

TRANSFORMATION OF CORRESPONDENCE LEARNING WITH GOOGLE SITES INTERACTIVE MEDIA IN PUBLIC VOCATIONAL SCHOOLS

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ABSTRACT

This research was conducted with the aim of determining the level of feasibility and practicality of Google Sites-based interactive learning media on transmission material at Public Vocational School 1 Bogor. This research uses the Research and Development (RnD) method with the development of the ADDIE (Analysis, Design, Implementation, Evaluation) model. The research subjects consisted of 2 material experts, 2 language experts, 2 media experts and 107 class XI Office Management and Business Services (MPLB) students. The data collection technique uses a questionnaire with a 1-5 Likert scale. Data analysis techniques were carried out using expert validation tests and practicality tests. The results of the research and development that has been carried out show that Google Sites-Based Interactive Learning Media for Class XI Correspondence Material at Public Vocational School 1 Bogor is declared feasible and very practical and can be used in learning activities.

Keyword: Learning media, Google sites, Correspondence

ABSTRAK

Penelitian ini dilakukan dengan tujuan untuk mengetahui tingkat kelayakan dan kepraktisan media pembelajaran interaktif berbasis google sites pada materi korespondensi di SMK Negeri 1 Bogor. Penelitian ini menggunakan metode Research and Developoment (RnD) dengan model pengembangan ADDIE (Analysis, Design, Implementation, Evaluation). Adapun subjek penelitian terdiri dari 2 ahli materi, 2 ahli bahasa, 2 ahli media serta 107 peserta didik kelas XI Manajemen Perkantoran dan Layanan Bisnis (MPLB). Teknik pengumpulan data menggunakan angket dengan skala likert 1-5. Teknik analisis data dilakukan dengan uji validasi ahli dan uji praktikalitas. Hasil penelitian dan pengembangan yang telah dilakukan ini menunjukkan bahwa Media Pembelajaran Interaktif Berbasis Google Sites pada Materi Korespondensi Kelas XI di SMK Negeri 1 Bogor dinyatakan layak dan sangat praktis serta dapat digunakan dalam kegiatan pembelajaran.

Kata kunci: Media pembelajaran, Google sites, Korespondensi

INTRODUCTION

Education is a learning and teaching process that aims to develop the potential of Human Resources (HR) so that they have good knowledge, skills and attitudes. Education provides an opportunity for someone to learn various kinds of knowledge, from basic knowledge to more complex knowledge. Extensive knowledge will help a person to understand the world around him and make the right decisions. Teachers are very important figures in

education and people who are responsible for educating and teaching students. Teachers must have sufficient competence to carry out their duties well. Teacher competence includes pedagogical competence, personality competence, social competence and professional competence. Competent teachers will be able to create an effective learning environment, manage resources well, develop appropriate learning plans, and improve their ability to provide the best learning to students.

Collaboration between teachers and students is very important for successful learning. With good collaboration, the learning process becomes more effective and efficient, motivates students to learn and achieve learning goals, and makes it easier for teachers to deliver material and facilitate learning activities. According to Sulaeman et al. (2022), complete learning tools are an important factor that teachers must prepare to support school success and achieve learning goals. Appropriate learning tools help teachers achieve learning goals, increase students' understanding of the material, and develop students' critical thinking skills. Important elements in learning tools include a curriculum that suits students' needs and development, interesting and relevant material, effective teaching methods that suit students' learning styles, adequate assessment, and the desired impact.

Technology plays an important role in education today, where technology-based learning tools help teachers organize and simplify the creation of learning tools (Budiman & Permatasari, 2020). Modern learning media allows variations in the presentation of information that can be adapted to each student's learning style, so that teachers can design more dynamic and interesting learning experiences (Aboobaker & Zakkariya, 2021). This increases students' learning motivation and their academic results. The ability to utilize modern technology as a learning medium is very important to achieve more effective and quality learning goals (Pubian & Herpratiwi, 2022).

Therefore, it is important to develop learning media that helps students learn independently and understand the material at their own pace. Educational technology can overcome problems and expedite the learning process according to the characteristics of the technology. This research will use website-based learning media created with Google Sites. According to Harsanto (2017) Google Sites are easy to create and manage by ordinary users, so they are suitable for testing the effectiveness of learning. The novelty of this research is the use of e-learning with Google Sites which includes materials, learning videos, games and practice questions. It is hoped that this media can overcome obstacles in learning correspondence material. The purpose of this study was to assess the feasibility and practicality of using Google Sites as an interactive learning platform for teaching transmission material at Public Vocational School 1 Bogor.

