bisa terus menggunakan Edlink Platform di masa mendatang

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	1	5
2	Agree	4	25	100
3	Neutral	3	15	60
4	Disagree	2	9	18
5	Strongly Disagree	1	0	0
TOTAL			50	183

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are $183/250 \times 100 = 73,2\%$, so it's categorized Strongly.

Table.Item Number 20 : Access (mengakses).

Saya sangat jarang mengakses Edlink Platform

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	4	8
3	Neutral	3	8	24
4	Disagree	4	29	116
5	Strongly Disagree	5	8	40
TOTAL			50	189

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behavioral Intention to Use (BIUS) Constructs, they are $189/250 \times 100 = 75,6\%$, so it's categorized Strongly.

e. Behaviour (B) or Actual System Usage

Table. Item Number 21 : Frequency and duration the use of ICT (Frekuensi dan durasi penggunaan ICT).

Setiap melakukan akses Edlink Platform, ekurangnya-kurangnya saya habiskan waktu selama 15 menit.

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	21	84
3	Neutral	3	17	51
4	Disagree	2	8	16
5	Strongly Disagree	1	0	0
TOTAL			50	171

The result above shows that most of students Agree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behaviour (B) or Actual system Usage Constructs, they are $171/250 \times 100 = 68,4\%$, so it's categorized Strongly.

Table. Item Number 22 : Actual technology Use (Penggunaan teknologi yang sebenarnya).

Saya tidak menyarankan kepada orang lain untuk menggunakan Edlink Platform

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	4	8
3	Neutral	3	8	24
4	Disagree	4	32	128
5	Strongly Disagree	5	6	30
TOTAL			50	190

The result above shows that most of students Disagree with that statement, the valid data can be seen below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
SL	L	N	S	VS

Data shows that more than half students agree with that statement to the Behaviour (B) or Actual system Usage Constructs, they are $190/250 \times 100 = 76\%$, so it's categorized Strongly.

B. Discussion

In this part, the writer described, the discussion of the student's perception toward the using of Edlink Platform at the second semester of English Program at IAIN Parepare . Besides, this research did on 11 February 2021. This research was conducted using a research instrument which is questionnaire by likert scale. The questionnaire was adopted from Davis's theory in 1898 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 perception. The data analysis technique used is descriptive analysis by using a percentage calculation.

Every student has a different perception toward Edlink platform in learning, there are five constructs aspects or the factor that can influence the students to make perception with the object that explained in this research, they are Perceived Usefulness (PU), Perceived ease of use (PEOU), Attitude towards using technology (ATU), Behavioral intention to use (BIUS) and Behaviour or Actual system Usage (AU).

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

1. Perceived Usefulness (PU)

Perceived Usefulness is a level where someone believes that users of certain applications or systems will improve that person's work performance.¹ In this construct there are 6 item; 3 negative statements and 3 positive statements. According to the result of this research the highest score of the PU construct is item number 1 (Edlink platform make me easy to do and completed the course assignment), the total of the statement is 200 score with percentage 80%, so

¹ Nadilah Dahlan,"The Student's Acceptance On The Google Classroom in English Learning at SMAN Matakali Polewali Mandar".IAIN: Tarbiyah Faculty.p.49.

indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare from this statement agree that Edlink platform make it easy for students in doing and completing course assignment. Meanwhile the lowest score of the PU construct is item number 4 (Edlink platform can not increase my productivity in English), the total of statement is 164 score with percentage 65,6%, so indicates Neutral or that half of the students in the second semester of English program at IAIN Parepare from this statement doubtful (have no idea) for this statement, it means Edlink platform still doubtful to increase productivity and effectiveness which is due to the busyness and limits of collecting assignments that are too fast. 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 (PEOU)

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.² In this construct there are 6 item; 3 negative statements and 3 positive statements. According to the result of this research the highest score of the PEOU construct is item number 9 (Edlink platform display is very clear and easy to understand), the total of statement 208 score with percentage 83.2% so indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare agree for this statement, this can be said for this construct an easy-to-approve item is a clear and easy-to-understand Edlink Platform display. If students are happy with the appearance of a system, surely they will come back again to explore the web or application. Meanwhile for the lowest score of the PEOU construct is item number 10 (with the edlink platform, obtaining and collecting material is not easy to access), the total of statement is 164 score with

² Nadilah Dahlan, "The Student's Acceptance On The Google Classroom in English Learning at SMAN Matakali Polewali Mandar". IAIN: Tarbiyah Faculty. p.50

percentage 60,8%, so indicates Neutral or that half of the students in the second semester of English program at IAIN Parepare from this statement doubtful (have no idea) for this statement, This means that Respondents stated that the system is not easy to access, meaning that more students who find it difficult to agree with the use of Edlink Platform 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.

