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THE EFFECT OF PERCEIVED USEFULNESS AND PERCEIVED EASE OF USE ON THE GOOGLE CLASSROOM AGAINST LEARNING MOTIVATION

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Abstract
This study aims to determine: (1) the effect of Perceived Usefulness on the use of Google Classroom on learning motivation, (2) the effect of Perceived Ease of Use on the use of Google Classroom on learning motivation, (3) the effect of Perceived Usefulness and Perceived Ease of Use on the use of Google Classroom on learning motivation. This research consists of several constructs. Those are Perceived Usefulness (X1), Perceived Ease of Use (X2) Learning Motivation (Y). The data collection method used is a research questionnaire whose data are analyzed using the SPSS 25 program with 75 respondents from Class 2017, students of Office Administration Education, Faculty of Economics, Surabaya State University. This research will be conducted with quantitative methods using multiple linear regression analysis. The results of this study indicate that there is a significant effect of Perceived Usefulness on learning motivation. It can be seen from the T-test results on X1, which is significant (X1) 0.001 <0.05, so that H1 is accepted. Perceived Ease of Use has a considerable influence on learning motivation. It can be seen from the T-test results on X2 with a significant value of 0.003 <0.05, so that H2 is accepted. The influence of Perceived Usefulness and Perceived Ease of Use on learning motivation has a percentage of 51.3%. Meanwhile, other variables that influence and are examined yet in this study amounted to 48.7%. It shows that if the respondent feels that Google Classroom is valuable and easy to use, the respondent will use Google Classroom.

Keywords:
Technology Acceptance Model;
Perceived Usefulness;
Perceived Ease of Use;
Google Classroom;
learning motivation;

I. INTRODUCTION

Revolution 4.0 currently meets human needs through an online system. Advances in information and communication technology (ICT) have a positive impact on the development of education in the present era. Various kinds of applications and websites are used as supporting media to replace learning activities in class. Formal, informal, and non-formal education can use ICT to assist the learning process. The benefit lies not only in the ease and speed of obtaining information or material resources, but also in multimedia facilities that make learning more interesting. Current learning activities are different from the previous learning process where students carry out direct learning (face to face).

With the advancement of information technology today, there are many applications and websites that are useful for supporting media to replace learning activities in the classroom, and there are also various applications to alleviate work and human needs and in the education sector. Online applications used in education are school websites and academic information systems, and others. E-learning is also used in open distance learning activities divided into three learning models, including web based training, online training, and computer based training [1].

The use of e-learning systems in the process of learning activities is inevitable. Various advantages have been offered by e-learning. For example, learning opportunities are more flexible and are not limited by space and time. Students find it easy to receive education, add learning material, carry out learning activities, make learning activities more open, make learning more efficient, and support learning independence for students. To improve the quality of education, it is necessary to develop education towards e-learning, because e-learning uses internet technology to provide learning.

In addition, online applications will be used during the learning process such as Google Classroom, Quiz Creator, Quipper School, and others. The online application applied to the learning process is expected to increase learning activities because in addition to being able to increase the efficiency of completing work. This online application can take advantage of the latest internet features so that it is easier to get the latest information using the latest internet features. This application is also useful in online learning activities such as e-learning. The implementation of e-learning in learning activities can be done remotely as a substitute face-to-face or in a lecture hall. The use of e-learning makes it easy to get the necessary information anytime and anywhere such as course material, assignments, and others. Among several e-learning applications, the most commonly used is Google Classroom.

Google Classroom is Google's internet facility for e-learning systems. This application is designed to support teachers in making and distributing homework to their students in a paperless manner. Google Classroom is the best platform for improving educator work [2].

Google Classroom is a school learning management system designed to simplify paper-free creation, dissemination and evaluation of assignments. Google Classroom is a useful medium for educators and students in creating online classes where educators can send information and assignments directly to students. In Google Classroom, the system used is not only a website but also an application on a smartphone. Therefore, if educators send material, assignments or information, students will get a notification. [3].

Based on a preliminary study conducted by researchers through a questionnaire on Google Forms to students of the Office Administration Education Study Program, Department of Economic Education, Faculty of Economics, Surabaya State University, students feel bored and less motivated by the learning facilities carried out such as monotonous material and experience difficulties in understanding the material. In addition, the students' motivation is still not optimal as evidenced by the behavior of skipping classes, being late for class, and lack of responsibility when they are given assignments by lecturers.

The Office Administration Education Study Program, majoring in Economic Education, Faculty of Economics, Surabaya State University has implemented online learning to support the learning process, one of which is the Google Classroom. Researchers have developed several models to determine the acceptance of information system users, for example the Technology Acceptance Model (TAM) model. According to [4], the TAM model can be said that in developing an ICT, the TAM model is added, including Perceived Usefulness and Perceived Ease of Use. Perceived usefulness is defined as a level where an individual believes that using a certain system will be able to help improve the individual's performance and work performance. Meanwhile, perceived ease of use is a technology defined as a benchmark for someone believing that computers can be understood and used easily [5].

Research on the impact of Perceived Usefulness and Perceived Ease of Use for Google Classroom users on learning motivation has been conducted by previous studies, but the results of these studies are not in line with [6]; [7]; and [8].

