

**CONSTRUCTING OPEN EDUCATIONAL RESOURCES AT THE
LANGUAGE CENTER OF IAIN KEDIRI.**

Erna Nurkholida, M.Pd; Annisa Aulia Saharani, M.Pd,

IAIN Kediri

ernanurkholida@iainkediri.ac.id; annisa.saharani@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk merancang dan mengembangkan sumber daya pendidikan terbuka. Teknik penelitian dan pengembangan diterapkan dalam pekerjaan ini (R & D). Temuan penelitian ini tersedia dalam sumber bahasa Inggris terbuka di Situs Google. Produk ini diujicobakan pada siswa dengan sampel 55 siswa. Hasil penelitian pengembangan materi pendidikan terbuka adalah sebagai berikut: uji validitas ahli, validitas multimedia, dan uji kepraktisan materi Hasil dari uji validasi ahli (Dosen) dan ahli multimedia menunjukkan nilai kelayakan sumber pendidikan terbuka, dengan nilai rata-rata sebesar 77,59 yang berarti baik temuan kepraktisan bahan ajar berupa prototipe bahan ajar dalam uji kepraktisan ini dapat digunakan dengan sedikit penyesuaian atau dengan sedikit revisi, data mengenai kepraktisan memiliki nilai 4,33 dengan kriteria sangat praktis. Sedangkan responden mahasiswa tentang persepsi point of view, persepsi kegunaan, persepsi kenikmatan, dan persepsi tantangan serta hambatan dari penggunaan produk ini. Hasil menunjukkan bahwa untuk score persepsi point of view menunjukkan 76% mahasiswa setuju bahwa online courses enable self-learning more than 'classic' face of face course. Untuk kategori kegunaan, nilai scorenya adalah 72% menyatakan setuju dengan the online course design permits students to educate at their own speed. Sedangkan untuk persepsi kenikmatan mendapatkan score 70% setuju bahwa overall, they found onlinecourse is interesting. Untuk persepsi hambatan dan tantangan mereka menjawab dengan score 85% setuju bahwa insufficient/unstable internet connectivity adalah hambatan utama. Hasil penelitian menunjukkan bahwa keempat aspek respon menunjukkan nilai positif, sehingga dapat ditarik kesimpulan bahwa minat siswa terhadap program "Open Educational Resources" ini untuk pembelajaran online tergolong tinggi.

Kata kunci : (*Google Site, R and D, Language Service*)

ABSTRACT

This research aims to design and develop an open educational resources. Research and development (R&D) techniques are applied in this study. The findings of this study are available in open English source on the Google Site. This product was tested on students with the sample of 55 students. The results of this research on the developing of open educational materials are as follows: expert

validity test, multimedia validity, and material practicality test. The results from expert validation tests (lecturers) and multimedia experts indicated the feasibility value of open education sources, with an average value of 77.59 which means good. The findings showed that the practicality of teaching materials in the form of prototypes of teaching materials in this practicality test can be used with slight adjustments or with slight revisions, the data on practicality has a value of 4.33 with very practical criteria. While the students responded the perception of point of view, perception of usefulness, perception of enjoyment, and perceptions of challenges and obstacles from the use of this product. The results showed that for the point of view perception score, 76% of students agreed that online courses enable self-learning more than the 'classic' face-to-face course. For the usability category, the score is 72% agreeing with the online course design permits students to educate at their speed. As for the perception of enjoyment, getting a score of 70% of students were agreed, they found the online course is interesting. For perceptions of obstacles and challenges, they answered with a score of 85% agreeing that insufficient/unstable internet connectivity was the main obstacle. From these results, it is known that the four aspects of the response are positive, so it leads to the conclusion that the students' interest in the "Open Educational Resources" program for online learning is high.

Keywords: (Google Site, R and D, Language Service)

INTRODUCTION

The covid-19 pandemic changed the way of teaching nowadays, from face-to-face learning to online or distance learning. Previously, the online method was used only to support teaching and learning activities, but for now, it has become the main choice. All teachers should prepare and deliver their material through online platforms. Work From Home (WFH) as a Corona virus prevention policy from the government means that lecturers must prepare for distance learning quickly.

