

STUDENTS' PERCEPTIONS ON GOOGLE SITES BASED ELECTRONIC PORTFOLIO DEVELOPMENT TRAINING

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ABSTRACT

Electronic portfolio nowadays becomes more popular implemented as teaching and learning media at universities. To prepare the students, English Education Department of Universitas Ahmad Dahlan facilitate the students with a training to develop their electronic portfolio.

This study aims to find out how students perceive the electronic portfolio development training based on Google sites. This research method uses quantitative descriptive data analysis instruments with closed ended questionnaires from 123 participants who attended the training. The data that was collected was then analyzed quantitatively by describing the data in the form of frequency tables and graphs and explained in detail.

The results of the research conducted show that the training on the development of an electronic portfolio based on Google sites is able to have a fairly influential effect on the lives of the people who use it. This effectiveness can be the basis for new users who want to create an electronic portfolio based on Google sites.

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1. Introduction

Learning is important to acquire knowledge, skills, and habits, in life for all (Asriel, 2019). It is a process for every human being that they become better after learning something. The learning



process is not only limited to classical activities that we usually see at the University. Especially at this time, where increasingly sophisticated technology has provided tools that can help humans in their activities. One of the benefits of advancing technology is the increasing variety of media that can be used to assist the learning process.

Learning is a process of interaction between students and educators in a learning environment, both inside and outside the classroom. Active, effective and fun learning will certainly bind students so that learning objectives can be easily achieved properly (Mulyatiningsih, 2010). Dynamic and fun learning will not be interesting if the learning objectives are not achieved as expected. In this case, the teacher does not only act as a facilitator but also as a motivator for students. For this reason, teachers are required to be creative and innovative in delivering their learning materials. In the midst of the Covid-19 pandemic, schools do not allow students to come to school. The entire learning process must be carried out remotely or with an online system (in the network) (Dhawan, 2020). This makes the interaction between teachers and students very limited, so it is difficult for teachers to know the condition of their students. Teachers find it difficult to carry out active learning and fully control students as in face-to-face learning.

This condition can certainly cause a decrease in students' motivation to learn and also reduce students' academic abilities because the learning objectives cannot be fully achieved. This ongoing crisis then requires all components of education, be it teachers, educational institutions and the government to innovate distance learning through online. This is intended so that the learning process continues well even though it must be carried out in the midst of the Covid-19 pandemic.

Another challenge is how online learning can also monitor student progress. Lecturers are expected to be able to observe the extent of students' understanding and mastery of the material presented. This requires lecturers to have certain strategies, media, and methods in order to be able to measure the impact of the learning carried out on students between before and after learning. Instruments and media for learning and evaluation are important. Lecturers need to facilitate students so that students can show their abilities in various ways that can be used as supporting evidence in providing feedback and appreciation of various expressions and student creations. The media is expected to be able to appreciate students not only at the cognitive level such as understanding, but to a higher level or commonly called HOTS (Higher Order Thinking Skills) such as evaluation and creation. *Google Sites* platform can be an option as an electronic student portfolio because it has been proven to encourage students to learn independently (Song, 2020). The *Google sites* application is a platform where the creation and publishing of web pages is free. The "classic" version of *Google Sites* is very similar to *Google Docs*, with the addition of drag and drop functionality to make it easier to customize the appearance of the site in the future. It is hoped that this model will also make students more actively participate in the learning process (Ali et al., 2019).

Electronic Portfolio is now becoming more popular implemented as a medium of teaching and learning in universities. Because it produces an alternative technique that can be fully implemented and facilitates student engagement during online learning. To prepare students, Ahmad Dahlan University's Department of English Education facilitates students with training to develop their electronic portfolio. In short, referring to a perception (opinion / opinion) is a complex cognitive process that can create a unique worldview that is very different from reality. Perception is also divided into several types that are important to know. of course, a process that must be considered in a perception (Ridwan, 2016).

An internal process that we do to select, evaluate and organize stimuli from the external environment when conducting learning using electronic portfolios. In other words, a way we can change the physical energy of the environment we get to make a meaningful experience is in the form of a written perception to see the final result in using an electronic portfolio. These are all the essence of communication, because if our perceptions are not accurate, it is impossible for us to communicate effectively. The use of electronic portfolios in learning training in the Public

Speaking class, Evaluation in ELT, Assessment in ELT in the PBI study program and Bercerita in the PGSD study program (Elementary School Teacher Program) is one of the latest innovations in the world of education, especially in this study program. In addition, electronic portfolios have recently been applied worldwide in teaching students' skills especially speaking, such as in Taiwan (Huang & Hung, 2010; Sun & Yang, 2015), Korea (Kwak & Yin, 2018).

