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# Utilizing the Website Integrated with Social Media as an English Teaching Platform

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**Abstract:**
The sophistication of information and communication technology has penetrated almost all sectors including the education sector. In the past, internet network services could only be accessed by certain groups. However, the current situation is very different. Today, internet services can be accessed by everyone from all social statuses. However, the utilization of the internet network is still far from being optimal. In addition, the use of social media is only for entertainment or a means for playing games. On the other hand, the internet has changed the traditional approach to a modern approach as an example in the realm of pedagogic learning. The implementation of innovative learning media through the use of the internet network makes the learning atmosphere more efficient and interesting. Learning-based websites along with other technology-based tools have shown potential in language teaching. In this case, Teaching English as a Second Language activities are made easier and more interesting through website-based learning. This study aims to utilize the website integrated with social media as an English teaching platform at the Professional English Certificate language institution. With the material in the form of audio-visual, it gives the user unlimited opportunities to repeat the material in parts that have not been mastered well. This naturally corresponds to the learning style of Generation Z; visual, technological, innovation, concrete and critical thinking. According to Technology Pedagogical Content Knowledge, it is necessary to choose the proper use of technology in implementing website-based learning strategies. In practice, the implementation of this community service program is going well. As evidence of the program's success indicators, the community service team distributed questionnaires in assessing the convenience and feasibility of the designed teaching model. The findings demonstrated that 78.5% were in the "Good" category out of 20 samples. The majority of respondents considered that the website integrated with social media with a self-directed learning model was comfortable and feasible to be applied as an English teaching platform.

**Keywords:** Autonomous learner, social media, self-paced learning, TPACK, TESL, website learning

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## Introduction

The rapid development of information, communication and technology has shifted many aspects of life, including in the realm of education. Thus, the education sector should be obliged to create a system that is more efficient, effective, fast, and affordable, compared to the prior system which was still traditional or conventional. For this reason, a new technological innovation is highly needed to support the development of the quality of education, especially in the teaching and learning process between educators and students, with the ambition that improving the quality of education can be achieved. In the teaching and learning process, the availability of learning media resources is an absolute thing to be fulfilled. In the era of globalization, information technology is currently developing so rapidly. In fact, it has successfully changed the mindset and behavior of people in obtaining information. For example, people slowly tend to start leaving conventional newspapers such as magazines, newspapers, television, radio, and so on. People begin to use the internet to find the information they want freely and actually. According to Nurkholis (2013), currently the development of the internet has been very expeditious, especially websites that can be accessed anywhere and anytime, and also almost all people know how to access it. Departing from these problems, the internet should be used as a learning resource by educators and students, because it helps the teaching and learning process that can improve the quality of education itself. One of the developments in internet technology in this digital era is the development of e-learning websites that are currently trending or well-

known. This is in line with UU-SISDIKNAS No. 20 of 2003 CHAPTER VI Article 31, which regulates majors, grades, and types of education, and emphasizes that distance education functions to provide educational services to community groups who cannot attend offline or regular education process. It indicates that e-learning is allowed or even supported to ensure the quality and quality of education itself. According to Budiman (2017), in the development of e-learning, systematic development is needed starting with an analysis of existing conditions and inventories, the history of the development of similar designs, a review of theories, and how the characteristics of the population prior to the development of e-learning. The urgency of the need for a systematic e-learning development according to Husaini (2014) includes, a) as a means to prepare future generations. Systematic development of e-learning makes it possible to see the current conditions prior to an innovation (e-learning) being carried out and also to avoid fatal errors when e-learning has been applied, b) as a means to manage strengths and opportunities by creating rules to manage and develop institutions, c) as a means to identify negative and positive aspects in the development of e-learning, and (d) as a means to help maintain and strengthen the quality of e-learning. Meanwhile, in terms of benefits, there are seven benefits that can be obtained from e-learning based learning, namely, 1) e-learning serves as a supplement, 2) e-learning serves as a complement, 3) e-learning can save education costs, 4) e-learning is able to complement conventional learning, 5) e-learning is able to encourage students' independent learning (Autonomous Learner), 6) e-learning can be a source of learning references for students, and 7) can encourage a culture of critical thinking for students (Yaumi, 2019 ). The advantages of implementing e-learning are, the learning process is simple, learning materials are easy to obtain because all posted materials are in the form of soft file format, and in terms of processing and collecting assignments, it is easier because it can be done online and is able to cut down the education operational cost budget, and learners can learn whenever and wherever they are. However, the use of e-learning is also never free from weaknesses. In practice, learning materials posted on e-learning are still far from being sufficient. Moreover, the lack of direct or face-to-face monitoring by the facilitator in real time is also a major obstacle because the direction of the facilitator in the learning process is still highly required by the learners. The 2017 Attitude on Technology survey conducted by Insider Higher Education demonstrated a low percentage of partnerships between Faculties, Universities and teaching instruction developers in online course development. Experts have also stated that it is not surprising because instructional developers are still underutilized and their role in higher education remains unclear. In general, the characteristics of the students are "homogenous" in terms of mindset towards online learning. Moreover, millennial students have mostly used internet services as their main need for learning. Suharyanto (2016) stated that combining blended learning through the development of interactive learning media can create an interesting learning resource.

