Volume 5 Number 2 (2024)
May – October 2024
Page: 565-578

E-ISSN: 2716-0750
P-ISSN: 2715-7997
DOI: 10.37680/amalee.v5i2.5632

Amalee
Indonesian Journal of Community Research and Engagement

Google Site Training Assistance for Rich and Renewable Learning Resources for SMAN 1 Driyorejo Gresik

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Article history Submitted: 2024/04/16; Revised: 2024/07/13; Accepted: 2024/08/14

Abstract

In the digital era, schools must continue improving teacher skills in dealing with technological developments. Google Sites training is one solution to develop teachers' abilities in utilizing and deepening their understanding of technology as a modern learning medium. This service aims to increase the use of Google Sites as an educational tool and create a deeper understanding of technology's potential and benefits in modern education. The service method of the training was carried out through the Participatory Action Research (PAR) approach by emphasizing the active role of participants during the training. The results of teacher service can be implemented through Google Sites as a modern and adaptive learning medium. This platform can allow teachers to create interesting teaching materials with various features, such as the use of images and flexibility in creating content anytime and anywhere. The conclusion of this training improves the quality of learning in the classroom and helps teachers prepare students to face challenges in the digital era. Overall, this training went well and positively impacted teachers' abilities to create up-to-date and effective learning media by the demands of the times.

Keywords Digital; Google Site; Learning; Training

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1. INTRODUCTION

Google Sites application-based learning media shows interest, enthusiasm, and increased understanding of the material, effectively supporting learning and creating a holistic and engaging learning experience (Putri et al., 2024). The use of Google Sites learning media offers a variety of benefits, including flexible learning, encouraging student independence, increasing technology knowledge, expanding learning materials, saving costs, and reducing boredom in learning activities (Meldiani & Nurhamidah, 2023) because the learning media materials presented through Google Sites include text, images, animations, and tutorial videos, and students really like the display design which includes color elements, backgrounds, and menu movement animations in multimedia learning (Zulkifli & Praherdhiono, 2024).

Training assistance in using Google Sites for learning resources is an important effort in optimizing the use of technology in the learning process. Various studies have highlighted the importance of training and mentoring using digital platforms such as Google Classroom (Dewi et al., 2021; Suciati, 2023; Sastra & Widianto, 2022). The training methods used in this context can vary, such as qualitative descriptive methods (Adzkiya & Suryaman, 2021), socialization, practice, discussion, question and answer (Agung, 2022), brainstorming, counseling, and mentoring (Supriyanto & Prasetiawan, 2021). The stages of training can also include planning, implementation, mentoring, and evaluation (Septikasari et al., 2022). In addition, the training process has certain stages, such as preparation, pre-test, material debriefing, assignment, monitoring, post-test, and evaluation (Frobenius, 2023).

The importance of mentoring and training in the use of technology as a learning resource is also reflected in various community service activities, such as training on managing the Google Classroom application (Agung, 2022), using Google Drive (Septikasari et al., 2022), making learning videos with smartphones (Gusteti et al., 2022), and online learning using Google Classroom (Siregar et al., 2021). In this context, mentoring focuses on teachers and students and involves various parties, such as cadres and the community (Riti, 2023).

The research results related to using Google Sites in the United Kingdom for learning in elementary schools show that this platform positively affects online learning and is preferred by students because of its ease of use (Adzkiya & Suryaman, 2021). This shows that appropriate mentoring and training in the use of technology can increase students' interest and learning effectiveness. Likewise, Google Drive is a

storage medium that makes it easier for teachers to manage documents (Septikasari et al., 2022).

Google Sites training can improve teachers' understanding and expertise in creating and utilizing Google Sites as a means of learning (Mardin & Nane, 2020). This study's results indicate that using Google Sites impacts student learning independence (Kumalasari et al., 2024). Then, Google Sites-based media development training directly impacts student learning outcomes and motivates teachers to create more innovative digital media (Mayasari et al., 2024). In addition, teachers trained to use Google Sites as a learning medium can positively impact teachers' ability to improve student competence and understanding (Wicaksono & Wijaya, 2023).

The free app allows flexible online learning according to the schedule (Eko, 2023). Using Google Sites increases the effectiveness of Indonesian language learning, especially in distance learning. Students showed. Discipline in doing tasks through this platform and a better understanding of the material, especially related to preparing news texts and reading skills (Rosiyana, 2021) and improving participants' understanding through training on the use of Google Sites as a web learning medium (Vederico, 2023).