Google Classroom has an important role in increasing learning motivation such as the duration of time in use, accuracy in helping to achieve the output achieved [6] and [8]. [7] produced findings of Perceived Usefulness and Perceived Ease of Use having a significant positive impact on learning motivation. Research conducted [9] and [10] produced different results. The variables Perceived Usefulness and Perceived Ease of Use did not have a significant positive impact on learning motivation.

Based on the previous explanation, the conclusion that can be drawn is that there are differences in research using the Perceived Usefulness and Perceived Ease of Use variables. Previous research by [8] and [6], the research location was in schools, while the current research is at universities. While the study by [7] focused on Edmodo and Schoology's use, the current research examines the use of Google Classroom.

According to [11] Google Classroom in online learning activities in Indonesian universities is still limited, especially in the Office Administration Education Study Program. If the lecturers 'interest in learning through Google Classroom is high, the greatest results will be obtained. Therefore research is needed regarding the factors that have an impact on lecturers' interest in using Google Classroom. Perceived Usefulness and Perceived Ease of Use as variables in this study. Based on the previous explanation, this study aims to determine the impact of Perceived Usefulness and Perceived Ease of Use on the use of Google Classroom on learning motivation.

II. THEORETICAL BASIS

2.1. Technology Acceptance Model (TAM)

The Technology Acceptance Model developed by Davis in 1989 is usually shortened to TAM. TAM is lifted from Theory of Reasoned Action by [12]. The premise is that a person's view of something will

shape his attitude and behavior. The reactions and perceptions of users of Information Technology (IT) will affect a person's behavior when acquiring technology. Factors that are able to influence are users thinking the benefits and ease of use of IT for activities having a purpose in the context of technology users. Therefore, a person's intention when paying attention to the benefits and ease of use of IT makes that person's attitude a parameter in technology acceptance. Willingness to accept technological developments is based on the person's attitude in use and the purpose for which the technology is used. If the technology used does not produce useful information, it means that we cannot optimize the technology and use it wisely.

According to [13], TAM is the model with the highest use in estimating the acceptance of information technology. The aim is to describe the main causes of the attitude of information technology users in accepting the use of information technology. The TAM model describes the acceptance of information technology in detail. This dimension can have an impact on the easy acceptance of information technology by users. The Technology Acceptance Model (TAM) describes two points of view having an impact on acceptance of technology users, including opinions regarding convenience and expediency.

Its simplicity and ease of use make TAM the most widely used model in information technology research. The reactions and opinions of IT users will have an impact on behavior towards information technology, including factors having an impact, the user's point of view regarding the usefulness and ease of use of information technology. Perceived Usefulness and Perceived Ease of Use have an impact on TAM. These two factors have an impact on the desire to use and thereafter will have an impact on the system or technology. Perceived usefulness is defined as someone believing that the use of the system is able to make their performance more efficient. Perceptions of usefulness are related to one's belief in using the system to be Effortless [4]. The following is a picture of the TAM structure:

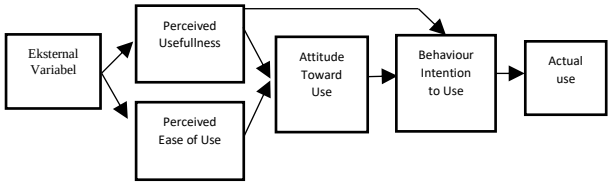

Figure 1. Technology Acceptance Model (TAM)
Source: (Davis, 1989)

Figure 1. Above explains that in the Technology Acceptance Model (TAM), there are five concepts, including perceived ease, perceived usefulness, attitude toward using, behavioral intention and actual use [4]. It can be concluded that the use of information systems can make work more efficient by an individual or organization and easier and more useful.

One of the objectives of TAM is to explain in general the determinants of information technology-based acceptance generally describing the behavior of information technology end-users with sufficiently wide differences and user groups to provide a basis for determining the impact of information technology on psychological grounds. In order to achieve the goal, it is necessary to identify several main variables, then the TAM formulation is obtained from previous research on the theory and determinants of technology acceptance, and TRA is used as a theoretical background for modeling relations between variables.

2.2. Perceived Usefulness

In the Indonesian Dictionary, perception is defined as a direct reaction or acceptance of something or someone's stage of understanding something through the five senses. Individuals work on their own opinions, regarding the accuracy of these perceptions in presenting reality. Actual interpretation differs from one individual to another. Someone has a different view of the existence of a technology. There are those thinking that technology will be easy and useful, but there are also those thinking the opposite.

Perceived usefulness is a major focus of the TAM model tried in research [4]. The results show empirically, describing the reasons end users use information systems and shows that end users accept the new system being developed. [14] concluded that the benefits of information technology are the effects desired by information technology users in doing their job. Everyone must use information technology, as long as he understand the benefits or functions (usefulness) that are in accordance with their functions. The perceived usefulness has an impact on individual interest in using the system. When individuals get the benefit of using the system, individuals will be interested in using the system [15].

Perceived usefulness determines the level of individual confidence in the use of information systems that will improve their performance at work [16]. This means that some people think that technology can improve performance. Perceived Usefulness relates to the productivity and effectiveness of the technology used which will be beneficial for the wearer [17]. The benefits of information technology are the benefits desired by information technology users in carrying out their

duties. This benefit measurement is based on how often it is used and the variety of applications running. Based on the previous explanation, it can be concluded that the benefits of information technology systems are to improve user performance at work, as well as the benefits of information technology.

