The Utilization of Google Sites as a Professional E-Portfolio for Teachers Moving Force X Pringsewu District

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ARTICLE INFO	ABSTRACT
	This research examines the use of Google Sites as an e-portfolio medium by Class X teachers in Pringsewu Regency, Lampung, through a descriptive qualitative approach. The research focuses on understanding the usage, response, and results of utilizing Google Sites as an e-portfolio media in the context of teachers' professional reflection. Data collection was conducted through interviews, observations, and content analysis of e-portfolios created using Google Sites. The research subjects were Class X teachers who have used Google Sites as an e-portfolio tool. The research results are expected to serve as a foundation for developing the Teacher Mobilization Program implemented by the Teacher Mobilization Center. The research output will be published in National Journal, and documented through social media platforms Facebook and YouTube to reach a wider audience. This research provides significant contributions to understanding the utilization of digital technology for teachers' professional development and improving education quality in Pringsewu Regency.

I.   INTRODUCTION

The development of digital technology has brought significant changes to the world of education, including in terms of teachers' professional development. One innovation that has drawn attention is the use of e-portfolios as a medium for documentation and learning reflection. Amid demands for improving education quality, teachers' ability to conduct self-reflection and evaluation has become increasingly important (Sutrisno & Wibawa, 2020). Google Sites, as an easily accessible and free platform, offers a practical solution for these needs.

Pringsewu Regency, Lampung, as one of the regions active in educational development, has initiated the use of e-portfolios through Google Sites for Class X teachers. However, the implementation of new technology in an educational context often faces various challenges, ranging from technological readiness to user adaptation (Prasetyo et al., 2021). A deep understanding of teachers' experiences in using e-portfolios becomes crucial for evaluating the effectiveness of this program.Previous research by Rahman (2019) shows that the use of e-portfolios can improve teachers' professional reflection abilities by 45%. Meanwhile, a study conducted by Widodo (2021) reveals that web-based platforms like Google Sites have great potential in supporting systematic learning documentation. Nevertheless, there are still research

gaps regarding the practical implementation of e-portfolios at the secondary school level, particularly in developing regions.

The Teacher Mobilization Program run by the Teacher Mobilization Center requires empirical data on the effectiveness of technology use in teachers' professional development. This research aims to fill this need by deeply exploring the experiences of Class X teachers in Pringsewu Regency in using Google Sites as an e-portfolio medium. The results of this research are expected to make significant contributions to the development of similar programs in the future.

The urgency of this research becomes increasingly relevant considering the demands of the digital era that require teachers to continuously develop their technological competencies. The use of e-portfolios is not limited to learning documentation but also serves as a means for continuous self-reflection and evaluation. By deeply understanding teachers' experiences in using Google Sites, this research is expected to produce practical recommendations for improving education quality in Pringsewu Regency.

II. METHODS
Research Design

This research uses a qualitative descriptive approach to analyze the use of Google Sites as a professional E-Portfolio tool for class X teachers. This approach was chosen to allow in-depth analysis of the experiences of certain individuals or groups in a real context. The research stages are as follows:
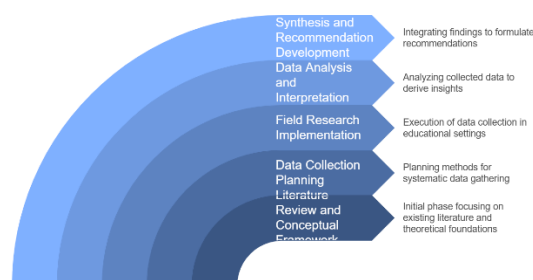
Picture 1. Research desaign sesuence of google Sites E-portofolios

Approach to Evaluation of Supporting and Inhibiting Factors: the first is interview: Interviews with driving teachers were conducted to identify supporting factors, such as ease of use, technical support, and managerial support regarding the use of Google Sites. And then Literature and Case Study Analysis: Literature and other case studies are analyzed to identify common barriers that may be encountered, such as limited access to technology, time constraints, and concerns about data privacy and security.

The data analysis methods used: Qualitative Data Analysis that is interviews: and Quantitative Data Analysis used Statistical Analysis of Questionnaires: Purposeful statistical analysis to evaluate the impact of using Google Sites on the understanding and professional reflection skills of driving teachers, and Observational Analysis: Activity Analysis Reflection of Observation: Data from observation of documentation of the results of using Google Sites. These are analyzed to evaluate the level of depth and diversity of reflection achieved. This analysis helps in understanding teachers' reflective practices and their impact after using Google Sites.

