USING GOOGLE SITES AS AN E-LEARNING MODULE FOR ONLINE LEARNING: A MODE OF CHOICE DURING THE COVID-19 PANDEMIC

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Abstract

Covid-19 has forced teachers and students, globally and in Indonesia, to experience unprecedented ways of teaching and learning. Online platforms became a mode of choice for all. Google Sites is a cutting-edge platform that gives hopes and promises to help teachers develop materials. This study is intended to investigate how Google sites as an e-module works in the classroom and how students perceive it. A descriptive qualitative design is employed, involving sixteen senior secondary students. It gathers data from document analysis and interviews, which are further analyzed qualitatively. The study shows that Google Sites offers various features allowing students to have video of particular topic explanation, do quizzes, and submit their assignments. Positive response from the students towards it is also portrayed in the interview results. The students think that Google Sites is quite helpful, interesting, interactive, and easy to use. Unstable internet connection, however, is mentioned to be an aspect limiting their activity in using it.

Keywords: Google Sites; E-Module; Covid-19

INTRODUCTION

Online learning has become more popular especially when Covid-19 hits the world. It forced teachers and student to have a different, yet new, way of conducting teaching and learning process. Online learning is like being the primadona in the world of education amid the Covid-19 pandemic. With this increasing popularity, students' perceptions of implementing online learning have become a top priority for their education. Online learning development is linked to development, technical improvements, and also better computer affordability. In the late 80s and 90s, for the first time, online education and training was carried out Computer-Based Training (CBT) (Eger in (Hubackova, 2015)). Now, that computer is connected with a tool called internet. Having the internet connection, everything seems to be easier. Internet allows teachers and students to interact each other even if they are in distance. It gives them opportunity to get what they need better and richer supporting them to reach their learning objectives properly (Dogruer, Eyyam and Menevis, 2011). Another thing which becomes part of internet benefit is that it offers wider sources for students to get materials related with the lesson as they may have some useful websites such as Youtube, Google, Yahoo, and so on (Puspita and Rohedi, 2018). The combination between the computer device and also internet leads all aspects in the teaching and learning process to be adjusted with the current situation, including the way teachers provide materials for the students. Previously, simply, teachers could give physical book to their students or, they may allow the students to borrow it from the school library. They could get the material, further explanation from the teacher, and also some exercises available on the book. However, Covid-19 makes it risky to let the students do what they used to do previously since collaboration and communication have been limited to

students in the same class. Today, a large number of learning resources encourage self-learning and transcend geographical boundaries (Al-Fraihat et al., 2020). Moreover, teachers are required to find another way as solution for providing appropriate material for their students. They are encouraged to give students easiness to get the material so that students could still learn well even though the situation is not the same. This is because it is necessary to have teaching materials that to meet learning outcomes effectively, therefore this study used e-modules as teaching materials (Sugiani et al., 2019). Therefore, Google Sites become one of an alternative chosen by some teachers to provide students with abundant and appropriate material. Google sites makes it possible for teachers to give online material for the students since it could be assessed 24/7 meaning that it could be assessed anytime and anywhere offering flexibility for students. The other benefit of e-module as a result of technology is that it gives direct feedback and allows rapid changes to students' misunderstandings (Astalini, et al, 2019). Online learning makes learners and teachers to conduct teaching and learning process by the help of internet and other applications related even though they are separated by distance. Means, Bakia and Murphy (2014) illustrate four dimensions of online learning as follows:
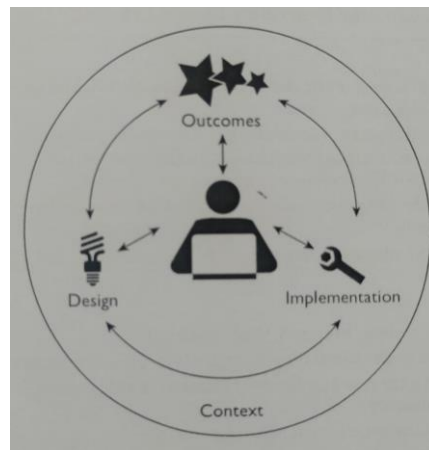

