



Exploring students' perception of using online learning resources for learning English at SMAN 5 Solok Selatan

Firanti Zahra¹, Rizaldy Hanifa²

^{1,2} Universitas Negeri Padang, Indonesia

Correspondence Email: firantizahra01@gmail.com

Article History

Submitted: 2025-10-27

Accepted: 2025-11-05

Published: 2025-12-01

Keywords:

*Students' Perception,
Online Learning Resources
(OLR), English Learning.*

Abstract

This study aimed to explore students' perceptions of using online learning resources in English language lessons at the twelfth grade of SMAN 5 Solok Selatan. The focus of this research includes three main aspects: cognitive, affective, and conative. The sample consists of 34 twelfth-grade F2 students, who were selected for the sample. The descriptive approach was combined with the quantitative method. Data were collected through a questionnaire containing 23 statements, comprising 11 questions for the cognitive aspect, 9 for the affective aspect, and 3 for the conative aspect. The research findings indicate that students' overall perception of online learning resources is very positive. The cognitive aspect received a mean score of 3.42, the affective aspect 3.47, and the conative aspect 3.40. The students have a positive perception of the benefits, ease of access, and clarity of using online learning resources to support English language learning. Additionally, students also demonstrate a positive attitude, enthusiasm, and a high interest in using them. In terms of conative aspects, students are motivated to independently utilise online learning resources as a means to deepen their understanding of the language. Therefore, their perceived the use of online learning resources has contributed positively to increasing motivation and independence in learning.

©2025 This article is published by Departemen Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Zahra, F. & Hanifa, R. (2025). Exploring students' perception of using online learning resources for learning English at SMAN 5 Solok Selatan. *Journal of English Language Teaching*, Vol. 14(4), 559-571, <https://doi.org/10.24036/jelt.v14i4.136273>

INTRODUCTION

Technology integration has significantly improved in many sectors in recent years, particularly in education. The education sector has transitioned from traditional approaches to technology-based methods, particularly facilitating learning (Qureshi et al., 2021). According to Januszewski & Molenda (2008), prospective teachers were

taught more about using computers than traditional media in the early 2000s. This indicates that integrating technology into education has become crucial for enhancing learning effectiveness and equipping educators to adapt to changing times.

According to Januszewski & Molenda (2008), educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. With the advent of technology, learning media have become more diverse and hold potential for sustainable development (Wicaksono et al., 2021). The development of online platforms as a part of modern technologies has enabled educators to create interactive and engaging learning experiences.

The development of online platforms for school learning naturally aligns with ensuring adequate learning resources and support resources. Raiser & Dempsey (2012) explain that technology resources include hardware and software related to education, such as still images, videos, computer programs, DVD players, and more. These various resources can be accessed through YouTube, quizzes, e-books, and other platforms. Azcuna et al. (2017) classify OLR into text-based resources, audio, images, and artefacts, while Huda et al. (2023) expand this to various platforms such as language learning websites, online English courses, language exchange platforms, podcasts, online tutors, forums, mobile applications, and video platforms like YouTube. In this study, teachers and researchers used a combination of these types, including text-based materials, visual media, PowerPoint presentations, and interactive quizzes, all integrated through Google Sites to facilitate access.

The availability of diverse digital resources helps teachers enrich classroom instruction. Huda et al. (2023) highlight that OLR provides easy access to academic materials, quick feedback, and flexibility to adapt learning materials to students' needs meaning OLR can be adjusted based on students' learning styles, pace, and preferences. This flexibility is crucial because students have different levels of readiness and motivation in learning English. Therefore, OLR not only expands access to materials but also supports personalized learning.

In the digital era, English has become an essential skill for communication and professional development (Junianto, 2020). To make English learning more engaging, teachers must utilise various media and tools beyond traditional textbooks, such as PowerPoint presentations or vocabulary cards. Alongside rapid technological advancements, education increasingly incorporates online learning resources. Huda et al. (2024) state that OLR provides flexibility for teachers and students, enabling them to adapt to their needs and boost motivation through its interactive features. As a result, teaching is no longer limited to conventional media but is supported by digital tools that make learning more effective and interactive. At SMAN 5 Solok Selatan, English teachers have implemented OLR through videos, images, PowerPoint, and interactive quizzes, supported by Google Sites as a digital platform that organises learning content to facilitate student access.

