

## Developing Website-based Learning Media to Improve Students' 5Cs Skills

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### ABSTRACT

The 5Cs skills are critical thinking and problem solving, creativity and innovation, communication, collaboration, and confidence. It has become an essential skills in the 21st century. This study aims to investigate the strategies in creating website-based learning media. It is Research and Development (R&D) which implements the ADDIE model. Research subjects are 64 students in sixth semester of the English Education Department at a private university in Bojonegoro Regency. In analyzing stage, need analysis is conducted to determine students' need of it. In the designing stage, the blueprints are created in form of storyboards. In the developing stage, it is submitted and consulted to 2 validators who are learning media experts in different universities. In the implementation stage, it is implemented in TEYL class to investigate its impact on students. In the evaluating stage, Results of development show that website-based learning media is able to improve students' 5Cs skills. It can be concluded that website-based learning media is able to improve students' 5Cs skills.

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## 1. INTRODUCTION

Teaching English to Young Learners (TEYL) is defined as facilitating children's learning of English by understanding their needs and characteristics (Nurhadi, 2012). Therefore, teachers have to provide appropriate activities which are able to motivate (Mulyadi, 2021) and encourage them (Fitrianiingsih, 2017). TEYL becomes one of the compulsory courses for students in English education department (Nursalim, 2020). In the end of this course, they are expected to understand the general concept of it and utilize learning resources and ICT-based learning media to support the teaching and learning process. TEYL course provides an overview for pre-service teachers in delivering English materials at primary schools (Darwis & Hasanah, 2020), which is very challenging (Suwanto & Rahman, 2022).

The TEYL course deals with macro theories of it such as examining policy and motivation. In micro context, the course examines the young learner classroom management and teaching through English among others, a mainstay of young learner research pedagogy such as teaching grammar, listening, and speaking. The course brings together work on curriculum and technology which has 2 credit hours. It is taught to sixth-semester students. As teacher candidates, they have to be creative based on the educational

curriculum. The latest curriculum implemented in Indonesia is *Merdeka* curriculum which is launched by the Ministry of Education and Culture. It has been applied in all school levels from primary school to university. It contains the concept of independence in thinking (Izza, Falah, & Susilawati, 2020) to make education in Indonesia more qualified (Mustaghfiroh, 2020).

The quality improvement has to be supported by students' 5 Cs skills (critical thinking and problem solving, creativity and innovation, communication, collaboration, and confidence). These skills are very important (Sugianto, Abidin, Purwono, & Siregar, 2020) and become essential skills in the 21<sup>st</sup> century which can be applied in the working field and provide changes in educational context (sawyer, 2012; Littleton, Taylor, & Eteläpelto, 2012; Taylor, 2012). These skills have to be mastered in facing life problems (Redhana, 2019). As in Saddhono, Hasanudin, & Fitrianiingsih (2019), creative thinking can be used to solve problems. In other words, those skills can be correlated each other.

University students need to have 5 Cs skills. According to Prihartiwi, Hidayat, & Kohar (2020), two out of three university students have not fulfilled all indicators of critical thinking including communication skills. Communication process in modern era needs to utilize various technology and media (Trilling & Fadel, 2009). The combination of these can create learning innovation (Hasanudin & Fitrianiingsih, 2018), which produces interactive and interesting learning media (Rizal, 2023). Moreover, technology development drives teachers to be innovative in utilizing digital learning media (Hasanudin, Fitrianiingsih, Utomo, & Baihaqi, 2022).

There are various digital media; one of them is the use of website. Priyambodo, Wiyarsi, & Permanasari (2012) explain that the implementation of website-based interactive media can improve students' motivation to learn. Moreover, it can improve their problem-solving skill (Hendriana, Ruffi'i, & Hartono, 2021) in the online learning (Sumardi, Suryani, & Musadad, 2021). This study tries to develop website-based interactive media to improve students' 5 Cs skills in TEYL course. Those 5 Cs skills in TEYL course have not been studied in another research, so it becomes the novelty of this study. University students who will be future teachers of English for young learners need to master 5 Cs skills because it enables them to create a good learning environment for their students. Therefore, this media is developed using ADDIE model. In developing a media, ADDIE method is able to be implemented (Bata, 2022). It becomes a reference in the educational environment (Spatioti, Kazanidis, & Pange, 2022).