Figure 1. Four Dimensions of Online Learning

Online learning relies on the four dimensions. *First,* context. Considerations regarding Context are the field of use; whether online learning application is suitable for the target learners. Then, breadth of online learning also needs to be taken into consideration since it is related with whether it is a full certificate or degree program, a formal course, a training, or a brief learning episode (educational object. The last one is the nature of learners; some important learner' characteristics – average age, interests and also learning styles. *Second,* instructional design. It suggests teachers to choose wisely what is needed by the students such as the mode they will use; synchronous or asynchronous. Then, they also need to think how they present material to the students and how they make them engage with the material given. Those considerations need to be taken into account since it will affect other dimensions; implementation and outcomes. A research conducted by Bahasoan and colleagues (2022) revealed that most students were actively involved in the online learning. By the support of technology features such as Zoom, Google Meeting, Google Classroom and some other online application, they may follow the class well. Besides, it also encourages them to utilize more online application to support their learning process. Moreover, it could be concluded that the online learning can be implemented well as long as it is strengthened with the suiitable online application offereing easiness for the students. In addition to that statement, some teachers claim that the help of google sites as an E-learning module help them a lot in providing suitable materials needed by students. Based on a research conducted Hamid, et al (2020), google sites offer feasibility

facilitating students material to learn and media for teachers to teach. It is also in line with what Sumarni, Bachri, Irawan and Aliman (2021) said that e-module might be used for students to learn especially in disaster area. The e-module helps them to learn even when the situation is not condusive for them to learn in conventianal or traditional class with traditional learning media. Therefore this study intends to investigate deeper how Google sites works in online learning and how it is perceived by the students.

METHOD

Qualitative research design was implemented in this study allowing in-depth investigation into the occurrences, such as who was involved, what was involved, and where the events took place (Lambert & Lambert, 2012). Meanwhile, the data was gathered by having document analysis towards the features available on the Google sites which was created by the teacher. Besides, an interview was also conducted to the teacher with more than eight-year teaching experience of a private senior high school. The teacher was selected based on several considerations; *first,* eight-teaching experience allows him to have rich experience of teaching which can be used to decide what is good or what should be improved for the students. *Another consideration is* because the teacher is familiar with the use of Google-sites for online learning during Covid-19 pandemic. It is used to present material, exercises and also tasks for students. *Last but not least,* it is based on his willingness to join the study creating good communication which is beneficial to get comprehensive result of the study. Meanwhile, to know how Google sites is perceived, 15 students were involved. Their involvement was because they used Google sites a lot for their learning as suggested by the teacher for almost two years since the beginning of school from home. Moreover, questionnaire to those 15 students was distributed in determining their responses toward the use of Google-sites as an E-module during Covid-19 pandemic.

As mentioned previously, the instrument used were interview and questionnaire. Interview was only for teacher. It consisted of 15 open-ended questions. All questions are related to the main reason of using Google-sites as an e-learning module, the benefit as well as the challenge of it, and also the way to cover each challenge faced in using it. On the other hand, for students, questionnaire was distributed. The questionnaire consisted of 25 statements covering their thought towards the use of Google sites as an e-learning module. Later on, after all the processes are completed, the researcher analyzed the data collected by implementing explanation building analysis, a procedure in qualitative approach in which the researcher should give narrative data which reflects some theoretical propositions (Burn, 1994: 324), as the main procedure. It was used to be able to show the evidence in the study and relate it to findings.

RESULTS AND DISCUSSION

Results

The result of the study is divided into three sections; features on Google sites, interview and questionnaire result.

Features on Google Sites

Google sites, created by the teacher, follows what curriculum suggests. However, it is also adjusted with several matters such as students' needs, interests, and also time allocation. There are several features available on the it; homepage, classes, directions, video, video slides,

exercises in with the help of some online applications such as quizzes, live worksheets and google drive. The detail feature could be described as follows:

Homepage

Homepage is the first thing the students will have when they open the sites. In this homepage of the Google Sites, it can be seen that there are several features. The first one is that name of the subject, teacher's personal information and also classes for the students to choose.