There are several dimensions of Benefit Perception according to [18], among others:

a. The use of information systems can improve personal work (job performance).
b. The use of information systems can increase personal productivity (increase productivity).
c. The use of information systems can enhance the effectiveness of personal work (enhance effectiveness).
d. The use of information systems can improve for personal (the system is useful).

This study explains that the perceived usefulness of the use of google classroom is the subjective point of view of educators about the benefits that students get in improving teacher performance because of using google classroom. When students get material supporting the learning process provided by the educator, students can take advantage of the google classroom facilities. A positive attitude in using google classrooms arises because educators believe that google classrooms can improve work use and effectiveness. Thus, Perceived Usefulness affects the use of google classroom.

2.3. Perceived Ease of Use

Ease of use is a concept drawing attention to user satisfaction in the information systems of research process. When all conditions are the same, a system that is easy to use will improve the purpose of use such as a system that is easy to use [4]. Ease of use reduces the workload of someone studying computers. Someone using information technology is more likely to see this sense of convenience than people who have not used information technology (manual) [19]. In line with the explanation from [20] showing the point of view regarding the ease of use of technology, it is defined as the activity of someone believing that technology is easy to understand and use. How often is used and the contact between users and the system also displays ease of use. Frequently used systems display familiarity and are easier to use by users [21]. Perceived ease of use is a significant and important structure having an impact on attitudes and behavioral interest when using technology compared to other structures [22].

Based on these definitions, it can be said that ease of use can minimize individual effort to research a system or technology because individuals think that it is easy to understand. How often is used and the communication between users and the system also displays the ease with which the system is used. Frequently used systems show that the system is known, easy to control and easy to use by its users [21]. Perceived Ease of Use according to [18], among others:

a. A person's relationship with the system is clear and easy to understand.
b. You don't need to spend a lot of effort dealing with the system.
c. The system is easy to use.
d. The system is easy to operate according to individual job interests.

Based on the results of the previous analysis, it can be concluded that the point of view of ease of use in google classroom is the ease of use of a technology system where an educator can operate easily to understand and use. How often is the use of google classroom and the relationship between educators and google classroom can show ease of use.

2.4. Google Classroom

Google Classroom is a learning platform dedicated to every field of education, aiming to find solutions to share problems and categorize each assignment without paper [23]. Google Classroom was tested in several schools, and> 100,000 educators from 45 countries signed up to use the system. Based on a publication from Jorge Lugo, it is stated that the Google Classroom setting was issued on 12 August 2014 until six months later, > 30 million assignments were sent via Google Classroom. This application is a free assistance by Google and can be used for the Learning Management System in e-learning learning activities. Google Classroom is considered to be the best platform for improving educators' work [3]. On the google classroom website, it is also stated that google classroom has been connected with all other google for education services, causing teachers to be able to use google mail, google drive, google calendar, google docs, google sheets, google slides, and google sites in the learning process [24].

Google classroom is considered to be the best platform to help educators work. There is a range of advancements making it the ideal tool for use with students. Google Classroom is suitable for four users including educators, students, guardians and administrators. Educators are able to use for the creation and management of classes, assignments, grades and direct advice. Students are able to see material and class assignments, share material and

communicate in class or via email, collect assignments and suggestions and grades in real time. Guardians are able to get email summaries of student work. This summary includes information about past assignments, subsequent assignments and class activities. However, the guardian cannot log in to the class directly. Guardians get email summaries via another account. Administrators are capable of creating, viewing or deleting classes in their domain, adding or deleting students and educators from classes and displaying assignments across classes in their domains [25]. Google Classroom is easy to learn and control. The interaction between lecturers and students is flexible because it can be accessed via a laptop / smartphone [11].

The use of google classroom does not require a difficult install stage, after administrators prepare a google account setup including google apps for education for schools, educators and students are able to use google classroom using google email together. Educators create a new class in google classroom. Then, the educator invites students to join by sharing the code obtained when registering for a new class. Because it is connected to a google email account, code sharing is easy to use online or offline. Because each uploaded file is linked to Google Drive, educators can publish announcements and share paperless. In this way, each student can view announcements and download files shared by educators [26].

Based on research [27], students are familiar with the design of Google Classroom because they have used some Google products through their Google Apps account. Students love the relationship between Google Classroom and their Google Drive account. Students are not anxious about storing documents on the classroom computer, as the auto-save feature and drive utility make assignments easy to store and neatly organized.

The course of offline or online learning activities or face-to-face learning models is becoming increasingly complex, and more and more teachers or lecturers are encouraged to make learning more interesting in order to achieve learning goals. In addition, they are able to improve student learning desires. The acceleration of the development of educational technology also has an impact on online learning models. An example of the use of technology in education related to the learning model is the use of google classroom for online learning media by students [28].

Google Classroom can also automatically copy assignments created by students. Lecturers are also able to check each assignment submitted by students in existing online classes [29]. The benefits of Google Classroom include:

a. The preparation is simple. Lecturers can immediately add students or share codes to the class to join.
b. It does not take time. The collection of assignments is not complicated and paperless so that educators can quickly make, check, and assess homework in one place.
c. Improving the layout, students will be able to find out their assignments and all data will be automatically stored in the Google Drive folder.
d. Improving interaction, lecturers are able to make announcements and discussions in real time.
e. The price is economical. Google Classroom has no advertisements, does not use user content or student information for advertising and is free.