LITERATURE REVIEW

Teaching Materials

Teaching materials are learning materials that are arranged in a structured manner based on the learning principles applied by teachers and students in the teaching and learning process. Systematic preparation of teaching materials means that this material is arranged in an orderly and logical manner to make it easier for students to understand and absorb information. This approach aims to create a more efficient and effective learning experience. The uniqueness and specificity of teaching materials lies in the material's ability to meet the different learning needs of students. Each teaching material is designed taking into account students' characteristics, interests and abilities, so as to provide a more personalized and relevant learning experience (Kosasih 2020). Teaching materials have at least three important roles. First, as a representation of the delivery of material by the teacher. Second, as a means of achieving competency standards, basic competencies and graduate competency standards. Third, as a tool to optimize services to students (Magdalena et al., 2020).

The teacher's role in designing and compiling teaching materials is very important for the success of the teaching and learning process. Teaching materials can be interpreted as all forms of material that are arranged systematically so as to enable students to learn independently and in accordance with the applicable curriculum. With teaching materials, teachers can teach material to students in a more structured manner, ensuring that all predetermined competencies are achieved (Nuryasana & Desiningrum, 2020).

Learning Media

The use of learning media has a very important role in teaching and learning activities. Learning media functions as a learning resource that helps teachers in conveying material, so that it can increase students' knowledge. The use of media in the learning process is necessary to attract students' attention and make learning activities more interesting and effective. Learning media can be interpreted as a tool that contains information or instructional messages used in the learning process. This media plays a role in conveying messages or information that contains learning aims or objectives (Hasan et al., 2021). Learning media is a crucial component in the teaching and learning process. Teachers often rely on learning media as a means to convey material more effectively to students. The use of learning media not only facilitates students' understanding of the material, but also has the potential to stimulate new interests, increase motivation, and have a positive psychological impact on the learning process. By making good use of learning media, teachers can create a more dynamic and interactive learning environment, which results in a more enjoyable and efficient learning experience for students (Wulandari et al., 2023).

According to Junaidi (2019), the use of learning media at the teaching orientation stage can significantly increase the effectiveness of the learning process and delivery of messages and lesson content at that time. The use of media is able to provide new experiences to students. However, not all teachers have sufficient understanding of how to implement learning media effectively (Basir et al. 2021). As a result, sometimes the media actually interferes with the learning process rather than providing the proper assistance to students in the learning process. This shows the importance for educators to have a deep understanding of the types of media that are suitable for use according to the material and learning objectives to be achieved. Apart from that, media use strategies also need to be considered in order to optimize the learning process. Thus, the use of learning media can be an effective tool in helping educators convey material more clearly and interestingly, thus strengthening students' understanding and interest in learning in the learning process.

Google Sites

Google Sites is a product from Google that is designed as a tool for creating websites that are easy to use, and equipped with features similar to other websites. Mukti and Anggraeni (2020) describe Google Sites as an application that allows users to collect and display various information such as text, images, links and videos on one platform. Apart from that, Google Sites can be integrated with several other systems so that it can function as a Learning Management System (LMS). The use of Google Sites in the learning context was also emphasized by Ramasundrum and Sathasivam (2022), who explained that Google Sites is a web application that allows teachers to present information in the form of videos, text and links related to the material that students will study. With Google Sites, teachers can create an online learning environment that is structured and easy to access for students. This platform not only facilitates the delivery of material visually and interactively, but also provides flexibility in organizing and managing learning content efficiently.

Using Google Sites can also make it easier for students to participate in group work activities and discussions, and has the potential to improve critical thinking skills (Nurmanita,

2022). This feature can also be used to convey announcements regarding learning materials that students will study or download as learning resources (Nugroho & Hendrastomo, 2021).

Correspondence Material

Vocational High School is a type of secondary education that provides vocational education and technical skills to students. Vocational High School is education for the vocational field which was established to produce graduates who are ready to work based on interests and talents (Rusliyawati et al., 2022). At Public High Vocational School 1 Bogor itself, it provides educational programs that focus on practical learning in areas such as Office Management and Business Services skills programs, Accounting and Institutional Finance, Online Business and Marketing, Travel Business and Multimedia.

One of the materials in the Office Management and Business Services (MPLB) skills program is Correspondence. In the independent curriculum that has been used at Public High Vocational School 1 Bogor, Phase F, the General Administration Management element, is divided into 3 materials, namely Correspondence, Mail Handling, and Official Travel. Correspondence has the meaning of correspondence or sending letters to each other. Correspondence is the activity of sending letters to each other by individuals to individuals, individuals to organizations or between organizations. The purpose of correspondence material is to teach students about effective written communication in various contexts, both in academic and professional environments. Apart from that, the Correspondence subject itself has the aim of equipping students to be able to master various office activities and it is hoped that after graduating from school students will be able to apply their knowledge in the world of work (Rizal & Wulandari, 2020).