III. RESULTS AND DISCUSSIONS

Results

This research examines the use of Google Sites as an e-portfolio media for Class X teachers in Pringsewu Regency. Research data was obtained through interviews, observations, and content analysis of e-portfolios created by teachers using Google Sites. Results of the Questionnaire regarding the Use of Google Sites as a Professional E-Portfolio for Class X Teachers in Pringsewu Regency.

Questionnaires in qualitative research have several functions, such as initial data collection which helps researchers understand the background, perceptions, or general opinions of participants before in-depth interviews. Apart from that, the questionnaire functions to clarify findings, namely verifying or explaining the results of interviews or observations so that they match the respondents' experiences. Questionnaires also act as discussion triggers that allow researchers to deepen interviews, where questionnaire answers become a starting point for exploring participants' views or thoughts further. In terms of validity, questionnaires allow data triangulation by comparing the results of various data collection methods.

The benefits of using questionnaires in this research include the ability to obtain subjective descriptions from participants, such as relevant perceptions, views, or experiences. The use of questionnaires also saves time and resources, because basic information from many participants can be obtained without the need for long interviews or time-consuming observations. Additionally, questionnaires help researchers identify certain themes or patterns in participants' answers, so they can focus on important topics in interviews or further analysis. Questionnaires also make it easier to manage diverse data by structuring initial data before in-depth analysis. Overall, questionnaires in qualitative research function as a flexible supporting tool to enrich and deepen the researcher's understanding of the subject under study.

In this case, the questionnaire was prepared to find out the subjective description of the Class X Teacher Activator Program participants which contains relevant perceptions, views or experiences. A questionnaire containing 14 questions in the form of closed and open questions was distributed to all CGP batch X of Pringsewu Regency which was distributed using Google Forms. The following are the results of the percentage of answers to each question in the questionnaire:

1. Is Google Sites able to fully accommodate teachers' professional reflection needs in the current digital era, or is it just an additional tool without a significant impact on the development of teacher competency?

The majority of respondents (95%) stated that Google Sites was able to fully accommodate teachers' professional reflection needs in the current digital era, indicating that this platform was considered effective and useful in supporting the reflection and competency development of driving teachers. Only a small percentage (5%) think that Google Sites only functions as an additional tool without having a significant impact on developing CGP competency.

2. Is Google Sites effective in overcoming the challenges of technical limitations and the readiness of driving teachers to utilize technology to improve the quality of learning?

As many as 90% of respondents stated that Google Sites was effective in overcoming the challenges of technical limitations and the readiness of driving teachers to utilize technology to improve the quality of learning, while another 10% stated that its effectiveness was only "Mediocre." This shows that the majority of driving teachers see this platform as a tool that supports improving the quality of learning, especially in overcoming technical obstacles and readiness in using technology.

3. Does the implementation of Google Sites as an e-portfolio really increase the effectiveness of teachers' reflection on learning practice, or is it just an administrative formality with no real development value?

From the available data, all respondents (100%) answered "Yes" to the question regarding the effectiveness of implementing Google Sites as an e-portfolio in increasing reflection on teachers' learning practices, indicating the view that this platform plays a real role in development, not just an administrative formality.

4. Is the integration of Google Sites in the Teacher Mobilization program able to bring about significant changes in teacher professionalism, and not just as a digital documentation tool?

From the results of the analysis of participant responses regarding the integration of Google Sites in the Teacher Activator program, it appears that 45% of respondents think that each Prospective Teacher Activator (CGP) has their own unique creations and characteristics in utilizing Google Sites, which contributes to their professionalism. Other responses, respectively each with a percentage of 5%, underlining that Google Sites acts as an infrastructure for sharing practices, increasing insight and knowledge, changing teacher mindset towards technology, and improving technology skills. This response reflects that most participants see Google Sites not only as a documentation tool, but also as a medium that supports increasing teacher professionalism through creativity and innovation.

5. Can Google Sites facilitate driving teachers' in-depth reflection on their teaching practices, and is this method more effective than conventional reflection methods?

