Google Site-Based Interactive Electronic Modul as Basic Writing Media

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Abstract
This study focused on the used of Google Site to develop a learning media for basic writing in the form of an E-module. This research was successful in creating an E-Module application for the Basic Writing course, which can act as a medium for independent learning of Basic Writing both in the context of distance learning and face to face learning. This e-module consists of 7 chapters with freepik animation effects and contains interesting and interactive multimedia content. this research used the ADDIE development approach, that consisted of four steps namely define, design, develop and disseminate. After the e-module development stage, a validation process is carried out by material experts and media experts. Based on the validation results, it can be concluded that the E-Module that has been developed is very suitable and very effective for use in distance learning and face to face learning.

Keywords
Electronic Module
Google Site
Media
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Introduction

The spread of Covid-19 has decreased but still leaves a significant impact in various fields including the field of education, so that learning is carried out using a distance system or distance learning. The initial implementation of distance learning was quite difficult, but now it has become a trend along with technological developments in the 4.0 era. with the internet of things paradigm, so that online learning takes place very quickly, practically and flexibly. In fact, in 2019 the Ministry of Research, Technology and Higher Education has issued a Guide to Developing a Higher Education Curriculum in the Industrial Age 4.0. and explained how learning alternatives were developed using blended learning (blended learning)

The change in the learning system after the Covid-19 pandemic initially raised many problems in the learning process, one of which was the readiness of teachers and students to face learning systems that used this technology (Jalal, 2020). However, over time these problems were gradually resolved. Handling these problems is of course inseparable from the hard work of all parties including teachers who have tried to think and design in such a way that appropriate learning models and media are used with the conditions of limitations as above. Not only that, this is also due to the awareness of all parties that online learning allows the learning process to take place very quickly, practically and flexibly (Gusty et al., 2020).

The education system in the 4.0 era currently carries a learning system that utilizes the internet of things (IOT) (Prihatmoko, 2016). This is also supported by the implementation of the MBKM curriculum which offers flexible learning characteristics (Marjan Fuadi, 2022). Flexible in this case means that the learning process must be flexible, especially in its implementation, so that it allows for quick adjustments to situations. Therefore, of course it is very important to develop something that relies on technology and the internet in the implementation process. The world of education in the revolutionary era continues to be required to improve its system (Sari & Priatna, 2020). Apart from that, the development of technology-based learning tools is needed to support the implementation of the Independent Campus Learning (MBKM) program (Dewi et al., 2022)

Several studies have been carried out related to the development of electronic modules but using different tools to those used in this research, namely Google Site. Google Site-based teaching media is stated to be effective and able to attract students' attention (Jusriati, Nasriandi, Wisnu Kurniadi, 2021). The advantages of the Google Site-based e-module design that will be developed are 1) Ease of access compared to other tools; 2) equipped with pictures, reference links, sounds, learning videos and quizzes, as well as exercises; 3) the resulting product is easily accessible using a computer, smartphone and can also be published on the website. In addition, the development of Google Site-based teaching media is not too difficult for lecturers so that lecturers are expected to be able to do it independently (Kurniadi et al., 2021). In addition, the course that will be made into an e-module in this research is the writing course, where this course is considered complicated when compared to the skills required.
others in English. For this reason, through the development of this e-module, researchers will design it in such a way that students can learn independently. Currently, teachers continue to maximize the use of campus e-learning in carrying out online lectures in both theoretical and practical courses. Interaction between lecturers and students takes place virtually, relying on video teleconference applications, and maximizing the use of various other online learning platforms. Some lecturers also carry out lectures using blended learning. Blended learning combines online learning with e-learning and face-to-face meetings in class. In using e-learning, to achieve good quality learning, it certainly needs to be supported by learning resources in the form of digital teaching materials such as e-books, e-modules, and the like (Inanna et al., 2021). Apart from that, the development of online learning tools is needed to support the implementation of the Independent Campus Learning (MBKM) program. Based on the background and research ideas above, it is deemed necessary to make efforts to develop digital teaching materials, especially for the Basic Writing course. This research aims to develop an e-module application based on Google Site which is paperless, supports independent learning (self-instructional), with all material packaged into one complete unit (self-contained), can stand alone (stand-alone), adaptive, and easy to understand and use (user friendly).

