MPLS (School Environment Learning Media) with the Google Site Platform In The Management Of Learning Content, Discussions, Assignments, And Assessments

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Abstract
One form of community service that can be done is by implementing technology-based learning media in the school environment. In this context, we focus on using the Google Site platform to manage learning content, discussions, assignments, and assessments at SMK Esa Prakarsa. Google Site offers several advantages that are relevant to the needs of SMK Esa Prakarsa. Google Site learning content management allows you to organize learning materials in a structured way in the form of easy-to-access web pages. Materials can be integrated with a variety of formats such as text, images, videos, and links to external sources. Discussions and collaboration integrations with Google Classroom and Google Meet allow for more interactive discussions and collaborations. Comment features and discussion forums can be implemented to increase student participation. Assignment collection and grading can be uploaded and collected digitally through Google Classroom, which integrates with Google Site. Assignment assessment can be done online with a transparent and efficient assessment feature. This program is in line with the concept of Independent Learning Independent Campus (MBKM) which encourages students to be involved in community service activities that have a real impact. The use of Google Site as a learning platform also supports Key Performance Indicators (KPIs) which emphasize innovation in learning and the use of information technology. The condition of the school of SMK Esa Prakarsa is a vocational high school that focuses on technology and industry. The school has a number of skill programs that prepare students to enter the workforce or continue their education to a higher level. However, challenges in learning management are still the main obstacles that hinder the teaching and learning process.

Keywords: Learning Media, Google Site, SMK Esa Prakarsa.

INTRODUCTION

Community service is one of the important aspects of higher education, especially in the Independent Learning Independent Campus (MBKM) program which mandates the involvement of lecturers and students in real activities in the community (Ministry of Education and Culture [Kemendikbud], 2020). One form of community service that can be done is by implementing technology-based learning media in the school environment. In this context, we focus on using the Google Site platform to manage learning content, discussions, assignments, and assessments at SMK Esa Prakarsa.

Esa Prakarsa Vocational High School (SMK), like many other vocational schools, faces various challenges in learning management. Some of the problems identified include: difficulties in compiling and delivering materials in a structured and easily accessible manner (Putra & Kusuma, 2021), materials spread across various media so that they are difficult to remanage, lack of collaborative discussion platforms, lack of in-depth interaction, collection of manual tasks that are prone to administrative errors, and less transparent and efficient assessments (Putra & Kusuma, 2021).

To solve the above problem, we propose using Google Site as the main platform. Google Site allows the organization of material in easily accessible structured web pages, with the integration of text, images, videos, and external links (Google LLC, 2021). In addition, the integration of Google Classroom and Google Meet supports interactive discussions as well as comment features and discussion forums that increase student participation (Dwiyanto & Haryanto, 2022). Assignment collection and grading can be done digitally through Google Classroom connected to Google Site, making the grading process more transparent and efficient (Google LLC, 2021).

This program is in line with the MBKM concept which encourages students to be directly involved in results-oriented community service (Ministry of Education and Culture, 2021). The use of Google Site also supports the achievement of the Main Performance Indicators (KPIs) of universities, especially learning innovations and the use of information technology (Ministry of Education and Culture, 2021).

SMK Esa Prakarsa is a vocational high school focused on technology and industry, with internet access and computer devices but its utilization is not optimal for content management and learning interactions (Putra & Kusuma, 2021). Meanwhile, teachers and staff show a high interest in improving the quality of learning through technology, but still need training and assistance in the effective use of digital platforms (Dwiyanto & Haryanto, 2022).

RESEARCH METHODS

In the initial stage of the research, observation and needs analysis were carried out to ensure the suitability of Google Sites-based School Environment Learning Media (MPLS) with real conditions at SMK Esa Prakarsa. This observation includes identifying the needs of schools and teachers in the provision of digital learning content, as well as mapping the available technological infrastructure, ranging from the availability of internet networks to supporting hardware and software (Ritonga & Putri, 2020; Kuswanto & Yuliana, 2021).

Furthermore, considering the importance of user readiness, training and socialization were carried out in a structured manner. Teachers and school staff attend intensive workshops on the use of Google Sites from creating learning pages, managing navigation menus, to integrating Google Forms for assignments while students and parents receive socialization sessions that emphasize the benefits of the platform in supporting the teaching and learning process, material access mechanisms, and procedures for active participation in online discussions and assignments (Bates & Poole, 2003; Shank, 2005).

With this basic knowledge, the implementation and mentoring stages begin. The research team collaborated directly with teachers in designing learning modules, developing digital curriculum structures, and uploading interactive materials. In this phase, daily technical consulting services are also provided to answer operational constraints, so that teachers can optimally utilize Google Sites features without significant obstacles (Arikunto, 2013; Sugiyono, 2017).