Although technology, such as Online Learning Resources available on multiple internet platforms, offers educational benefits, its implementation in Indonesia still encounters various problems (Gai et al., 2023). One major obstacle is the limited infrastructure, including inconsistent internet access and a lack of digital devices (Pradana & Josiah, 2024). Additionally, many teachers have not been trained to use

technology, which makes them hesitant to adopt it (Gai et al., 2023). Purmayanti (2022) also added that without guidance, students use technology more for entertainment than learning.

The researcher identified conditions related to the existing situation based on their experience teaching at SMAN 5 South Solok during teaching practice. Firstly, some English teachers at the school have started implementing various online learning resources during lessons, including YouTube videos, internet images, and educational websites relevant to the material being taught. Secondly, the researcher found that the previously mentioned obstacles also occur at the school, such as students sometimes not having internet connection to access online learning sources with their phones, or poor internet signals. Additionally, teachers lack training in using online learning resources, as evidenced by only some teachers utilising them to assist the teaching process. There is also a lack of supervision and awareness among students regarding their phone usage, resulting in them underutilising their devices to access the abundant English learning resources available on the internet.

Furthermore, previous research has generally focused on the use of a single online learning resource and often targeted only one specific English skill. There has been limited research examining students' perceptions of using various Online Learning Resources collectively as supplementary learning sources beyond textbooks. Several studies have investigated students' perceptions of individual OLR platforms. For instance, Huda (2023) found that students prefer web-based learning resources. Budiyaniti (2022) reported positive student perceptions of YouTube videos as a means of improving speaking skills. Likewise, Nisrina et al. (2023) identified favorable responses to e-books for enhancing literacy, and Saputri (2024) demonstrated that students perceive Quizizz positively in the context of learning English.

However, this research differs from those studies. Instead of focusing on a single platform or skill, this study examines students' perceptions of using multiple types of OLR simultaneously, including videos, slides, images, websites, and interactive quizzes. This enables the study to capture how students perceive OLR based on their individual learning needs and learning styles, rather than limiting interpretation to a single digital tool. By considering students' varied learning preferences, whether visual, auditory, or interactive, this research provides a more comprehensive understanding of how OLR supports learning English holistically.

Understanding student perceptions is essential for evaluating how learning materials are received. Perception plays a crucial role in language learning, influencing how students interpret and respond to their educational experiences (Marsenda et al., 2025). According to Epstein (2014), perception is our brain's distinctive method of interpreting sensory information into meaningful insights and experiences. This is how our brain interprets and assigns things based on our experience. Perception is the process by which individuals receive and assess information from both internal and external environments, happening consciously and unconsciously (Burn, 2018). According to Walgito (2010), perception consists of three aspects: cognitive, affective, and conative. The cognitive aspect relates to how individuals acquire knowledge, expectations, and experiences that shape their perceptions through daily life. The affective aspect concerns emotions and feelings, allowing students to express their perceptions emotionally. Meanwhile, the conative aspect is related to a person's desires

and motivation, influencing how individuals act based on their interpretations.

On the other hand, perception is also experienced by a person when he is a student. According to Fadila (2023), perception in education refers to the respondents' initial understanding of the situation and the surrounding environment. This perception is influenced by previous learning experiences, learning environments, and how they interact with teachers and peers. For this reason, student perception relates to how they understand and comprehend information.

They also highlight that internal factors, such as motivation, confidence, and prior experience, along with external influences like teaching methods and resource accessibility, significantly impact student engagement and growth. Students' perceptions reflect their learning experiences, comfort with technology, and their assessment of the usefulness of online resources in providing additional learning media or tools. Therefore, teachers and schools can consider broader technology use, including online learning through various digital platforms, if students feel supported and motivated. If students' perceptions are neutral or tend to be negative, this can serve as a basis for further research to identify teaching resources better suited to students.