This study aims to find out how students understand the electronic portfolio development training based on *Google Sites*. This research method uses a quantitative descriptive data analysis instrument with a closed final questionnaire from 123 participants who attended the training. The data collected was then analyzed quantitatively by describing the data in the form of frequency tables and graphs and explained in detail.

2. Method

1. The research methods

In collecting data, analyzing data, and writing reports, researchers will use descriptive quantitative methods to collect detailed and complete data from student perceptions. According to Nasir (2002: 61) Descriptive method is a method in researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. According to Kriyantono (2010) quantitative descriptive research method is a research method that describes a problem whose results can be generalized systematically and measurably. Descriptive research is able to describe a phenomenon in a certain population. In this study, quantitative methods were used to collect in-depth understanding and information about how students felt in the portfolio electronic learning training on *Google Sites*. Through quantitative methods the data collected will be more in-depth not only on the surface in order to obtain complete findings.

2. Sampling & Population

The part of the unit of analysis that is considered representative of the population is called the sample, while the way to determine the sample size is known as the sampling technique. Students who took part in the portfolio electronic learning training on *Google Sites* 123 students. The sampling technique uses a total sampling technique, namely the number of samples studied is the entirety of the existing population members. According to Kriyantono (2010) the total sampling method is considered more accurate because the data obtained completely covers the entire population. There are 123 students involved in this learning training program consisting of 4 classes in semesters 5 & 7 in class A, namely Evaluation in ELT, Assessment in ELT, Public Speaking and Bercerita at Ahmad Dahlan University, students from the English Education Study Program. Of the 123 sources from these students will be the target of research respondents. This student will be contacted for verbal consent to provide a questionnaire for its contents. Data collection is carried out when those who have participated in portfolio electronic learning training on *Google Sites* are carried out online using the *Zoom*.

3. The Variables

The variables in this study amounted to only one or a single variable, not involving other variables that were influencing or influenced. The single variable is the student's perception variable in the electronic learning portfolio of *Google Sites* which refers to the type of perception by Bimo Walgito (2010), namely the perception of humans including knowledge of the application used, motivation, usefulness, effectiveness, level of need, and understanding before or after attending the learning training. As well as perceptions of non-humans including facilitators and the duration of the learning training event.

3. Data collection techniques

The technique that will be used by the researcher is descriptive quantitative. In this quantitative research, one of the characteristics of the researcher is to act as an instrument as well as to collect data. The data collection technique uses a questionnaire that is distributed to the sample or respondents in stages. Kriyantono (2010) said that the questionnaire is a collection of a list of questions to be answered or filled in by the respondent where the answers have been provided by the researcher himself. Respondents used a Likert scale with alternative answers of happy and not happy, Guttman scale with alternative answers of happy and not happy. The total number of items is 123 items related to student perceptions of the portfolio electronic learning training on *Google Sites*.

4. Research instruments

The technique that will be used by the researcher is descriptive quantitative. In this quantitative descriptive research, one of the characteristics of the researcher is to act as an instrument as well as to collect data. The research tool is the researcher himself so that researchers must have direct and written interview guidelines about the field being studied in the readiness of researchers to enter the object of research both academically and logically, observation guidelines, questionnaires, and so on that can be used (Sugiyono, 2008). Then the researchers conducted research with a questionnaire with the object of research which was then processed into descriptive data and analyzed quantitatively by describing the data in the form of frequency tables and graphs and explained in detail. The data collection technique used in this study was a questionnaire, as follows: In this study was conducted to obtain data information that will be processed into a clear data. As for the aspects and indicators in the questionnaire, namely perceptions of the use of electronic portfolios during learning in electronic portfolio development training based on *Google Sites* online 4 classes from semesters 5th and 7th were joined, namely Public Speaking, Evaluation in ELT, Assessment in ELT and Storytelling with features that were easy and often used during lessons, exemplified in the clarity of the material, barriers to the use of several electronic portfolio platforms used by one of the lecturers so that become the basis for new users who want to create an electronic portfolio based on *Google Sites* that is more creative and innovative in learning.

5. Data analysis

The techniques Data analysis techniques used descriptive statistical analysis by utilizing questionnaires filled out by the learning training participants which aimed to obtain a descriptive picture by describing and explaining the existing results. Sarwono (2015) said that descriptive statistical analysis serves to make it easier to provide an overview of respondents based on characteristics such as name, gender, email, class and semester. Descriptive analysis for measuring perceptions about the dimensions of the variables presented in the form of a questionnaire about the development of an electronic portfolio based on *Google Sites* can have a fairly influential effect on the lives of the people who use it. This effectiveness can be the basis for new users who want to create an electronic portfolio based on *Google Sites*.