**Method**

This study is a type of research and development (Research and Development). Research and development is a research method used to research, develop and test the effectiveness of a particular product (Sumarni, 2019). Then, the development model used in this research and development is the 4D development model or 4D model or known as four-D. The 4D development model consists of 4 (four) main stages, namely as follows:

![Figure 1. 4D Model Development](image)

Define is the process of defining, at this stage analysis and determination of needs is carried out in developing e-modules. Activities in this process start from formulating the problem being faced, namely the absence of teaching materials in the form of digital versions that meet pandemic conditions, which support online learning through e-learning, designing e-module cover and page templates, analyzing user characteristics, determining courses The teaching materials that will be developed in this study are for the Basic Writing course. Next, determine the learning objectives and determine what material will be compiled in the e-module.
The design stage is determining how to present or organize the material, starting from text-based, selecting media in the form of learning audio or video, then compiling quiz questions to exercises in the e-module that will be developed. The result of this design stage is an application product in the form of an e-module in the form of an initial design.

Next, at the Develop or development stage, a validation test will be carried out to test the feasibility level of the e-module. At this stage it is validated by 2 validators from a team of experts who are experts in the field of developing teaching materials, especially e-modules. The validation instrument consists of media validation and material validation. The instrument is a validation questionnaire using a Likert scale.

This research only discusses the development of e-modules from the definition, design, to development stages including validation and limited trials of the e-module. To find out the level of effectiveness of the e-module, it will be carried out after evaluation on a small scale trial or limited trial and then proceed to the final stage, namely Disseminate. This dissemination process will later be carried out by providing socialization and distribution of the application along with a user manual for the e-module so that it can be used by a wider target audience.

Results

This research and development resulted in a product in the form of an Electronic Module (E-Module) for learning Basic Writing. This project uses the ADDIE development approach, and the following is an overview of the results of each stage of the development:

Define

The first stage in this research is the definition process as a step in obtaining data regarding the needs analysis for the e-module being developed. The needs analysis includes formulating the problems previously encountered, analyzing the characteristics of the users or students themselves. The observations carried out found that so far for the basic writing course the only modules used are generally in the form of print media. This type of media is certainly less attractive at the moment, especially the current learning model which requires the implementation of technology. The Basic Writing course is a course in the first semester of the UM English Language Education Study Program. Palopo, where students are provided with basic theories in writing early on, then in the final stages of the lecture they continue with writing practice at a light level. Based on these observations, the researchers determined the development of an E-module which focused on courses consisting of 7 chapters as arranged in the table below:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Basic Writing</td>
</tr>
<tr>
<td>2</td>
<td>Capitalization</td>
</tr>
<tr>
<td>3</td>
<td>Punctuation</td>
</tr>
</tbody>
</table>
The development of this e-module uses some additional software such as Coral Draw which is used in designing the cover of the e-module. Microsoft Word is used to compile teaching materials, Quizizz is used in compiling practice questions to make it look more attractive, Freepik is a source of display assets for e-modules and Capcut is an application for video editing in the opening and concluding sections of each material.

The following picture is the cover design for the Basic Writing e-module. On the cover we can see the title of the module, as well as a quote from the e-module developer. The design of this e-module is attractively packaged. The use of learning media with an attractive appearance can arouse students’ desire, motivation and interest in learning.

![Picture 1. E-Modul Cover](image)

**Design**

At the design stage, the process begins with presenting the material, compiling navigation buttons, making videos, and making quizzes and exercises. In general, the E-Module design concept can be described as follows: The e-module consists of a cover page, preface, table of contents, and material modules, conclusions and exercises for each chapter. The following is the cover display of the e-module when accessed.
Develop

In this step, the e-module will undergo a validation process by 2 experts who have expertise in the media field. The purpose of this stage is to ensure that the e-module that has been developed meets the standard characteristics of quality learning modules and meets user needs. This media validation will involve an assessment of 4 aspects, namely design, user-friendliness, consistency, and graphics. In the process of filling out the questionnaire, a Likert scale will be used with a rating range from 1 to 4.
From the data from the results of media validation by two validators, a total average score of 86 can be obtained. If you look at the existing percentages, it can be categorized that the media validation results are categorized as Very Appropriate in terms of four aspects, namely design, ease of use, consistency and graphics.