METHOD

This research employed a descriptive quantitative approach. According to Best and Kahn (2014), descriptive research focuses on observing and describing existing variables without making changes. Meanwhile, Sugiyono (2013) explains that the quantitative method is a way to collect data from a large population or a small sample using research instruments and analyze it statistically. This study aims to objectively and measurably depict students' perceptions of the use of online learning resources in English language teaching.

The population in this study consisted of all twelfth-grade students at SMAN 5 South Solok for the academic year 2025/2026, comprising three classes with a total of 103 students. The research sample was selected through purposive sampling, specifically the twelfth-grade class Fase F.2, which has 34 students. This class was chosen because it uses online learning resources more frequently and intensively than other classes. They have also gained experience in utilising various types of online learning resources since the tenth and eleventh grades during the implementation of the researcher's PLK programme.

Table 1. Population.

Class	Total Students
XII.FASE F1	35
XII.FASE F2	34
XII.FASE F3	34
Total of Students	103

Source: Administration of SMA N 5 South Solok

The research instrument used is a closed-ended questionnaire based on a Likert scale, distributed via Google Forms. This questionnaire was adapted from studies by Sinta (2022), Mubarok (2022), and Salsabil and Wahyudi (2023), with adjustments made to the context of online learning resources in English lessons. The questionnaire covers three main aspects: cognitive, affective, and conative. The cognitive aspect

relates to understanding, flexibility, and clarity in presenting online learning resources; the affective aspect highlights feelings of enjoyment, interest, comfort, and student motivation; while the conative aspect concerns students' willingness to utilise online learning resources in their learning.

Table 2. Indicator of Questionnaire

Aspect	Indicators	Number of items	Scale
Cognitive	Understanding of Online Learning Resources (OLR) in Learning English	1,2	Likert Scale
	Flexibility of accessing and using Online Learning Resources (OLR)	6,7,8,9	
	Clarity of Display Online Learning Resources (OLR)	10,11	
Affective	Happy and satisfied learning with Online Learning Resources (OLR)	12,13	
	Feel interested in using Online Learning Resources (OLR).	14,15,16	
	Feel confident using Online Learning Resources	17	
	Feel comfortable and Motivated using Online Learning Resources as supplementary material in learning English.	18,19,20	
Conative	Willingness to use Online Learning Resources as supplementary material in learning English.	21,22,23	

The validity of the instrument was tested through content validity, and it was consulted with expert lecturers from Universitas Negeri Padang. Furthermore, validity testing using Pearson correlation in SPSS showed that all items had significance values

less than 0.05, thus considered valid. Reliability testing was conducted using Cronbach's Alpha to ensure the consistency level of the instrument.

Data collection was carried out in several stages, including obtaining permission from the school, coordinating with the English teachers, providing learning experiences using online learning resources, and distributing the questionnaires to students who completed them online within 10 to 15 minutes.

The data obtained were then analysed using descriptive statistics with the help of SPSS version 23. The analysis involved calculating frequency, percentage, and mean scores to depict students' perceptions of the use of online learning resources. The average scores were classified based on categories from Sugiyono (2010).

$$\text{Interval level value} = \frac{\text{the highest score} - \text{the lowest score}}{\text{number of statement criteria}}$$

$$= \frac{4-1}{4} = 0,75$$

Table 3. Perception classification

No.	Mean Score	Students' Perception
1.	3.26 - 4.00	Strongly Positive
2.	2.51 - 3.25	Positive
3.	1.76 - 2.50	Negative
4.	1.00 - 1.75	Strongly Negative

Source: Sugiyono (2010)

RESULTS AND DISCUSSION

Research Findings

Table 4. Students' Perception of Using Online Learning Resources (OLR) for Learning English in the Cognitive Aspect

