

**THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING
LEARNING MANAGEMENT SYSTEM (LMS) IN HYBRID
CLASS**

**ANALISIS PERSEPSI SISWA DALAM MENGGUNAKAN
LEARNING MANAGEMENT SYSTEM (LMS) DALAM KELAS
HYBRID**

Ahmad Ari Susanto ¹, Ibrahim ²



DISUSUN OLEH:

AHMAD ARI SUSANTO

1811102421032

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

2022

**The Analysis of Students' Perceptions of Using Learning
Management System (LMS) In Hybrid Class**

**Analisis Persepsi Siswa Dalam Menggunakan Learning Management
System (LMS) Dalam Kelas Hybrid**

Ahmad Ari Susanto ¹, Ibrahim ²



DISUSUN OLEH:

AHMAD ARI SUSANTO

1811102421032

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

2022

NASKAH PUBLIKASI

**(THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING
MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS)**

Oleh:

**Ahmad Ari Susanto
1811102421032**

Samarinda, 03 Oktober 2023

Telah di setujui oleh

Pembimbing

A handwritten signature in black ink, appearing to be 'Ibrahim', written over a large, stylized letter 'I' that serves as a background for the signature.

Ibrahim, S.Pd., M.TESOL

NIDN: 1116019002


LEMBAR PENGESAHAN NASKAH PUBLIKASI

**THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING
MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS**

Tim Penguji

Samarinda, 03 Oktober 2023

Khusnul Khatimah, S.Pd., M.Pd
NIDN: 1128068901



.....

**Rani Herning Puspita, S.Hum.,
M.Hum**
NIDN: 1113028701

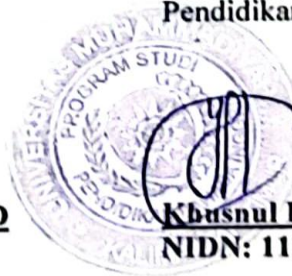


.....

Mengetahui



Dekan Fakultas Keguruan dan Ilmu
Pendidikan
Prof. Ali Saukah, M.A., Ph.D
NIDK. 8912620021



Ketua Prodi
Pendidikan Bahasa Inggris

Khusnul Khatimah, S.Pd., M.Pd
NIDN: 1128068901

Persetujuan Publikasi

Kami dengan ini mengajukan surat publikasi penelitian dengan judul:

THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS

Bersama surat persetujuan ini kami lampirkan makalah publikasi:

Penguji 1



Khusnul Khatimah, S.Pd., M.Pd
NIDN: 1128068901

Peneliti




Ahmad Ari Susanto
NIM. 1811102421032

Mengetahui

Ketua prodi Pendidikan Bahasa Inggris




Khusnul Khatimah, S.Pd., M.Pd
NIDN: 1128068901

Naskah Publikasi

**THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING
MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS**

Yang diarsipkan dan disusun oleh:

Nama : Ahmad Ari Susanto
NIM : 1811102421032
Program Studi : S1 Pendidikan Bahasa Inggris

Telah dipertahankan di depan penguji pada tanggal 7 Juli 2022 dan telah dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan guna mencapai derajat sarjana Pendidikan Bahasa Inggris pada Universitas Muhammadiyah Kalimantan Timur.

Susunan Penguji :

Penguji I : **Khusnul Khatimah, S.Pd., M.Pd**
NIDN: 1128068901
Penguji II : **Rani Herning Puspita, S.Hum., M.Hum**
NIDN: 1113028701

Mengetahui

Dekan Fakultas Keguruan dan Ilmu
Pendidikan

Prof. Ali Saukah, M.A., Ph.D
NIDK. 8912620021

Ketua Prodi
Pendidikan Bahasa Inggris

Khusnul Khatimah, S.Pd., M.Pd
NIDN: 1128068901

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Ahmad Ari Susanto
NIM : 1811102421032
Alamat : Jl. Pramuka 3B, Samarinda Utara

Dengan ini menyatakan bahwa:

1. Karya tulis saya, Naskah Publikasi ini adalah asli dan belum pernah diajukan untuk memperoleh gelar akademik baik di Universitas Muhammadiyah Kalimantan Timur maupun di perguruan tinggi lain.
2. Karya tulis ini adalah murni gagasan, rumusan dan penelitian sendiri tanpa bantuan pihak lain kecuali dari arahan dosen pembimbing skripsi.
3. Dalam karya tulis ini tidak terdapat karya atau pendapat yang telah ditulis orang lain, kecuali tertulis secara jelas dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan judul buku aslinya dan dicantumkan dalam daftar Pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya siap menerima sanksi akademik berupa pencabutan gelar akademik yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di perguruan tinggi.

Samarinda, 3 Oktober 2023

Yang membuat pernyataan,



(Ahmad Ari Susanto)

ANALISIS PERSEPSI SISWA DALAM MENGGUNAKAN LEARNING MANAGEMENT SYSTEM (LMS) DI KELAS HYBRID

Ahmad Ari Susanto¹⁾, Ibrahim²⁾

Ahmadarisusanto19@gmail.com¹⁾,ibr195@umkt.ac.id²⁾

University of Muhammadiyah Kalimantan Timur^{1,2)}

ABSTRACT

THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS

The purpose of this study is to describe students' perceptions on the use of Learning Management System (LMS) in classroom learning and also what challenges students face in using the LMS. This research was conducted using a qualitative descriptive method, case study. The subjects of this research are 5 students of SMP Muhammadiyah 5 Samarinda, which was selected by some criteria and characteristics. This research was conducted using 2 instruments, namely observation and interviews, all of which were carried out in stages. The results of the research, from out 5 students it was found that 3 students had a positive perception of the use of LMS in the hybrid class while the last 2 students had a negative perception of the use of the LMS in the hybrid class. There are difficulties that include a sense of lethargy in engaging in online and offline learning via the LMS, occasionally bad internet connections, offering short work deadlines, and making it difficult to grasp the content provided by the teacher via the LMS.