Picture 1. Homepage of Google sites

Material Information

When the students click their class, then, they will find some material information that they will learn. The information includes the week that they have and also the focus of the material they will get which is made as the title.
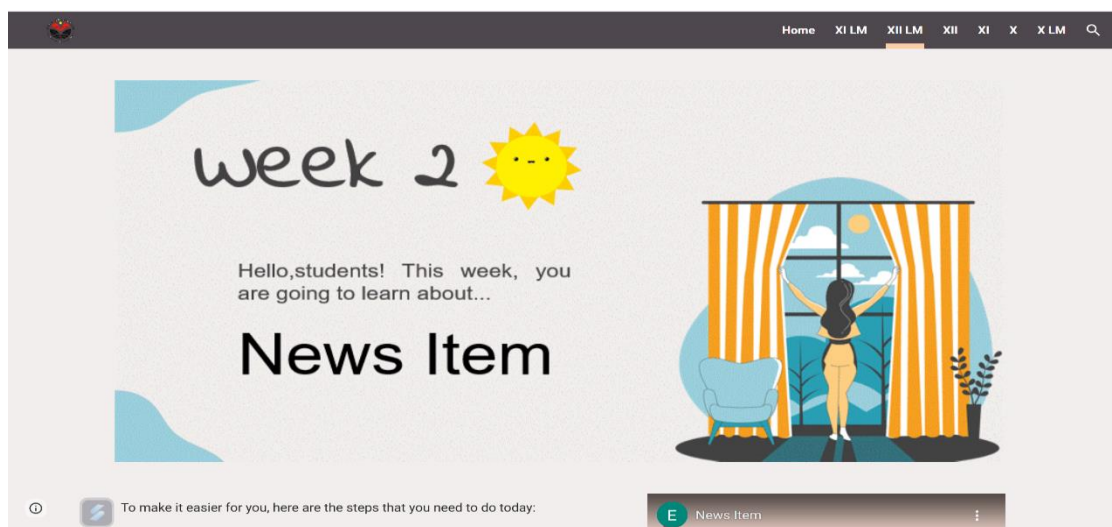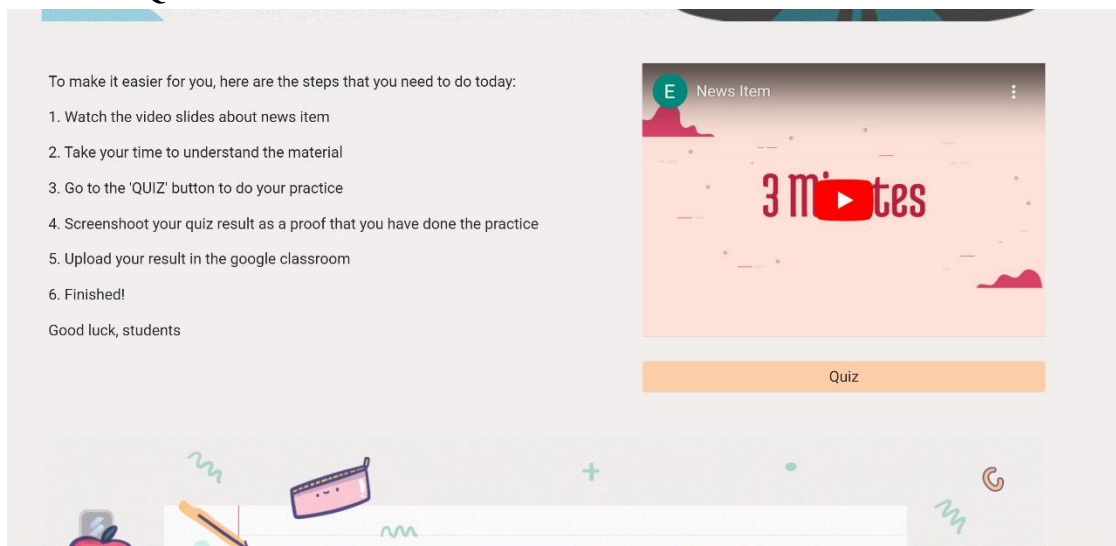

**Picture 2**. Material information

Direction

Direction is made before after the material information. This direction leads to what activities that the students to have, what they need to do with the material and how to deal with the exercises given.