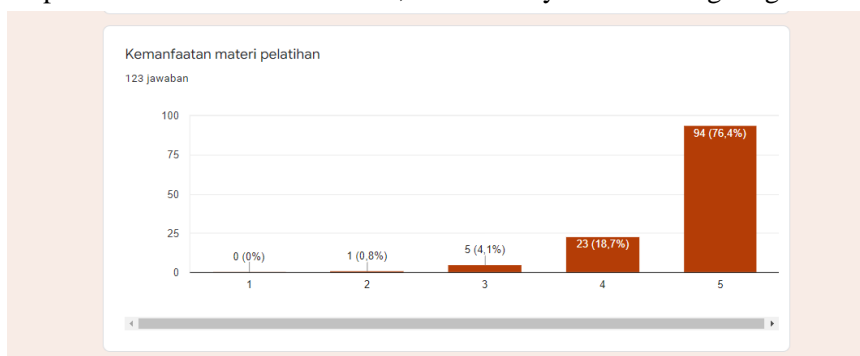
3. Findings and Discussion

At this stage, the researcher will present data from the results of distributing questionnaires that have been filled out by the respondents. The data obtained before being analyzed from the questionnaires that have been distributed. The measurement scale used in this study uses a Likert scale approach. According to Sugiyono (2019), the Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups of people about social phenomena. Researchers use the Likert model device because it is relatively easy to make and easy to answer by respondents (Retnawati, 2015). Based on the results obtained in the questionnaire, 123 respondents will be grouped into categories of strongly disagree, disagree, undecided, agree and strongly agree (depending on the questions listed in the questionnaire).

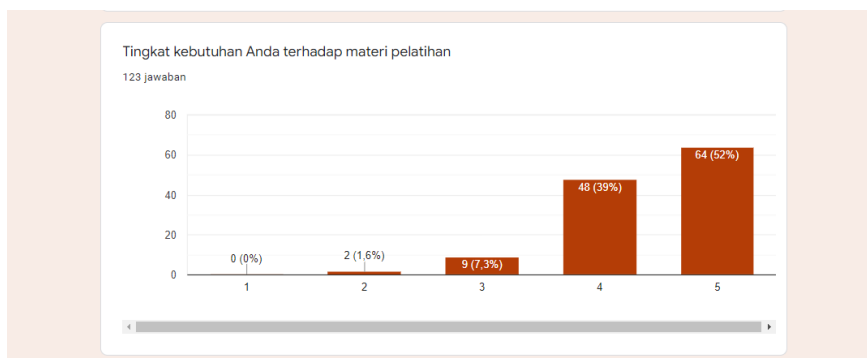
This training program provides students with significant new knowledge and skills for portfolio e-learning training participants on *Google sites*. This can be seen from the changes in participants' understanding and skills before attending the training and after attending the training. Prior to participating in the training, the level of understanding of the participants about the training material varied greatly; 4 people stated they didn't really understand, 21 people said they didn't understand, 29 people said they understood and didn't understand, 33 people said they understood and 37 people said they really understood. There was a total of 52% of participants who did not express their understanding.

Through this training, all participants are able to develop an electronic portfolio based on *Google Sites* as a learning medium. Students are trained to present the subject matter that has been taught on their portfolio electronic pages so that later students can access the subject matter to be repeated or to teach again as a teacher more easily and interestingly. Not only material, students can also produce or submit assignments, exercises, and exams on the electronic portfolio page.

Of the 123 participants, almost all of the training participants (76% or 94 people) stated that this training was very useful, 23 people (18%) stated it was useful, 5 people stated it was quite useful and 1 person stated it was not useful, as shown by the following diagram:



The statement that this program is very useful can be caused by several factors, for example the level of need for the results of the training for participants as shown in the following diagram:



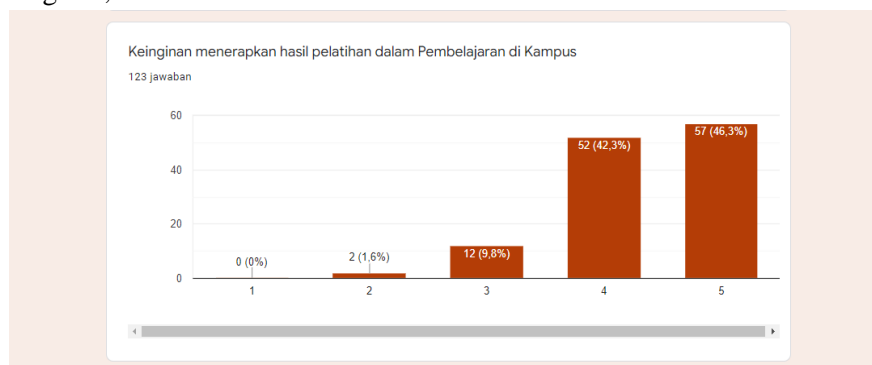
According to the diagram above, 52% of participants stated that the level of need for the training was very necessary, 39% said they needed it, 7% said they were in doubt between needing and not needing, 1% said they didn't need it and no one said they didn't really need it.

This training program provides participants with significant new knowledge and skills. This can be seen from the changes in participants' understanding and skills before attending the training and after attending the training. The following diagram shows the level of understanding of the participants before attending the training:



Prior to participating in the training, the level of understanding of the participants about the training material varied greatly; 4 people stated they didn't really understand, 21 people said they didn't understand, 29 people said they understood and didn't understand, 33 people said they understood and 37 people said they really understood. There was a total of 52% of participants who did not express their understanding.

After attending the training, the condition of the participants changed significantly, namely no one stated that they did not really understand but there was 1 person who stated they did not understand, and 87% (108 people) stated they understood and understood very well. There are only two people (13%) who state between understanding and not understanding, as shown in the following diagram;



Through this training, all participants are able to develop an electronic portfolio based on *Google Sites* as a learning medium. The teacher presents the subject matter on their electronic portfolio page so that later students can access the subject matter that has been studied or will be given to teach more easily and interestingly. Not only the material provided, you can also deliver assignments, exercises, and exams on the electronic portfolio page.

The students' desire to apply the results of the training has been carried out after the training is carried out, as shown by the following diagram:



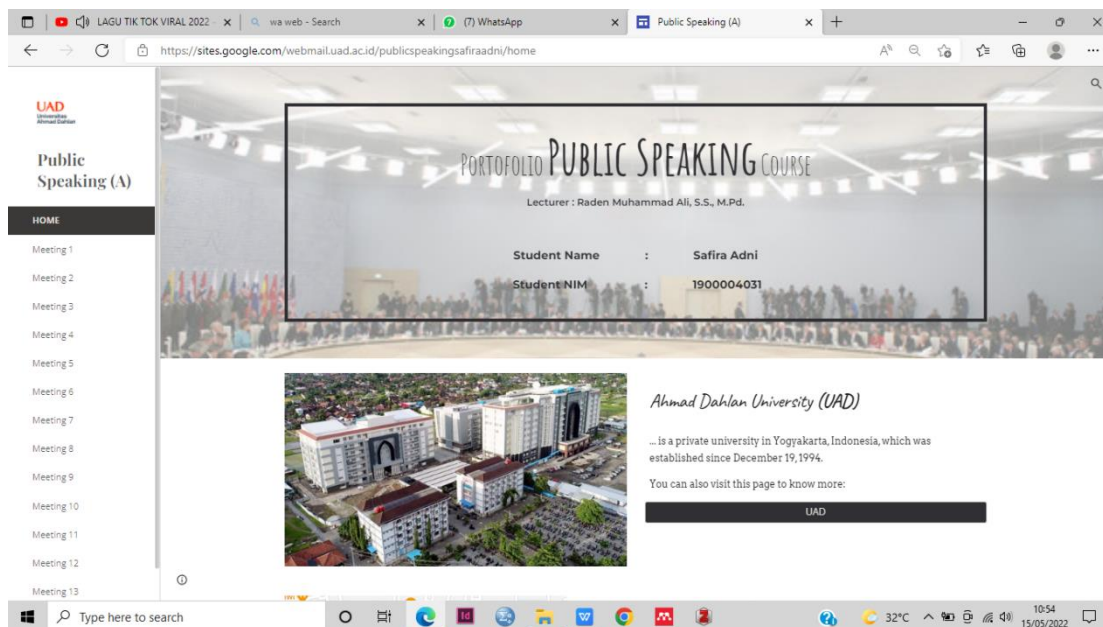
Of the 123 participants, some of the training participants in wanting to apply the results of the training were (47% or 57 people) stated that this training was very high, 52 people (43%) stated

high, 12 people expressed doubt between high and small, 2 people stated small and no one is unwilling to apply the results of this training.