Keywords: Perception, Learning Management System (LMS), Hybrid Learning Media

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa dalam penggunaan Learning Management System (LMS) dalam pembelajaran di kelas dan juga apa saja tantangan-tantangan yang siswa hadapi dalam penggunaan LMS. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif, studi kasus. Subjek penelitian ini adalah siswa SMP Muhammadiyah 5 Samarinda yang akan dipilih 5 siswa yang memiliki beberapa kriteria dan karakteristik. Penelitian ini akan dilakukan dengan menggunakan 2 instrumen yaitu observasi dan wawancara yang dimana semua nya dilakukan secara bertahap. Hasil dari penelitian ditemukan bahwa pertama, dari 5 siswa di temukan bahwa 3 siswa mempunyai persepsi yang positif terhadap penggunaan LMS di kelas hybrid sedangkan 2 siswa terakhir mempunyai persepsi yang negative terhadap penggunaan LMS di kelas hybrid. Terdapat beberapa tantangan yaitu adalah rasa malas dalam mengikuti

pembelajaran online dan offline menggunakan LMS, koneksi internet yang terkadang buruk, pemberian deadline tugas yang singkat dan susah dalam memahami materi yang diberikan guru di LMS.

Kata Kunci: *Perception, Learning Management System (LMS), Hybrid Learning Media*

Article Info

Received date: 28 Desember 2021

Revised date: 10 Agustus 2022

Accepted date: 20 Juli 2022

INTRODUCTION

The development of the first Computer Based Training software in 1960, E-Learning has grown in popularity and has PLATO as another name (Programmed Logic for Automated Teaching Operations). Initially, E-Learning served solely to communicate knowledge to pupils (trainees). However, in the 1970s, E-Learning began to become more interactive and the next year the development of the Mac in the 1980s resulted in individuals having computers in their homes. In the following years, virtual distance learning systems began to emerge, allowing users to access material online.

A teacher must continually be on the lookout for new ways to present teachings in class. Both in terms of teaching methods and approaches in the classroom. It is because over time, technology is increasingly favored by the public, especially young learners who are addicted to use social media. In this case, teachers are asked to find new teaching methods that are able to attract students' willingness to learn English. According to Masri et al., (2007), teaching is a complex process that is influenced by a variety of factors, including quality teaching, student intelligence, talents, and interests, as well as the influence of motivation, school, home, and parental encouragement. Teaching junior high school students who are just learning English is not the same as teaching students who have known the basics of English, because they have a different perspective. They are different from students who have known the basics of English, so the way of teaching must be different too such as using technology in teaching process.

According to Pratama (2012), Gen Z or often known as the internet age, is a youthful generation that is developing and flourishing with considerable freedom in digital technology. Students may become better participants by utilizing technology, and technology can also transform inactive students into active learners. Students who are just starting junior high school choose to play either traditional or internet games. Today, mobile phones, laptop, computers, and other forms of technology have become extensively utilized. As a result,

individuals are starting to innovate and create different types of apps with different aims, such as Google Classroom, Edmodo, Open Learning, Schoology, and SEVIMA Edlink that seek to offer information and provide teacher in class, some applications above are what we call Learning Management System or LMS.

According to Alias and Zainuddin (2005), learning management system (LMS) is a type of software or web-based system that is used to design, implement, and evaluate a learning process. A learning management system in most cases, allows a teacher to design and distribute material online, track student involvement, and analyze student achievement. Since, COVID-19 spread in all country, Learning Management System become popular in education system, such as in Indonesia, because it can help a lot of teachers to provide their class and students. Student do not worry about missing a class or notes because using LMS they can learn anytime or anywhere they want and using LMS in learning class it does not mean that we leave a conventional way of teaching.

However, we combined it become hybrid class so beside dealing with COVID-19, it can also attract student to study in class and the thing they need to prepare for LMS is just a laptop or mobile phone and a stable connection. By utilizing the case above, if there is an application that is not only for entertainment, but it can also be used as a learning tool if we put some learning material in it, it is possible to attract students' interest by focusing on learning. Based on that, the researcher tries to find the student's perspective and challenges by using learning management system (LMS) in hybrid class on SMP Muhammadiyah 5 Samarinda.

The researcher hopes this research can be helpful both theoretically and practically. Through theoretical means, the researcher hopes this kind of method can provide useful information for the school and that this method can help the teacher as reference to teach in hybrid classroom. For teacher, the results of this study can be a reference and evaluation regarding the implementation of learning management system in hybrid class. Last, for future researcher, this research is anticipated to produce information, knowledge, and fresh insights in the field of education, particularly in English, that may be implemented in the future.

LITERATURE REVIEW

The General Concept of Perception

Everyone has a different point of view when it comes to observing the same item (object). This difference of opinion will be accompanied by divergent conduct or behaviors. This point of view is referred to as perception. The way a person perceives the world is determined by his perception. Furthermore, according to Kotler (2013), perception is what we choose, arrange, and translate sensory information to build a picture of the world that signifies something. Meanwhile, according to Guspa and Rahmi (2017), perception is essentially a process of human interpretation which everyone experiences in interpreting information about the world, whether through sight, hearing, emotions, or scent.

According to Walgito (2003), perception has three aspects: 1) Cognition, which is concerned with the comprehensive points of view, expectations, ways of thinking/gaining knowledge and experience of the past, including everything obtained from the data of independent opinions; 2) Affection: this aspect concerns the personal emotional states of certain objects, along with everything concerning the assessment of good and bad based on one's emotional factors; 3) Conation: The aspect of conation concerns an individual's motivation, attitude, behavior, or activity.

According to Gibson et al., cited in Rahmatullah (2014), there are two elements that influence perception, which are as follows: 1) Internal elements that impact perception are essentially factors inherent inside the individual, such as physiological attention, interests, needs, emotions, experiences, and memories. 2) External elements influencing perception include aspects of the environment and the things in it. Elements may alter one's view of the world and influence how a person feels or accepts it. Meanwhile, extrinsic elements that impact perceptions include the color of objects, the stimulus, the uniqueness and contrast of the stimuli, the intensity and power of the stimulus, and the movement of the stimulus.