No	Items	SA (%)	A (%)	D (%)	SD (%)	Std. Dev	Mean	Category
1	Item 1	41.2	52.9	2.9	2.9	0.684	3.32	Strongly Positive
2	Item 2	58.8	35.3	2.9	2.9	0.707	3.50	Strongly Positive
3	Item 3	50.0	41.2	2.9	5.9	0.812	3.35	Strongly Positive
4	Item 4	61.8	32.4	2.9	2.9	0.706	3.53	Strongly Positive

5	Item 5	44.1	44.1	8.8	2.9	0.760	3.29	Strongly Positive
6	Item 6	67.6	26.5	0.0	5.9	0.786	3.56	Strongly Positive
7	Item 7	55.9	32.4	0.0	11.8	0.705	3.44	Strongly Positive
8	Item 8	61.8	32.4	2.9	2.9	0.706	3.53	Strongly Positive
9	Item 9	52.9	41.2	2.9	2.9	0.705	3.44	Strongly Positive
10	Item 10	44.1	47.1	2.9	5.9	0.799	3.29	Strongly Positive
11	Item 11	55.9	35.3	2.9	5.9	0.821	3.41	Strongly Positive
Total Mean								3.42 Strongly Positive

Based on the data analysis, the overall mean score was 3.42, categorised as very positive, indicating that students' perception of using Online Learning Resources (OLR) in English learning is highly positive. The highest mean score was found in item number 6, with a mean score of 3.56, which reflects that students perceive OLR as easily accessible through their mobile phones. This perception likely stems from their frequent use of smartphones and familiarity with digital platforms in their daily lives.

Meanwhile, the lowest scores were in items 5 and 10, with mean scores of 3.29, suggesting that students perceive the teacher's use and design of OLR as less optimal or not yet visually engaging. Thus, students' positive perception is mainly influenced by the practicality and accessibility of OLR, although enhancing teacher utilisation and media design could further strengthen their learning experience.

Table 5. Students' Perception of Using Online Learning Resources (OLR) for Learning English in the Affective Aspect

No	Items	SA (%)	A (%)	D (%)	SD (%)	Std. Dev	Mean	Category
12	Item 12	58.8	35.3	0.0	5.9	0.788	3.47	Strongly Positive

13	Item 13	61.8	32.4	2.9	2.9	0.706	3.53	Strongly Positive
14	Item 14	38.2	52.9	2.9	5.9	0.781	3.24	Positive
15	Item 15	52.9	41.2	2.9	2.9	0.705	3.44	Strongly Positive
16	Item 16	55.9	38.2	2.9	2.9	0.706	3.47	Strongly Positive
17	Item 17	50.0	44.1	2.9	2.9	0.701	3.41	Strongly Positive
18	Item 18	58.8	32.4	2.9	5.9	0.824	3.44	Strongly Positive
19	Item 19	67.6	26.5	0.0	5.9	0.604	3.62	Strongly Positive
20	Item 20	76.5	17.6	0.0	5.9	0.774	3.65	Strongly Positive
Total Mean								3.47 Strongly Positive

Based on the data analysis, the overall mean score was 3.47, categorised as very positive. The highest mean score was found in item number 20 with mean scores 3.65, indicating that students perceive the use of Online Learning Resources (OLR) as beneficial in expanding their knowledge. This perception arises because OLR provides varied and easily accessible learning materials that help students understand English more deeply.

In contrast, the lowest mean score was observed in item number 14, with a mean score of 3.29, indicating that students' perception of their enthusiasm for learning English using OLR is relatively lower compared to other aspects. This may be due to the use of OLR, which is perceived as not yet sufficiently varied or interactive. Thus, while students generally perceive OLR positively for supporting knowledge development, increasing variation and interactivity may help improve their enthusiasm for learning.

