EKSPLORASI FAKTOR-FAKTOR YANG MEMPENGARUHI MINAT SISWA DALAM PENGGUNAAN LMS GOOGLE CLASSROOM

TESIS

diajukan untuk memenuhi syarat dalam memperoleh gelar

Magister Pendidikan

oleh:

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PROGRAM STUDI PENDIDIKAN TEKNOLOGI DAN KEJURUAN

SEKOLAH PASCASARJANA

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PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul "Eksplorasi Faktor-Faktor yang Memengaruhi Minat Siswa dalam Penggunaan LMS Google Classroom**"** ini beserta seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran tehadap etika keilmuan dalam karya saya ini, atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2022

Yang membuat pernyataan,

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ABSTRAK

Keberlangsungan penggunaan LMS Google Classroom bergantung pada minat siswa untuk menggunakannya. Jika LMS Google Classroom yang digunakan tidak diminati, maka kemungkinan besar LMS Google Classroom tersebut tidak akan digunakan kembali. Tujuan dari penelitian ini adalah untuk mengetahui minat siswa dalam penggunaan LMS Google Classroom dilihat dari faktor *Learning Content Quality* (LCQ), *Interactivity* (INT), *Mobile Device Anxiety* (MDA), *User Interface* (UI), *Sosial Influence* (SI), *Facilitating Condition* (FC), *Perceived Playfulness* (PP), *Perceived Ease of Use* (PEOU), *Perceived Usefulness* (PU) dan *Behavioural Intention to Use* (BIU). Meneliti faktor *Perceived Playfulness* (PP) menjadi *novelty* dari penelitina ini. Model penelitian yang digunakan diadopsi dari *Technology Acceptance Model* (TAM). Data dikumpulkan melalui Google Form dan diolah menggunakan pendekatan *Partial Least Square* (PLS). Terkumpul sejumlah 143 respon dari siswa di salah satu sekolah menengah kejuruan. Hasil penelitian menunjukkan *Perceived Usefulness* menjadi faktor yang paling berpengaruh terhadap minat siswa diikuti oleh faktor *Perceived Playfulness*, dan faktor *Perceived Ease of Use*. Temuan pada penelitian ini dapat bermanfaat bagi para peneliti dibidang adopsi teknologi dan membantu para praktisi pendidikan untuk memahami faktor-faktor yang memengaruhi minat siswa dalam penggunaan LMS Google Classroom dan menjadikannya landasan dalam pengembangan atau pengimplementasian dalam pembelajaran.

Kata Kunci: *LMS Google Classroom, Technology Acceptance Model*

ABSTRACK

The continued use of a LMS Google Classroom depends on someone's intention to use it. If the LMS Google Classroom is not in demand, it is likely that the LMS Google Classroom will not be reused. The purpose of this study was to determine students' intention to LMS Google Classroom seen from the factors of Learning Content Quality (LCQ), Interactivity (INT), Mobile Device Anxiety (MDA), User Interface (UI), Sosial Influence (SI), Facilitating Condition (FC), Perceived Playfulness (PP), Perceived Ease of Use (PEOU), Perceived Usefulness (PU) and Behavioural Intention to Use (BIU). The research model used was adopted from the Technology Acceptance Model (TAM). Data were collected through Google Form and processed using the Partial Least Square (PLS) approach. There were 143 responses from students in one vocational high school. The results showed that Perceived Usefulness was the most influencing factor on students' intention to use followed by the Perceived Playfulness factor, and the Perceived Ease of Use factor. The findings in this study can be useful for researchers in the field of technology adoption and help education practitioners to understand the factors that influence students' interest in using the Google Classroom LMS and make it a basis for developing or implementing learning.

Keywords: LMS Google Classroom, Technology Acceptance Model

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Penulis

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DAFTAR GAMBAR

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