SMAN 1 Driyorejo Gresik needs to improve the quality of learning by integrating information technology. Some of the needs identified are: teachers and students need a platform that facilitates access to the latest learning materials, facilitates communication and collaboration between teachers and students outside of lesson hours, and improves digital literacy for teachers and students in preparation for the challenges of the 21st century. The use of Google Site at SMAN 1 Driyorejo Gresik is expected to improve the quality of learning by providing rich and innovative learning resources. With the right training and ongoing support, this platform can effectively support the educational process in the digital age.

Google Sites has several advantages that make it the right choice for learning resource development, including a user-friendly interface that makes it easy for teachers and students to create and access content, easy to integrate with Google Drive, Google Classroom, and Google Docs, can be accessed from various devices and locations, allows flexibility in learning, and allows multiple users to edit and update content at the same time.

This community service aims to increase the use of Google Sites as an educational tool and to create a deeper understanding of the potential and benefits of technology in modern education. Thus, it is hoped that a learning ecosystem that is inclusive, sustainable, and adaptive to the times can be formed.

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2. METHODS

Google Site Training Assistance for Rich and Renewable Learning Resources at SMAN 1 Driyorejo Gresik with a PAR (Participatory Action Research) approach by emphasizing the active participation of all participants to actively participate in efforts to develop competencies in integrating technologies such as Google Sites into teaching practices. The service implementation was done offline through a series of workshops and discussions. This activity aims to introduce and integrate digital technology into school learning, especially through the Google Site platform, which can facilitate interactive learning and provide better accessibility to materials for students and teachers. Participants are invited to understand the basic concepts of creating and managing Google Sites in each workshop, from determining the content structure to setting up an attractive and easy-to-navigate display. The materials provided include practical guides, implementation examples, and case studies to demonstrate the potential and usefulness of the platform in an educational context.

LCD projectors, laptops, and sound systems are the main support in facilitating interactive teaching and live demonstrations. This allows participants to see and follow practical steps in using Google Sites directly and ask the instructor about any problems or challenges. In addition, active discussions between participants and facilitators are also an integral part of the learning experience, where ideas can be exchanged, and implementation challenges can be solved collaboratively. The goal is for each participant to have a deep understanding and practical skills in utilizing Google Sites to enrich the learning experience in their school environment.

3. FINDINGS AND DISCUSSION

Google Sites is effective in improving collaboration between learners through features such as easy content management, integration with other collaborative tools, and the ability to share information in real-time, with this effectiveness theoretically supported by collaborative learning theories that emphasize the importance of social interaction and the construction of shared knowledge (Febrian & Nasution, 2024). Google Sites can be used as a medium or learning method in the classroom, especially in the 21st century and the era of the technological and industrial revolution, with the hope that the presence of this media or method will make students at the elementary school level more interested and involved in the learning process (Pubian & Herpratiwi, 2022).

The training on the Google site began with enthusiasm at exactly 07.30 at SMAN 1 Driyorejo, where teaching staff and students from the S2 Educational Technology Study Program of PGRI Adi Buana University Surabaya gathered to fill out the attendance list. This step is not just a formality but an important foundation to ensure that all parties involved in the day's event are present and ready to participate in a series of well-planned activities. The familiarity among the participants can be seen from the warm interaction and enthusiasm to share knowledge and experience in the field of educational technology.

Figure 1. PPM Team Arrives at the Location

At 08.00, the atmosphere changed to a more serious and focused one with the event's opening by an MC who guided a series of activities. The event was opened with a clear arrangement of events, starting with signing a Memorandum of Agreement (MoA) between SMAN 1 Driyorejo and PGRI Adi Buana University. This signing symbolizes the commitment of both parties to cooperate in education development. The first speech was delivered enthusiastically by the Principal of SMA Negeri 1 Driyorejo, Mr. Abdul Hasib, S.Pd., MM., who emphasized the importance of collaboration in improving the quality of education in schools.

Figure 2. The signing of the MoU

The next speech came from the Director of the Graduate School of PGRI Adi Buana University, Mr. Dr. Rufi'i, S.Si., S.T., M.Pd., who provided a perspective from the perspective of universities about the role of technology in educational

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transformation. Educational transformation in the digital era leverages various technologies, such as digital learning, virtual reality, and augmented reality, to improve accessibility, effectiveness, and quality of learning, while data analytics and machine learning support the personalization of learning experiences (Abdurrahman et al., 2024).