Here are some URL links and electronic portfolio screenshots developed by participants:

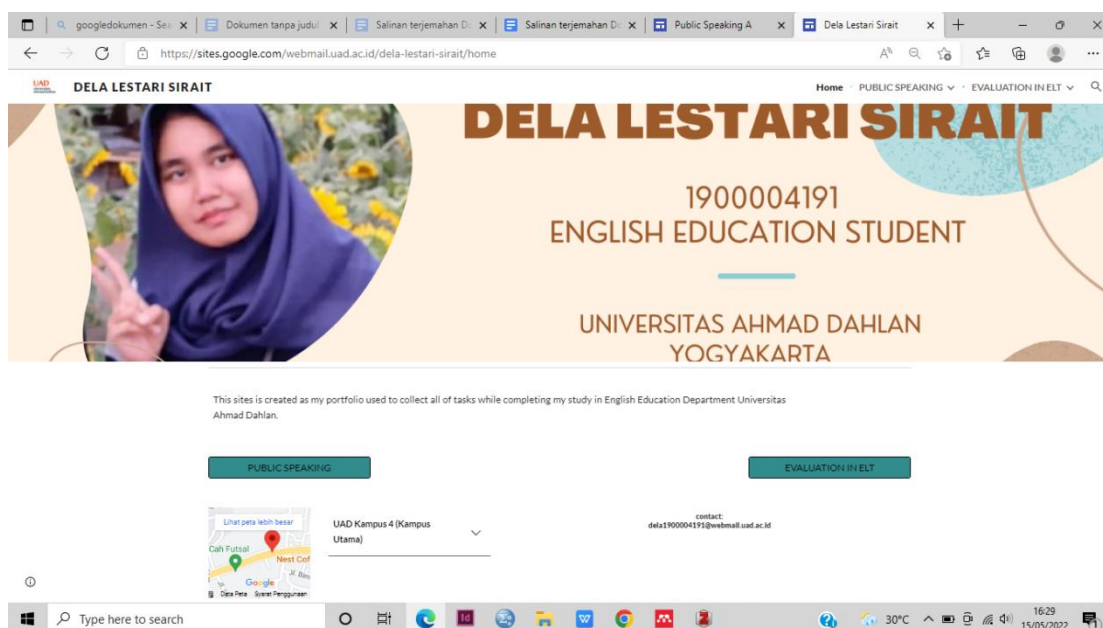
1. Electronic portfolio front page by Safira Adni, 1900004031.

The link: <https://sites.google.com/webmail.uad.ac.id/publicspeaking safiraadni/home>



2. The front page of the electronic portfolio by Dela Lestari Sirait, 1900004191

The link: <https://sites.google.com/webmail.uad.ac.id/dela-lestari-sirait/home>



After attending the training, the condition of the participants changed significantly, namely no one stated that they did not really understand but there was 1 person who stated they did not understand, and 87% (108 people) stated they understood and understood very well. There are only

two people (13%) who state that they understand and do not understand. There are only two people (10%) who state between understanding and not understanding, as shown in the following diagram.

This training has an impact on the participants. Participants who feel that they still do not master the technicalities of developing an electronic portfolio based on *Google Sites* will continue to practice and improve their mastery. Almost all participants intend to apply the electronic portfolio in learning because according to the participants learning using this electronic portfolio is very interesting and will improve students' skills and creativity, reduce boredom of learning and teaching, can increase student-student interaction and student-teacher interaction, especially in this era of globalization pandemic like today.

4. Conclusion

The conclusions about the portfolio electronic learning training program on the *Google Site* for 5th and 7th semester students who are in class A, Assessment in ELT, Evaluation in ELT, Public speaking and Storytelling are: (1) Students really need portfolio electronic learning training contained in application *Google Site*, (2) The training runs smoothly and effectively (3) The training increases participants' understanding of online learning and improves participants' skills in developing electronic portfolios, especially based on *Google Sites*.

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3. All participants of the electronic learning portfolio training on *Google Sites*.
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The articles resulting from this research have been prepared properly and properly. Hopefully this research can be accepted and useful and provide added value for readers.

Declarations

Author contribution : My friends and my teacher.

Funding statement : This research is the result of cooperation between students and lecturers to prepare students, especially the Department of English Education, Ahmad Dahlan University facilitates students with training to develop their electronic portfolio based on *Google Sites* can have a fairly influential effect on the lives of people who use it.

Conflict of interest : The authors declare no conflict of interest.

Additional information : No additional information is available for this paper.

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