## 2. METHODS

This study is a research and development (R&D) that implements ADDIE model. It consists of five stages, namely Analyzing, Designing, Developing, Implementing, and Evaluating. It is used to design and develop interactive website-based learning media to improve students' 5Cs skills. This study is carried out at IKIP PGRI Bojonegoro which involves 64 persons as sixth semester students of English Education Department and 1 lecturer. The stages of ADDIE model can be viewed in Figure 1.

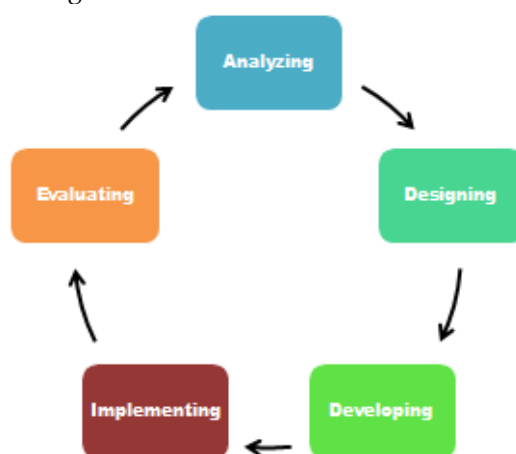


Figure 1. The stages of ADDIE model.

The research data is in form of quantitative and qualitative data. The quantitative data includes validators' assessments on it and students' assessments on it. The qualitative data includes the need of website-based learning media, validators' critiques and suggestions, students' suggestions. The data is collected using documentation, questionnaire, and interview. It is analysed using descriptive analysis technique. The research stages can be viewed in Table 1.

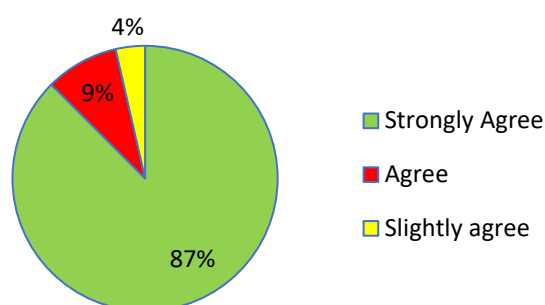
**Table 1.** Research stages in developing website-based learning media.

Research Stages	Research Activities
Analyzing (A)	1. Determining research purpose
	2. Determining research subject
	3. Conducting need analysis on website-based learning media to sixth semester students
	4. Conducting need analysis on website-based learning media to the lecturer
Designing (D)	1. Determining the concept of website-based learning media
	2. Designing the blueprint in form of storyboards
Developing (D)	1. Creating website-based learning media for TEYL course
	2. Submitting it to validators
	3. Developing it based on validators' suggestions
Implementing (I)	Implementing website-based learning media in TEYL class
Evaluating (E)	1. Determining assessment aspects
	2. Evaluating website-based learning media using the assessment aspects
	3. Evaluating students' 5Cs skills

### 3. FINDINGS AND DISCUSSION

#### 3.1 Analyzing Stage

The first stage in developing website-based learning media in the TEYL course is determining the research subject and its purpose. The research subjects are 64 students in the sixth semester of English Education Department at IKIP PGRI Bojonegoro who join TEYL class and one lecturer of it. Moreover, need analysis is conducted to investigate the need of website-based learning media in TEYL course. As stated by Putri, Wiguna, & Asy'ari (2022), development research model is started by collecting and analyzing data. A lecturer is interviewed and the questionnaire is fulfilled by sixth semester students of English Education Department. The interview result reveals that the lecturer has never utilized website as a learning media in TEYL course. Furthermore, the TEYL course is conducted in face-to-face learning process. Result of students' need analysis can be viewed in Figure 2.