Figure 3. Rector's Speech

After the remarks, the historical moment of the signing of the MoA was symbolically carried out, witnessed by the invitees, including the Deputy Head of Public Relations from SMAN 1 Driyorejo, Mrs. Siti Mutmainah, S.Pd., and the Head of the S2 Educational Technology Study Program of UNIPA SBY, Dr. Nurmida Catherine, MPD. This signing marks the beginning of a strong partnership and the starting point of a series of trainings aimed at improving the quality of learning at SMA Negeri 1 Driyorejo. The benefits of cooperation lie in the existence of an agreement between two or more people that is mutually beneficial, with the contribution or role of each party adjusted to their strengths and potentials so that the benefits or losses obtained are proportional, namely by the roles and strengths of each party (Cahyono et al., 2023).

Figure 4. Group Photo and MoU

At 08.45, the focus shifted to the documentation of the event, which is important for archival and evaluation purposes. The documentation process, led by Andri

Kurniawan, M.Pd., included important moments such as the signing of the MoA and the attendance of all participants. This is a strategic step to ensure that all activities and commitments during this event are well documented and can be used as a guide for planning future activities.

Figure 5. Group Photo Before Training

The event continued with an introductory session and prayer for training activities at 09.00. The prayer, led by the Head of the S2 Educational Technology Study Program of UNIPA SBY, provided a deep spiritual nuance to start all activities that will be carried out. This prayer reflects the shared hope for the success of the event and the maximum benefits for all participants in developing their capacity to utilize educational technology.

In the training session between 10.10 am and 11.15 am, Dr. Sabariah, M.Pd, together with Dr. Rufi'i, S.Si., S.T., M.Pd, and Dr. Retno Danu R., M.Pd, led Subtheme 1 on the development of *Google Sites* for rich and updated learning resources at SMA Negeri 1 Driyorejo. This training aims to teach teachers how to use the *Google Sites* platform as a tool to provide diverse and easily accessible learning resources for students. Dr. Sabariah, with a background in higher education and experience in educational technology, shared his knowledge about integrating technology in learning to increase students' effectiveness and involvement in the learning process.

Figure 6. Provision of Learning Technology Integration Materials

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Interpretation of the results and implications of the use of technology in education helps formulate more effective strategies for the development of technology-based education so that the transformation of the educational paradigm in the digital era through technological innovation is important to improve the quality of education and prepare future generations (Siringoringo & Alfaridzi, 2024). Technology has significant potential to influence various aspects of learning and academic achievement by offering more interactive, personalized, and collaborative experiences, which in turn can increase engagement, motivation, and academic achievement, which is important for educational institutions to design effective strategies that integrate technology with learning principles that are appropriate to the characteristics of learners as well as materials (Zulfikhar et al., 2024) combining various digital technologies in learning, including e-learning platforms, digital presentation applications, digital simulations, and games, as well as digital data analytics that can facilitate access and understanding of materials, as well as increase student engagement and motivation in learning (Gani et al., 2024).

Furthermore, from 11.20 to 12.30, the focus of the training shifted to the Subtheme of developing *Hypercontent* for rich and innovative learning resources at SMA Negeri 1 Driyorejo. Dr. Rufi'i and Dr. Retno Danu R. participated in this session to demonstrate how *hyper-content* can convey more in-depth and interactive information to students. They emphasized the importance of adapting the curriculum to modern technology to ensure students learn more efficiently and interestingly.

Figure 7. Providing Hypercontent Materials

Hypercontent-based learning can increase students' interest and understanding, so it is important to apply technology to develop teaching materials to create interactive and interesting learning experiences in today's digital era (Alfianto & Heri, 2024). Hypercontent-based teaching modules designed to improve students' creative

thinking skills have met the criteria of validity, practicality, and effectiveness, with the validity of media experts reaching 92.05% and material experts at 94.46%, practicality of 88%, and an n-gain score of 0.70, which is included in the high category (Bariyyah et al., 2024).

The last session of the day, from 12.30 to 13.15, was followed by training on developing Interactive *Power Points* and Intuitive Displays to improve learning interaction at SMA Negeri 1 Driyorejo. Dr. Rufi'i, Dr. Sabariah, and Dr. Retno Danu R. worked together to introduce the technique of using *PowerPoints,* which can assist teachers in creating a more dynamic learning environment and allow students to participate actively in the learning process. They emphasized the importance of using modern presentation tools to facilitate students' better understanding and absorption of material.