Material and Quiz

Picture 3. Direction

Based on picture 3 shown previously, it is clear that the material is given in the form of video. The video is made specifically by the teacher. The teacher uses her own voice recording which is combined with the illustration made also by herself. Essentially, the material is not only in the form of video, but there are also some materials presented in the form of posters containing only written form. Meanwhile, for the quiz, when the students click the quiz button, they will be led to other online applications named Quizzis, Live Worksheet, and also Google drive. The form of the quiz for exercises is different from one material to another one.
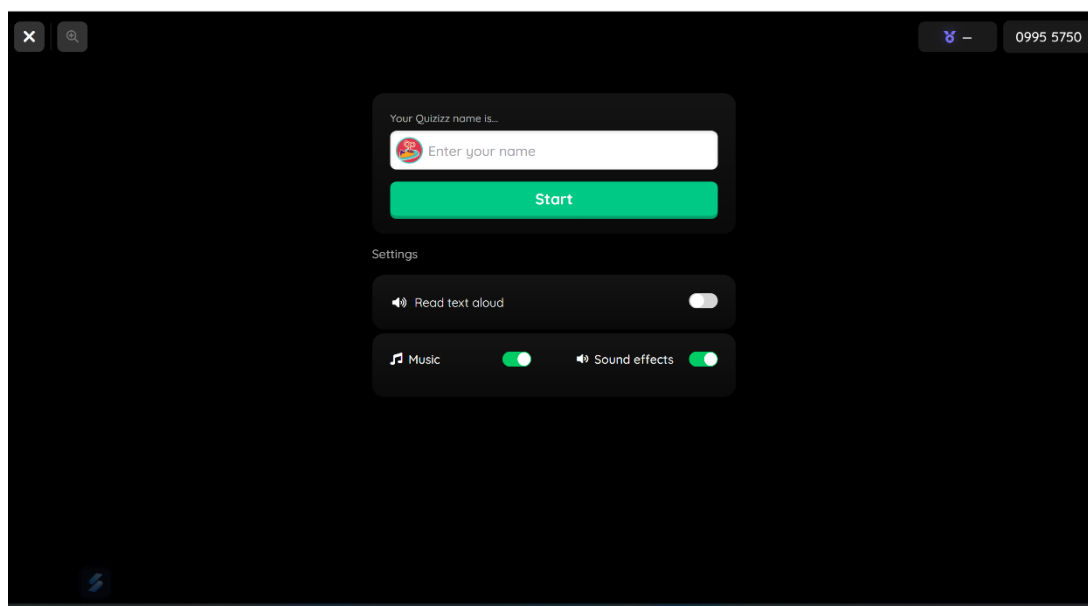
Picture 4. Quizziz
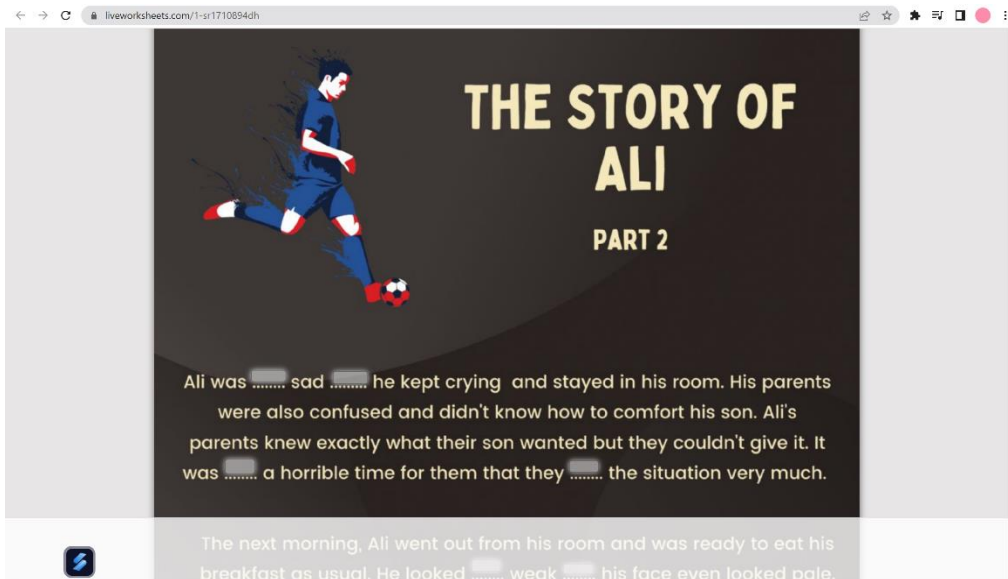
Picture 5. Live Worksheet

