

PROJECT-BASED LEARNING ON THE DEVELOPMENT OF TEACHING MEDIA BASED ON INFORMATICS AND COMMUNICATIONS (ICT): GOOGLE SITE FOR ENGLISH TEACHERS MGMP RAYON 5 CITY OF JAMBI

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Abstract

Google site is one of the media that can be used in distance learning. This media can be integrated with a website to facilitate the process of distributing materials and assignments to students. This community service activity uses the Project-based Learning method aimed at English teachers at MGMP Rayon 5 Jambi City where teachers are given work projects to make technology-based teaching materials through Google-site and then integrated through the teacher's account at "Belajar.id". The purpose of this activity is to provide teachers with experience and knowledge on how to make English teaching materials through the google-site and integrate these teaching materials into the teacher's Belajar.id account. The results of teacher interviews about this activity showed that the Google-Sites training was beneficial for them to understand how to create, input, and distribute teaching materials through Google-Sites.

Keywords: English, Google-Site, Information, and Communication Technology (ICT), Project-Based Learning.

INTRODUCTION

Information and Communication Technology (ICT) is a science that plays a role in providing new knowledge of the latest technology that functions as a means of disseminating information and communicating among other human beings (Dewett & Jones, 2001). This knowledge follows the times and continues to be updated in practice according to needs, as was done by (Gerstein & Reisman, 1982) who identified the need for ICT as the development of the impact of information systems on certain functions (Bakos & Treacy, 1986). Furthermore, a study of 53 primary school principals who were interviewed regarding policies taken in schools, such as ICT implementation planners, ICT implementation support, and ICT training had a significant influence on the use of these ICTs in the classroom, and the interviews showed that school policy is often a priority. second and underutilized by the teaching staff because they are still comfortable with the manual teaching system (Tondeur, Keer, Braak, & Valcke, 2007).

However, the COVID-19 case has forced all fields of work to reduce physical contact with each other, so the use of technological tools and media has grown very rapidly in the last

three years, such as the use of the zoom meeting application media used during online learning during the COVID-19 period as an example. in research (Kelana, Wulandari, & Wardani, 2021) and research (Haqien & Rahman, 2020). From this case, many studies have begun to look at new tools or media to be used in the learning process, such as applications offered by the initiators that can be accessed through smartphones in the government, education, and economic sectors, namely the use of Google-site.

A preliminary study examines the use of Google-Site media in learning to improve the learning effectiveness of elementary school students with the result that Google Sites is a learning media that is claimed to be easy to use by elementary school students, especially in fifth grade. Based on the results of online learning data analysis, Google Sites are very practical and favored by students where students no longer use many books to study or simply receive material that has been made by the teacher with clear material through Google Sites (Adzkiya & Suryaman, 2021). Other research is related to the development of Problem Based Learning Student Worksheets (LKPD) through Interactive Video Assisted by Google Sites to Stimulate critical thinking skills. This research was conducted using the Research and Development type of development research where the results of product development are in the form of online learning materials using Google -sites that meet the criteria in the "very valid" category based on the assessment of media experts, then the results of the student response questionnaire show the results that the use of google-site media is very practical and increases students' critical thinking power with data presentation reaching more than 80% agree with the statement (Munawaroh & Sholikhah, 2022). The third research relates to the development of Google-sites-based learning media in tenth-grade sociology subjects, this study also uses the Research and Development (RnD) method which uses the ADDIE development model developed by Dick and Carry, and the results of the study show that the Google Sites media is feasible to use. in the learning process based on the acquisition of scores for each aspect assessed by media experts, material experts, and sociology teachers with an average score of 4.62 where a score of more than 4.2 is included in the very appropriate category for use (Nugroho & Hendrastomo, 2021).

These three studies have scientifically proven that Google-site can be a suitable medium to help teachers and lecturers develop learning tools that are acceptable, practical, and keep up with the latest technological developments. For this reason, the author conducted a study on the use of the google-site where the author saw the potential of the google-sites feature as a tool for developing teaching materials. Furthermore, based on observations, teachers in schools are required to be able to develop technology-based teaching materials to make it easier to provide additional material outside the classroom. The government also presents special rules for learning to use several applications that can be easily accessed by teachers. However, many teachers are not so proficient in adapting to new media, special training is needed to escort teachers in operating the requested technology media. Another challenge is that training is also difficult to carry out where the post-COVID-19 situation still limits face-to-face training with access to expensive air and land transportation and cannot collect teachers in one place to conduct socialization, thus requiring the government to socialize the new tool through electronic media. Teachers feel that it is not enough with the socialization of online teaching. This is in line with research conducted by researchers from IAIN Sultan Amai Gorontalo which states that online teaching is not very effective with

limited soft skills of teachers who are not very proficient at the opening, accessing, and closing an application and the ineffectiveness comes from students who do not have smartphones to support them. online learning, internet data, and passive learning in the learning process (Nengrum, Solong, & Iman, 2021). For this reason, the English teacher of MGMP rayon 5 Jambi City asked for special training from UIN Sulthan Thaha Saifuddin Jambi lecturers regarding the making of teaching media using Google-site which integrates with the study.id account where this account is a recommendation from the Government directly to be used as a media for making additional teaching materials during the distance teaching and learning process as a form of implementing the independent learning curriculum.