Google Classroom has two methods for logging in, including through the website and application. Websites can be used in all browsers, for example Chrome, FireFox, Internet Explorer or Safari. Applications are downloaded free of charge via the Playstore for Android and the App Store for iOS [25].

2.5. Learning Motivation

Motivation comes from the Latin movere, meaning the urge to move. In this way, motivation means giving encouragement so that things motivated can move [30]. Motivation is the driving force making people willing to use their potential, energy and time to achieve goals [31]. Learning is a relatively permanent change in attitude that may be due to practice or knowledge based on the achievement of certain goals. Learning Motivation comes from factors in being a desire to succeed, and encouragement to learn and ideal expectations. However, external factors include appreciation, a good learning environment and interesting learning [32].

According to [33], motivation is a condition occuring in a person due to the relationship between motivation and the events observed by the individual causing stimulation of real behavior activation. Learning motivation is a psychological motivation for learning activities in a person to improve skills and experiences [34].

Motivation to learn functions as a behavior driver. Without motivation, there can be no learning action. In addition, motivation can be used as a guide. This means that motivation can direct action in order to achieve the desired goals. The measure of motivation has an effect on the speed of action [35].

In the learning process, it is stated that motivation is all the controlling power in students that causes learning with guaranteed continuity and provides guidelines for learning activities, making the goals expected by the learning object achieved. Therefore, motivation is an effort or strength aiming to motivate individuals to do something in order to achieve a goal. Motivation is a controller with the direction of learning, this guarantees the learning process and provides direction for learning activities, in order to achieve a goal [36]. Individuals carrying out learning activities with no outside motivation are intrinsic motivation which is important for learning activities. However, individuals do not have a desire to obtain external motivation to learn is the expected extrinsic motivation. Therefore, if someone as an object of learning does not have intrinsic motivation, extrinsic motivation is needed [37].

The indicators used to measure learning motivation [31] are:

a. Activity duration, how long the activity lasts.
b. Activity Frequency, the number of activities at a certain time.
c. Persistence, accuracy and compliance with the objectives of the activity.
d. Dedication, devotion and sacrifice such as money, energy, and thoughts.
e. Fortitude, his ability when there are problems and difficulties to achieve goals.
f. The level of aspiration, meaning of plans, targets and ideals realized by the activities carried out.
g. Level of qualification, achievements or outputs achieved from activities, for example the number, as well as the quality.
h. The direction of his behavior to the goal of the activity, for example positive or negative.

In conclusion, learning motivation is the desire of internal or external learners resulting in changes to a person for that person's experience when communicating with the environment and in order to achieve the desired goals. Motivation has an impact on students' learning attitudes, including motivation to encourage enthusiasm and persistence in learning. Motivation to learn is very important in generating interest in learning, causing students to have high motivation, have a lot of energy to learn ultimately making their performance better.

III. INTERVARIABLE RELATIONSHIP AND RESEARCH METHODS

3.1. The Effect of Perceived Usefulness on the Use of Google Classroom on Learning Motivation

User behavior of information systems is based on perceived functionality. If students feel that there is a great benefit or function to help in the learning process, users can increase their learning motivation by using Google Classroom [38] and [39]. The integrated product of Information Technology (IT) in education is the e-Learning system for electronic learning media. One of them is Google Classroom. Google Classroom can be another method to improve the quality of Indonesian education. Guided by the 2013 curriculum based on IT, the learning method must be applied by schools implementing this curriculum. Users of the e-learning system are able to make the learning process at school more conducive [6].

Perceived Usefulness has several indicators, including value effectiveness and advantage. The value indicator is the same as the skill value where users can use Google Classroom as a learning medium. Effectiveness indicator relates to time efficiency in accessing Google Classroom. Furthermore, the advantage indicator is the same as the improvement of its use, helping lecturers and students in accessing assignments and learning materials [8] and [7]. Based on the results of previous research, the hypothesis is:

H1: Perceived Usefulness (X1) on the use of Google Classroom has a significant positive effect on learning motivation (Y).

3.2. The Effect of Perceived Ease of Use on Google Classroom on Learning Motivation

The user's attitude of information systems is based on ease of use. If the user finds it easy to use the information system to make it easier to work, the user will accept the use of the information system [38] and [39].

Perceived Ease of Use explains that a person's level of confidence in the use of information systems is easy and does not require hard effort from the user. This results in reduced effort, thought and time to study and use information systems. Users using information systems will make their work easier than the manual method [6].

E-learning users think that information system users will improve the effectiveness and efficiency of educational problems, for example sending assignments, searching for lecture materials, or lecture information, so that students will accept the use of e-learning. When students feel that the use of e-learning is easy to use, they will be comfortable and will not object to the use of e-learning [7] and [40]. Based on the results of previous research, the hypothesis is:

H2: Perceived Ease of Use (X2) on the use of Google Classroom has a significant positive effect on learning motivation (Y).

3.3. The Effect of Perceived Usefulness and Perceived Ease of Use on Google Classroom on Learning Motivation

In online learning, these lessons need an attractive channel to deliver learning materials that can be used easily. Student attention to lessons can be maintained by providing menus and tools for communication channels, discussion forums, message boards, and chat rooms. In order to be effective and useful for students, lesson content must be interpreted by Google Classroom in an attractive, economical, and communicative manner. In doing, multimedia is not only a communication tool but also increases student motivation [40] and [7].