The General Concept of Learning Media

According to Siregar et al., (2019), technology and learning are inextricably linked; they must coexist peacefully. E-learning is one approach for both instructors and learners to use technology, therefore blended learning should be implemented in learning activities and using technology as a media. Moreover, Arsyad (2002) defines media as "any type of intermediary employed by humans to disseminate or propagate ideas, ideas, or views such that the ideas, ideas, or opinions put forward reach the intended receiver." Karo-karo and Rohani (2018), defines media as everything that can be caught by the human perception and serves as an intermediary, medium, or instrument in the communication process (teaching and learning process). The word "media" derived from the Latin word "medius," which means "middle, intermediate, or introduction." The term "medium" in Indonesian means "between"

(expressing one's viewpoint) or "being in the middle" (stating size). In general, "media" refers to anything that is utilized as a vessel, instrument, or means of communication. In summary, media is defined as an intermediate or introduction instrument that serves to convey messages or information from a source to the intended audience. According to Kamus Besar Bahasa Indonesia, "Media" is defined as "a method of communication such as newspapers, magazines, radio, television, films, posters, and banners"

According to Tandilling et al., (2021), learning media is an intermediary tool or messenger that may help pupils get learning content. Understanding media refers to anything that sends or receives information between a source and a message's recipient. Learning Media plays an important role or service that may be used to help students get educational content. Understanding media refers to anything that conveys or transmits information between the statement's sender and receiver. According to Munadi (2013), learning media is anything that may transfer and channel messages from sources in a structured manner so that a conducive learning environment is established in which the recipient can carry out the learning process successfully and efficiently. Learning media is media that provides learning messages to assist students in comprehending subject matter. With the advancement of technology, today's learning materials are more dependent on computer technology. Learning media delivered via computer has several advantages: it allows for student participation with the subject matter, individualization of the learning process based on student aptitude, the presentation of digital sound components, immediate feedback, and the creation of a continuous learning process. While the equipment they use is typically the weak point, it is still pricey and requires unique abilities to operate.

Asyar (2012) defines learning media as "everything that might transfer or spread messages from sources in a planned manner, such that there is a favorable learning environment where the recipient can carry out the learning process effectively and efficiently." Meanwhile, according to Djamarah (2010), learning media is any medium that may be employed as a message distributor to achieve learning goals. Then, according to Arsyad (2011), learning media is a tool that may help students learn both in and outside of the classroom. It is also a component of learning resources or physical vehicles that hold instructional information in the student environment that can motivate students to study. As a result, because the learning process is a communication process that occurs in a single system, learning media play a vital role as one of the learning system components. Without the media, communication does not occur, and the learning process, like the communication process, does not function efficiently. Media learning is an essential part of the learning system. Based on the foregoing, it is determined that learning media is anything that may channel messages and excite students' minds, feelings, and will. Therefore, it can support the development of the learning process in teaching class.

The General Concept of Hybrid Learning

Hybrid learning is an educational design method that integrates online learning with teaching in a physical classroom, similar to face-to-face school time of course. According to Hendrayati and Pamungkas (2013), hybrid learning is a method that combines innovation and technological progress via an online course with engagement and collaboration from conventional teaching models. According to Surjono (2010), hybrid learning or blended learning is teaching that integrates all methods of learning, such as online, live, or face-to-face. Furthermore, according to Bibi and Jati (2015), identify hybrid learning as a combined effect of face-to-face learning approaches and internet sources. Sutisna (2016) defines hybrid learning as a learning technique that combines two or more learning methodologies and approaches to meet learning process objectives.

According to Thorne (2003), hybrid/blended learning combines face-to-face instruction in a traditional classroom with online learning that can be accessed at any time and from any location. A virtual conference between instructors and students is another type of blended learning. Where they allow being in a separate place while giving comments, asking questions, answering, interacting between students and educators, or between students and students. Hybrid/Blended learning, according to Bersin (2004), is the mixing of several training media (technology, activities, and types of events) to build an optimal training program for a given audience. The word "blended" refers to traditional instructor-led instruction that is augmented by other electronic media. The blended learning approach in the book uses several distinct types of elearning and is perhaps supplemented with instructor-led instruction in other live formats. According to Ali Massoud et al. (2011), hybrid learning or blended learning is easy in theory but somewhat diverse in practice. Hybrid learning, or blended learning, is simple to implement since it combines traditional learning with internet-based learning.

Hybrid learning, often known as blended learning, is a fusion of several approaches to learning. As a result, blended learning may be defined as a learning strategy that combines two or more learning approaches to fulfill the goal of the learning process. One example is the employment of web-based learning in conjunction with face-to-face methods of learning. Blended learning is sometimes referred to as hybrid learning or blended learning. Therefore, according to the above definition, hybrid learning is learning with a combination system of learning methods that includes online or online methods (outside of class) and direct meeting methods for several hours (inside class).

The General Concept of LMS (Application)

According to Ellis (2009), a learning management system is operating system that is used for administrative purposes, documentation, reporting activities, teaching and learning activities, and online activities, as well as e-learning and training materials, all of which are done online. Moreover, According to Riyadi (2010), a learning management system (LMS) is

software that is used to develop web-based online lecture materials and manage learning activities and their outcomes. According to Amiroh (2012), a Learning Management System (LMS) or Course Management System (CMS) is a software program used by educators, including universities and schools, as an internet-based learning media. Then, according to Mahnegar (2012), a Learning Management System (LMS) is an application or program used to manage online learning that comprises material, placement, management, and evaluation.

According to Jöns and Hoyler (2013), Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training courses programs. LMS appears to be a name for a learning management system that uses software to assist educators and students in learning. According to Kamus Besar Bahasa Indonesia, an application is the use of system design to process data according to the rules or regulations of a certain programming language. An application is a computer software that is designed to carry out certain functions for a user. An application is a ready-made software that may be utilized by the intended target to perform a function for other users or apps. Applications are ready-to-use software since they carry out the user's commands (user). Many programs are developed to help with a variety of tasks, such as creating reports, printing, and so on.

According to Hakim (2018), applications are software that is utilized for certain functions such as document processing, Windows management, gaming, and etc. Supriyanto (2005) defines an application as "a software that contains activities and command processing necessary for carrying out user requests with defined purposes." According to Abdurahman and Riswaya (2014), an application is a fully prepared program which could be used to execute orders from the application's user in order to obtain more accurate results in line with the application's objective. The application has an issue purpose and employs a few of the application analysis methods, which is often executed on an application. Data processing that is intended or expected, as well as computing that is desired or expected.