Table 6. Students' Perception of Using Online Learning Resources (OLR) for Learning English in the Conative Aspect

No	Items	SA (%)	A (%)	D (%)	SD (%)	Std. Dev	Mean	Category
----	-------	--------	-------	-------	--------	----------	------	----------

21	Item 21	41.2	52.9	0.0	5.9	0.760	3.29	Strongly Positive
22	Item 22	61.8	32.4	0.0	5.9	0.788	3.50	Strongly Positive
23	Item 23	50.0	44.1	2.9	2.9	0.701	3.41	Strongly Positive
Total Mean							3.40	Strongly Positive

Based on the data analysis, the conative aspect obtained an overall mean score of 3.40, indicating that students have a strongly positive perception of their willingness to use Online Learning Resources (OLR) in learning English. The highest mean score was on item number 22 with a mean score of 3.50, showing that students perceive OLR as helpful and motivating, which encourages their desire to continue using it both in and outside the classroom.

Meanwhile, the lowest mean score was on item number 21, with a mean score of 3.29, suggesting that some students perceive the use of OLR in classroom settings as less varied or engaging, making them more interested in using OLR independently. Thus, students' conative perceptions reflect not only their willingness to use OLR but also the importance of teachers presenting varied and interactive digital media to maintain learning engagement.

Discussion

Perception theory by Walgito (2010) stated that a person's perception is formed through a process of receiving stimuli, giving attention to the stimuli, and interpreting the meaning of the stimuli. In this study, Online Learning Resources (OLR) function as the stimuli that are received, processed, and interpreted by students in forming their perceptions. The formation of perception in this context involves three perceptual aspects: the cognitive aspect (knowledge and understanding), the affective aspect (feelings or emotional responses), and the conative aspect (willingness or behavioral tendencies).

The results of this study show that the cognitive aspect obtained a mean score of 3.42, the affective aspect 3.47, and the conative aspect 3.40, all of which fall into the strongly positive category. This means that students perceive OLR positively in terms of knowledge and understanding, especially regarding the ease of accessing and using OLR, as well as the clarity and attractiveness of the resources provided by the teacher in English learning. This perception demonstrates that students do not only recognize OLR as learning media, but they also interpret it as useful and supportive for their learning process. This aligns with Huda et al. (2023), who explained that students' perceptions develop when they are able to identify learning needs and goals based on their familiarity with digital resources. Therefore, the teacher's role is crucial in strengthening students' cognitive perceptions by ensuring that OLR is used clearly, systematically, and meaningfully.

Furthermore, the strongly positive score in the affective aspect indicates that students have positive emotional perceptions toward OLR. Students feel happy, interested, confident, and satisfied when using digital learning resources in English learning. Their emotional reactions reflect that they interpret OLR as enjoyable and motivating, which influences their willingness to continue using it. This is supported by Huda et al. (2023), who found that students feel satisfied and emotionally supported when learning environments integrate effective digital media. Thus, to reinforce positive affective perceptions, teachers should create interactive, varied, and engaging learning experiences using OLR so that students feel emotionally connected to the learning process.

In the conative aspect, the results reflect that students also show positive behavioral perceptions. They are willing to use OLR not only during classroom learning but also during independent study at home. This indicates that students interpret OLR as valuable and applicable in real learning practices, which encourages them to take active learning actions. This supports Nur et al. (2023), who emphasize that willingness to learn arises when students perceive learning tools as meaningful and helpful. To ensure that these conative perceptions can be carried out in practice, schools must support students by providing adequate internet access and basic training to use digital learning platforms effectively.

However, this study also identifies a small group of students who show less positive perceptions of OLR. They do not yet understand the concept, do not feel the benefits, or do not experience emotional or motivational engagement when using OLR. Learning styles, learning readiness, previous experiences, or preference for conventional learning methods such as direct explanations from teachers and textbooks can influence this difference in perception. This is consistent with Chaw & Tang (2023), who state that perceptions differ among individuals because students come with different backgrounds and expectations.

Overall, the results of this study show that students' positive perceptions toward OLR highlight its strong potential as a complementary learning tool in improving the quality of English language learning. This aligns with Huda et al. (2023), who emphasize the effectiveness of OLR in supporting conventional teaching. The positive perception found in this study also supports Robbins & Judge (2013), who state that individuals will form positive perceptions when they feel satisfied and find positive emotional value in their learning experiences.