Perceived usefulness and Perceived Ease of Use show the belief that someone using new technology will be able to improve their performance. Belief in the benefits and conveniences that will be enjoyed by someone using a certain technology [6].

The easier it is to learn and use Google Classroom, the higher the intention it is to use Google Classroom in the learning process. Google Classroom also has benefits in learning activities, causing intentions when using Google Classroom supporting the learning process achieved [41] and [42]. Based on the results of previous research, the formulation of the hypothesis includes:

H3: Perceived usefulness (X1) and Perceived Ease of Use (X2) on Google Classroom have significantly positive effect on learning motivation.

3.4. Research Methods

In this study, researcher uses quantitative methods. The quantitative method is the stage of science discovery using digital data to analyze information about what you want to know [43]. The total population in this study is 93 students. the author summarizes the population into 75 respondents by calculating the sample size using the Slovin technique according to [44]. The role of the population is the Office Administration Education student of class 2017, Faculty of Economics, Surabaya State University.

This sampling data collection technique is based on certain considerations such as limited time, funds and personnel so that it cannot take large and distant samples. The author uses purposive sampling method. This is done by taking the subject not based on random or regional, but based on the existence of certain goals. According to [44] explained that purposive sampling is a technique of determining the sample with certain considerations. In this case the author takes a sample based on a questionnaire to Office Administration Education students of class 2017, Faculty of Economics, Surabaya State University using Google Classroom.

This study uses the Slovin formula, because the number sampling must be representative so that the research results can be simplified, and the calculation does not require a sample size table, but is done using a simple formula and calculation:

$$n = \frac{N}{1+N(e)^2}$$

Information :
n = Sample size / number of respondents
N = Population size
E = Tolerable percentage of accuracy of sampling error; e = 0.05

The total population of this study is 93 students, the percentage of leeway is 5% and the results of the calculation are rounded off in order to achieve suitability. The following is the calculation of the research sample:

$$n = \frac{93}{1+93(0,05)^2}$$

$$n = \frac{93}{1+93(0,0025)}$$

$$n = \frac{93}{1,2325}$$

n = 75,45 = 75 responden.

Based on previous calculations, the sample of respondents in this study requires 75 respondents, because it is easy during processing data and getting better test results.

Data obtained from questionnaires using google form. [44] stated that a questionnaire is a way of collecting data that respondents answered by providing a series of questions or written statements. The questionnaire used is a type of list of statements using a Likert scale in the form of positive statements and negative statements including 4 answer choices. There are strongly agree, agree, disagree and strongly disagree. The research instrument used is a structured questionnaire giving other answers, causing the answerer to only need to determine an answer based on his ambition, perception, attitude, situation or personal opinion.

Before testing the hypothesis, the validity and reliability tests are carried out. In this study, the validity test of each statement in the questionnaire is

carried out with the help of SPSS version 25. The authenticity and reliability of the instrument can be determined by performing classical assumption tests and multiple linear regression tests. The more reliable the instrument, the better the instrument the researcher uses in his research. The classical assumption test uses the normality test, multicollinearity test, and autocorrelation test. The multiple linear regression test uses the coefficient of determination, the T test, the F test.

IV. RESULTS AND DISCUSSION

4.1. Research Result

A. Classic assumption test

1. Normality test

The normality test is a test to review the normality of the residual value distribution. Normally distributed data will minimize any irregularities. In this study, the Kolmogorov-Smirnov Test is used to determine the normal distribution of data with the SPSS 25 for windows program. If the Asymp value. Sig. variable> level of significant 5% (> 0.050), this variable is normal, if the Asymp value. Sig. variable <level of significant 5% (<0.050), this variable is not normally distributed [45].

Tabel 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		75
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.94909091
Most Extreme Differences	Absolute	.073
	Positive	.073
	Negative	-.070
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200[c,d]

Data diolah peneliti, 2021

Keterangan :
a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound Of the true significance.

Based on the results of the normality test using the Kolomogrov Smirnov technique with 75 samples, the significance result of the normality test is sig. value of 0.200 and> a significance level of 0.05. In conclusion, the normality test in this study is normally distributed.

2. Multicollinearity Test

The multicollinearity test is designed to test the relationship between the independent variables. The regression model should not have a relationship between independent variables. Multicollinearity detection in regression can be viewed from the tolerance value and variance inflation factor (VIF). Low tolerance value = high VIF value (because VIF = 1 / Tolerance). Cut Off values are usually used to express the level of multicollinearity with a tolerance value ≤ 0.10 or equal to a value ≥ 10 [45].

Tabel 2. *Coefficients[a]*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.484	1.983		1.757	.083		
	PERCEIVED USEFULNESS (X1)	.391	.118	.396	3.314	.001	.489	2.046
	PERCEIVED EASE OF USE (X2)	.393	.128	.366	3.064	.003	.489	2.046

a. *Dependent Variable* : MOTIVASI BELAJAR (Y)

Data diolah peneliti, 2021

From the calculation results, the multicollinearity test results of the independent variables state:

a. The VIF value of Perceived Usefulness (X1) is 2.046, meaning <10 and the Tolerance value is 0.489 meaning> 0.01. The conclusion does not experience multicollinearity.
b. The VIF value of Perceived Ease of Use (X2) is 2.046, meaning <10 and the Tolerance value is 0.489, meaning> 0.01. The conclusion does not experience multicollinearity.

