Ict-Based Instructional : Microsite-Based Learning For Accounting Students In Sekolah Harapan Utama

Agung Wibowo
STKIP PGRI PACITAN
Email of correspondence: agungnahdlatussubban@gmail.com

Abstract

The problem that is usually faced by teachers related to the preparation of teaching materials is that the teacher gives too much material or teaching materials and sometimes even too little explanation of the material being taught. The facility of ICT that covers internet access and technological tools availability becomes the main problem teachers have in the ICT integration. This research resulted in the creation of site-based learning materials for independent learning media. This output is intended to be used as evaluation material in order to make resolution steps related to the author's problems encountered during the implementation process. The authors performed three methods of data collection techniques. The author carried out this method using quantitative methods. This method the authors use to overcome obstacles based on the findings. The findings show that the integration of vocational and high school learning in English subjects is not suitable for integration considering that their scientific studies are different. Therefore self-learning based learning using ICT is suitable for application.

Keywords: ICT-Based Instructional Design, Harapan Utama, Self Learning

Introduction

1. **Issues in material design and assesment EFL clasroom**

    An important problem that is often faced in compiling learning materials is the process of selecting or determining learning materials or teaching materials that are in accordance with student learning competencies. This is because of the concept of curriculum or learning syllabus, teaching materials are only written in the outline in the form of subject matter (Aisyah et al., n.d. 2020). If viewed from the problems above, the influence in compiling learning media is mainly to affect the preparation of the material or teaching materials themselves.

    The problem that is usually faced by teachers related to the preparation of teaching materials is that the teacher gives too much material or teaching materials and sometimes even too little explanation of the

material being taught. As explained Mohammed (2018) the obstacle experienced by students related to English as their second language is that English has a lot of branches of knowledge that must be learned starting from cultural differences that make language learning difficult to implement is that learning a language means learning a language means learning the culture from which the language comes from, Accents, Slang and Colloquialisms, Arbitrary language, and so on.

This also causes that some of the obstacles that have been described related to the difficulties of learning English as a second language are reviewed from the many branches of English that are different from other languages. This of course makes it difficult for teachers to compile teaching materials that suit their needs because there are many branches of English that must be compiled and used as teaching materials that suit the needs of students.

2. **Issues in Integrating ICT for Learning**

Integrating skills in English language learning is a process of approach and combines four language skills, namely Listening, speaking, reading, and writing to develop students' communication skills (Pardede, 2020). With the development of the era towards an increasingly digital direction, the role of technology is also increasingly crucial to be applied in the world of education. With the development of digital era education, it allows students to get abundant knowledge and quickly and easily with the help of information technology. Knowing that technological developments are getting tighter in the 21st century, teachers and students must be able to keep up with the times, in this case what the author means is technological developments.

With the development of the times in an increasingly modern direction, it will always be directly proportional to problems that require a high level of solving. Along with the rapid development of information and communication technology (ICT), the need for ICT-based teaching and learning concepts and mechanisms is mandatory to combine in learning (Sawitri et al., 2019).

The facility of ICT that covers internet access and technological tools availability becomes the main problem teachers have in the ICT integration (Nur HAFIFAH & Harry SULISTYO, 2020). The obstacles to integrating ICT in learning are usually caused by inadequate facilities and infrastructure, or if the facilities and infrastructure are adequate, but if the teacher's trust and ability to use ICT media in the teaching and learning process is still unfamiliar or afraid of failing to use ICT media. The lack of competence of teachers in using ICT is also an obstacle in the process of integrating ICT in schools. When viewed from several obstacles found from

integrating ICT in learning, the aspects of lack of confidence and competence and lack of access to resources are the main obstacles in implementing ICT.

3. **Issues in SMKS Harapan Utama Batam**

Sekolah Harapan Utama is a vocational school located on Jl. Rosedale –Simpang Frengky Batam Center. Sekolah Harapan Utama is tiered to SMK / SMA. Sekolah Harapan Utama has two study programs, namely Computer and Network Engineering (TKJ) and Accounting and Finance. In this study, the author took an Accounting class from class X to class XII with the number of respondents who became respondents totaling 20 people.