3. Attitude toward Using Technology (AUT)

Attitude towards behaviour are defined by Davis as positive or negative feelings from someone if they have to do behaviour to be determined.³In this construct In this construct there are 4 item; 2 negative statements and 2 positive statements. According to the result of this research the highest score of the AUT construct is item number 13 (I feel happy using Edlink Platform), the total of statement 189 score with percentage 75.6% so indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare agree for this statement, this can be said that one of the positive impact of online learning is feeling happy, but there will be ineffectiveness if students feels unhappy and uncomfortable using an application in learning. Meanwhile, the students' mood is very influential in learning so the students want to take part in the learning and maintain their concentration so that they focus on what is being learned. For the lowest score of the Attitude toward Using Technology (AUT) construct is item number 14 (It is very uncomfortable to interact in learning with using the Edlink Platform), the total of statement is 170 score with percentage 68%, so indicates strongly or it means that more than half of the students in the

³ Nadilah Dahlan,"The Student's Acceptance On The Google Classroom in English Learning at SMAN Matakali Polewali Mandar".IAIN: Tarbiyah Faculty.p.51.

second semester of English Program at IAIN Parepare disagree for this statement, this can be said that students are comfortable interacting with learning used of Edlink Platform.

4. Behavioral Intention to Use (BIUS)

Behavioral Intention to Use is a desire (intention) for someone to perform a certain behavior.⁴ In this construct there are 4 item; 2 negative statements and 2 positive statements. According to the result of this research the highest score of the BIUS is item number 20 (I rarely access the Edlink platform). Total of statement 189 score with percentage 75.6% so indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare disagree for this statement, this can be said that they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use. Meanwhile for the lowest score of the Behavioral Intention to Use (BIUS) construct is item number 18 (I don't always try to use the Edlink platform as often as I can), the total of statement is 172 score with percentage 68.8%, so indicates strongly or it means that more than half of the students in the second semester of English Program at IAIN Parepare disagree for this statement, this can be said that students always tried to use Edlink Platform as often as possible, 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. If an application system provides good service, students will always feel like using it

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

⁴ Nadilah Dahlan, "The Student's Acceptance On The Google Classroom in English Learning at SMAN Matakali Polewali Mandar". IAIN: Tarbiyah Faculty. p.50

technology.⁵ In this construct there are 2 item; 1 negative statements and 1 positive statements. According to the result of this research the highest score of the AU is item number 22 (I doesn't recommended others to use the Edlink Platform),), the total of statement 190 score with percentage 76% so indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare disagree for this statement, it's means 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 use of the Edlink Platform 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.

For the lowest score of the AU is item number 21 (every time I access the Edlink platform, I spend at least 15 minutes) the total of statement 171 score with percentage 68.4% so indicates Strongly, it means that more than half of the students in the second semester of English Program at IAIN Parepare agree for this statement, it's means that 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 Edlink Platform is easy to use and can increase productivity.

From the evidence that has been described above, it is clear that the first

⁵ Nadilah Dahlan,"The Student's Acceptance On The Google Classroom in English Learning at SMAN Matakali Polewali Mandar".IAIN: Tarbiyah Faculty.p.52.

dominant construct that becomes interesting for the students when they learning with using the edlink platform Behavioral Intention to Use (BIUS) construct with percentage 73.1 % from those five constructs, so indicates was strongly. It's shows the students perception toward using Edlink platform in learning was good.. This means that Edlink platform 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 Edlink Platform itself as a plate form application for learning at school. Meanwhile, 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 Edlink Platform application.