Previous Studies

The first study is from Sudina (2016), in her journal, she concluded that each LMS can be used effectively and be quite beneficial to students and teachers as a means of Virtual Class. However, LMS appears significantly different in terms of usability. The Asymptotic Significance value of 0.000, which has a value of 0.05, indicates this. This means that the ease of use of LMS Schoology, GeSchool, Learnboost, Medidu, Edmodo, Quipper, Kelase, Kelas Kita, and Sekolah Pintar varies. This means that there are LMS that respondents consider to be simple to use, as well as LMSs that they consider to be quite difficult to use. The second study is Adzharuddin and Ling (2013), in their study, they concluded that an LMS is a vital tool for students since it allows them to stay up to date on their courses while also providing them with fast updates about their daily activities. As a result, instructors have an easier time reaching out to their students outside of class hours and may promptly notify them via LMS

about concerns with their assignments. Although people who utilize LMS may encounter certain difficulties, this is all part of the process of understanding and adjusting to a new system. The institution should provide sufficient training and assistance for students and instructors utilizing LMS, as well as having a team available at all times to fix any difficulties that may emerge. However, most students have access to a university LMS or comparable technology that aids in their education process.

The third study is from Fitriani (2020), the researcher finds in her publication that learning management system apps made by institutions and those offered by the government, such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink are highly effective as online learning media during the COVID-19 epidemic. The learning and communication system between lecturers and students continue to function smoothly with the help of the LMS application, or Learning Management System, by employing the tools accessible in the LMS program. The last study is from Taufiqurrochman et al., (2020), in their study, they discovered that 75% of study participants preferred the hybrid learning strategy, 23% preferred the traditional learning style, and 3% preferred completely online. The researchers also discovered which LMS is the best, most comfortable, and most appropriate LMS application platform for learning Arabic, and their answer is Edmodo, while Google Classroom is recognized as the most popular LMS program.

METHOD

Research Design

The researcher utilized a qualitative descriptive case study research approach in this study to describe the existent phenomena, in natural setting, with a focus on the features, quality, and interrelationships between activities. According to Moleong (2007), qualitative research is research that aims to understand the concept of what the subject research experiences, such as behavior, perception, motivation, action, and others, holistically and through description in 19 the set of speech and language, in a specific natural context, using different natural methods. According to Walgito (2010), case study technique is a way for studying and investigating an event or phenomena involving an individual, such as a person's life history. Case study research necessitated as much information as feasible as well as data integration. Other research approaches may be used to achieve this data integration, allowing for more thorough and in-depth information to be provided.

Based on the description above, the researcher intended to employ a qualitative descriptive: case study research technique since it is appropriate for the scope of the research, which was to examine students' impressions of utilizing the recommended media to determine how far their English language abilities can progress.

Subject of the Study

This study focused on a group of students from SMP Muhammadiyah 5 Samarinda. Concerning which class to investigate, the researcher examined 5 students from 8 grade that has some characteristics such as 1 student with high score, 2 students with a middle score, and 2 students with a lowest score. The score was selected from their latest English score.

Technique of Data Collection

Data gathering techniques that were used by researcher including observation and interviews: 1. Observation, the first instrument in descriptive qualitative case study is observation. In this instrument, the researcher did direct observation in order to know their challenges when they using learning management system (LMS). 2. Interview, , the researcher conducted semi structured interview. The gathered information was conveyed in writing or captured in audio, video, or audio-visual format.

Technique of Data Analysis

Data analysis is a method of converting data into information in order to make the features of the data easier to grasp and also beneficial for finding answers to issues that are mostly linked to research. Alternatively, data analysis may be defined as an action performed to convert data generated from a research into knowledge that can then be utilized to reach a conclusion According to Miles and Huberman, cited in Nasrawati et al., (2021), the process of analyzing qualitative data is divided into three stages as follow: 1) Data Reduction, the data reduction stage is the step-in which data is reduced or simplified so that it can match the demands and, of course, information is easily obtained. Data acquired from interviews, direct observations in the field, and other sources is undoubtedly complicated. All of the collected data was then classified as extremely important, less important, and insignificant. This data simplified based on study needs and was thought to be capable of expressing all of the data that has been acquired. 2) Data Presentation, the researcher could now exhibit the data that had been reduced or simplified in the previous step, in the form of table, so that the data displayed was neat, systematic, structured with a specific relationship pattern, and ordered. Furthermore, this material was no longer in the form of raw data but already contains information. 3) Conclusion, data that had been collated and sorted based on reliable results can then be presented with a strategy or pattern that allows conclusions to be drawn. Conclusions can only be drawn when all of the various data has been simplified, collated, or exhibited utilizing certain medium. Only then can it be readily comprehended.

Trustworthiness of the Study

According to Alwasilah (2002), the phrase "trustworthy" is formed of terms like "description," "conclusion," "interpretation," and "other forms of reports." Every study necessitates the use of a criterion to establish the degree of belief or veracity in the study's findings. The benchmark in qualitative research is sometimes referred to as the trustworthiness data. Checking the trustworthiness data is a step toward reducing mistakes in the data gathering process, which has a direct impact on the validity of a study's final conclusions. Researcher examined the trustworthiness of this data with the goal of producing

trustworthy, scientifically responsible, and trusted data that fulfills the credibility standard. As a result, rather than gathering data in a single step, the researcher employed numerous stages, including observations and interviews. The acquired data is then collected in the conclusion section so that it may be thoroughly evaluated.

RESULTS AND DISCUSSIONS

Results

During the observation, it was discovered some components of the students' use of the LMS were weak, namely in the areas of student activities and student creativeness. In terms of student activity, it was discovered that some students lacked the ability to examine the content supplied by the teacher, to uncover the essential concepts of the material taught, and to challenge the ideas transmitted by others during online learning. This also occurred in terms of student creativeness; observations revealed that some students were not engaging in the learning activities carried out and were not making the most use of their time in learning activities that took place utilizing the Learning Management System media.