Interview Result

Interview is conducted to gather data about the main consideration of the teacher in using Google sites as an E-learning module during Covid-19 pandemic as well as its benefits and challenges. There are fifteen questions asked to a teacher as the participant in this study with the result described as follow:

Table 1. Interview result

Questions	Answer
1. What did you usually use to present materials for students before Covid-19 pandemic?	I usually used book a lot to give material to students. Sometimes, I also enrich it with other materials from internet and so on.
2. Do you think that it cannot be used anymore? What makes you change your mind?	Well, it still can be used, however, during the pandemic, students have less opportunity to go to the library to get the book. They are also suggested to be at home. Besides, even if they could buy it, how they collect it to be revised? Therefore, probably, it could be their enrichment material in this situation.
3. How do you know about Google-Sites?	I am suggested by the school to use it. Then, I try to find more information about it and I try to use it.
4. What makes you think that Google sites can be used to be an e-learning module for our students?	With all the features that it has, to my mind, it will be helpful both for me to present materials and also help my students to access it easily.

5. How do you learn to use it?	I followed some tutorials in Youtube, besides I also did a discussion with another English teacher to collaborate, so it is very easy for me to handle any difficulties that I faced in constructing it.
6. How long it takes for you to operate it well?	Almost two weeks
7. Do you think that you could master it well?	Now, yes. I could understand the function an dhow to use it well especially when it comes to what my students need to have or know.
8. Could you handle any questions related with the use of it from the students when they get trouble?	Sure. Most of the questions coming from students are usually related with the technical issue. So far, they know the detail feature available on the sites. About technical issue, it is usually because of their unstable internet connection.
9. What makes you so sure that your students could use it well?	From the start, I gave instruction to my students as clear as possible on how to use the sites, and what they need to do with it. Then, the result was amazing, they could use it well without any significant difficulties and it made me so sure that google sites could be used as expected.
10. What challenge(s) do you find when using it?	It takes time a lot. Mostly, I made the material by myself, like making the video by my own voice, give the illustration, creating the quiz for exercises. It needs extra time.
11. How do you overcome it?	I spend special time and also deadline for myself to complete all the things. Since I also collaborated with another English teacher, the work becomes easier.
12. What benefit can you get from the use of it?	There are so many benefits that I get from the use of it. I could check my students' work easily because it linked to my email and google classroom, so it is easier for me to check it. Then, if it is book, usually I forget to save it, or even it is broken because it is wet, or something else. But then, by using it, the worry was gone. It could be accessed anywhere and anytime. It also allows me to give more learning experience to my students by giving them quizzes, essay work through different applications. Since it is free application, so I don't need to spend more

	budget for it. Oh, one more, it is very interesting because I could design it as I want so I could make it more colorful with many pictures, so my students could enjoy it.
13. Have you ever asked your students about the use of it?	Sure. In the second meeting after I gave it to my students.
14. What did they say?	I asked them about the use of it and they say 'ok' with it. Even, one of them said that he likes it because it seems high-tech.
15. Do you think that you will continue using it even though the school is back to normal?	Sure. I think I will continue using it to give my students different learning experience.

Questionnaire result

The questionnaire distributed to 15 students consisted of 25 statements determining students' perception toward the use of Google sites as an e-learning module during Covid-19 pandemic. The statements cover six major issues; students' familiarity, mastery, difficulty, curiousity and flexibility. Hence, the questionnaire result is presented due to those major issues.

Familiarity

Students' familiarity could be determined from the first statement to the fourth statement. Those statements try to figure out whether they are familiar with Google sites and how they know about it.