Figure 8. Provision of PowerPoint Development Materials

The results of the study showed that interactive PowerPoint media had a positive effect on student learning outcomes, which was shown by the results of the feasibility test of 94%, 85%, and 93% of the validators, with a very feasible category where an increase occurred as seen from student learning outcomes from 41.8% to 79.8%. The percentage of student responses was 86.88% (Sidauruk et al., 2024). Interactive PowerPoint as a learning medium can be very useful and effective in increasing student engagement and activeness if it is optimally utilized with an interactive, attractive, and communicative design, so teachers or lecturers need to think creatively and innovatively in designing it to encourage active student participation (Wulandari, 2022).

After completing the training session, following up on steps to ensure optimal results from these activities is important. One of the follow-ups is the collection of training products by participants, which is expected to be completed by June 16, 2024. This training product must be sent by email to mutupasca@unipasby.ac.id address as

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a form of evaluation and assessment of the implementation of the material learned during the training.

In addition, participants will also receive a certificate in recognition of their participation in this training event. The certificate is official proof that participants have participated in and completed the training by the stipulated provisions. This also supports the development of participants' professionalism in educational technology.

The closing of the event was carried out with words from the Deputy Head of Public Relations, Mrs. Siti Mutmainah, S.Pd, from SMAN 1 Driyorejo, and the Head of the S2 Educational Technology Study Program of UNIPA SBY, Dr. Nurmida Catherine, M.Pd. They thanked all participants, speakers, and the committee for the contributions and cooperation shown during the event. This closing is also a moment of reflection on the achievements and hopes for the further implementation of the training results in improving the quality of education at SMA Negeri 1 Driyorejo.

Figure 9. Group Photo of Training Closing

As an output of this activity, teachers have succeeded in creating teaching media using Google Sites with an attractive display that can be accessed as follows: https://sites.google.com/view/biologi-sma-penelitian-guru/halaman-muka.

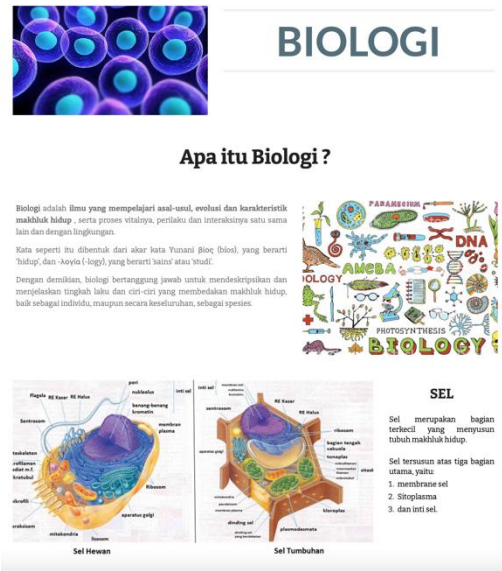

Figure 10. Results of Creating Google Sites by Teachers

Teachers have succeeded in creating interesting and interactive teaching materials through Google Sites by taking advantage of the various available features. Using carefully chosen colors beautifies the page's appearance, helps distinguish important information, and attracts students' attention. The strategic use of images is also one of the key aspects of making the material more visual and easy to understand because images can clearly illustrate the concept or topic being conveyed. In addition, the materials organized in Google Sites are designed to be more interactive, perhaps by using elements such as videos, audio, or even online quizzes that can increase student engagement in learning. This makes learning more interesting and provides variety in the material delivery method.

The success in creating these engaging teaching materials reflects teachers' creativity in utilizing technology and their ability to adapt learning approaches to students' preferences and needs in today's digital era. Thus, Google Sites are an effective learning tool and allow teachers to present a more dynamic and relevant learning experience for students.

4. CONCLUSION

Through this training, significant efforts are made to improve the understanding and application of technology in learning with Google Sites. Teachers and school staff learn the basics of using this platform. They are encouraged to develop relevant and innovative educational content, making it easier for students to access the curriculum of SMA Negeri 1 Driyorejo. This training also improves the quality of continuous learning by allowing teachers to develop skills in managing digital technology daily. The active participation of school staff in developing digital content strengthens internal and external collaborations with the university, which supports the development of quality learning resources. In addition, this training also increases digital literacy awareness among teachers and staff, an important preparation for technological changes and the complexity of educational needs. The positive impact is not only on digital literacy competencies but also on the student learning experience through innovative learning resources, which are essential to improve the quality of education and prepare the younger generation to face the global challenges of ICT.

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