However, there are students that excellent in both student activities and student creativeness during the observation, such as asking questions rigorously, coming up with suggestions for the topic being given, and questioning the perspectives of other students. These students can also grasp the essential skills, are more serious about learning activities, and can make the greatest use of time while online and offline learning with an LMS is taking place. The preceding was then reinforced by the findings of interviews performed by researcher with five students about the use of LMS.

Some of them, student A, student B, and student D, indicated that the usage of LMS was not excellent and that it was difficult to grasp the content supplied by the teacher. However, student E stated that the use of LMS in learning was less effective or efficient. Student E believes that the usage of LMS in learning process is quite helpful for students because the material given can be repeated. Moreover, student C also stated that he feels more comfortable to study in hybrid class due to the material given less and easy to understand. Last, the school in question requires Arabic courses from students, this is one of the reasons why they claim that studying through LMS is difficult to grasp. “..because when I am still studying at home and class, I still cannot understand about Arabic, because everyone learns Arabic in Islamic boarding school .. and I cannot fully understand about it..(student B, personal information, May 20, 2022)”.

Based on the interviews, several forms of LMS are utilized in online learning in hybrid classrooms, including Google Classroom, Zoom, YouTube, and WhatsApp. For the time being, WhatsApp is more commonly utilized to distribute assignments and learning materials. Students are grouped together and given content in the form of a PDF, followed by the assignment. Also, sending learning materials in the form of PDF files. “For now. We use WA.

When the first outbreak we used Google Classroom and sometimes zoom or YouTube.. (student D, personal information, May 20, 2022)". So, based on the explanation provided above, it can be concluded that three of the five samples or students observed and interviewed had a positive perspective on the use of the LMS in the hybrid class, while two of them had a negative perspective.

Aside from discovering diverse perspectives voiced by numerous students, the researcher also discovered several challenges encountered by students when learning to utilize LMS at hybrid class. Of the five selected samples, three stated that they are sometimes have a difficulty in participating in online learning, student stated that the time for collecting assignments or deadlines set by the teacher was too short while the assignments were numerous, and the most difficult challenge for them was understanding in a material and internet connection. "... Internet connection in my phone is sometimes bad when I do an assignment on WA.. (student A, personal information, May 20, 2022)".

Students experience a variety of problems when learning and completing assignments online utilizing the LMS, and they have varied strategies for solving them. Student B, student C, and student E all responded that laziness was their greatest challenge. The most reason why they mentioned laziness as their biggest challenges because due to the school schedule that start in the early morning even though it is online or offline section at LMS. "... the challenge is the laziness ...(student B, student C, and student E, personal communication, May 20, 2022)" Student A claimed his main issue was the online assignment deadline, which he said was too short, and for student D stated that his challenge while learning online and offline using LMS is the difficulty to understand the material provided by teacher. "...the challenge is the deadline that too short and hard to understand the lesson ...(student A and student D, personal information, May 20, 2022)" Based on the foregoing description, it can be stated that the major challenges students encounter when studying or finishing assignments in hybrid classes using the Learning Management System (LMS) are laziness, poor internet connection, a short deadline and difficulty understanding the subject.

Discussion

Guspa and Rahmi (2017), perception is essentially a process of human interpretation which everyone experiences in interpreting information about the world, whether through sight, hearing, emotions, or scent. From the interview with the participants, majority of them said that the use of LMS in learning class is not good enough, it made it harder for them to understand some material such as Arabic and English. They find it harder to get information quickly from the material given by the teacher unlike when they are in conventional class. Talking about the use of LMS in education is very broad and not always easy to use especially the internet. According to the findings of interviews with participants, they prefer to read offline rather than online using LMS because it is more useful to read, but they mostly love reading online too depending on the subject.

The LMS can help them do both firsthand by combining their intention of reading with their aim to enhance their English. It is simple to use the LMS and can be done anywhere and at any time. No doubt the LMS can help them managing, documenting, administering,

delivering, and serving academic training courses programs. With the same statement as mentioned in Jöns and Hoyle (2013), Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training courses programs. They prefer to read offline due to internet connection issues and the difficulty of understanding the material provided in LMS. Internet connection is the most formidable foe of users of the Learning Management System or LMS application, particularly students. Statement above is supported by Ellis (2009), a learning management system is operating system that is used for administrative purposes, documentation, reporting activities, teaching and learning activities, and online activities, as well as e-learning and training materials, all of which are done online. That is why the internet connection problem is also related to the use of LMS in hybrid class, when the internet connection is stable the student can enjoy to read and do assignment online.

Sudina (2016), she concluded that each LMS can be used effectively and be quite beneficial to students and teachers as a means of Virtual Class. However, LMS appears significantly different in terms of usability. This means that there are LMS that respondents consider to be simple to use, as well as LMS that they consider to be quite difficult to use. From the interview that was done with the participants, the researcher found it is true that some application and platform is quite hard to use. The participants are preferred to use WhatsApp rather than Google Classroom. This is line with research done by Adzharuddin and Ling (2013), they concluded that an LMS is a vital tool for students since it allows them to stay up to date on their courses while also providing them with fast updates about their daily activities. Although people who utilize LMS may encounter certain difficulties, this is all part of the process of understanding and adjusting to a new system.

Based on the interview with the participants, they are indeed having a difficulties or challenges when using LMS in understanding material and doing assignment given by teacher. Fitriani (2020), the researcher finds in her publication that learning management system apps made by institutions and those offered by the government, such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink. In observation and interview, the researcher found that the participants said that they use several application and platform in hybrid learning process such as Google Classroom, WhatsApp, Zoom, and YouTube. Taufiqurrochman et al., (2020), in their study, they discovered which LMS is the best, most comfortable, and most appropriate LMS application platform for learning Arabic, and their answer is Edmodo, while Google Classroom is recognized as the most popular LMS program.

In observation and interview, the researcher found a different perspective because the participant said Arabic course is not appropriate or suitable for LMS because it is hard to understand and they are not use Edmodo in their daily study. Based on the theory of perception influencing factors mention in the above, the researcher found that the student perception above are quite relevant with the theory. These perception influencing factors include in the two factors based on Gibson et al., cited in Rahmatullah (2014). It is true that the internal and external factor very influential in the learning process that students do while online such as feeling lazy, lack of interest, and the situation of the learning environment.