TAM theory described the user's behavior towards technology.⁶ The TAM model can explain that user perceptions will determine their attitudes in information technology users through 5 constructs in theory TAM. Based on the research results that are connected with the TAM theory, more than half students gave positive responses to the 5 constructs of the TAM theory in the use of Edlink technology. Therefore, the researcher can make classification for the data is strong or can be said that the Using Edlink Platform at the Second Semester of English Program at IAIN Parepare was good.

⁶ Putu Ayu Mira Witriyanti Wida,dkk.Aplikasi Model TAM (Technology Acceptance Model) Pada perilaku pengguna Instagram, Fakultas Ekonomi & Unud.hlm.7.

CHAPTER V

This is the last chapter that discussing about two sections in the first section consists with the conclusion of the findings and the second is suggestion.

A. Conclusion

In conducting this research, it was applied *Technology Acceptance Model* to know the students' perception toward the use of Edlink Platform at the Second Semester of English Program at IAIN Parepare. The research design of this research is a Quantitative with description survey and questionnaire from TAM theory. the researcher found that Students has very good perception toward Edlink platform in online learning . Students perception was great moreover Edlink platform always makes it easier for students to work on and collect assignments online and Edlink platform should be categorized great application for students in online learning.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points are described as follow:

1. The teacher is expected to be able to suggest to students to use Edlink Platform in their learning. By considering the convenience provided by Edlink Platform as an effective learning application for students. Where Edlink Platform as a plate form application provides a good appearance and is easy to learn for teachers or students. There is also a need for socialization on how to use it before starting learning to make it easier for students to use it.
2. For the other researcher. This research is not perfect yet, it is suggested to conduct further research on similar topics. If other researchers wish to conduct research on the same topic, adequate students or respondent are required. Also in selecting respondents, it is better to choose students with good ability.

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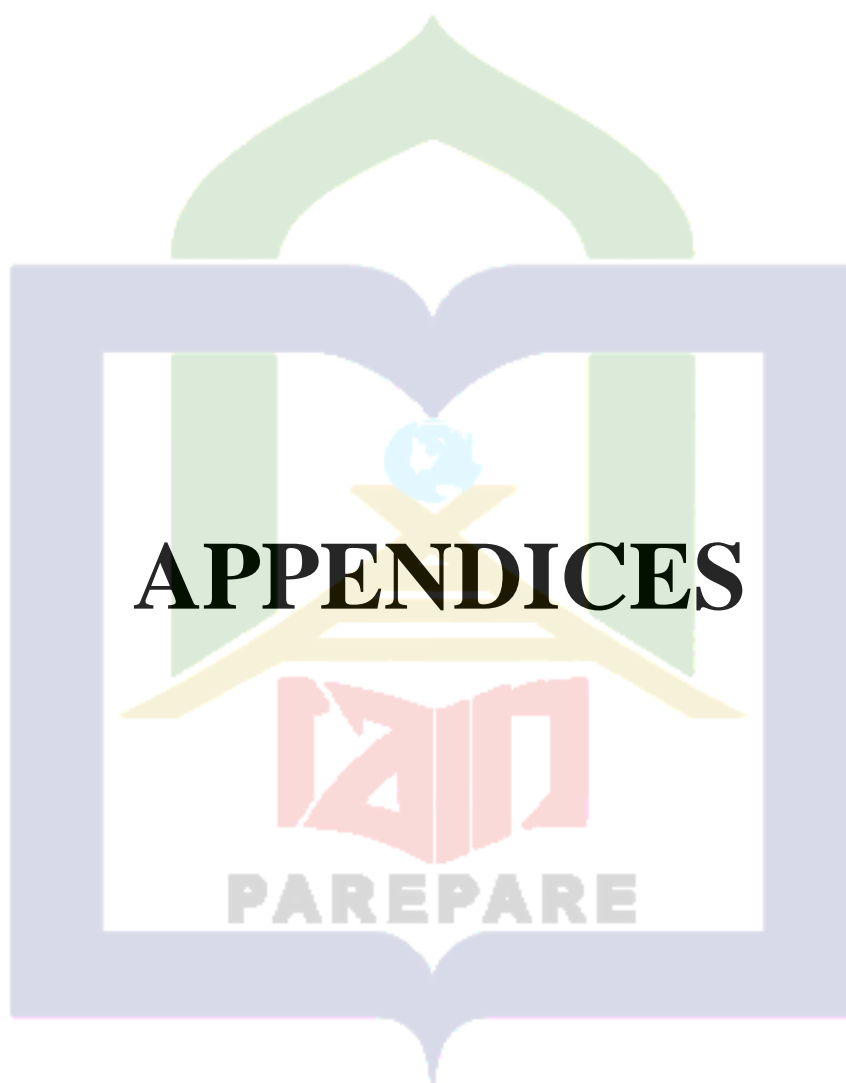
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Appendix 1:

Angket akan menjadi salah satu cara peneliti untuk mengetahui kualitas siswa setelah mengimplementasikan metode pembelajaran online dan pertanyaan-pertanyaan harus dijawab secara jujur dan benar oleh siswa.

NAMA MAHASISWA : UDAIBAH TABIIN PUTRI
 NIM : 16.1300.05
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
 JUDUL : STUDENTS' PERCEPTION TOWARD THE USE OF EDLINK PLATFORM AT THE SECOND SEMESTER OF ENGLISH PROGRAM AT IAIN PAREPARE

I. Identitas Responden

Nama :

Semester :

II. Pilih Jawaban yang Benar, dengan mencentang (✓) salah satu kolom jawaban yang tersedia

III. Pernyataan jawaban

SS = Sangat Setuju

S = Setuju

AS = Agak Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

Pernyataan.

NO	Pernyataan	Jawaban				
		SS	S	AS	TS	STS
1.	Edlink Platform memudahkan saya dalam mengerjakan dan menyelesaikan tugas mata kuliah.					
2.	Edlink Platform memperlambat saya dalam menyelesaikan tugas matakuliah.					
3.	Edlink Platform meningkatkan kinerja saya dalam mengerjakan tugas.					
4.	Menggunakan Edlink Platform tidak dapat meningkatkan produktivitas saya dalam bahasa Inggris.					
5.	Menggunakan Edlink Platform tidak dapat meningkatkan efektivitas saya dalam bahasa Inggris.					
6.	Saya merasakan Edlink Platform tidak berguna bagi saya dalam pembelajaran.					
7.	Cara penggunaan Edlink Platform mudah dipelajari					
8.	Edlink Platform dapat digunakan sesuai yang diinginkan.					
9.	Tampilan Edlink Platform sangat jelas dan mudah dipahami.					
10.	Dengan Edlink Platform, memperoleh maupun pengumpulan materi tidak mudah di akses.					
11.	Mudah bagi saya untuk menjadi ahli					


	menggunakan Edlink Platform.					
12.	Penggunaan Edlink Platform sangat tidak fleksibel.					
13.	Saya merasa senang menggunakan Edlink Platform.					
14.	Sangat tidak nyaman berinteraksi dalam pembelajaran dengan menggunakan Edlink Platform.					
15.	Saya sangat menikmati penggunaan Edlink Platform.					
16.	Tampilan Edlink Platform membosankan.					
17.	Saya selalu menggunakan Edlink Platform untuk mencari dan mengerjakan tugas.					
18.	Saya selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan pekerjaan.					
19.	Saya mengharapkan bisa terus menggunakan Edlink Platform di masa mendatang.					
20.	Saya sangat jarang mengakses Edlink Platform					
21.	Setiap kali melakukan Edlink Platform sekurang-kurangnya saya habiskan waktu selama 15 menit.					
22.	Saya tidak menyarankan kepada orang lain untuk menggunakan Edlink Platform.					