Based on research that has been carried out, SMKS Harapan Utama Batam adopts two different curriculum which makes them have two different subjects for the same learning topic. To be clear they have "English" and "Bahasa Inggris" on their learning schedule. Based on the research that the author has conducted SMKS Harapan Utama using an integrated curriculum between SMK and SMA levels, from which the author found the obstacle that the same integration between SMA and SMK whose material they compiled has similar materials.

This is certainly less than optimal if their English material is equated. Because between SMA and SMK has a very striking difference because SMK is more towards vocational where their material should be more towards their skills, namely accounting. So the author feels that the material they have compiled does not quite meet the ability of English skills in accounting. Therefore, it is necessary to have a self-learning method that refers to accounting skills as an ICT-based media for them to learn English independently

4. **The Output and Outcome of the project**

This research resulted in the creation of site-based learning materials for independent learning media. This output is intended to be used as evaluation material in order to make resolution steps related to the author's problems encountered during the implementation process. The study's findings are in the form of teaching materials that can be used independently to increase knowledge other than the material taught in schools.This research resulted in the creation of site-based learning materials for independent learning media. This output is intended to be used as evaluation material in order to make resolution steps related to the author's problems encountered during the implementation process. The study's findings are in the form of teaching materials that can be used independently to increase knowledge other than the material taught in schools. This outcome takes the form of interactive learning media delivered via a microsite that can be

accessed via a variety of supporting devices and the availability of an internet network. The project's outcomes are intended to provide independent learning by emphasizing the use of ICT media in the process.

Method
Data Collection Technique

This research was conducted at SMKS Harapan Utama Batam, Indonesia. The authors performed three methods of data collection techniques. The author carried out this method using quantitative methods. This method the authors use to overcome obstacles based on the findings. The author uses three sets of methods, namely the author uses a printed questionnaire to get results from students, a teacher questionnaire through Google Forms, and direct interviews with target users, namely people who already work in accounting. This research was attended by twenty students and one English teacher from SMKS Harapan Utama.

This research was conducted by coordinating schools and collecting data from SMKS Harapan Utama students, after the data was collected, the next data analysis process was to use SPSS to find variables related to research objectives. The author will take part in the creation of learning media that supports English for specific purposes in accounting combined with ICT to solve the problem.

Output Planning Process

The output planning process of our project is in the form of a lesson plan that contains site-based learning materials for independent learning media. The output contains a number of materials related to English for Accounting using online media, namely using Microsite-based media that can be accessed using devices from any device and anywhere. The Lesson Plan contains the achievements that students will achieve when studying the materials that have been compiled. The lesson plan consists of a collection of targets that must be achieved by students along with English for Accounting materials compiled using a Microsite which when clicked on the microsite contains subsections of material related to English for Accounting. In addition, the Microsite also contains an assessment which is the source of assessment of the material listed on the Microsite. The assessment is in the form of quizzes that have been formed using a Google Form and will show answers if they have been filled out by students.

Pre-implementation Phase

In this phase, the author held discussions with the vice principal related to the MoU and MoA which was held on September 26, 2022, in which the meeting was not attended by the principal because the principal was not in the school. In the meeting that has been held, we discussed related to our project implementation plan which will be implemented by targeting the accounting class of SMKS Harapan

Utama Batam. At the meeting, the school gave a statement that we do not need an MoU because the school already has other cooperation with the campus. In the meeting that has been held we then also met with the head of the English Teacher, Miss Maria Teresa M. Cortez to discuss the next plan related to the implementation project to be implemented.

After obtaining permission, we then carried out the data collection process which was carried out on November 22, 2022. The results of data collection show that the school already has a very good lesson plan, it's just that for the lesson plan that the school has compiled there are similarities between SMA and SMK so that an alternative lesson plan is needed that can be learned independently for the SMK level in accounting to support the ICT-based learning process with material direction in the form of English for Accounting.