CONCLUSION AND SUGGESTIONS

The objective of this study is to know students' perceptions of using learning management system (LMS) in hybrid class in junior high school and the challenges for students of using learning management system (LMS) in hybrid class in junior high school. Based on the research findings and discussion above, the researcher concluded that using LMS media in online learning is not only beneficial but also successful for students because they find it difficult to understand and because they are unable to discuss the assignment directly with friends, particularly for Islamic boarding school students who are needed to learn Arabic. They employ numerous online platforms available during online learning, such as Google Classroom, Zoom, YouTube, and WhatsApp, for LMS. However, WhatsApp is now the most active or commonly used online platform because, in addition to being simple to use, it allows students to connect directly with their lecturers.

Furthermore, the usage of LMS poses various issues or challenges for students who utilize it, such as intermittent internet problems, difficult to understand the material, assignment deadlines that are too short, and emotions of lazy that develop when online learning via LMS takes place. Based on the findings above, Students have their own perspectives and challenges when it comes to LMS in hybrid class, such as learning in LMS is rough and not efficient, internet connection become the main issue when using LMS, and also it is hard to understand the material provided by teacher.

For Future Researcher, the researcher would like to suggest other researchers to conduct further studies on this topic. Future researcher may investigate the same title, but with different data, for example: future researcher might investigate or take data in different Junior High School' thesis conclusion, so that the result will be more advance. In addition, it will be interesting to compare the Junior High School student' that uses Islamic boarding school, thesis conclusion and regular Junior High School students' thesis conclusion in terms of the students' perception and students' challenges.

For Student, the researcher recommends that students, particularly junior high school pupils, understand and learn more about technology. Because the years pass, the use of technology becomes increasingly crucial in carrying out various operations. In this situation, the education sector is no exception, since the LMS platform is one of the technologies that will continue to exist long after the COVID-19 epidemic has passed. As a result, by actively mastering technology, students may avoid feeling lazy, uninterested, and unable to utilize LMS properly.

DAFTAR PUSTAKA

Abdurahman, H., & Riswaya, A. R. (2014). *Aplikasi pinjaman pembayaran secara kredit pada bank yudha bhakti*. Jurnal Computech & Bisnis, 8(2), 61-69.

Adzharuddin, N. A., & Ling, L. H. (2013). *Learning management system (LMS) among university students: Does it work*. International Journal of e-Education, e-Business, e-Management and e-Learning, 3(3), 248-252.

Alias, N. A., & Zainuddin, A. M. (2005). *Innovation for better teaching and learning: Adopting the learning management system*. Malaysian online journal of instructional technology, 2(2), 27-40.

Amalia, Y. (2015). *Persepsi Siswa terhadap Metode Pengajaran Kewirausahaan dengan Tingkat Minat Berwirausaha Siswa SMA*. Jurnal Ilmiah Psikologi Terapan, 3(1), 108-120.

Rahmad Hakim S, 2012. Pengantar Sistem Informasi Bisnis.

Jakarta: Elex Media Komputindo

Arsyad, A. (2002). Karakteristik Media Pembelajaran. Jakarta: PT. Raja Grafindo Persada.

Arsyad, Azhar., 2011, Media Pembelajaran, Rajawali Pers, Jakarta.

Asyar, Rayandra., 2012, Kreatif Mengembangkan Media Pembelajaran, Gaung Persada Press, Jakarta.

Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. John Wiley & Sons.

Bibi, S., & Jati, H. (2015). *Efektivitas model blended learning terhadap motivasi dan tingkat pemahaman mahasiswa mata kuliah algoritma dan pemrograman*. Jurnal Pendidikan Vokasi, 5(1), 74-87.

Djamarah, Syaful Bhari., 2010, Strategi Belajar Mengajar. Rineka Cipta, Jakarta.

Ellis, R. K. (2009). *Learning management systems*. Alexandria, VI: American Society for Training & Development (ASTD).

Fadila, Dewi dan Sari Lestari Zainal Ridho. 2013. *Perilaku Konsumen*. Palembang: Citrabooks Indonesia.

Fitriani, Y. (2020). *Analisa pemanfaatan learning management system (LMS) sebagai media pembelajaran online selama pandemi covid-19*. Journal of Information System, Informatics and Computing, 4(2), 1-8.

Guspa, A., & Rahmi, T. (2017). *Hubungan antara persepsi terhadap financial reward dengan komitmen kerja pada Atlet*. Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang), 5(1), 1-11.

Hendrayati, H., & Pamungkas, B. (2013). *Implementasi model hybrid learning pada proses pembelajaran mata kuliah statistika ii di prodi manajemen Fpeb Upi*. *Jurnal Penelitian Pendidikan*, 13(2).

Jöns, H., & Hoyler, M. (2013). *Global geographies of higher education: The perspective of world university rankings*. *Geoforum*, 46, 45-59.

Karo-Karo, I. R., & Rohani, R. (2018). *Manfaat media dalam pembelajaran*. *AXIOM: Jurnal Pendidikan Dan Matematika*, 7(1).

Kbpi daring. (n.d.). Retrieved February 20, 2022, from <https://kbpi.kemdikbud.go.id/entri/media>

Masri, S., Bahari, M., & Junid, J.M. (2007). *Bahasa Melayu Rujukan Menengah*. Kuala Lumpur: Utusan Publications & Distributors Sdn.Bhd.

Massoud, A., Iqbal, U., Stockley, D., & Noureldin, A. (2011). Using blended learning to foster education in a contemporary classroom. *Transformative Dialogues: Teaching and Learning Journal*, 5(2).

Moleong, Lexy. J. (2011). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Munadi, Y. (2013). *Media Pembelajaran*. Jakarta: Referensi.

Nasrawati, N., Muslihah, M., & Qadrianti, L. (2021). *Partisipasi Komunitas Jasa Kurir Terhadap Ketahanan Ekonomi*. *Prosiding UMY Grace*, 2(1), 297-305.