Pembimbing Utama



Dr. Magdahalena Tjalla, M.Hum.
19700320200501 2 006

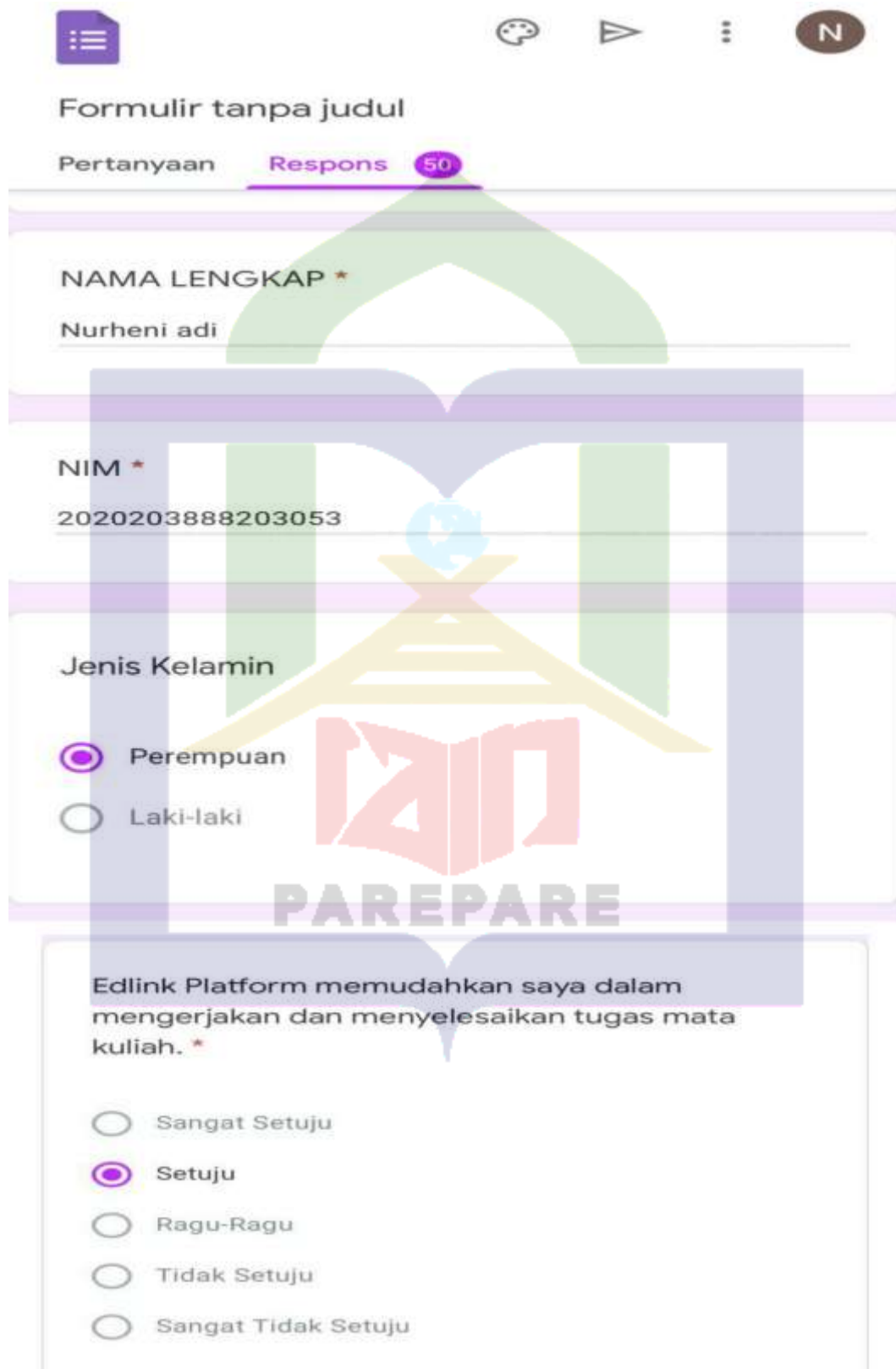
Pembimbing Pendamping



Drs. Ismail Latif, M.M.
NIP. 1967123113003121011



Appendix 2 : The Result of Instrument



Formulir tanpa judul

Pertanyaan Respons 50

NAMA LENGKAP *

Nurheni adi

NIM *

2020203888203053

Jenis Kelamin

☒ Perempuan

☐ Laki-laki

Edlink Platform memudahkan saya dalam mengerjakan dan menyelesaikan tugas mata kuliah. *

☐ Sangat Setuju

☒ Setuju

☐ Ragu-Ragu

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Edlink Platform memperlambat saya dalam penyelesaian tugas matakuliah. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☒ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Edlink platform meningkatkan kinerja saya dalam mengerjakan tugas. *