Implementation Phase

In the implementation stage, the author will help partners to be able to use learning media that are in accordance with the topic of English for Accounting by using a lesson plan that can be used to improve English skills independently with the target being accounting class students of SMKS Harapan Utama. In this stage, students only need to use a device (either a computer, laptop, or smartphone) as the main media that will be used as a medium for accessing learning media that we have compiled. In planning for the implementation will be carried out as follows:

a. Implementation of teaching in accordance with the Lesson Plan and Teaching Materials that have been prepared

This implementation is intended as a follow-up step that will be carried out based on the previously prepared plan. In this implementation, the results of the lesson plan that have been prepared will be used to be used as teaching materials that can be used as a reference for students' independent learning in learning English related to English for Accounting.

b. Using ICT-based teaching materials

The implementation process will be carried out using the lesson plan that has been prepared. The implementation process will use ICT-based media as a step in utilizing technological developments in English language learning. So that from the use of ICT-based media this will be able to improve the quality and quantity of understanding of the material itself.

c. Final report

The final report is intended as the final step of the implementation process. The final report is used as the final evaluation process to determine the success of a program in terms of the implementation process that has been carried out. This final report serves as material for analyzing results, documenting activities and as material for accountability for the implementation that has been carried out.

Evaluation Phase

Dalam tahap evaluation phase ini penulis melakukan konsultasi dengan partner sekolah guna untuk dapat melaksanakan implementasi berdasarkan hasil olah data yang telah dilakukan. Evaluation ini membahas terkait dengan hasil temuan yang telah dilakukan terkait dengan kelanjutan implementasi yang akan dilakukan. Tahap ini akan dilaksanakan dengan menyasar kelas akuntansi terhitung mulai dari kelas X-XII SMKS Harapan Utama.

Location, time, and duration of activities

This project will be carried out at SMKS Harapan Utama Batam located in the Harapan Putra Utama Complex, Jalan Rosedale Simpang Frengky, talk. Tering,

Batam City District, Batam City, Riau Islands 29444. SMK Harapan Utama has two study programs, namely Computer and Network Engineering (TKJ) and Accounting and Finance. This project is carried out for approximately 4 months starting from September to December 2022 as attached in the following table:

No	Kegiatan	PIC	Jadwal
1	Pengajuan kerjasama dan proposal kegiatan pada sekolah mitra yang dituju	Ketua Kelompok Proyek	12-23 September 2022
2	Pengajuan dan pengesahan lembar kerjasama implementasi program (MoU/MoA)	Ketua Kelompok dan Humas Sekolah	26-30 September 2022
3	Diskusi dan penyelarasan jadwal dengan guru mata pelajaran yang diutus sekolah	Ketua Kelompok Proyek dan Guru	30-Sep-22
4	Peyebaran kuesioner dan interview	Anggota Kelompok	3-14 Oktober 2022
5	Presentasi Hasil pengisian kuesioner pada guru mata pelajaran dan diskusi rencana perancangan RPP sesuai dengan format sekolah	Ketua Kelompok	24-28 Oktober 2022
6	Konsultasi dan diskusi bersama guru mapel terkait dengan bahan ajar yang tengah dikembangkan	Ketua kelompok	7-18 November 2022
7	Implementasi pengajaran sesuai dengan RPP dan Bahan Ajar yang telah disusun	Seluruh Anggota Kelompok	21 November - 9 Desember 2022
8	Laporan Akhir kegiatan dan pamitan pada pihak sekolah	Ketua Kelompok	16 Desember 2022

Results and discussions

1. Teaching Material

Teaching materials are one of the tools that teachers use to assist students in the teaching and learning process, particularly in the EFL classroom. Making good teaching materials will undoubtedly help to make the teaching and learning process more interactive and interesting. Teaching materials are learning materials that are used to discuss a subject. Teaching materials can be printed or non-printed. The goal of compiling teaching materials is undoubtedly to serve as a learning tool for specific topics or

materials. In other words, teaching materials can also be defined as supporting materials from teaching modules based on more specific accomplishments and goals (Pertiwi & Khuzaini, 2022).