3. Heteroscedasticity Test (Gleser Test)

The heteroscedasticity test aims to test the variance inequality in the residuals from one observation to another in the regression model. Regression models should not experience heteroscedasticity [45].

Tabel 3. *Coefficients[a]*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.951	1.049		.907	.367		
	PERCEIVED USEFULNESS (X1)	-.047	.062	-.126	-.755	.453	.489	2.046
	PERCEIVED EASE OF USE (X2)	.077	.068	.190	1.136	.260	.489	2.046

a. *Dependent Variable* : ABS_RES

Data diolah peneliti, 2021

Based on the results of heteroscedasticity using the Gleser test, the significance results of the independent variable or variable Perceived Usefulness (X1) obtained a significance value of 0.453> 0.05. In conclusion, the data do not experience heteroscedaticity problems.

From the results of heteroscedasticity using the Gleser test, the significance results of the independent variable or variable Perceived Ease of Use (X2) obtained a significance value of 0.260> 0.05. In conclusion, there is no heteroscedaticity problem in the data.

4. Autocorrelation Test

The autocorrelation test is a relationship whose data is close together called cross sectional. Autocorrelation is a time series relationship (focusing on two research data with time series data). The way to detect the presence of autocorrelation problems is to use the DW (Durbin Watson) value with the characteristic if D - W = 2. There is no perfect autocorrelation to be a rule of tumb (short rule). If the D - W value is between 1.5 - 2.5 , there is no autocorrelation problem [45].

Tabel 4. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.706[a]	.498	.484	1.976	1.821

a. Predictors : (Constant), Perceived Ease of Use (X2), Perceived Usefulness (X1)
b. Dependent Variable : Motivasi Belajar (Y)
Data diolah peneliti,2021

Based on the results of the calculation of the autocorrelation test, the Durbin-Watson (d) value is 1.821, compared to the significance table value of 0.05 with a total sample of 75 and the number of independent variables 2 (K = 2) = 2; 75. This figure will appear in the spread of values for the Durbin Watson table. Then it is obtained that the dL value is 1.5709 and dU is 1.6802 meaning (4-du) 4-1.6802 = 2.3198 <Durbin Watson (d) 1.834 l <(dU) 1.6802. In conclusion, there is no problem with autocorrelation.

B. Multiple Linear Regression Test

Multiple linear regression analysis means regression with one dependent variable and two or more independent variables [44].

Tabel 5. Correlations

		Perceived Usefulness (X1)	Perceived Ease of Use (X2)	Motivasi Belajar (Y)
Perceived Usefulness (X1)	Pearson Correlation	1	.715[**]	.658[**]
	Sig. (2-tailed)		.000	.000
	N	75	75	75
Perceived Ease of Use (X2)	Pearson Correlation	.715[**]	1	.649[**]
	Sig. (2-tailed)	.000		.000
	N	75	75	75
Motivasi Belajar (Y)	Pearson Correlation	.658[**]	.649[**]	1
	Sig. (2-tailed)	.000	.000	
	N	75	75	75

**.Correlation is significant at the 0,01 level (2-tailed).
Data diolah peneliti, 2021

Based on the results of multiple linear regression tests, it can be concluded based on the 4 bases for selecting decisions in correlation analysis:

a. Based on the Significance Value of Sig. (2-tailed): from the output table the value of Sig. (2-tailed) between Perceived Usefulness (X1) and Learning Motivation (Y) 0.000 <0.05, meaning that there is a significant relationship between the Perceived Usefulness variable and the learning motivation variable.
b. Based on the Significance Value of Sig. (2-tailed): from the output table above that the Sig. (2-tailed) between Perceived Ease of Use (X2) and Learning Motivation (Y) is 0.000 <0.05, meaning that there is a significant relationship between Perceived Ease of Use and Learning Motivation Variable.
c. Based on the calculated r value (Person Correlations): The calculated r value for the relationship of Perceived Usefulness (X1) with Learning Motivation (Y) 0.658> r table 0.227, the conclusion is that the relationship between the two variables is positive where the increasing Perceived Usefulness will also increase Learning Motivation.
d. Based on the calculated r value (Person Correlations): The calculated r value for the relationship of Perceived Ease of Use (X2) with Learning Motivation (Y) 0.649> r table 0.227, the conclusion is that the relationship between the two variables is positive where the perceived Ease of Use increases and it will also increase learning motivation.

1. Coefficient of Determination

The regression coefficient is used to measure the model in describing the variation in the dependent variable. the coefficient of determination is between zero and one. If during the empirical test the adjusted R^2 value is negative, it causes the adjusted R^2 value to be considered as 0. Mathematically, if the value of R^2 is 1, adjusted $R^2 = R^2 = 1$, but if the value of R^2 is 0, adjusted $R^2 = (1 - k) / (nk)$. If k> 1, adjusted R^2 has a positive value [45].

Tabel 6. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.706[a]	.513	.484	1.976	1.821

a. Predictors : (Constant), Perceived Ease of Use (X2), Perceived Usefulness (X1)
b. Dependent Variable : Motivasi Belajar (Y)
Data diolah peneliti, 2021

Based on the calculation results, the value of R2 (R-Square) is 0.513. This means that the variable Perceived Usefulness (X1) and Perceived Ease of Use (X2) have an impact on the learning motivation variable (Y) 51.3%. The remaining 48.7% gets the impact of other variables found in the linear regression model.