The community service program with the PkM scheme was carried out at a Professional English Certificate language institution. The main office of this institution is located on Jalan Kebon Agung, Seyegan, Sleman. This institution has been established since 2017 and has collaborated with various universities in the Special Region of Yogyakarta in carrying out English language teaching. This institution has got 10 teaching staffs with a minimum qualification of a master's degree in order to support the learning process. Uniquely, this institution is able to quickly adapt to all situations. This was evidenced when the COVID-19 pandemic hit Indonesia in the early 2020, the learning process switched from off-line or face-to-face to full on-line or distance learning. So far, PEC is known to use free source platforms such as Edmodo as a Learning Management System in implementing asynchronous and Zoom Meetings or Google meet as a means in conducting synchronous learning. According to Nugraha (2016), having their own learning platform can develop brands and the learning process becomes more advanced with its own authentication. In addition, the optimization of the use of gadgets and social media is still far from being expected to be used as an effective and dynamic learning medium. Thus, the community service team intends to integrate a website-based teaching platform with social media to develop a prototype of an effective and efficient online learning model. Previously, in Indonesia there was already a well-known online learning platform called Ruang Guru. The platform becomes the pioneer in the form of digitizing learning platforms that were once monopolized by two big tutoring agencies, namely Primagama and Neutron. Learning is about how to proceed and how to gain meaningful experiences for students to obtain useful knowledge. There are three important stages in obtaining a meaningful experience, namely (1) a great sense of curiosity (curiosity), (2) contextual action, and (3) a supportive environment for

learning. In realizing these three objectives, learning methods must be adapted to the current generation, namely Generation Z or also known by other terms such as Post-Millenials, Zoomers, iGeneration, Gen Tech, Net Gen, or Neo-Digital Natives. Generation Z is characterized by births between 1995 and 2015 and currently aged between 5 and 25 years (Subandowo, 2017). According to Mishra and Koehler (2009), along with the times, technological knowledge is highly required, so that the concept changes to Technology Pedagogical Content Knowledge.

The new paradigm that is currently developing is a process in regulating the environment to change the behavior of students to be better and more focused in accordance with their potential and uniqueness (Sanjana, 2017). Therefore, it can be said that technology is very helpful for students in learning new things through various media such as television, audio, video, social media. So that they encourage a change in the role of the teacher in managing the learning process which originally only acted as a source of learning to change the role of being a facilitator. The motto "no day without a gadget or a smartphone" has now become a tagline in today's daily life. The results of the KOMINFO survey conducted in 2018 demonstrated that 66.31% of Indonesians owned smartphones. Moreover, according to the survey, 65.34% of its users were from children to teenagers. Therefore, it can be concluded that students tend to prefer entertainment applications such as games and prefer to explore social media such as Instagram, WhatsApp, Facebook, Twitter, Tik-Tok and so on. The findings surprisingly revealed that on average they spend six hours a day exploring these apps. The findings of the MDLF research indicated that so far, the ICT used by the Indonesian people is only limited to access to sending electronic mail (46%), while for education and learning (24%), it is different from games, which have a higher percentage (38%). This situation is in line with what happened to the object of the research of community service team this time. The community service team conducted a community service program at Professional English Certificate language institution in Yogyakarta. Observations were carried out before implementing and determining the program according to the needs in the field. According to Kendall (2010), a needs analysis is carried out to determine the objectives of programs and products to be developed and identify priority needs that need to be met. One of the flagship programs at PEC is learning and mastering English which focuses on developing speaking skills which are highly required in the future work field. Based on the results of the needs analysis, the conventional English learning process is considered less than optimal to achieve the main goal, namely the overall mastery of English for students. They still noticeably depend on the teacher or facilitator who is considered as the main source of information. Moreover, with the outbreak of the COVID-19 pandemic, all learning processes must be carried out online. In accordance with their needs, the community service team tries to develop a website integrated with social media as an English teaching platform as a learning medium with content that is prepared and adapted to the focus of the existing material and will be developed according to the focus of the learning theme. In addition, the flexibility of self-paced learning styles using website-based learning will make the learning atmosphere more enjoyable so that enthusiasm in learning English absolutely experiences escalation. Based on the results of discussions on the three times observations that were carried out intensely, the main problems faced by PEC can be clearly uncovered. Reflecting on this, it is not impossible that PEC can carry out such a transformation by starting from small things and steps that will be carried out by the community service team and Professional English Certificate language institutions. By having a vision and mission that is in line in the world of education, especially in the field of English language education, this service activity focuses on the website integrated with social media as an English teaching platform. This program has the output of developing an e-learning website integrated with social media using a Learning Management System with the addition of an LMS Plug in, with the advantage that the community service team can add an LMS to a website directly without having to create it again from scratch. The final output of this community service scheme is to apply the results of research conducted by the leader of the community service team where this development is in the form of web-based learning media that is able to improve students' understanding and learning independence. Besides that, this website has advantages in the aspect of an attractive interface, clear learning objectives, more comprehensive teaching materials or materials, practice questions or quizzes, exercises, games, and provides a tool as a supervisor to make sure the progress of students' learning activities.