Permatasari, R. (2020). *Studi Deskriptif Dampak Psikologis Mahasiswa Program Studi Bimbingan Dan Konseling Universitas PGRI Banyuwangi Dalam Penyusunan Skripsi Di Masa Pandemi Covid-19*. *Jurnal Bina Ilmu Cendekia*, 2(1), 127-141.

Philip, K., & Gary, A. (2013). *Marketing Principles*, Edisi ke-12. Penerbit Erlangga. Kotler, Philip dan Lane Keller. 2016. *A Framework of Marketing Management*.

Pratama, H. C. (2012). *Cyber smart parenting: kiat sukses menghadapi dan mengasuh generasi digital*. Visi Press.

Rahmatullah. 2014. *Persepsi mahasiswa terhadap pengguna produk helm merek GM (Studi kasus pada mahasiswa jurusan Administrasi Bisnis)*. Palembang: Polsri.

Riyadi. (2010). *LMS (Learning Management System)*. <http://riyadi2405>.

Sekolah Kita. (n.d.). Retrieved March 18, 2022, from <https://sekolah.data.kemdikbud.go.id/index.php/chome/profil/4016ea7e-30f5-e011-a056-d13ac9806f6d>.

Siregar, T. M., Purba, J., & Mukmin, B. A. (2019). *Evaluation of Implementation of Blended Learning Implementation in Universitas Negeri Medan*. Britain International of Linguistics Arts and Education (BloLAE) Journal, 1(2), 224-231.

Sudiana, R. (2016). Efektifitas penggunaan learning management system berbasis online. *JPPM (Jurnal Penelitian dan Pembelajaran Matematika)*, 9(2).

Surjono, H. D. (2010). *Membangun course e-learning berbasis moodle*. Universitas Negeri Yogyakarta.

Supriyanto.2005. Perancangan Aplikasi Surabaya : Widyastana Aldo,2015, Pengertian Aplikasi Berbasis Web dan Desktop,[online],[<http://www.aldo-expert.com/writers/pengertian-aplikasiberbasis-web-dan-desktop.html>]

Sutisna, A. (2016). Pengembangan model pembelajaran blended learning pada pendidikan kesetaraan program paket c dalam meningkatkan kemandirian belajar. *JTP-Jurnal Teknologi Pendidikan*, 18(3), 156-168.

Tandililing, E., & Ramdani, D. *Penggunaan Media Peta untuk Meningkatkan Aktivitas Pembelajaran IPS Kelas VI Sdn 12 Lahai Menukung*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 2(11)

Taufiqurrochman, R., Muslimin, I., Rofiki, I., & Abah, J. (2020). *Students' Perceptions on Learning Management Systems of Arabic Learning through Blended Learning Model*. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(1), 22-36.

Thorne, K. (2003). *Blended learning: how to integrate online & traditional learning*. Kogan Page Publishers.

Wahyuni, N. S. (2017). *Persepsi Mahasiswa Terhadap Keputusan Pembelian Sepatu Converse All Star (Studi Kasus Pada Mahasiswa Jurusan Teknik Sipil POLSRI)* (Doctoral dissertation, Politeknik Negeri Sriwijaya).

Amiroh. 2013. Antara Schoologi, Moddle dan Edmodo.Retrieved from <http://amiroh.web.id/antara-moodle-edmodo-dan-schoology/>.

Mahnegar, F. 2012. Learning Management System. *International Journal of Business and Social Science*, 3(12), 144-150.







Walgito, B. (2010). *Bimbingan dan konseling (Studi dan Karir)*. Yogyakarta: CV Andi Offset.

Wijaya, V. T. (2014). *Analisis Kesalahan Tata Bahasa Pada Tulisan Esai Argumentasi Mahasiswa* (Doctoral dissertation, Universitas Pendidikan Indonesia).

wordpress.com/2010/04/25/lms-learning-management-system.


JADWAL BIMBINGAN NASKAH PUBLIKASI

Nama Mahasiswa : Ahmad Ari Susanto
NIM : 1811102421032
Program Studi : S1 Pendidikan Bahasa Inggris
Judul : THE ANALYSIS OF STUDENTS' PERCEPTIONS OF USING LEARNING MANAGEMENT SYSTEM (LMS) IN HYBRID CLASS


No.	Tanggal	Materi Bimbingan	TTD Pembimbing
	20/November	Membahasa Penyusunan Naskah Publikasi	
	24/ November	Menentukan sinta	
	25/November	Membahas naskah publikasi	
	26/November	Menyusun naskah publikasi	
	28/November	Revisi Naskah Publikasi	
	29/November	Revisi Naskah Publikasi & Finalisasi	



Ketua Program Studi


Khusnul Khatimah, S.Pd., M.Pd
NIDN. 1128068901

Dosen Pembimbing Skripsi


Ibrahim, S.Pd., M.TESOL
NIDN. 1116019002



SURAT KETERANGAN ARTIKEL PUBLIKASI

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	: Ibrahim, S.Pd., M. TESOL
NIDN	: 1116019002
Nama	: Ahmad Ari Susanto
NIM	: 1811102421032
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: S1 Pendidikan Bahasa Inggris

Menyatakan bahwa artikel ilmiah yang berjudul “*The Analysis Of Students’ Perceptions Of Using Learning Management System (Lms) In Hybrid Class*” telah di submit pada jurnal

Faktor: Jurnal Ilmiah Kependidikan pada tahun 2023,
<https://journal.lppmunindra.ac.id/index.php/Faktor/author/submission/19772>

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Samarinda, 17 Rabi’ul-Awal 1445 H
03 Oktober 2023 M

Mahasiswa

Ahmad Ari Susanto
NIM. 1811102421032

Dosen Pembimbing

Ibrahim, S.Pd., M.TESOL
NIDN. 1116019002

TURNITIN Jurnal Ari

by Rian_1 Rian_1

Submission date: 17-Oct-2023 08:49PM (UTC-0400)

Submission ID: 2199143367

File name: JOURNAL_-_THE_ANALYSIS_OF_STUDENTS_PERCEPTIONS_OF_USING.docx (42.8K)