**Figure 2.** Students' need analysis on the use of website-based learning media.

In Figure 2, there are 56 students who strongly agree on the use of website-based learning media. It means 87% of them strongly agree. There are 6 students who agree on the use of website-based learning media. In other words, 9% of them agree about it. There are 2 students who slightly agree on the use of website-based learning media. It means that only 4% of them slightly agree about it. It can be concluded that website-based learning media is needed by students in learning TEYL courses.

### 3.2 Designing Stage

The design of media is created based on the results of previous stage. In this stage, the concept of website-based learning media in TEYL course is determined. Furthermore, the blueprint in form of storyboards is designed to be interactive. As in Kalaskar et al. (2023), interactive website is very important to attract more viewers or readers. It starts from choosing learning materials. It consists of 1) the nature of TEYL, 2) teaching materials for TEYL, 3) theories of children learning development, 4) TEYL in Indonesian context, 5) syntax of classroom learning, and 6) assessment activities for TEYL. Moreover, the concept of website-based media is designed to be interactive and flexible in which the storyboards includes several parts that can be viewed in Table 2.

**Table 2.** Design of website-based media

Parts of media	Description
Developer profile	It provides information about the names and educational backgrounds of the researchers who develop the website-based interactive media.
Syllabus	It provides information about the learning outcomes of TEYL course and the assessment criteria.
Learning materials	It consists of the nature of TEYL, teaching materials for TEYL, theories of children learning development, TEYL in Indonesian context, syntax of classroom learning, and assessment activities for TEYL
Assignments and Self-evaluation	It provides exercises for university students to know how far their understanding.
Students' attendance list	It provides information about the students' recaps who have submitted the assignments given.
Learning sources	It provides information about learning sources which can be references.

When the storyboards have been created, the researchers add several elements of pictures, videos, and sounds in it to enhance students in studying TEYL course. In this website-based interactive media,

videos and sounds can be easily accessed and controlled by users regarding to its quality and volume. It also includes several interactive links in the learning sources to enables users to access it.

### 3.3 Developing Stage

In the developing stage, the blueprint of website-based learning media in TEYL course is created. Moreover, the website is submitted to 2 validators. The first validator is an expert of English learning material. He is a lecturer of English education department in one of private universities in Tuban Regency. The second validator is an expert of learning media. He is a lecturer of Indonesian education department in one of private universities in Lamongan Regency. He has various publications related to learning media.

The assessment of learning material is needed to determine that this website-based media is suitable for students of English education department. It consists of several aspects, namely the accuracy of learning outcomes, its suitability with learning indicators, the suitability of learning materials, the accuracy of assignments and assessments, the accuracy of word choices and grammar. Its results can be viewed in Table 3.

**Table 3.** Assessment results from first validator

Assessment aspects	Score (0-20)
Accuracy of learning outcomes	20
Suitability of learning outcomes with its indicators	20
Suitability of learning materials	18
Accuracy of assignments and assessments	18
Accuracy of word choices and grammar	19
<b>Total score</b>	<b>95</b>

In Table 3, it can be viewed that the first validator provides score 20 for accuracy of learning outcomes, 20 for suitability of learning outcomes with its indicators, 18 for suitability of learning materials, 18 for accuracy of assignments and assessments, and 19 for accuracy of word choices and grammar. The total score of first validator assessment is 95. It can be concluded that the materials in website-based media is appropriate to be developed and implemented for university students.

The assessment of learning media is needed to determine whether this website-based media is appropriate to be implemented for university students. It consists of several aspects, namely the systematic content of media, figures and tables, videos, sounds, and links included.