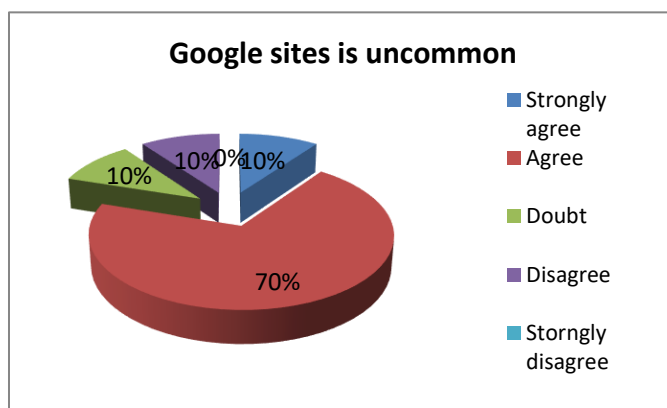**Chart 1**. Students' familiarity on Google sites

Chart 1 shows that 70% of students agree that Google sites is something common for them. Only 10% of them who thinks the opposite and other 10% are still doubt about it.

Mastery

In terms of mastery, there are five questions related with it. The result can be seen in this following chart:

Chart 2. Students' mastery on Google sites

I found Google sites easy to be used

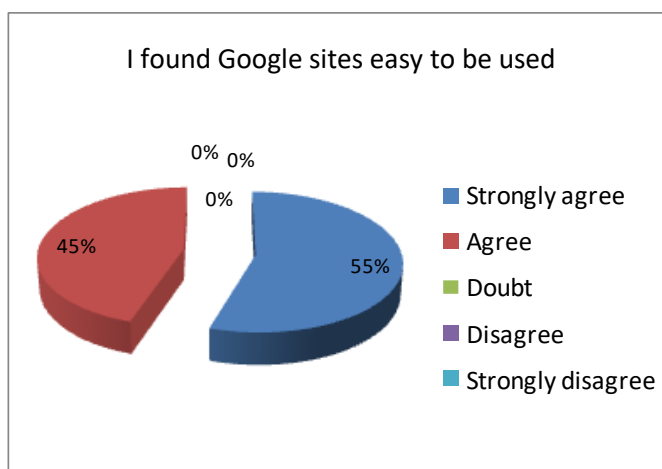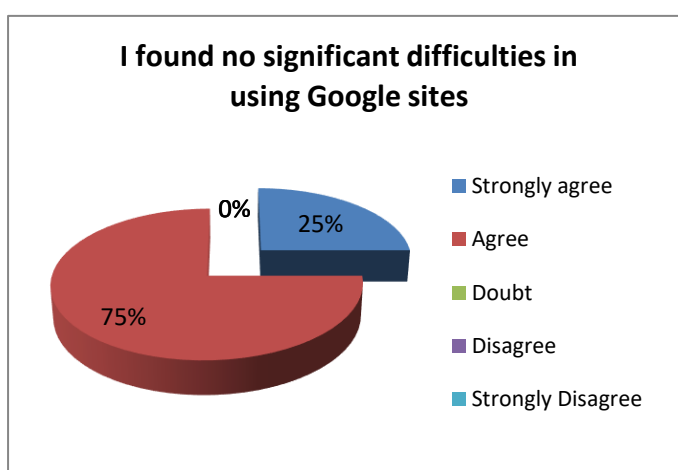| Legend |
| --- |
| ■ Strongly agree |
| ■ Agree |
| ■ Doubt |
| ■ Disagree |
| ■ Strongly disagree |

0% 0%
0%
45%
55%

Chart 2 shows that more than half of the students (55%) states that they strongly agree about their capability in using Google Sites. Besides, nearly half of the students (45%) agree that they know how to use all features in Google sites for their learning.

Difficulty

Difficulties faced by students are derived from their answer on four statements in the questionnaire that could be illustrated as follow:

Chart 3. Students' difficulty in using Google sites

I found no significant difficulties in using Google sites

Legend
■ Strongly agree
■ Agree
■ Doubt
■ Disagree
■ Strongly Disagree

0%
25%
75%

Based on Chart 4, it can be seen that there are no significant difficulties faced by the students in using Google sites. It is in line with the result showing that 75% agree that they found no significant difficulties in using Google sites and the rest, 25% state agree with it.