In addition, KKNi curriculum is known for its atmosphere in learning that is the literacy ability, it means to spur digital competencies and digital transformations that are needed in

the future. The students have to learn as much as possible through technology digital thus increasing digital literacy and increasing digital transformation capabilities so that the students can read and understand and are also able to use online learning media which is in line with the statement of the new Minister of National Education on Freedom of Learning (Merdeka Belajar). Freedom of Learning means lifelong education, this certainly must be realized in the form of an independent technological effort that is easy and that can be accessed by students, the second is the concept of justice in education must provide as much as possible to students which are not limited by place and time. So the new concept of learning should meet two elements, namely lifelong

education and also the concept of justice have to be realized in the form of educational services in the IAIN Kediri Language UPT.

Furthermore, the language center of IAIN Kediri as an English language service for students and lecturers through English reinforcement services, English language proficiency tests, and workshops should be becoming a match for its services with this new concept. However, all activities have been carried out offline or attended directly at the LPB office. Nowadays, some learning services are temporarily canceled because online learning facilities are not yet available. Based on this fact, the researcher tries to design Open Educational Resources in the form of open online English resources, which is a design of online learning content so that students can access learning English any time and wherever they are. In this program, some material about English for the advanced subject will be filled in so, students can access it for 24 hours as independent learning following their time and abilities. The benefit of this research is that students can use this application as long as they have time and the lecturer can also easily provide materials that will be updated so that students can increase their learning according to the time they have.

Some previous studies showed that Arjana (2010) found that he built an application that already used PHP, MYSQL, Java, and Ajax has been developed for senior high school. While Miliartha et al (2016), found that a Web-based learning system was made with a user-friendly system so that

it is easy to access and understand, it also can facilitate the communication between faculty and students, and also facilitates students to get lecture materials, as well as assist quickly in the distribution and collection of duties and tasks, lecturers also can manage the scores that will be given to the students. Moreover, Dewi et al (2018) stated that the teaching materials based on digital storytelling are practicable to be used to improve students' metacognitive ability.

Research and Development

This research applies Research and Development design (R&D). This is a study to identify the needs and build or develop teaching materials to improve the learning process. The development of a research model or design is the basis for developing a product to be produced. The R&D method is research that intentionally and systematically is directed to find, formulate, develop, produce, and test the effectiveness of products that are certainly superior, new, effective, efficient, productive, and meaningful (Son, 2012: 67). Meanwhile, according to Sugiyono (2009: 297), "research and development is a research method used to produce certain products and test the effectiveness of these products". From the statement above, it can be concluded that research and development design is not targeted to produce theories but to produce a certain product.

The process of designing starts by specifying the multimedia products, and materials, designing the needs and creating the new product of open educational

resources. It consists of multimedia elements such as interaction, animation, audio, and video. In addition, the needs were introduced as a learning material that would be a part of an online course at the Language Center of IAIN Kediri. Development is the process of refining and improving the open education development model by the results of the refining. Then, some experts' judgments were done to improve the quality of the language center of IAIN Kediri including expert validation, multimedia expert, media, and practical test. The product was tested in the English department of IAIN Kediri 2020/2021, English Department.

Data Analysis Technique

The feasibility value of a teaching material can be seen from the poll data used in the form of a Likert scale. Information:

**Table I
The Feasibility Value of Teaching Material**

Ratings	Value
Strongly Worthy	4,00 – 5,00
Worthy	3,00 – 3,99
Less Worthy	2,00 – 2,99
Not Worthy	1,00 – 1,99

DISCUSSION

Researchers have identified object and learning problems in this step. A review of the needs analysis developed a preliminary open educational resources idea. During constructing the development of

this resource, you need to look up information related to your initial needs in the following ways: analyze user needs, content analysis or subject, and application requirements analysis. Before proceeding to the user requirements analysis process, identify the problem and define the required solution. Based on the classroom learning observations, interviews, and previous related studies, students struggled to study remote learning. The researchers next investigated at UPT Pusat Bahasa IAIN Kediri did not have online material to be learned for distance learning. It used to have a printed book that was difficult to check their achievements in his condition. Due to the inadequate presentation, students need extra time to understand the explanation. In addition, some flash animations were needed by them to help them recognize some educational resources. In addition, the researchers conducted a user needs analysis to determine user requirements for the products that were developed. The data from the observation and survey results were used to determine the need. This is shown in the table 2.