## Method

Referring to the needs analysis and the feasibility study, the use of the village information system (SID) depends on the user in assessing the village information system itself. Wijaya, T. W. (2021) stated that one of the important factors in selecting targets to adjust the fulfillment of technology needs is human

resources who have technical capabilities in operating technology, both hardware and software. The research design in this community service program was R&D, namely by developing a website-based e-learning system with implementation steps (R&D), namely the method used to produce certain products, and also testing the effectiveness of these products. The development model adopted the waterfall model, which was a systematic and sequential software development model that started at the system development stage to the analysis, design, coding, testing, and maintenance stages. According to Lenhar & Nose Kabel (2005), in the development of this web-based e-learning learning system, there were several stages carried out, including 1) the needs analysis stage, the community service team identified and looked for the needs required in designing an e-learning website. To be able to identify or find out these needs, the team conducted interviews with several users and distributed questionnaires to users and made direct observations in the field. 2) the design stage, this stage was a design obtained from the needs analysis in the previous stage. The design of this system included: Unified Modeling Language (UML), database (database), and display (user interface) after the design was completely done. 3) the implementation stage of the program code, from the design that was developed previously was then applied to the form of a programming language (coding). This stage certified all functions to run properly and also in accordance with the design that was prepared previously. Next, the team tested the website whether there were any errors or not. 4) the testing phase (testing), the software (e-learning website) was carried out using five testing steps, namely testing the functionality aspect, testing the reliability aspect, testing the efficiency aspect, testing the portability aspect, and testing the usability aspect. The model was then needed to be evaluated and to be ensured its feasibility by considering the opinions and suggestions of the relevant experts. This was done in order to make the model ready before being tested to the user. After being proclaimed to be feasible by the experts, it was continued by testing the use of the website to 2 (two) subjects, namely teachers and students as users. Figure 1 demonstrates the flowchart of community service activities based on the waterfall development model. The distributed questionnaire applied a Likert scale adopted from the relevant experts. Then the user acted as a data collector that functions in determining the validation of this community service program. While the analysis technique was done by describing the model (e-learning website) that was designed and applied in the form of a final output model which the feasibility level of the model and testing was entirely overseen. The data analysis in this program employed a Likert scale to measure attitudes, opinions, and perceptions to assess the convenience of the learning methods and media used (McLeod, S. A., 2019).

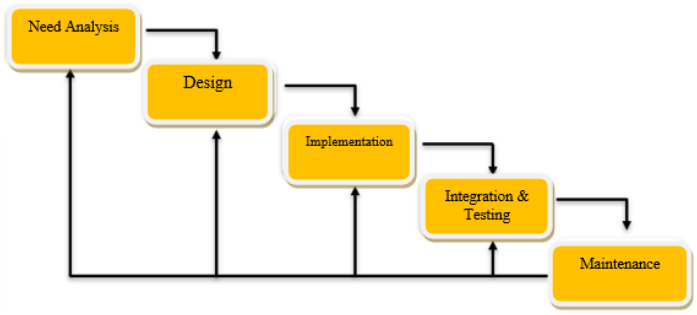


**Figure 1.** *Flowchart Waterfall* of the Website Development

While the concept of learning applied Self-Directed Learning model. The Self-Directed Learning is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, selecting, and implementing appropriate learning strategies and evaluating learning outcomes (Plews, 2017). The critical points in learning based on self-directed learning include 1) students have goals, 2) students have the initiative to carry out tasks independently to achieve goals, so as to foster a responsible attitude, 3) students have metacognitive awareness, (Kayacan & Ektem, 2019). The significance of the development of Self-Directed Learning is to foster an attitude of responsibility for students in the learning process. Broadly speaking, Self-Directed Learning is divided into three stages, namely planning, monitoring and evaluating (Song & Hill, 2007). This stage began with planning activities for learning, planning the desired learning components and determining the learning targets to be achieved, then observing and observing the learning process. The attitude of responsibility that was formed among the students will foster intrinsic motivation. Intrinsic motivation helped the students take responsibility for deciding what to do during the learning process until the expected learning objectives were achieved.