**Table 4.** Assessment results from second validator

Assessment aspects	Score (0-20)
Systematic content of media	20
Figures and tables are appropriate for university students	18
Videos can be played properly	20
Sounds are audible	20
Links included can be accessed properly	18
<b>Total score</b>	<b>96</b>

In Table 4, it can be viewed that the second validator provides score 20 for systematic content of media, 19 for figures and tables are appropriate for university students, 20 for videos can be played properly, 20 for sounds are audible, and 18 for links included can be accessed properly. The total score of second validator assessment is 96. It can be concluded that this website-based media is appropriate to be implemented in university level.

Both validators have assessed and provided suggestions on it. The first validator suggests that the researchers have to ensure that all of grammars in the learning materials are lexically correct. The second validator finds that there is one link that cannot be accessed. Therefore, he suggests the researchers to ensure that all of links included can be accessed by another users. He also suggests adding more figures to make students more interested and include more project assignments to improve students' 5Cs skills. Furthermore, the website-based learning media in TEYL course is developed based on validators' suggestions in which it is in line with Hasanudin et.al (2023). After being consulted, the website-based learning media in TEYL course is stated to be eligible and appropriate.

### **3.4 Implementing Stage**

In the implementing stage, website-based learning media is presented in TEYL class. All of students are able to access it by signing up for free. It is implemented in both classes with totally 64 students. In the end of each meeting, students are provided open-ended questionnaire to understand their perceptions on the use of website-based learning media in TEYL course. It consists of two assessment aspects namely learning material aspect and attractiveness aspect.

### **3.5 Evaluating Stage**

In the evaluating stage, each of assessment aspect has maximum score of 20 for both learning media and learning material. Each component has 5 aspects. Results of students' assessments show that the website-based learning media in TEYL course contains feasible learning material and very attractive. The development of this website is carried out by conducting need analysis and studying previous research. It is in line with Mayarita, Dafik, & Prastati (2023) who implements ADDIE model to develop a learning media. There is project assignment in the website menu. It trains students to work in groups to solve the problems given. It drives them to think critically in improvising. It is supported by Evinsia et.al (2023) it is able to make students to be more creative. In the end of class, they share their group work results with confidence. It is very different when they were taught using e-module media that restricted them to improve their 5 Cs skills.

### **Discussion**

This study is developmental research (R&D) which implements ADDIE model that consists of Analyzing stage, Designing stage, Developing stage, Implementing stage, and Evaluating stage. In this study, analyzing stage is conducted to determine the research subject, research purpose, and analyze the need of website-based learning media to sixth semester students. It is in line with Borg and Gall (1983) who collect information in the initial of research such as need analysis. Dick and Carey (1996) also explain that in developmental research, they identify learning goals and students characteristics. In this study, students are provided questionnaire related to the need of website-based media. Based on the findings, it is revealed that students need website-based learning media in learning TEYL course.

In designing stage, product in form of website-based media is designed based on the results of problems identification and need analysis. Based on research findings, the design of website-based media consists of six parts which is added sounds, figures, and videos to make users (students) interested. It is in line with Garrett, et.al (2016) who argue that the design of website has to be proper to make users engaged. Moreover, students are directed to learn independently and master the learning materials (Gay et al., 2018; Tuan, 2011)

In developing stage, the storyboards of website are submitted to validators to be reviewed (Hasanudin et al., 2023). Two validators are learning media experts and learning material experts. After being consulted, the website-based learning media in TEYL course is stated to be eligible and appropriate to be implemented and evaluated its results. The assignments in the form of project drive students to increase their 5 Cs skills (Evinsia et al., 2023).

#### 4. CONCLUSION

The conclusion of this study is that ADDIE model is utilized to develop website-based learning media in TEYL course. The result of the development show that it is feasible and very good to be implemented in TEYL class based on the assessment of sixth-semester students of English Education Department at IKIP PGRI Bojonegoro. Moreover, the implementation of website-based learning media in TEYL course drives students to improve their skills of critical thinking and problem solving, creativity and innovation, communication, collaboration, and confidence. The limitation of this study is that the design of this website-based interactive media is implemented in TEYL course. Future researchers are able to create different website-based media using the same developmental model of ADDIE for different course to investigate its impact for students.

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