- ☐ Sangat setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Menggunakan Edlink platform dapat meningkatkan efektivitas saya dalam bahasa inggris. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya merasakan Edlink Platform tidak berguna bagi saya dalam pembelajaran. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☒ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Cara penggunaan Edlink Platform mudah dipelajari. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Edlink Platform tidak dapat digunakan sesuai yang di inginkan. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Tampilan Edlink Platform sangat jelas dan mudah di pahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Dengan Edlink Platform, memperoleh maupun pengumpulan materi tidak mudah di akses. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Mudah bagi saya untuk menjadi ahli menggunakan Edlink platform. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Penggunaan Edlink platform sangat tidak fleksibel. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya merasa senang menggunakan Edlink platform. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Sangat tidak nyaman berinteraksi dalam pembelajaran dengan menggunakan Edlink Platform. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya sangat menikmati Penggunaan Edlink platform. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Tampilan Edlink platform membosankan. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya selalu menggunakan Edlink platform untuk mencari dan mengerjakan tugas. *

- ☐ Sangat setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya tidak selalu mencoba menggunakan Edlink Platform sesering mungkin untuk menyelesaikan tugas. *

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya mengharapkan bisa terus menggunakan Edlink platform di masa mendatang. *

- ☐ Sangat setuju
- ☒ Setuju
- ☐ Ragu-Ragu
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Saya sangat jarang mengakses Edlink Platform. *

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Ragu-Ragu
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

Appendix 3 : The Score of the Instrument

RESPONDENTS	PERNYATAAN																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	5	4	4	4	4	4	2	2	5	1	2	2	2	2	2	1	2	2	4	4	4	4
2	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	3	2	2	5	4	5	2	4	2	4	4	4	5	2	2	5	3	5	4
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6	4	2	4	2	3	3	5	3	3	4	2	4	3	4	3	4	3	4	2	4	2	4
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8	4	3	4	3	3	4	4	3	4	4	4	3	4	3	4	3	4	4	4	4	4	4
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10	5	4	4	3	4	4	4	4	4	3	4	2	4	4	4	3	4	4	2	5	3	4
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13	5	4	4	3	3	3	4	3	4	3	3	3	3	3	4	4	4	3	4	3	3	3
14	3	2	3	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	4	4	3
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17	4	3	5	3	3	5	4	3	5	3	3	2	4	5	4	4	4	2	4	4	3	5
18	5	3	4	3	3	4	5	2	4	3	2	4	4	2	4	4	4	4	4	3	4	4
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25	4	5	4	5	4	4	5	4	4	4	5	5	4	2	4	3	4	2	4	5	3	5
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30	4	3	4	4	3	4	4	2	3	4	4	4	3	4	4	4	4	4	4	4	4	5
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32	4	4	4	4	3	4	4	4	5	4	3	4	4	4	4	4	3	3	4	4	3	4
33	4	4	5	4	2	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4
34	2	2	2	2	4	2	4	3	5	2	4	2	3	2	2	2	4	4	4	3	4	2
35	4	4	3	3	3	4	4	4	4	2	2	3	4	3	3	4	4	4	3	4	4	4
36	5	4	5	4	5	4	5	5	3	1	4	4	5	4	5	4	5	4	4	5	4	4
37	4	4	4	4	3	4	4	3	4	2	3	4	2	4	4	4	4	4	4	4	3	4
38	5	4	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
39	4	3	3	3	3	3	4	2	4	3	3	3	3	2	4	2	2	2	3	1	3	2
40	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	3	3	4
41	4	3	4	3	4	5	4	4	5	4	4	4	4	2	4	4	5	4	4	4	4	4
42	4	4	4	4	4	5	5	3	4	3	3	4	4	4	4	4	3	3	4	4	3	2
43	4	3	4	3	4	4	4	3	4	4	4	3	4	3	3	4	3	4	4	4	4	3
44	4	3	3	3	3	4	3	4	4	3	3	4	4	4	4	3	4	4	4	4	2	4
45	3	2	4	2	4	2	4	2	4	3	4	2	5	3	3	2	2	3	4	3	4	3
46	3	4	3	4	3	4	4	2	5	2	3	2	4	3	3	2	4	5	4	2	2	2
47	4	4	4	4	3	4	4	3	4	2	3	4	4	4	4	4	4	4	4	4	3	4
48	4	4	3	4	4	4	4	4	4	1	3	4	4	4	4	4	5	4	4	4	3	4
49	4	4	4	5	3	5	5	4	4	5	4	4	4	3	4	4	4	4	2	5	5	4
50	4	4	4	3	3	5	5	4	5	5	4	4	4	3	4	4	4	4	2	5	5	4
TOTAL	201	180	195	168	170	199	214	177	217	162	185	180	202	184	203	194	204	190	202	209	192	212