Science and technology advancements necessitate educators' ability to create technology-based teaching materials. According to the (Eka Fitriana & Murni, 2022) teaching materials are very important in assisting the student learning process. As a result, a technology-based teaching material is required. Microsite-based teaching materials or mini webs are one type of teaching material based on information and communication technology in the field of education.
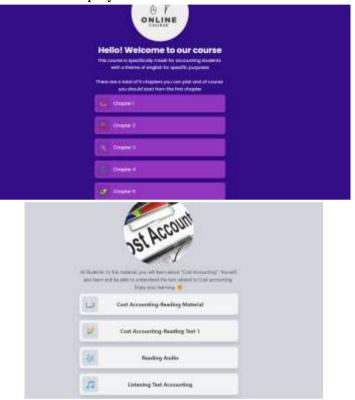
The website itself is adaptable because it can be accessed via a variety of devices such as laptops, computers, and even smartphones. However, even though it is relatively simple to implement, it must be done optimally to improve students' intellectual abilities (Arianto et al., 2022).

The image above is a teaching material compiled by the author based on data collected to provide teaching materials that can be used as a reference for student self-learning. The teaching materials in its application will take the form of a mini website or microsite that can be accessed from anywhere and at any time without being restricted to specific devices or regions. This mini website is intended to be used as an additional source of information that is easily accessible. The following are teaching materials that have been compiled and designed to be used as learning materials:

	MAIN MICROSITE LINK:	s.id/accesp
1	Chapter 1	https://s.id/chptr1
2	Chapter 2	https://s.id/chptr2
3	Chapter 3	https://s.id/chptr3
4	Chapter 4	https://s.id/chptr4
5	Chapter 5	https://s.id/chptr5

The table above contains a collection of learning materials that have been compiled to help learners understand the material. The microsite consists of a collection of links to learning and assessment materials that can be accessed and used directly. When the main microsite link is clicked, the following results are displayed:

Then, when each of these sections is clicked, it will bring up materials that can be accessed and understood to provide additional understanding related to English language skills in the accounting world. Then, when each of these sections is clicked, it will bring up materials that can be accessed and understood to provide additional understanding related to English language skills in the accounting world.

2. **Assesment Design**

Students have more opportunities to access learning materials online in today's digital age. Students can learn their material without having to face their teacher. Even though online material has spread widely on the internet, little has been developed in terms of learning theories and learning message theories.

As a result, the assessment aspect plays a significant role. Without assessment, it can be difficult to determine how far students have learned to understand and master the material (Parmiti & Simamora, 2021). Assessment

is an essential component of learning, and in order to obtain comprehensive data on student performance, assessment must be carried out thoroughly (Padmadewi et al., 2022).

The effectiveness of the material presentation must be accompanied by the presentation of an evaluation using information and communication technology (ICT). In order to maintain a balance between the material taught and the advancement of technology used in learning media, According to Mahanal (2019) compiling the assessment, it must pay attention to the following aspects, namely, Starting by clearly determining the type of knowledge or skills, designing student performance assignments or test items that require students to use targeted thinking, and deciding what to use as evidence that students have demonstrated knowledge and skills.

So, here is a design that we compiled in relation to the assessment design that was prepared in relation to the problem that the author analyzed.

The assessment used in the image above is in the form of assessments that will be used to measure students' understanding of the material that has been studied. Because our learning method system is in the form of self-learning media, the assessment or assessment form provided is in the form of quizzes and other assessments. The score given to measure the level of student ability is based on student creativity both in writing using Padlets and when taking quizzes, as shown in the image above.

Assessment links and learning media.
s.id/accesp

Auditing

Objectives: Students understand the concept of auditing & the names and the meaning of the most commonly used English vocabulary for auditing.

- Auditing_Reading & Vocabulary
- Auditing_Reading & Vocabulary Test
- Auditing_Listening Audio
- Auditing_Listening Test

This is an example of an assessment used to assess students' understanding of the material that has been studied in the image above. Google Forms was chosen because it has the advantage of displaying student work results in real time and quickly. As a result, we emphasize assessment designs that incorporate such technology because the implementation process is simpler and more efficient.