Based on the data, most respondents (18 out of 20) agreed that Google Sites could facilitate in-depth reflection on teaching practices and were considered more effective than conventional reflection methods. The use of Google Sites in the Mobilizing Teachers program appears to facilitate the mobilizing teachers' in-depth reflection on their teaching practices. Most participants stated that this platform was able to increase the effectiveness of their reflection compared to conventional reflection methods. Google Sites is considered a very effective medium in motivating teachers to develop digital competencies and enrich their portfolios with good learning practices. This platform is also considered to make a significant contribution to teacher professionalism, not just a digital documentation tool. However, several challenges were still encountered, such as in aspects of design and theme implementation, although overall, the experiences felt by participants tended to be positive.

6. According to the Prospective Teacher Teachers, is the knowledge gained from the Teacher Teacher Program about Google Sites useful?

Based on the responses of Mr. and Mrs. Prospective Motivating Teachers, the knowledge about Google Sites obtained from the Motivating Teacher Program has proven to be useful. Prospective teachers feel that Google Sites functions as an effective reflection medium in supporting the development of their professionalism and competence in the digital era. Most participants also considered that this platform contributed positively to the storage and presentation of portfolios, as well as making it easier to reflect deeply on their teaching practices. In addition, this platform is recognized as providing real benefits in overcoming technical limitations and increasing teacher readiness in utilizing technology to improve the quality of learning.

7. What is the role of Google Sites in accommodating teachers' professional reflection needs in the current digital era?

The conclusion regarding the role of Google Sites in accommodating teachers' professional reflection needs in the current digital era is that this platform provides a digital space which is

easily accessible and user-friendly for teachers to document and share their reflections. With its flexible capabilities, Google Sites allows teachers to build online portfolios, upload various types of media, and systematically display their achievements and learning. This supports a deeper and more sustained reflection process, while making it easier to share best practice with peers or the wider public. In this fast-paced digital era, Google Sites helps teachers build a digital professional identity that can be accessed at any time, thereby encouraging openness and collaboration in their professional development.

8. To what extent does the use of this platform contribute to the development of driving teacher competencies?

Based on data from a questionnaire from Prospective Teacher Teachers (CGP) Class X, the use of Google Sites plays a significant role in developing the competency of driving teachers, especially as a platform for professional reflection in the digital era. Most respondents considered this platform effective for compiling e-portfolios that facilitate in-depth reflection and increase the effectiveness of learning practices, in contrast to more limited conventional methods. Google Sites is also considered helpful in improving digital insight and technology skills, which are important for teacher professionalism. Although some participants faced technical challenges such as design and patience, the overall impression was positive, with motivation to continue learning and developing. This shows that the integration of this digital platform supports the effective development of the competencies and skills of driving teachers, going beyond administrative functions to real development value.

9. How can Google Sites overcome challenges in terms of technical limitations and the readiness of driving teachers to utilize technology to improve the quality of learning?

Based on data, the use of Google Sites in the Teacher Mobilization program has an important role in overcoming the challenges of technical limitations and teacher readiness in utilizing technology to improve the quality of learning. As a digital medium, Google Sites provides motivation and convenience for teachers to improve their competence and skills in mastering technology. Some teachers find it very useful because Google Sites not only serves as a documentation platform, but also as a means of reflection and sharing of good practices that can enrich their professionalism. On the other hand, Google Sites encourages teachers to be more skilled in creating effective and attractive digital portfolios, although some teachers still encounter challenges in aspects of design and patience. Overall, Google Sites is considered to make a real contribution in supporting in-depth reflection and strengthening the role of driving teachers in the digital era, by providing significant added value compared to conventional reflection methods.

10. How does the implementation of Google Sites as an e-portfolio affect the effectiveness of teachers' reflection on learning practice, and does this platform provide real development value or only serve as an administrative formality?

Based on data from the use of Google Sites as an e-portfolio in teacher learning practices, this platform appears to make a significant contribution to the effectiveness of the reflection of driving teachers. Most respondents consider Google Sites not just an administrative formality, but also a tool that allows deep reflection and increased competence. Many feel that this platform facilitates the need for professional reflection in the digital era by making documentation easier, sharing best practices, and bringing about positive changes in teacher professional development. Although some teachers faced technical challenges in design and familiarization with the platform, Google Sites was considered effective in providing a means for more structured reflection than conventional methods. Overall, the implementation of Google Sites in the

Teacher Mobilization program supports real and relevant developments for the development of teacher skills in utilizing digital technology for learning.