Word count: 6764

Character count: 38431

TURNITIN Jurnal Ari

ORIGINALITY REPORT

23%

SIMILARITY INDEX

15%

INTERNET SOURCES

10%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1	dspace.umkt.ac.id Internet Source	4%
2	Submitted to King's Own Institute Student Paper	1%
3	repository.uin-malang.ac.id Internet Source	1%
4	Submitted to Universitas Muhammadiyah Yogyakarta Student Paper	1%
5	repository.ikipgribojonegoro.ac.id Internet Source	1%
6	Submitted to Tata Institute of Social Sciences Student Paper	1%
7	Febrianty Febrianty, Hendra Hadiwijaya, D. Tri Octafian. "Measurement of e-school User Experience, Does it Support Blended Learning during the Covid-19 Pandemic ?", SinkrOn, 2021 Publication	1%

8	Submitted to Pampanga State Agricultural University Student Paper	1 %
9	Linda Norhan. "Web-Based E-commerce Application at Narmada Furniture Store", ITEJ (Information Technology Engineering Journals), 2021 Publication	1 %
10	Submitted to President University Student Paper	1 %
11	Submitted to Queen's College Student Paper	1 %
12	ije3.esc-id.org Internet Source	1 %
13	Submitted to Sriwijaya University Student Paper	1 %
14	journal.rescollacomm.com Internet Source	1 %
15	Submitted to Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan Student Paper	<1 %
16	journal.stmikjayakarta.ac.id Internet Source	<1 %
17	repository.ar-raniry.ac.id Internet Source	

		<1 %
18	Khikayatun Hasanah, M. Happy Nur Tsani, Asfi Aniuranti. "The Students' Voices on the Usage of Learning Management System (LMS) to Learn English", Tarling : Journal of Language Education, 2022 Publication	<1 %
19	sloap.org Internet Source	<1 %
20	Submitted to Universitas Islam Malang Student Paper	<1 %
21	Submitted to Teachers' Colleges of Jamaica Student Paper	<1 %
22	Submitted to Universitas Negeri Jakarta Student Paper	<1 %
23	J Latipah, S N Jamilah, S T Sari, Almubarak. "Analysis of student's mental model through representation chemistry textbooks based on augmented reality", Journal of Physics: Conference Series, 2021 Publication	<1 %
24	Patria Handung Jaya, Yulisti Septiani. "Zoom vs. Microsoft Teams: Students' Preference", Ahmad Dahlan Journal of English Studies, 2023 Publication	<1 %

25	repository.asu.edu Internet Source	<1%
26	eprints.unram.ac.id Internet Source	<1%
27	pdfcoffee.com Internet Source	<1%
28	Submitted to Binus University International Student Paper	<1%
29	Ikram Chelliq, Lamy Anoir, Mohamed Erradi, Mohamed Khaldi. "chapter 3 Transition From Face-to-Face to E-Learning and Pedagogical Model", IGI Global, 2023 Publication	<1%
30	Submitted to Liberty University Student Paper	<1%
31	T H T Maryadi, A S J Wardhana, E S Damarwan, T Sukisno. "Performance of Frequency Regulation on Power in the Development of Variable Speed Drive Training Kit as a Learning Media for Motor Control Practices", Journal of Physics: Conference Series, 2021 Publication	<1%
32	Submitted to Universitas Pamulang Student Paper	<1%

33	Robbi Rahim, Adri Lundeto, Elihami Elihami, Agus Riyanto. "The Effectiveness of Google Classroom on Hybrid Learning in Junior High School", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
34	Wahyu Purnomo, Dewi Syafitri, Citra Raflesia. "The Role of Blended Learning Model in Learning for Students", LITERATUR: Jurnal Bahasa, Sastra dan Pengajaran, 2022 Publication	<1 %
35	Submitted to Taylor's Education Group Student Paper	<1 %
36	ejurnal.ikipgribojonegoro.ac.id Internet Source	<1 %
37	garuda.kemdikbud.go.id Internet Source	<1 %
38	repo.unand.ac.id Internet Source	<1 %
39	repository.iainpurwokerto.ac.id Internet Source	<1 %
40	journal.unilak.ac.id Internet Source	<1 %
41	text-id.123dok.com Internet Source	<1 %

42	Cecep Wahyu Hoerudin. "Blended Learning Model in the Indonesian Language Learning during the Covid-19 Period", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
43	digilib.unila.ac.id Internet Source	<1 %
44	ijhess.com Internet Source	<1 %
45	jurnalstitmaa.org Internet Source	<1 %
46	mafiadoc.com Internet Source	<1 %
47	repository.radenintan.ac.id Internet Source	<1 %
48	www.tandfonline.com Internet Source	<1 %
49	Arnidah Arnidah, Syamsiah D, Andromeda Valentino Sinaga, Dedy Aswan. "The Development of Blended Learning in Learning Evaluation Subject in Universities in Makassar City", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
50	Kevin Lutfiansah, Marifatul Jannah, Moch Murtaqi, Savatasya Arina Salsabila. "Attracting Students' Interest in Learning English	<1 %

Through Quipper School Premium in 12th grade of SMAN 1 Karangobar", Conference on English Language Teaching, 2021

Publication

51	Submitted to University of Leicester Student Paper	<1 %
52	e-journal.hamzanwadi.ac.id Internet Source	<1 %
53	ejournal.uksw.edu Internet Source	<1 %
54	repository.iainpalopo.ac.id Internet Source	<1 %
55	repository.rjt.ac.lk Internet Source	<1 %
56	Nugraha Rachmatullah, Dilla Mukarromah, Tata Sutabri. "Learning Management System Berbasis Cloud dalam Model Pembelajaran Blended Learning Pada Fakultas Saintek UIN Raden Fatah", JURNAL FASILKOM, 2023 Publication	<1 %
57	Oktoavianus Nau Lalian, Eveline Siregar, Murni Winarsih. "The Effects of Using Realia Media on Increasing Science Learning Outcomes of Elementary School Students", Proceedings of the 2019 7th International Conference on Information and Education Technology, 2019 Publication	<1 %

58 jurnal.radenfatah.ac.id <1 %
Internet Source

59 www.assumptionjournal.au.edu <1 %
Internet Source

Exclude quotes On

Exclude matches < 5 words

Exclude bibliography On