3. ICT Integration

The integration of ICT in learning is critical to implement because this ICT-based program organizes and implements the interaction of the educational process. ICT is very important in educational technology because it is designed to process, divide, develop, discuss, and give birth to communication. (Ilmiah, 2021). This development has a major influence on various aspects of life, even human behavior and activities which now depend a lot on Information and Communication Technology. According to (Rahman, 2022) when technology is used to improve engagement, it means that technology provides various opportunities to make learning and teaching more fun and enjoyable by teaching the same things in new ways. According to the explanation and exposure above, the position of integrating ICT in learning is very important to be applied because the use of technology in learning will give rise to new opportunities that are more diverse and fun. According to Istiqoma & Prihatmi (2020), The presence of ICT facilities in the learning process is critical for students. The study's findings revealed that 90 percent of respondents believe that using ICT will help them achieve the highest level of learning in the classroom because ICT can improve the quality of learning, improve comprehension of the subject being studied, and make learning materials more engaging. The other research found by Castro (2019) also showed that ICT tools can improve learning, teaching, and research quality in a variety of ways, including encouraging collaborative teaching and expertise, increasing student enthusiasm, assisting in the development of fundamental skills,

simplifying classroom management, and increasing the availability of resources for data collection and analysis.

The integration of ICT with the learning media that we compile uses learning media which can be said to be quite interactive. The integration in question uses a combination of microsites that make learning media easily accessible from anywhere and anytime without being limited by space and time as long as the internet is available. The integration utilizes technological advances by carrying out aspects of English language skills.
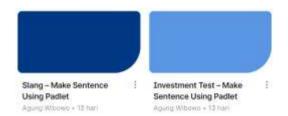
Activities	Technology	Assessment
Multiple Choice and Reading	Microsite	Scores based on multiple choice
Context clue test	Microsite	Scores based on context clue test
Write an opinion	Microsite, Padlet	Scores based on length, word choice and creativity
Listening test	Microsite	Scores based on listening test
Reading, multiple choice test	Microsite	Scores based on multiple choice test
Listening, multiple choice test	Microsite	Scores based on the listening test, multiple choice
Write understanding about the concept of the topic	Microsite, Padlet	Scores based on length, word choice and creativity
Multiple Choice and Reading	Microsite	Scores based on multiple choice test
Reading & Multiple Choice Test	Microsite, G-form	Scores based on multiple choice test
Reading, Listening, Multiple Choice Test & Fill in the blank	Microsite, G-drive, G-form	Scores based on multiple choice test & fill in the
Reading, Writing & Multiple choice	Microsite, G-form, Padlet	Scores based on length, word choice and creativity
Listening, Writing & Fill in the blank	Microsite, G-drive, G-form, Padlet	Scores based on length, word choice and creativity
Reading and answering questions	Microsite & Gform	Scores based on answering test
Reading and answering questions	Microsite & Gform	Scores based answering test

The figure above is an example of a form of integration using Information, Communication, and Technology (ICT). For reading-based skills, a microsite will be used, a microsite is an individual web page or a small form of a website. This microsite is used as material for integrating ICT with learning media. Because of its mini-website-based nature, it will make it easier to form link-based learning media that leads to the main reading teaching materials.

In addition to using microsites to improve students' learning ability related to writing skills, we use Padlet in more interesting learning integrations. The selection of Padlets was chosen because of its collaboratively usable nature is a free multimedia wall that allows real-time interaction between students and students and even teachers.

Semua

Slang – Make Sentence
Using Padlet
Agung Wibowo · 13 hari

Investment Test – Make
Sentence Using Padlet
Agung Wibowo · 13 hari

Padlet functions similarly to sticky notes, but the ideas and answers are displayed on the application's wall. Users can post words, links, pictures, videos, and other related materials on this "wall," and the contents are viewable by anyone who has access to the link or address to a Padlet wall (Rashid et al., 2019). The use of Padlet is intended to make writing-based learning more interesting and interactive.