Appendix 4 : Documentation

Formulir tanpa judul

Pertanyaan Respons 50

STUDENTS' PERCEPTION TOWARD THE USING OF EDLINK PLATFORM AT THE SECOND SEMESTER OF ENGLISH PROGRAM AT IAIN PAREPARE

Petunjuk :

1. Bacalah pernyataan-pernyataan berikut dengan teliti.
2. Pilihlah salah satu pernyataan yang sesuai dengan keadaan anda.
3. Jawaban yang anda pilih tidak mempengaruhi nilai mata kuliah.
4. Isilah angket dengan bersungguh-sungguh.
5. Berilah tanda pada kolom yang sesuai dengan hati nurani anda dengan ketentuan sebagai berikut:

SS = Sangat Setuju
S = Setuju
RR = Ragu-Ragu
TS = Tidak Setuju

NAMA LENGKAP

Teks jawaban singkat

NIM *

Teks jawaban singkat

Jenis Kelamin

☐ Perempuan

☐ Laki-laki

50 tanggapan

Menerima tanggapan

Jenis Kelamin

50 tanggapan

Ringkasan

Pertanyaan Individual

NAMA LENGKAP

50 tanggapan

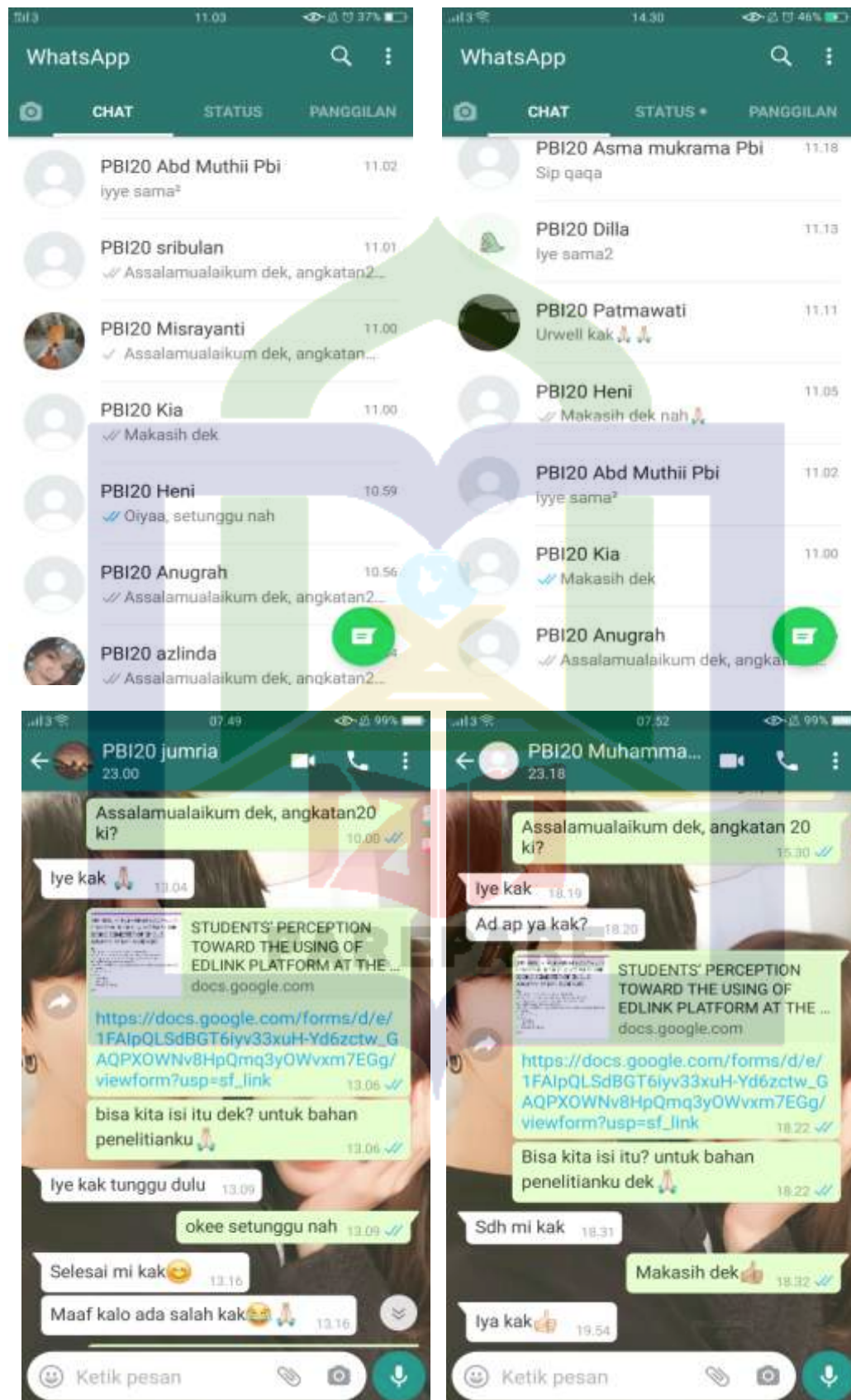
3 (6%) 3 (6%) 2 (4%)