**Table 2
Observation and Interview Result**

Observation Results and Interview	Description
Observed course	Material Resources for Higher education Students
Learning	Offline

process	lecturing
Availability of learning resources	Have to look for reference books to the library and other sources come from the internet.
Quality of learning media Quality of learning media	Lecturing with whiteboard
Lecturers' obstacles in teaching	Students lack motivation in learning because the materials are separately in printed sources.
Required media	Online media that can attract students' interest and attention, there can be material, videos to clarify the material, and online quizzes to add insight in learning skills.

As the results of the observation and the interview conducted, the data revealed that developing open educational resources were needed. The availability of learning resources indicated that the students still needed to find out supporting references to gain the information during the lesson. On the contrary, the quality of learning media can be delivered in remote learning. Recognizing this situation, open educational resources are developed as a solution to the learning process during the Covid 19 pandemic at the language center of IAIN Kediri. When constructing

open educational resources, we used various application source options for this material. The applications used included Canva, White Board Animation, and video presentation.

RESULT

Open educational resources are the final product, it is an online material that is available on the website. The link is <https://sites.google.com/view/englishcornerofiainkediri/home>. The display shows a site page consisting of the menus namely Home, Introduction, Listening, Speaking, Reading, Writing, and TOEFL.

Here's a picture of the front page of the site.



Introduction Menu Display



docs.google.com/forms/d/1tXF4n2qDta1URooUTiHB6J2oNYQEsNcBpdyy2q32ghk/edit

On the Introduction menu page, there is a link to register for

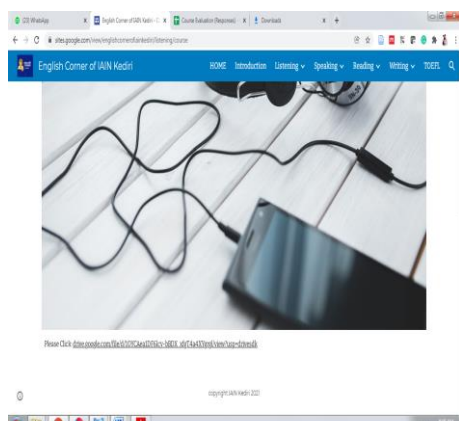
the students who want to apply for this online course.

Listening Menu Display

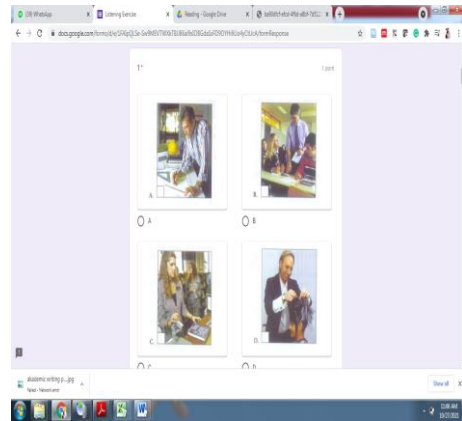
The Listening page display consists of Courses, Exercises, and Games submenus that can be selected by clicking on one of the titles. All the material and exercises can be accessed by clicking them. Here's a cover image of the Listening page.



The link to listening material:
<https://drive.google.com/file/d/13JHdzbySTk1B7sun7oZSNcJS1udo3uk6/view?usp=sharing>



The link to Listening exercises
<https://forms.gle/VsMLLdc6rHZrPnW16>



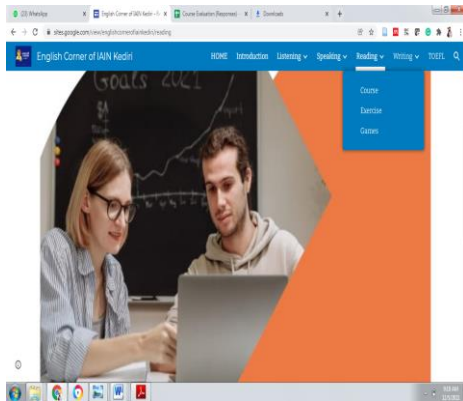
Speaking Menu Display

The Speaking page display consists of Courses, Exercises, and Games submenus that can be selected by pointing to one of the titles. All the material and exercises can be accessed by clicking them. Here's a cover image of the Speaking page.