Conclusions

Our implementation related to the development of learning has not been entirely successful to do. This is because partner schools already have a form of learning plan that can be said to be very good. However, the school's response in the implementation process that we did was very good. The school is also very welcome to the ideas we provide related to the design of the learning media that we compiled. Students also gave a good reception related to the learning media that we have compiled in such a way. In the future, it is hoped that this learning media can be used as alternative learning material that can be combined with learning in the classroom. It is hoped that this research can be used as a consideration so that in the future it will be even better

References

Arianto, F., Jakarta, M., Ahmad Dahlan, J. K., Ciputat Tim, K., & Tangerang Selatan, K. (2022). PENGEMBANGAN BAHAN AJAR MENULIS PUISI BERTEMA MITIGASI BENCANA BERBASIS WEBSITE. In *Jurnal Serunai Bahasa Indonesia* (Vol. 19, Issue 1).

Corazon Saturnina Castro, M. A. (2019). The Impact of Information and Communication Technology on Pedagogy: Benefits, Issues, and Challenges. In *Tamansiswa International Journal in Education and Science (TIJES)* (Vol. 1, Issue 1). http://jurnal.ustjogja.ac.id/index.php/TIJES

Eka Fitriana, C., & Murni, A. (2022). *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*. *11*(4), 3071–3083. https://doi.org/10.24127/ajpm.v11i4.5668

Ilmiah, F. (2021). *Fungsi dan Peran TIK dalam Pembelajaran MI*. http://eprints.umsida.ac.id/8573/

Istiqoma, M., & Prihatmi, T. N. (2020). *PENERAPAN TEKNOLOGI INFORMASI DAN KOMUNIKASI (ICT) UNTUK PEMBELAJARAN BAHASA INGGRIS DI PRODI ARSITEKTUR*. https://ristekdikti.go.id

Mahanal, S. (2019). Asesmen Keterampilan Berpikir Tingkat Tinggi. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *3*(2), 51. https://doi.org/10.36312/e-saintika.v3i2.128

Mohammed, M. H. (2018). *International Journal of Social Science and Economic Research CHALLENGES OF LEARNING ENGLISH AS A FOREIGN LANGUAGE (EFL) BY NON-NATIVE LEARNERS*. www.ijsser.org

Nur HAFIFAH, G., & Harry SULISTYO, G. (2020). *TEACHERS' ICT LITERACY AND ICT INTEGRATION IN ELT IN THE INDONESIAN HIGHER EDUCATION SETTING*. http://www.mendeley.com/docu-

Padmadewi, N. N., Artini, L. P., Suhardina. I Putu Andre, Purnami, I. A. O., Juniarta, P. A. K., MAhendrayana, gede, Dewi, K. I. R., & Ayuningtyas Luh Putu Swasti. (2022). *ASESMEN PENDIDIKAN KARAKTER BERBASIS PROFIL PELAJAR PANCASILA: PELATIHAN UNTUK GURU-GURU BAHASA INGGRIS DI SD DAN TK*. 18–25.

Parmiti, D. P., & Simamora, A. (2021). *Development of E-Content Using Segmentation Principles with E-Assessment in the Development of Teaching Materials Course*.

Pertiwi, U., & Khuzaini, N. (2022). Desain Bahan Ajar Matematika Berbasis Aplikasi I Mind Mapp Untuk Meningkatkan Kemampuan Pemahaman Konsep dan Ketertarikan Siswa Pada Mata Pelajaran Matematika. In *BULLET : Jurnal Multidisiplin Ilmu* (Vol. 1, Issue 03). https://journal.mediapublikasi.id/index.php/bullet

Rahman, L. J. (2022). *THE USAGE OF ICT IN MODERN EDUCATION METHODS*. *9*, 136–144. https://doi.org/10.5281/zenodo.7497367

Rashid, A. A., Yunus, M. M., & Wahi, W. (2019). Using Padlet for Collaborative Writing among ESL Learners. *Creative Education*, *10*(03), 610–620. https://doi.org/10.4236/ce.2019.103044

Sawitri, E., Astiti, M. S., & Fitriani, Y. (2019). *HAMBATAN DAN TANTANGAN PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI*.