Thus, based on the students' perception results, teachers are expected not only to function as transmitters of learning material but also as facilitators who can shape and strengthen students' cognitive, affective, and conative perceptions. Teachers must guide students in developing critical thinking, curiosity, and independence through the effective use of digital learning tools. As stated by Kiruba & Anburaj (2024), digital learning should not completely replace traditional learning, but should be applied wisely and proportionally to fulfill diverse learning needs. Therefore, teaching that is aligned with students' perceptions can create English language learning that is more meaningful, adaptive, and relevant in the era of developing educational technology.

CONCLUSION

This study aimed to examine students' perceptions of using Online Learning Resources (OLR) to learn English. Students' perceptions were interpreted through three aspects: the cognitive aspect, which reflects their knowledge and understanding of OLR; the affective aspect, which shows their feelings, interest, and emotional responses toward OLR; and the conative aspect, which indicates their willingness and motivation to use OLR in learning English at school. The findings reveal that students generally have a positive perception of OLR. The questionnaire results show that most students perceive OLR as useful and supportive, helping them access learning materials more easily and providing alternative sources beyond the textbook. This positive perception suggests that students recognize both the practical value and learning benefits offered by digital resources.

However, the data also indicate that some students hold less positive perceptions, feeling that OLR does not fully support their learning or does not improve their English ability as expected. This difference in perception may arise from factors such as individual learning preferences, digital literacy levels, or the effectiveness of teacher guidance in using OLR.

A key limitation of this study is that it only examines students' perceptions of OLR in general, without comparing which types of OLR are perceived as more effective or preferred. Additionally, this study does not explore teachers' perceptions or satisfaction in implementing OLR. Therefore, the perceptions measured here are limited to how students interpret, respond to, and value the role of OLR in assisting their English learning process beyond traditional classroom materials.

REFERENCES

- Azcuna, I. A. S., Dechavez, M. I. M., Lazo, J. H. M., & Tulali, A. R. S. (2017). *Students' preferences on the kinds of online learning resources* (pp. 18–22).
- Baker, M. A. (2024). *Perception and perspective*. Tredition GmbH.
- Best, J. W., & Kahn, J. V. (2014). *Research in Education* (Pearson New International Edition). British Library Cataloguing-in-Publication Data.
- Budiastuti, D., & Bandur, A. (2018). *Validitas dan reliabilitas penelitian*. In *Metode penelitian pendidikan matematika*. Penerbit Mitra Wacana Media.
- Budiyanti, K. (2022). EFL students' perception on the use of YouTube videos to encourage their speaking skill. *Indonesian Journal of Integrated English Language Teaching*, 8(2), 40. <https://doi.org/10.24014/ijiet.v8i2.21093>
- Burn, C. C. (2018). *Perception*. In *The encyclopedia of applied animal behaviour and welfare* (pp. 459–461). Wallingford.
- Chaw, L. Y., & Tang, C. M. (2023). Learner characteristics and learners' inclination towards particular learning environments. *Electronic Journal of E-Learning*, 21(1), 1–12. <https://doi.org/10.34190/ejel.21.1.2537>