2. T test

The t test is used to test the significance of the relation between variable X and variable Y partially, or the t test fundamentally describes the degree of independence of the independent variables individually when describing the dependent variation [45].

Tabel 7. *Coefficients*[a]

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*	*Collinearity Statistics*	
		B	*Std. Error*	*Beta*			*Tolerance*	*VIF*
1	*(Constant)*	3.484	1.983		1.757	.083		
	PERCEIVED USEFULNESS (X1)	.391	.118	.396	3.314	.001	.489	2.046
	PERCEIVED EASE OF USE (X2)	.393	.128	.366	3.064	.003	.489	2.046

a. *Dependent Variable* : MOTIVASI BELAJAR (Y)

Data diolah peneliti, 2021

Based on data analysis using SPSS, a regression model equation is obtained [44]:

Y = A + b1X1 + b2X2

Y = 3.484 + 0.391X1 + 0.393X2

This regression equation shows the relationship between the independent variable and the dependent variable partially. From this equation the conclusion is:

a. The constant value is 3.484, meaning if there is no change in the variable Perceived Usefulness and Perceived Ease of Use (the values of X1 and X2 are 0), the value of learning motivation is 3.484 units.
b. The regression coefficient value of Perceived Usefulness is 0.391, meaning if the Perceived Usefulness (X1) variable is 1% higher, assuming the variable Perceived Ease of Use (X2) and constant (a) zero (0), learning motivation is higher (0.391). This means that the Perceived Usefulness variable has a positive impact on learning motivation, causing the higher the Perceived Usefulness, the higher the learning motivation obtained.
c. The regression coefficient value of Perceived Ease of Use is 0.393, meaning if the variable Perceived Ease of Use (X2) is 1% higher, assuming the variable Perceived Usefulness (X1), and constant (a) zero (0), learning motivation is higher (0.393). This means that the Perceived Ease of Use variable has a positive impact on learning motivation, causing the higher the Perceived Ease of Use, the higher the learning motivation obtained.

Based on the significance value (sig.):

a. Sig value from the independent variable Perceived Usefulness (X1) 0.001 <0.05. In conclusion, H1 is accepted, causing the independent variable Perceived Usefulness (X1) to have a significant impact on Learning Motivation (Y).
b. Sig value from the independent variable Perceived Ease of Use (X2) 0.003 <0.05. In conclusion, H2 is accepted, causing the independent variable Perceived Ease of Use (X2) to have a significant impact on Learning Motivation (Y).

Based on the comparison of the value of T Count with T Table:

a. Based on the SPSS "Coefficients" output table, the t value of the variable Perceived Usefulness (X1) is 3.314. Because the value of t count is 3,314> t table 1.996. The conclusion is that H1 is accepted. This means that there is an influence of Perceived Usefulness (X1) with Learning Motivation (Y).
b. Based on the SPSS "Coefficients" output table, the t value of the Perceived Ease of Use (X2) variable is 3.064. Because the value of t count is 3.064> t table 1.996. The conclusion is that H2 is accepted. This means that there is an impact of Perceived Ease of Use (X2) with Learning Motivation (Y).

3. F Test

The F test shows the effect of the inclusion of the independent variable in the model on the dependent variable, [45].

Hypothesis testing uses the F statistic with the following decision requirements:

a. Comparison of the value of F table with F count, that is if Ftable> Fcount, H0 is accepted and Ha is rejected, If Ftable <Fcount, H0 is rejected and Ha is accepted.
b. Using a significance probability, that is if the probability of significance is> 0.05, H0 is accepted and Ha is rejected, if the significance probability is <0.05, H0 is rejected and Ha is accepted, [45].

Tabel 8. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	278.797	2	139.399	35.702	.000[b]
	Residual	281.123	72	3.904		
	Total	559.920	74			

a. Dependent Variable : Motivasi Belajar (Y)
b. Predictors : (Constant), Perceived Ease of Use (X2), Perceived Usefulness (X1)

Data diolah peneliti, 2021

Based on the calculation results, the prob value. F Count (sig.) is 0.000 <significance level of 0.05. In conclusion, the linear regression model estimation is good to use to describe the impact of Perceived Usefulness (X1) and Perceived Ease of Use (X2) on Learning Motivation (Y). Meanwhile, based on the comparison of the value of F count with F table, it is known that the calculated F value is 35,702> F table 3,12, so it can be concluded that the hypothesis is accepted or Perceived Usefulness (X1) and Perceived Ease of Use (X2) simultaneously have an effect on Learning Motivation (Y).

4.2. Discussion

A. The Effect of Perceived Usefulness on the Use of Google Classroom on Learning Motivation

Based on the results of hypothesis testing of the independent variables, Perceived Usefulness (X1) is 0.001 <0.05. In conclusion, H1 is accepted, meaning that there is a significant impact between Perceived Usefulness on the use of Google Classroom on learning motivation. In line with research [7] that Perceived Usefulness on the use of Google Classroom has a significant effect on learning motivation. The results of this study prove that the use of Google Classroom has benefits in encouraging student learning motivation to get the output achieved, one of which is in getting better material and grades so that students are more effective and productive in learning.