METHOD

This research uses the Research and Development (R&D) method by adopting the ADDIE development model which includes the stages of Analysis, Design, Development, Implementation and Evaluation. The ADDIE model adapted by Branch (2009) is a systematic development model with stages that must be passed sequentially. The ADDIE model is designed to direct the learning process with a systematic and humanist approach, both in the short and long term. In this research, observation and questionnaires were used as data collection techniques. The assessment instrument consists of a questionnaire or validation sheet which will be filled in by experts consisting of material experts, language experts, media experts, as well as student response sheets to be tested for practicality. This validation sheet was adapted from various related expert sources. Data analysis was carried out using a descriptive analysis approach which aims to explain the results of expert validation tests and practicality tests of the instruments used in this research. The results of the analysis are then categorized according to Table 1.

Table 1. Interval Category

Percentages	Category
≥ 81%	Very Worth It
61% - 80%	Worthy.
41% - 60%	Decent Enough
21% - 40%	Not feasible
≤ 20%	Totally Not Worth It

RESULTS AND DISCUSSION

The research was carried out using the Research and Development method and the development model was ADDIE which consists of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. At the analysis stage, researchers made

observations while carrying out Teaching Skills Practices at Public High Vocational School 1 Bogor and distributed questionnaires to the class. From the analysis carried out, it was found that students experienced several obstacles in correspondence learning, such as the absence of textbooks and lack of motivation to learn due to monotonous learning methods. The lack of variety in learning media is also a problem. The results of the questionnaire show that only a few students are familiar with Google Sites. To overcome this problem, researchers developed interactive learning media based on Google Sites to increase knowledge, learning experience, creativity, and provide additional benefits for students.

At the design stage, researchers prepared Indonesian Correspondence learning materials that were in accordance with the elements of Phase F General Administration Management and teaching modules. The researcher then compiled a description of the material and features that would be displayed on Google Sites-based learning media. After that, the researchers designed the product by determining the background, colors, fonts, images, animations, learning videos, games and other elements.

In the next development stage, researchers created interactive learning media based on Google Sites by compiling and developing the entire interactive learning media based on Google Sites. The steps include adding background, inserting teaching modules, inserting learning material, linking videos and games, and adding practice questions as student evaluation material. Next, a validation test was carried out by 2 material experts, 2 language experts, and 2 media experts. The validation test carried out on interactive learning media was declared suitable for testing on students.

Next, we enter the implementation stage, where practicality testing is carried out in 2 stages, namely small and large group testing. Small group trials were carried out with 10 students with results stating that interactive learning media based on Google Sites received the "very practical" category. This is interpreted as learning media that was developed is very practical to use and can be used. Trials were carried out at the next stage, namely large group trials. At the trial stage, the large group with 97 students received a score in the "very practical" category. It can be interpreted that interactive learning media based on Google Sites is very practical to use in learning.

Then enters the evaluation stage, where researchers evaluate the products that have been developed. This evaluation stage is carried out to correct any deficiencies in the product being made to make it better. The evaluation aims to find out feedback regarding the advantages and disadvantages of the interactive learning media that has been developed. The evaluation stage is a stage carried out to assess the advantages and disadvantages of the product being developed, namely in the form of website-based interactive learning media. Based on the results of the stages carried out, the final result was that interactive learning media was declared feasible and practical for use in learning. Students can open interactive learning media links based on Google Sites with: <http://bit.ly/KorespondensiSMKN1Bogor>. Homepage of media can be seen in Figure 1.

Feasibility of Interactive Learning Media Based on Google Sites

After carrying out the development process carried out researchers on the product being developed, namely interactive learning media, have been declared complete, so they move on to the next stage, namely carrying out a validity test to measure the suitability of the learning media. According to Kurniawan (2018), the validation stage is an activity to measure the feasibility of the product being developed and the procedure for implementing validation activities is by distributing questionnaires to validators for assessment.

Validation in this development is carried out by three validators, namely material validator, language validator and media validator. Material validation was carried out by two teachers at Public High Vocational School 1 Bogor as teachers who taught correspondence

material. The score obtained from the results of the questionnaire calculation which has been assessed by validator I shows a percentage of 80% in the feasible category and validator II shows a percentage of 100% in the very feasible category. Furthermore, language validation was carried out by two teachers at Public High Vocational School 1 Bogor as teachers who taught Indonesian language lessons. The validation score obtained from validator I shows a percentage of 80% in the feasible category and validator II shows a percentage of 80% in the feasible category. Validation test results from media experts were carried out by 2 lecturers at Jakarta State University. The score obtained from validator I was 77% in the feasible category and the score from validator II was 67% in the appropriate category.