Concluding the series of activities is continuous evaluation and development, where the effectiveness of the use of the platform is measured through the analysis of access log data, quantitative satisfaction questionnaire responses, as well as in-depth interviews. Based on the results of the evaluation, recommendations for improvement were prepared including improving interface design, adding advanced training modules, and assessing the integration of assessment tools as part of a continuous development plan to ensure that MPLS Google Sites

can continue to support the quality of learning at SMK Esa Prakarsa. (Zaim, 2019; Mulyasa, 2014)

RESULTS AND DISCUSSION

In understanding the features, the average quiz score reached 87%, exceeding the minimum target of 80%. This illustrates that most of the participants managed to capture the basic concepts of page structure, navigation, and the effective use of Google Site templates. This score demonstrates a strong foundation of understanding for moving into more complex material, such as multimedia integration and responsive display optimization.

Figure1.*Pemberian Materi Media Pembelajran*

Of the 25 participants, 23 people were declared "Satisfactory" in the independent task of creating learning pages, while 2 people still needed assistance. The high proportion of tasks with satisfactory results (92%) indicates that the hands-on methods and case studies used are very effective in strengthening theoretical knowledge. The existence of two participants who need assistance is also a valuable input to design additional coaching sessions.

The average frequency of interaction between posting material and comments reaches 7 times per day, exceeding the target of at least 5 interactions. This figure signifies a significant increase in participant engagement, which previously tended to be passive in traditional classroom discussions. Integrations with Google Classroom and Google Meet have been proven to facilitate more dynamic interaction and peer-learning between teachers. All collected tasks were successfully assessed in less than 24 hours. This speed is crucial for providing quick feedback to teachers who are learning, so they can immediately improve and optimize their site. A transparent and integrated assessment process through Google Classroom demonstrates significant administrative efficiency. The final survey of the training recorded an average satisfaction score of 4.3 on a scale of 5. This positive response not only confirms the quality of the content and training methods, but also highlights the enthusiasm of the participants in applying the knowledge gained into daily practice in school.

Figure2.*Pemberian Materi Platform Media Pembelajran*

In this community service activity, the development of school environmental learning media was carried out using the Google Site platform as the main means. Google Site selection is based on ease of access, integration with various Google services such as Google Drive, Google Forms, and Google Classroom, and the ability to support structured and interactive content management.After the MPLS platform was successfully built, the school environmental learning content was systematically compiled and enriched with multimedia elements in the form of images, videos, and supporting documents. Teachers are given full access to manage content, so that the process of updating materials becomes faster and more responsive to students' learning needs. This is proven to increase the accessibility of materials for students who can learn anytime and anywhere without space and time limitations.

In addition to content management, the platform also provides an integrated Google Groups-based discussion forum feature, which serves as an interactive communication platform between teachers and students. Observations during the implementation showed an increase in students' active participation in online discussions, which previously tended to be passive during face-to-face learning. This discussion helps students to exchange ideas, ask questions, and strengthen their understanding of the material and issues of the school environment.Assignment management has also made significant progress by utilizing Google Forms and Google Classroom as a medium for collecting and monitoring student assignments. This digital system makes it easier for teachers to assess assignments and provide feedback quickly, while making it easier for students to collect their work on time. The data obtained showed an increase in the regularity of task collection compared to the previous manual method.

In terms of assessment, Google Forms is used to conduct formative quizzes and evaluations. The use of transparent assessment rubrics in the platform makes students better understand the assessment criteria and encourages them to try more optimally. The results of the quiz evaluation showed an increase in students' understanding of environmental learning materials.During the implementation, there were several challenges faced, such as limited

internet access for some students and variations in digital literacy levels between users. However, through short training and the provision of offline learning materials, these obstacles can be minimized so that the learning process continues to run effectively.

Overall, the participants' achievements reflect the success of the training in equipping SMK Esa Prakarsa teachers with the technical and collaborative skills needed to manage digital learning. These findings also reinforce recommendations for holding follow-up sessions, especially in responsive design and ongoing mentoring so that all participants can optimize the full potential of Google Sites as a medium of teaching and community service.

CONCLUSION

Based on the above explanation, the implementation of Google Sites as a learning medium at SMK Esa Prakarsa has been proven to be able to answer various obstacles in content management, interaction, assignments, and assessments. With the structured content of web pages, the integration of various media formats, and collaboration features through Google Classroom and Google Meet, the transparency and efficiency of the learning process have been significantly improved. Training and mentoring support for teachers as well as socialization for students and parents ensure optimal level of platform adoption, thereby minimizing technical and administrative barriers. Furthermore, this activity is in line with the spirit of Independent Learning Independent Campus (MBKM) which encourages lecturers and students to be directly involved in community service with a real impact, as well as supporting the achievement of the Main Performance Indicators (KPIs) of universities in learning innovation and the use of information technology. Adequate infrastructure conditions combined with the readiness of human resources at SMK Esa Prakarsa create a sustainable digital learning ecosystem. With a tiered evaluation and advanced development plan, this model not only improves the quality of the teaching and learning process, but also prepares students to face the demands of the world of work and higher education in the digital age

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