Based on the description above, the authors carry out community service activities entitled: Project-based Learning (PBL) on the development of teaching media based on information and communication technology (ICT): Google-Sites for English teachers MGMP rayon 5 Jambi City.

METODE

The method of implementing this Community Service is Project-based Learning (PBL). PBL is a project-based teaching method that integrates knowledge/learning and doing/doing (Markham, Larmer, & Ravitz, 2003). In this case, the implementation of activities is based on the provision of work projects that must be completed by the respondent as a participant. There are seven elements of implementing PBL in this activity, namely 1) providing challenges/challenges to participants, 2) developing critical thinking, problem-solving, collaboration, and various forms of communication, 3) analyzing the need to know important content and skills, and 4) requiring inquiry. to learn and/or create something new, 5) pay attention to the opinions and choices of participants, 6) provide feedback and revision of the activities carried out, and 7) produce products or performances that are presented publicly (Solis, 2022).

The implementation of this service was carried out at SMP Negeri 8 Jambi City as a gathering place for teachers of MGMP Rayon 5 Jambi City. The parties involved as a teaching or training team are Lecturers at the Department of Tadris English, Faculty of Tarbiyah and Teacher Training at UIN Sultan Thaha Saifuddin Jambi, as licensing administrators, namely LPPM UIN Sulthan Thaha Saifuddin Jambi, and Teachers as administrators of the English MGMP Region 5 Jambi City. The target participants in this training are English teachers who teach at the junior high school level and 10 teachers who are present at the training.

The stages to realize this community service goal is as follows:

- 1) Initial observation of the urgent needs of teachers in teaching by interviewing several teachers;
- 2) Collect media references from the government that teachers should use in teaching;
- 3) Reviewing scientific articles that discuss the use of Google-Site and learning.id media;
- 4) Making examples of learning media using Google-site, examples of making learning.id accounts and examples of inputting learning materials on the Google-site on learning.id sites.

The Project-based Learning work steps that are carried out are described as follows:

Work Order	Teacher Activities	Participant Activities
Basic Questions	The teacher conveys the topic of the implementation of community service activities and asks questions about how to solve problems related to teaching media for online classes.	Participants ask basic questions about what to do with topics/problems related to teaching media for online classes.
Design Product Planning	The teacher ensures that each participant in the group chooses and knows the procedures for making projects/products, namely teaching materials through the google-site and integrated through the studi.id account.	Participants discuss planning for problem-solving projects related to teaching media including division of tasks, preparation of tools, materials, media, and required resources (discussions are carried out in the training classroom).
Setting the time limit for Creation	Instructor and Participants agree to the time limit for making the project (stages and collection).	Participants prepare a schedule for project completion by taking into account the time limit that has been determined together.
Monitoring project activity and development	The teacher monitors the activity of participants during the project, monitors the realization of the development of teaching materials through the Google-site, and guides them if they experience difficulties.	Participants make the project according to the allotted time, record each stage, and discuss problems that arise during project completion with the teacher.
Test Results	The teacher discusses project prototypes such as the form of the google-site made by participants and integrates it into learning.id account monitors the involvement of each participant in its creation and measures the achievement of standards.	Participants discuss the feasibility of the project that has been made and make a product/work report to be presented to their students at school.
Evaluation of Learning	The teacher guides the project	Each participant presented a

Experience	presentation process, responds to the results, then the teacher and participants reflect on the results of the activities and make conclusions.	report and the other participants gave their responses. Then together with the teacher conclude the project results.
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RESULTS AND DISCUSSION

A. Initial Evaluation of Activities

The initial activity of this community service activity is that the teacher conveys the topic of the implementation of the activity, namely a demonstration of the use of Google-site as a medium or tool that helps teachers make teaching materials with a very practical and acceptable level of distribution. Participants asked questions in the form of an initial process that must be carried out in the activity, namely having a laptop or cellphone to access the Google-site and having English teaching materials that will be inputted into the Google-site. In this process, the teacher has provided a laptop for group practice in the room provided, while the teacher follows the process by using their cellphone to open the Google-site (see Figure 1).