Validation tests carried out by material experts, language experts and media experts obtained an average result of 80.66% in the very feasible category. From these average results, it can be concluded that interactive learning media based on Google Sites is very suitable for use in the learning process and can be tested on students. According to Ningsih et al., (2023) in their research regarding the Development of Google Sites Web-Based Learning Media to Improve Primary School Student Learning Outcomes, they obtained a percentage score of 92.67% in the "Very Decent" category. Thus, it can be concluded that Google Sites learning media is suitable for use in the learning process.

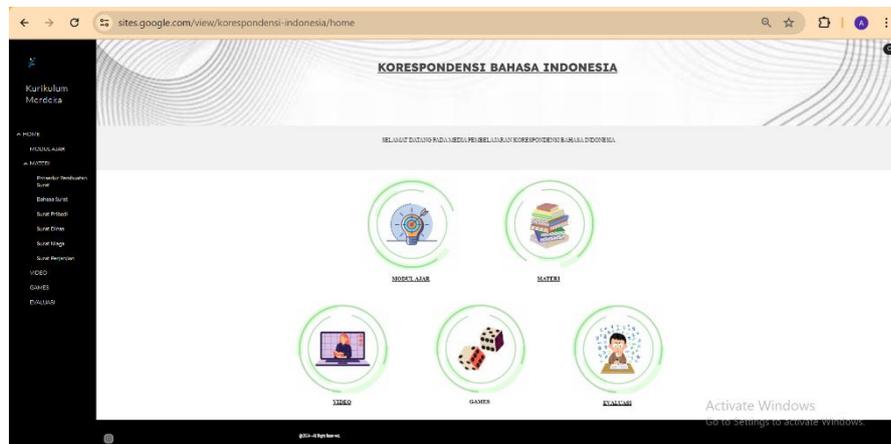


Figure 1. Display of Interactive Learning Media Based on Google Sites

Practicality of Interactive Learning Media Based on Google Sites

After carrying out the validation stage and having been declared valid for testing by the validator, then move on to the next stage, namely conducting trials on small groups and large groups. According to Chan and Budiono (2019), the aim of carrying out the practicality stage for the product being developed is to see the extent of the product's usability and to see the level of practicality seen by using a questionnaire given to teachers and students in order to see the assessment given after using the product being tested. The testing phase was carried out to determine the level of practicality of the product being developed.

Small group trials and large group trials were carried out by class XI MPLB students at Public High Vocational School 1 Bogor. Learning media will be tested after researchers give it to students. So through this the researcher gave a practicality questionnaire in the form of a student response questionnaire in order to see and find out the value of practicality to students in the learning process.

The results of small group trials carried out by random sampling of 10 students obtained a practicality score of 89.75% in the very practical category. Furthermore, in the large group trial stage, 97 students obtained a score of 90.17% in the very practical category. From the results of the small and large group practicality tests, the average percentage score obtained

was 89.96% in the very practical category. Therefore, it can be concluded that interactive learning media based on Google Sites is very practical to use in the learning process. Based on research by Yuniar et al. (2021) regarding the development of Informatics Teaching Materials Based on Google Site Custom Domain, the practicality test results were 91.8%, which means it was in the very practical category.

CONCLUSION AND RECOMMENDATION

The results of research when carrying out Teaching Skills Practices at Public High Vocational School 1 Bogor, and researchers also conducted pre-research to find out information on the learning process for correspondence material and what obstacles existed in the learning process. The results of the analysis carried out show that students do not have textbooks as teaching materials and consider correspondence learning media to be less varied. Pre-research results also show that students still don't know about Google Sites. Therefore, researchers conducted research regarding the development of interactive learning media based on Google Sites in correspondence material with the Research and Development Method and the ADDIE model which consists of analysis, design, development, implementation and evaluation.

Based on validation tests carried out by material experts, language experts and media experts, an average percentage result of 80.66% was obtained, which means the category is very feasible, so this shows that Google Sites Based Interactive Learning Media in Correspondence Material for Class XI Public High Vocational School 1 Bogor is suitable for use and testing on students. Apart from carrying out validation tests, practicality tests are also carried out. The practical test was carried out by 107 class XI MPLB students at Public High Vocational School 1 Bogor. This practicality test was carried out in 2 stages, namely small group trials and large group trials. Small group trials were carried out on 10 students selected by random sampling and large group trials were carried out on 97 students. The average percentage of practicality test results is 89.96%, which means it is categorized as very practical. Thus, this shows that Interactive Learning Media Based on Google Sites in Class XI Correspondence Material at Public High Vocational School 1 Bogor is practical for use in learning activities.

The recommendation from researchers is to ensure whether there is an internet network in the school environment or not, because Google Sites-based learning media must be connected to the internet network. Then the researcher suggested for further research to continue the research at a higher level than that carried out by the researcher, namely practicality.

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