Google Classroom provides benefits in learning and searching for information. [46] argued that Google Classroom was effective in increasing student access and attention to learning, where the knowledge and skills acquired through Google Classroom made students active learners. Google Classroom has advantages that affect the motivational aspects of student interest by creating healthy competition in gaining additional points and showing an attitude of not getting bored quickly in the learning process [8]. Google Classroom helps in increasing productivity and work effectiveness in doing assignments and learning materials [6]. The results of the study [39] stated that the Perceived Usefulness variable had a significant positive impact on learning motivation. These results are in line with [38] whose results the Perceived Usefulness variable had a significant positive impact on learning motivation.

In this study, it can be said that Perceived Usefulness has an effect on learning motivation. This is because the use of Google Classroom can make the learning process effective. With the use of Google Classroom, lecturers and students are more efficient in interacting and receiving and providing information becomes more comfortable during online learning activities. When learning online through Google Classroom, students can study the subject matter and complete the assignments given according to the specified time. If during learning activities lecturers and students have used Google Classroom, learning activities will be more effective.

B. The Effect of Perceived Ease of Use on Google Classroom on Learning Motivation

In conclusion Based on the results of the independent variable hypothesis test Perceived Ease of Use (X2) with a value of 0.003 <0.05, H2 is accepted, meaning that there is a significant impact between Perceived Ease of Use on the use of Google Classroom on learning motivation. [40] argued that Perceived Ease of Use on the use of Google Classroom had a significant effect on learning motivation. This proves that the use of Google Classroom is able to encourage student learning motivation because it is easy to access and simple to use at the learning stage. In addition, students can learn the features of Google Classroom easily and can be accessed using either a laptop or smartphone.

Google Classroom has the convenience of carrying out learning activities in order to achieve the goals you want to achieve, such as when accessing features in Google Classroom. In addition, the duration of the system usage time can be determined according to the desired lesson hours [6]. Google Classroom also increases responsibility with the attitude of students who are more disciplined in collecting assignments with a specified time [7]. [39] explained that the Perceived Ease of Use variable had a significant positive impact on learning motivation. These results are in line with [38] that the Perceived Ease of Use variable had a significant positive impact on learning motivation.

In this study, it is stated that Perceived Ease of Use affected student learning motivation. This social impact is obtained from lecturers, friends or the campus environment supporting the use of this system. When lecturers use Google Classroom, students are also able to use it because it supports learning activities such as easier getting material and collecting assignments, knowing grades and being efficient in getting direct feedback from lecturers.

C. The Effect of Perceived Usefulness and Perceived Ease of Use on Google Classroom on Learning Motivation

Based on the results of hypothesis testing of 0.000 <0.05, it is concluded that H3 is accepted, meaning that there is a significant impact between Perceived Usefulness and Perceived Ease of Use on Google Classroom on learning motivation. [7] argued that Perceived Usefulness and Perceived Ease of Use on Google Classroom have a significant effect on learning motivation. This proves that students often use Google Classroom as an online learning medium because there are features supporting the learning process such as providing material, discussion space and assignment collection so that it can increase learning motivation.

In carrying out learning activities using Google Classroom, the output achieved from learning activities can spur students to get better grades so that students can increase their motivation in learning [6]. Students are facilitated in completing their work through Google Classroom so that they can increase performance, productivity and effectiveness in achieving the desired goals. In addition, Google Classroom has benefits in its use such as easy to learn and use, controllable and flexible when accessed [41]. Thus, using Google Classroom in learning will make teaching and learning activities more effective, because lecturers and students can meet face to face at any time through Google Classroom online classes [47]. According to [40] the variables Perceived Usefulness and Perceived Ease of Use on Google Classroom have a positive impact on student learning motivation. This is in line with research conducted by [42] that Perceived Usefulness and Perceived Ease of Use on Google Classroom have a positive impact on student learning motivation.

This study states that Perceived Usefulness and Perceived Ease of Use on Google Classroom have a significant effect on learning motivation. Because with this Google Classroom, it is easier for students to store documents, for example material or important assignments sent through Google Classroom, this way, if students do not have time to print the documents they need, they can access them through their respective classrooms. In addition, the advantage of Google Classroom is that lecturers can upload lecture materials at any time and students can download lecture materials at any time. In addition, lecturers are able to send information to students, for example assignments, class schedules, changes to class schedules, and others, so that students can get realtime information from lecturers effectively and efficiently.

V. CONCLUSION

5.1. Conclusion

Based on the discussion and research, the conclusion is that there is a significant impact of Perceived Usefulness on learning motivation in terms of the results of the T test at X1 which is significant (X1) 0.001 <0.05, meaning that H1 is accepted. Perceived Ease of Use has a significant impact on learning motivation. It can be seen from the results of the T test on X2, which is significant 0.003 <0.05 so that H2 is accepted. Based on the comparison of the value of F count with F table. It is known that the calculated F value is 35,702> F table 3,12, it can be concluded that the hypothesis is accepted or Perceived Usefulness (X1) and Perceived Ease of Use (X2) simultaneously have an effect on Learning Motivation (Y). The impact of Perceived Usefulness and Perceived Ease of Use on learning motivation has a percentage of 51.3%. Meanwhile, other variables that influence and are not examined in this study amounted to 48.7%.

5.2. Suggestion

To improve research results, other aspects need to be developed to make it more accurate. Further research needs to expand the object and field of research in order to obtain a greater variety of data, so that the results obtained are more complex and detailed. Because the TAM model must be linked to a wider model because it is not complicated, for example related variables, the results obtained will be more complete.

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