Figure 1. Opening of the Google-Site Usage Training Learning account integration.id

After explaining the teaching topic to the participants, the teacher begins to divide the participants into several groups and ensures that each participant in the group chooses and knows the procedure for making projects/products, namely teaching materials through the google-site and integrated through learning.id account. In this activity, there were ten teachers as participants. The teacher divided them into 3 groups, the first group consisted of 4 teachers, the second group consisted of 3 teachers and the third group consisted of 3 teachers. The function of this group activity is so that participants can collaborate in making teaching materials using google-site media and it is hoped that each group member can contribute ideas to the process of making teaching materials. This group activity also makes it easier for the teacher to transfer knowledge about the google-site feature to participants because if a participant is having difficulty following the explanation process for making the teaching materials described, group members can help explain, such as being late in inputting

examples of English teaching materials explained by the teacher, then members groups sitting close together can help immediately (see Figure 2).



Figure 2. Explanation of the Operation of Google-Site and Learning Accounts.Id

B. Description of Activity Implementation

In the third activity, after determining the teaching topic and explaining the teaching material, the teacher begins to enter the practical stage of making actual English Teaching Materials through the Google-site by following the complete steps from start to finish. The following are the Google-Site teaching steps that are scheduled to be carried out for the MGMP Teachers of Rayon 5 Jambi City:

1. The first step, visit the sites.google.com address first. After entering the initial view of the site, you are required to log in through the Google account that you already have. If you are not logged into your account, type your email address in the email field;
2. Next, type the account password in the column provided below the email field;
3. Next, click the New Google Sites menu on the left side of the page;
4. Then, click the feature that says New or the red circle button with the (+) sign available at the bottom right corner of the page. After that, your new site will open;
5. Enter the title of the main page, by typing the desired title, or Type the name of the title in the “Your Page Title” column at the top of the page;
6. Next, create the desired site address name by clicking the “Enter Sites Name” column in the upper left corner. Note: the use of the site name should choose a unique or different name that has not been used by others;
7. The next step, upload a cover photo by adding a photo first at the top of the main page. Click the “Change Image” feature, then select the feature that says “Upload”. Then select the file or photo file that you want to use, then click the “Open” button;
8. If it has been done, then click the “Publish” menu or the purple button in the upper right corner of the page;
9. After that, your Google site is available with the address you wrote down earlier.
10. Furthermore, participants can input English teaching materials according to participants creativity by utilizing available features such as adding YouTube video links or other website links, adding images for teaching materials, and can also integrate document files in the participant's Google Drive into the google-site.

In practice, teachers try to make their Google-Site pages in groups. This activity takes up to 2 hours. However, this activity was completed in one meeting with the teacher because the teacher had provided teaching materials to be inputted or entered into the google-site so that the process of making teaching materials did not take long, only the process of creating a google-site page and the procedures for using it were enough to make participants overwhelmed and need help (See Figure 3).



Figure 3. Google-Site Operation Practices and Learning.Id by Guru MGMP

In the next activity, the teacher monitors the activity of participants during work projects, monitors the realization of the development of English teaching materials made through the google-site, and guides them if they experience difficulties. In this activity, the most conspicuous obstacle faced by the participants was the poor internet signal. In the teaching material input process, participants had to try three times to repeat because the signal did not support it and the size of the teaching material document was quite large, which was more than 1GB. Participants use personal data packages, not school wifi. About the mobile phone used by the participants, it is an Android type which is sufficient to support the process of creating a google-site.

C. Final Evaluation of Activities

In the process of testing the participants' work, the teacher discusses a work project in the form of English teaching materials on the Google-site integrated with the participant's learning.id account, the teacher monitors the involvement of each participant in its creation and measures the achievement of standards. In this process, the teacher allowed the participants to use their laptops to open their google-site account that had been created at that time. The use of the laptop is to make it easier for all other participants to see the work of each group where the laptop itself is connected to a projector or infocus. One of the results of the work project can be seen in Figure 4. The initial appearance of the google-site of one of the participant groups reads "English Class" with a background image of a building view in Europe. The selected colors for the screen background are pink and black with white writing and affixed with a Globe image.