AL BH... Dina Ri... MUHA... Nurfa... Rayna... ZULKA...
Anugrah Irma Ar... Mufti R... RATU... Sri Wa...

78%

22%

Perempuan Laki-laki



Appendix 5 : Recommendation of the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: iain@iainpare.ac.id

Nomor : B.395/In.39.5.1/PP.00.9/02/2021
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Udaibah Tabiin Putri
 Tempat/Tgl. Lahir : Parepare, 06 November 1998
 NIM : 16.1300.005
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : X (Sepuluh)
 Alamat : Jl. Masjid Jabal Nur No.263, Kel. Tirosombe, Kec. Bacukiki Barat
 Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Students' Perception Toward The Using Of Edlink Platform At The Second Semester Of English Program At IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 05 Februari 2021
 Wakil Dekan I,

 Muh. Dehlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 6 : Research Aggrement

SRN IP0000100



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 103/IP/DPM-PTSP/2/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA UNIVERSITAS/ LEMBAGA Jurusan ALAMAT UNTUK	: UDAIBAH TABIIN PUTRI : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : PENDIDIKAN BAHASA INGGRIS : JL. MESJID JABAL NUR, KEC. BACUKIKI BARAT KOTA PAREPARE : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut : JUDUL PENELITIAN : STUDENTS PERCEPTION TOWARD THE USING OF EDLINK PLATFROM AT THE SECOND SEMESTER OF ENGLISH PROGRAM AT IAIN PAREPARE LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE LAMA PENELITIAN : 11 Februari 2021 s.d 11 Maret 2021
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a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare
 Pada Tanggal : 15 Februari 2021

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH
 Pangkat : Pembina Utama Muda, (IV/c)
 NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
 • Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **ESrE**
 • Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



Appendix 7 : Research Information



SURAT KETERANGAN PENELITIAN NOMOR : B.721/ln.39.5.1/PP.00.9/03/2021

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Udaibah Tabiin Putri
NIM : 16.1300.005
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl. Masjid Jabal Nur, Kec. Bacukiki Barat Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Februari 2020 sampai dengan bulan Maret 2021, dengan judul penelitian
" Students Perception Toward The Using Of Edlink Platform At The Second Semester Of English Program At IAIN Parepare "

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 04 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib



CURRICULUM VITAE



Udaibah Tabiin Putri, the writer was born on November 6th 1998 in Parepare, Sulawesi Selatan. She is the first child from three children in her family. Her father's name is Tabiin and Her mother's name is Seniwati. She is student of English Education Program in Tarbiyah Faculty at State Islam Institute (IAIN) Parepare. She began her study on Kindergarten Raudhatul Athfal Ummahat DDI and 2004 at SDN 19 Parepare, and graduated 2010. While at the same year she studied at Junior High School 10 Parepare on and finished on 2013. She continued her study in Senior High School 4 Parepare and graduated 2016 and She continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her skripsi in the title “ Students’ perception toward the use of Edlink Platform at the Second Semester of English Program at IAIN Parepare”