Curiosity

Curiosity coming from the students could be clearly seen from the way they answer four statements in the questionnaire given. Following is the result of it.

Chart 4. Students' curiosity towards the features available on Google sites
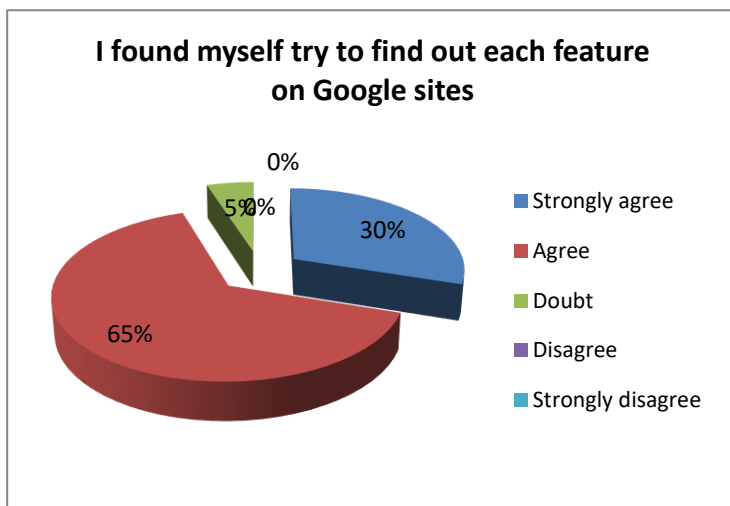

Chart 4 shows that most students are trying to find out the function of each feature available on Google sites proven by the percentage of those who say agree, 65% supported by 30% who strongly agree with the statement. However, there are still 5% of them who are doubt about it.

Flexibility
The last three statements dig information about how students find Google sites flexible for them to be used. The response is as follows:

Chart 5. Students' flexibility in using Google sites
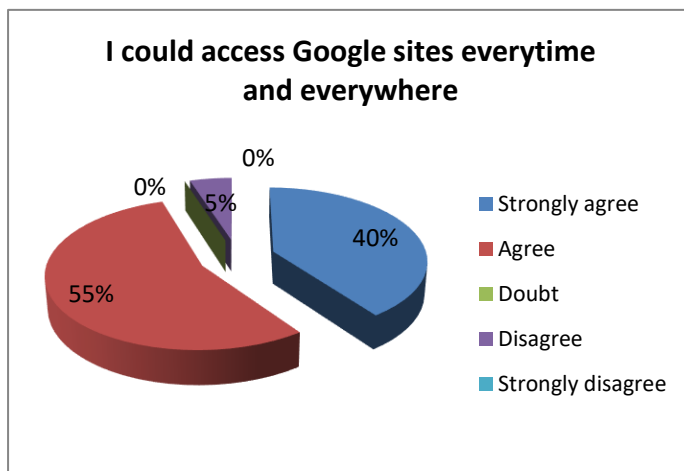
There are 55% stating that they found Googles sites flexible to be used. It is also supported by 40% of them having the similar opinion towards the flexibility that it offers for them. Even though other 5% disagree with the statement.

Discussion

Referring to the results of the study, there are three main points that could be highlighted. Firstly*,* Google sites helps teacher to present their materials in the forms of e-learning module to cope up with the students' needs. Google sites offers the teacher off-tune ways off of presenting various materials in various forms, such as videos, video slides, posters and so on. This enables students to experience new learning experiences. Videos having suitable music and duration, in fact, would help students to be able to memorize the content knowledge better and longer (Razimi, Hishamuddin and Mahizer, 2019). In this context, Google sites helps teacher to accommodate students' needs by involving consideration about their learning styles. By understanding students' learning style, it is believed that the activities will be far more meaningful. It will make students engage with what they are talking about or what they need to do during the learning process. Besides, it will also give them chance to communicate academically better with their friends (Poon, 2000). This is also supported by Brent and Felder (2013) suggesting that teachers need to provide media that could facilitate students' differences such as motivation, attitudes of learning, and also responses. These differences need to be taken into account for deciding the most suitable one for the students. Especially during Covid-19 pandemic, where students need to school from home, they need a learning media which could help them to learn better. That is why, the choice of google sites seems to be suitable with such condition.