For further validation of the material is also focused on 4 aspects namely systematics, adequacy of content, presentation and language. In the process of filling out the questionnaire, a Likert scale will be used with a rating range from 1 to 4. The following are the results of media validation by 2 validators.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Validator 1</th>
<th>Validator 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design View</td>
<td>23</td>
<td>24</td>
<td>23.5</td>
</tr>
<tr>
<td>User Ease</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Consistency</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Graphics</td>
<td>27</td>
<td>28</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>87</td>
<td>86</td>
</tr>
</tbody>
</table>

Table 3. Result of Material Validation

Data from material validation results obtained an average score of 82, where in percentage terms it can be stated that the material validation results are categorized into the Very Eligible criteria.

All aspects of both media and material in this research were declared very feasible, so it can be concluded that the product can be tested on a small scale with students. In this small-scale test students are asked to access the e-module application and are then asked to use it. After that students are then asked to provide responses related to the use of the e-module. The questionnaire focuses on language aspects, presentation of material, usefulness and graphics. There were 20 students involved in this small-scale test.

From the limited trial percentage of 20 students, 81.00% was obtained. So it can be stated that from the level of language, presentation of material, ease of use, and graphics of the e-module application are categorized into very good criteria. Based
on these results, the product does not need to go through the revision process but can be continued for large-scale trials or field trials for a wider target.

Discussion

Currently, the importance of digital literacy is akin to its application, especially within the realm of education. Digital literacy stands as a crucial prerequisite for effectively navigating information on the internet. Increased internet usage equates to greater proficiency in utilizing various online platforms. This not only facilitates the development of information access skills but also fosters critical thinking abilities when engaging with digital technology. Proficiency in cultivating digital literacy has emerged as a key benchmark for educational success, as noted by (Lee, 2014). Consequently, the need for digital-based teaching resources is important. Utilizing technology in education is essential. Educators should possess the capability to incorporate technology into instructional tools to enhance the skills of their students. One effective method is by employing electronic modules to promote digital literacy among students. This digital literacy will empower students to explore a wider range of knowledge on the internet, ultimately contributing to their academic performance. Moreover, there is a pressing need to enhance learning materials based on digital literacy. (Ernest & M, 2023). Besides that by using Effective learning materials have been shown to enhance students' capabilities, particularly when employing video media that incorporates dynamic visuals and audio components. (Salsabila et al., 2020). In the future, the ongoing development of digital literacy remains a priority, and one illustrative approach involves integrating technology into learning modules, such as the utilization of electronic modules. (Aulia et al., 2021). In fact, there are several previous studies that have used Google Sites in developing e-modules, but there is a slight difference with this research, namely that there are updates in the development of quizzes or assignments, where usually previous researchers only used Google Forms and then the link was embedded in the e-module. so that when students access the link to do assignments, they will immediately be directed to the Google Form display. In this research, something different is presented, namely by using the Quizezz application, of course the assignments displayed attract more students' attention so that they are motivated to complete them.

Conclusion

In this research, the researcher focused on using Google Site to develop a learning media for basic writing in the form of an E-module. This research was successful in creating an E-Module application for the Basic Writing course, which can act as a medium for independent learning of Basic Writing both in the context of distance learning and face to face learning. This e-module consists of 7 chapters with freepik animation effects and contains interesting and interactive multimedia content. Based on the validation results, it can be concluded that the E-Module that has been developed is very suitable and very effective for use in distance learning and face to face learning. It is recommended for future researchers to use the Google site as a teaching medium by making improvements or updates related to the presentation of material, assignments and so on. Such updates include, for example, attaching an explanatory video for each material.

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