- Démuth, A. (2016). *Perception theories*. Owarzystwo Słowaków w Polsce
<http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.pdf>
- Dwi Wicaksono, V., Pandu Paksi, H., & S., S. (2023). Google Sites as ICT learning in Indonesia: The benefits and implementation. *KnE Social Sciences*, 8(8), 266–289. <https://doi.org/10.18502/kss.v8i8.13303>
- Epstein, S. (2014). *Cognitive experiential theory: An integrative theory of personality*. Oxford University Press.
- Fadhillah, R. A., & Rusmiati, Y. (2022). Utilizing YouTube video to enhance students' speaking skill. *Journal of English Education and Applied Linguistics*, 8(1), 151–156.
- Fadila, A. D. (2023). *Students' perception on English blended learning during new normal era at senior high school*. Undergraduate Thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau. UIN Suska Repository. <https://repository.uin-suska.ac.id>
- Gai, M. Y. C., Kurniawan, D., Januardi, J. I., Swara, S. J., Lokollo, N. C. E., Picauly, I. A., Paramitha, N. G., Tanore, J. A., Dewani, M. S., & Pakiding, R. W. (2023). Issues and challenges of technology use in Indonesian schools: Implications for teaching and learning. *International Journal of Indonesian Education and Teaching*, 7(2), 221–233. <https://doi.org/10.24071/ijiet.v7i2.6310>
- Gay, L. R., & Mills, G. E. M. (2012). *Educational research*. Pearson Education.
- Huda, M. C., Janattaka, N., & Prayoga, N. A. (2023). Exploring the use of online resources for English language learning: Students' perspectives. *English Journal Literacy Utama*, 8(1), 794–802. <https://doi.org/10.33197/ejlutama.vol8.iss1.2023.2655.4585>
- Janusweski, A., & Molenda, M. (2008). *Educational technology* (Vol. 17). Routledge (Taylor & Francis Group)
- Kiruba, J. S., & Anburaj, G. (2024). A comparison between conventional and digital education. *Quest Journals Journal of Research in Humanities and Social*
- Marsenda, L. Z., & Susiati. (2025). Students' perception and contributing factors in learning English in junior high school. *Journal of English Development*, 5(1), 236–257.
- Mubarok, L. A. (2022). *Students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic*. Undergraduate Thesis, Universitas Negeri Semarang.
- Nisrina, D. D., Bahing, B., & Perdana, I. (2023). Students' perception of using e-book to improve literacy skill at the English Education Department of UNISKA Banjarmasin. *Journal on Education*, 5(4), 13391–13402. <https://doi.org/10.31004/joe.v5i4.2349>

- Nur, D. R., Widodo, P., & Putro, N. H. P. S. (2023). Digital natives generation enjoyment using online resources as virtual learning environment in learning English speaking. *International Journal of Language Education*, 7(4), 602–614. <https://doi.org/10.26858/ijole.v7i4.44573>
- Odili, N., Adetona, C., Eneh, & Ebere, A. (2020). Online resources for e-learning in educational institutions: A case of COVID-19 era. *International Journal of Research and Review*, 7(10).
- Pradana, M. R. A., & Josiah, T. (2024). Application of technology in educational management in rural schools. *Ensiklopedia: Jurnal Pendidikan dan Inovasi*
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Qureshi, M. I., Khan, N., Raza, H., Imran, A., & Ismail, F. (2021). Digital technologies in Education 4.0: Does it enhance the effectiveness of learning? *International Journal of Interactive Mobile Technologies*, 15(4), 31–47. <https://doi.org/10.3991/ijim.v15i04.20291>
- Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology* (3rd ed.). Educational Technology Research and Development. <https://doi.org/10.1007/bf02504986>
- Robbins, S. P., & Judge, T. A. (2013). *Essentials of organisational behaviour* (15th ed.). Pearson Education Limited.
- Salsabil, S. P., & Wahyudi, D. (2023). Perception toward the use of TikTok video in learning writing: A survey study at a senior high school in Rambah Hilir. *Jurnal Penelitian Sosial Keagamaan*, 23(1).
- Saputri, N. (2024). *Students' perception toward using Quizizz in learning English at the eleventh grade of SMAN 2 Siak Hulu*. Undergraduate Thesis, Universitas Islam Negeri Sultan Syarif Kasim.
- Sinta, N. S. (2022). *Pengaruh penggunaan media Google Classroom terhadap respon siswa pada mata pelajaran matematika di SMK Muhammadiyah 1 Metro*. Skripsi, IAIN Metro.
- Sugiyono. (2010). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Walgito, B. (2010). *Pengantar psikologi umum*. Andi Yogyakarta.