Furthermore, since Google sites could easily be linked with other online applications (see picture 3), the teacher could give the students a quiz through other applications such as Quizziz, Live Worksheet and Google drive, without providing another link for the students. Therefore, the students could only click the quiz button, and it will lead them directly and easily to other applications prepared by the teacher. In other words, it eases the students to deal with the practice they need to complete. Thus, they will focus more on the practice rather than the technical issue they may have in using it.

Secondly*,* Google sites is user-friendly and easy to use as indicated by the interview results. The teacher finds it easy to use, and she claims that it only takes two weeks to master it well. Two weeks is relatively short because if an application is hard and complicated, it will normally take months to master it. Besides, the two-week time that the teacher needed also indicates that Google sites is user-friendly. This reiterates the belief that there are no significant difficulties faced by the teacher in using Google Sites indicating that the teacher may solve problems related with the use of the sites. This is in line with research conducted by Su-Chao (2007) identifying the use of websites for online course. The result shows that when the application, in this case, website is easy to use, it will boost teacher's creativity. This is because the less problem that the teacher has, the better teaching preparation she will have. Moreover, it is clear that the easiness in using the Website helps the teachers in preparing what material, quiz and so on to be given to the students. Based on the interview, the only and biggest challenge in using Google Sites is the time needed to create the materials, not to comprehend the technical aspects. The creation of material process takes a longer time because the teacher makes it by herself. She has positive attitudes toward the use of authentic materials in the online learning classroom. This is similar to a finding of a researcher conducted by Huda (2017) stating that authentic material is more preferable to be used in the class. The authentic materials might be a tool to be closer with the students' world. This indirectly leads them to a meaningful learning

in which they know their intention to learn. Besides they also become more aware about the benefits that they have when they learn it. In addition, this awareness will make them realize that the Google sites used in the learning process is something that they need to help them in learning better.

Another reason affecting the teacher needs a longer time to create materials is because the teacher wants to give various forms of material to avoid monotonous in the learning process. The teacher tries to give fun and enjoyable learning materials and activity for the students so that they could be more motivated in following the lesson as suggested by Machwan (2015). The research shows that materials enhanced by visual aids like clips, episodes, documentaries or even films might be part of the teacher effort to facilitate students in learning the language attentively. Therefore, by doing so, even though it is an online learning, the students will not miss any learning experiences they need.

Finally, Google sites is perceived well by the students. This perception is derived from the result of questionnaire. The students feel that they are familiar with the use of it because the teacher gives them detail instruction or information of how to use it in the beginning of the lesson. Therefore, they become more familiar with it. Then, they also state that they could use it well: they could handle all confusion and technical issues. They could manage how to handle it by asking, mostly, to the teacher meaning that they are sure that the teacher could help them in solving it. The other thing coming from the students is that it could increase their curiosity for the features available on the sites. Hence, they try to find out how they could deal with every feature on it. By doing so, it indicates that it is something new and interesting, and that indirectly leads to their motivation of learning (Harandi, 2015). That is why, if it happens continually, they will have no reason to skip or miss the lesson anymore. However, based on the interview with the teacher, the most common issue or difficulty of the students in using Goggle sites is that their unstable internet connection. Although it offers flexibility for them to be accessed anytime and anywhere they want, it will be useless if they have no internet connection. Since it is an e-module, it certainly requires stable internet connection, and if they do not have it, it will be another problem for them limiting their involvement in the learning process.

CONCLUSION

Google sites as an e-module for online learning during Covid-19 pandemic might be used as an alternative to present what is needed by the students. It allows easiness to both teacher and students. To teacher, it gives choices for giving not only written material but also audio-visual material in the form of video. Besides, the easiness of it allows teacher to combine it with some other online applications giving more learning experiences for the student. With all the things that it offers, then, it is not a surprise if the students give positive response towards the use of it in their learning process. They claim that there is no significant problem faced while using it. The only thing bothers their comfort in using it is that the unstable internet connection.

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