**Result and Discussion**

The theme raised in the implementation of this community service program under the topic utilizing the website integrated with social media as an English teaching platform was conducted properly. This program was implemented at the Professional English Certificate language institution, Yogyakarta. After determining the criteria for the data sample, there were 20 students who fit the needs analysis because they had the ability and technically to operate a learning website. This learning media website learning is called www.pecyogya.com. With the self-directed learning model applied, students were able to access and study repeatedly all the material uploaded on the platform. The program was carried out with mentoring for two months effectively though it was not done consecutively due to semester breaks and Eid al-Fitr 1443 H holiday. Therefore, the total number of active meetings with mentoring using this method amounted to 24 meetings. Assistance process was conducted synchronously and asynchronously through Zoom Meetings and WhatsApp groups. The Likert scale was employed as the data analysis method. The aspects assessed in this program were the convenience of the teaching platform website and the self-directed learning model. Assessment of student responses was measured by the distributed questionnaire by referring to the Likert scale (McLeod, 2019) as shown in the table below:

Table 1. Respondent Feedback Score

| Assessment criteria | Scoring scale |
|---|---|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

According to Nazir (2005), to obtain results, the number of respondents who chose the same statement from two different questions in the questionnaire were added. Therefore, the results demonstrated that those who answered, "Strongly Agree" were 24, those who answered "Agree" were 7, while those who answered "Neutral" were 3, and none of them answered "Disagree" and "Strongly Disagree". Then to calculate the findings, the number of results was multiplied by the weight of the score on each statement item according to the Likert Scale so that the score on the "Strongly Agree" statement was converted to 120, the score on the "Agree" statement was converted to 28, the score on the "Neutral" statement was converted to 9, and the score on the statement "Disagree" and "Strongly Disagree" was converted to 0 (zero). Meanwhile, to determine the maximum score for data collection, the number of items in the questionnaire was multiplied by the highest score weight of 10. Then the result of the sum was multiplied by the number of respondents to calculate the expected score, so that it was obtained calculation of 10 x 20 = 200. While the calculation of the percentage in assessing the convenience of website learning media and self-directed learning models used the following method:

∑Testing Score = (total amount x SA score) + (total amount x A score) + (total amount x N score) + (total amount x D score) + (total amount x SD score)
∑Testing Score = (24 x 5) + (7 x 4) + (3 x 3) + (0 x 2) + (0 x 1) ∑Testing Score = 157

$$\text{Convenience Percentage} = \frac{testing\ score}{expected\ score} x\ 100\%$$
$$\text{Convenience Percentage} = \frac{157}{200} x\ 100\%$$
$$\text{Convenience Percentage} = 78{,}5\%$$

The data are presented in the table below:

Table 2. Scoring Results

| No | Score | | | | |
|---|---|---|---|---|---|
| | **SA** | **A** | **N** | **D** | **SD** |
| **1.** | 12 | 3 | 2 | 0 | 0 |
| **2.** | 12 | 4 | 1 | 0 | 0 |
| **Results** | 24 | 7 | 3 | 0 | 0 |
| **Amount** | 120 | 28 | 9 | 0 | 0 |
| **Test Score** | 157 | | | | |
| **Percentage** | 78,5% | | | | |

Based on McLeod (2019), the criteria for interpreting scores based on intervals in percent are explained as follows:

Table 3. Scoring Criteria

| Percentage | Criteria |
|---|---|
| 0% - 19,99% | Very less |
| 20% - 39,99% | Not enough |
| 40% - 59,99% | Enough |
| 60% - 79,99% | Good |
| 80% - 100% | Very good |

Thus, the global overall assessment of the learning platform model with the self-directed learning model is in the "Good" category. This demonstrates the enthusiasm of students towards the learning model platform offered with the self-directed learning model in the learning process, making it easier to understand learning materials independently.

**Conclusion**

The conclusion drawn in the study under the topic utilizing the website integrated with social media as an English teaching platform demonstrates that the global overall assessment of the learning platform model with the self-directed learning model is in the "Good" category. The category represents that the enthusiasm of students towards the learning model platform offered with the self-directed learning model in the learning process is quite good. This is because the learning platform model that has been developed by the community service team makes the students easier to understand English learning materials independently. The students can learn English at anytime and anywhere they want.

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