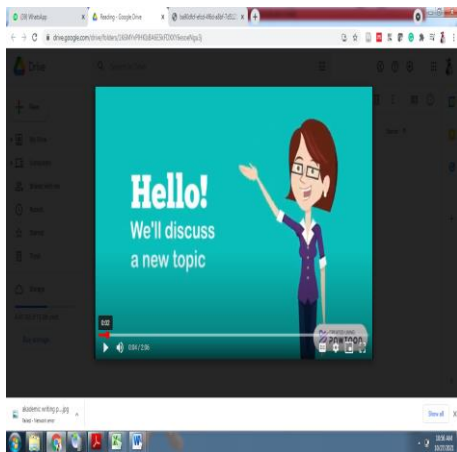


Reading Menu Display

The Reading page display consists of Courses, Exercises, and Games submenus that can be chosen by clicking on one of the titles. All the material and exercises can be accessed by clicking them. Here's a cover image of the Reading page.

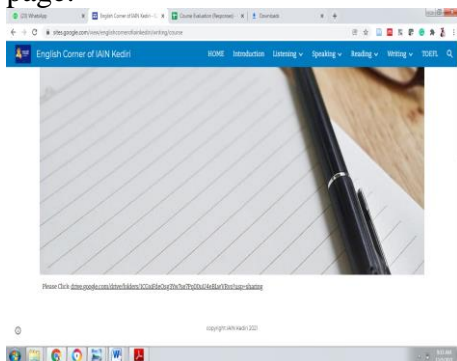


The Link to the Reading material is drive.google.com/drive/folders/1K6MYvPIHKIsBA6E5kFDXXY6esoeNgu3j?usp=sharing

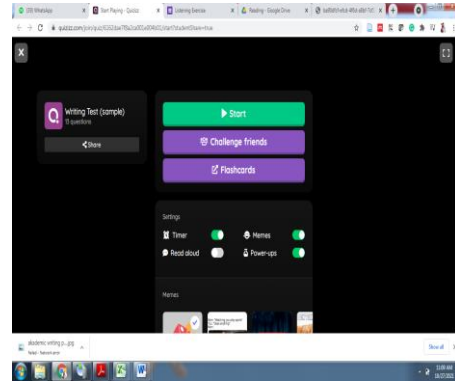


Writing Menu Display

The Writing page display consists of Courses, Exercises, and Games submenus that can be selected by clicking on one of the titles. All the material and exercises can be accessed by clicking them. Here's a cover image of the writing page.



The Link to the Writing material is drive.google.com/drive/folders/1CGxiFdeOsg3Yw7se7Pq00uU4eBLwVRvo?usp=sharing



TOEFL Menu Display

The TOEFL page display consists of Courses, Exercises, and Games submenus that can be selected by clicking on one of the titles. All the material and exercises can be accessed by clicking them. Here's a cover image of the TOEFL page.



The results of this research are a form of open educational material under the Google Site with

the link <https://sites.google.com/view/englishcornerofiainkediri/home>. In the study of this online material, the results obtained namely the expert validation, multimedia validation, and practical validation. The worthiness value of the product was provided in the description and data analysis questionnaire of expert and multimedia validation, with the overall average of respondents being 77.59, rated worthiness of the respondent is in the range of 0-100. The practical result of teaching materials in the form of this program of the draft assessment prototype teaching materials in the test to the expert can be used with minor revisions, the data regarding the practicality value is 4.33 which is categorized as very practical criteria. The positive response was shown in the results of research on the practice of teaching materials which was obtained from teachers and students as the users of the product. After revising of teaching materials, the value of the average worthiness of this program was 4.32 which is categorized as very practical criteria. The lecturers and students concluded that the program is the practice to use in online material. Based on the students' responses to the questions about the point of view of the online course, question number two which The results show that for the point of view perception score, 76% of students agree that online courses enable self-learning more than the 'classic' face to face course. For the usability category, the score is 72% agreeing with the online course design permits students to educate at their speed. As for the perception

of enjoyment, getting a score of 70% agreed that overall, they found the online course interesting. For perceptions of obstacles and challenges, they answered with a score of 85% agreeing that insufficient/unstable internet connectivity was the main obstacle.

Conclusion

It can be summarized that the results of Constructing of Open Educational Resources development are: the "Open Educational Material" program has good quality to support the learning of English in terms of expert validity, multimedia validity, and practical material. The experts' assessment of all aspects of the measure, stated the result of the assessment with the category of "worthy". Based on this assessment, it means that this program is worthy to use to support online learning.

From these results, it is known that the four aspects of the response show positive result, so it can be concluded that students' interest in this program "Open Educational Resources " for online learning is high.

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