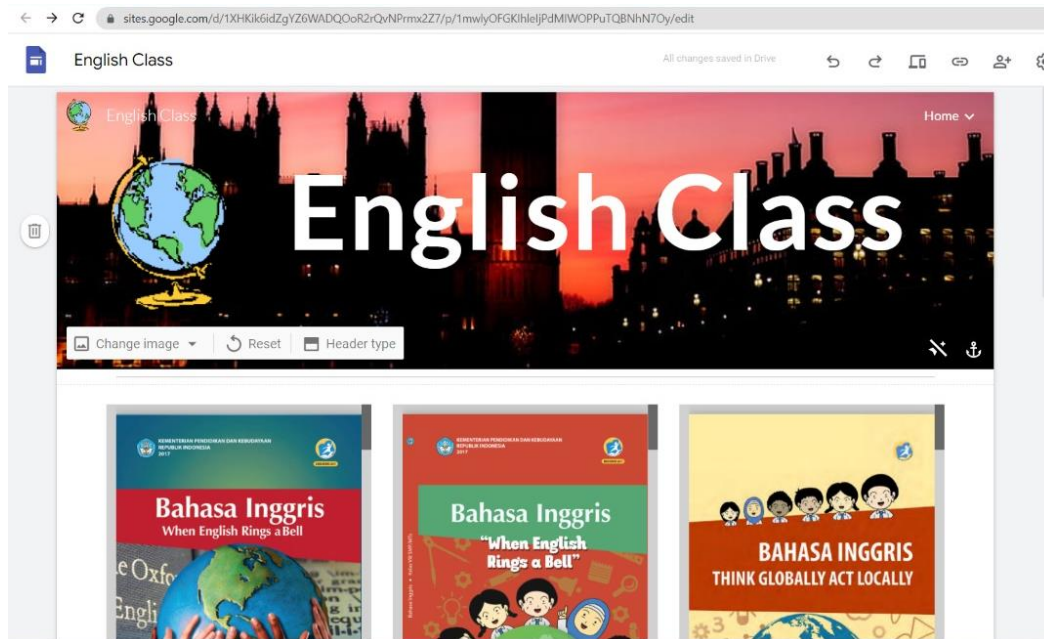


Figure 4. The form of English Teaching Materials uploaded on the Google-site

As an evaluation of the learning experience, the teacher gives instructions to the group of participants to present their work project. In this case, the group explained that they uploaded English books in PDF format into the google-site. The textbook is a master book issued by the Center for Curriculum and Books, the Research and Development Agency, and the Ministry of Education and Culture at various levels. The most basic level is a book with the title “English: When English Rings a Bell” for grades VII (seven) and VIII (eight). The next book is “English: Think Globally Act Locally” for class IX (Nine).

After participants explain their work, the teacher teaches other group participants to respond to the results of the work project. In this case, a participant proposed to provide a teaching video for the sub-chapters of the material in the book. The teaching video is uploaded to the teacher's Youtube account and the link is entered into the google-site so that students can access the video and the textbook at the same time. Other participants asked about the way of giving assignments regarding the teaching sub-chapters in the book. The group that appeared explained that after the practice of making the google-site, they would make an exercise through the google-form and input it into the google-site. During that time, the task creation process via google-form could not be carried out due to limited time. In the next activity, the teacher and participants reflect on the results of the activity and conclude that the process of making this google-site requires high concentration and adequate signals. Is it good that the teaching materials that will be distributed to students must have been completed first and then entered into the google-site.

D. Interviews with participants in Project-based Learning conducted

After the implementation of Project-based learning, the development of teaching media based on Information and Communication Technology (ICT), namely the Google site for English teachers at MGMP rayon 5 Jambi City, was carried out. The teacher then interviewed three out of ten teachers about the training process as a reflection for the teaching team.

Respondent 01 said that this training on making Google-sites provided additional knowledge regarding teaching media that could be used in the process of transferring material remotely to students. This is admittedly a new thing that is known by the teacher. They are aware of google email but not aware of google-sites. Respondent 02 also agreed that this training helped them develop teaching materials from the internet, for example providing links to YouTube videos about teachers that teachers want students to watch practically and easily disseminated to students through other communication media. However, Respondent 03 gave input that it is better before conducting the training, the teacher informs the teachers to bring a personal laptop, so they can use the laptop to practice making google-site or this can be a teacher's experience to prepare for better training.

CONCLUSION

Project-based Learning (PBL) activities on the development of teaching media based on information and communication technology (ICT): Google-Sites for English teachers MGMP rayon 5 Jambi City has provided new knowledge and experience in making Google-sites in a detailed and structured manner. The final result of this project is that the teacher can produce a google-site page that contains the background of the front screen, teaching materials in English subjects, and several links that are integrated into other websites. The interview process produced data, namely, the teacher stated that they were helped by the training on making a google-site using the PBL method. Then the teachers involved also complained about the training practice which did not recommend that they bring a laptop to do the practice. Suggestions and input from the teacher become a note for the author to improve the activities that will be carried out at another time and place. The author hopes that the weaknesses in this training will become input and description for teachers and lecturers who will carry out community service with the same or different methods.

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