11. To what extent is the integration of Google Sites in the Teacher Mobilization program able to bring about significant changes in teacher professionalism, and is not just a digital documentation tool?

The integration of Google Sites in the Teacher Mobilization program is able to bring about significant changes in teacher professionalism by not only functioning as a digital documentation tool, but also as a means of learning, collaboration and reflection. Through this platform, teachers can easily access materials, share best practices, and show the results of their competency development openly. This encourages teachers to be more committed to improving the quality of education, because Google Sites provides space for them to demonstrate their achievements visually and in a structured manner. In this way, Google Sites plays a further role in supporting teacher professionalism, not just as a place to store data, but as a medium for sustainable self-development in a dynamic educational environment.

12. How can Google Sites facilitate driving teachers' in-depth reflection on their teaching practices, and is this method more effective than conventional reflection methods?

The data available in this file contains responses from Prospective Teacher Activators (CGP) regarding the use of Google Sites as a reflection tool. Based on the data, many teachers find Google Sites useful for supporting in-depth reflection on their teaching practices and demonstrate its effectiveness compared to conventional reflection methods. However, some teachers still feel there are challenges in technical aspects such as theme design and implementation.

13. What difficulties did you encounter when creating Google Sites?

Some of the difficulties experienced by prospective Mover Teachers when creating Google Sites include accuracy and patience in filling in, difficulty creating an attractive design, lack of familiarity with the platform, and challenges in implementing a site theme or background. There are also those who say they have not experienced any difficulties. These difficulties show that although the platform helps in the creation of digital portfolios, the technical and design aspects are still challenges that need to be overcome to optimize its use.

14. What impression did you get when you created Google Sites?

Based on the response data from the Prospective Teacher Teachers, the impressions they got when creating Google Sites reflected various positive feelings, such as feeling challenged, enthusiastic, and seeing this media as an effective and safe tool for improving technology skills. Some of them felt happy, interested and inspired in the process of creating Google Sites. This platform is considered useful and able to assist teachers in compiling digital portfolios professionally, thereby providing a more in-depth reflective experience than conventional methods. Through Google Sites, they can not only share good practices but also strengthen professionalism in the digital era.

Interview Results regarding the Use of Google Sites as a Professional E-Portfolio for Class X Teachers in Pringsewu Regency. In an interactive interview with the Fathers and Mothers of the Class The majority of respondents (95%) stated that Google Sites is able to fully support teachers' professional reflection needs and have a significant impact on the development of their competencies, making it more than just an additional tool. Meanwhile, regarding the challenges of technical limitations, as many as 90% of CGPs considered Google Sites to be quite effective, although another 10% stated that its effectiveness was "Mediocre." Teachers consider

this platform to be effective in overcoming technical obstacles and readiness in using technology, which is very important for improving the quality of learning.

Furthermore, all respondents (100%) agreed that implementing Google Sites as an e-portfolio increases the effectiveness of reflection on learning practices, not just an administrative formality. About 45% of them also emphasized that Google Sites brings significant changes in teacher professionalism, encouraging individual creativity and innovation. For in-depth reflection, most CGPs agreed that Google Sites facilitated this process more effectively than conventional reflection methods, making a significant contribution to teacher professionalism through documentation and sharing of good practice.

When asked about the benefits of the knowledge gained from the Teacher Mobilization program regarding Google Sites, the participants felt that these skills were very useful in developing digital competencies, facilitating professional reflection, and better storing and presenting portfolios. The challenges they faced included technical aspects such as design and theme settings, however, the overall impression was positive. Many participants felt challenged, inspired, and enthusiastic about using Google Sites as a professional reflection tool that they can use on an ongoing basis.

Discussion

This research focuses on the use of Google Sites as an e-portfolio media for motivating teachers for Class X in Pringsewu Regency. Google Sites is expected to support the development of teacher competency in the digital era by providing a platform for reflection and documentation of their learning practices. Research data was collected through interviews, observations, and analysis of e-portfolio content created by teachers using Google Sites. The following are the results of the analysis obtained from questionnaires and in-depth interviews conducted with research participants.

The results of the questionnaire showed that the majority of respondents (95%) agreed that Google Sites was able to fully accommodate teachers' professional reflection needs in the current digital era. This shows that the mobilizing teachers find this platform very useful and effective in supporting them to carry out self-reflection, which is important for the development of their professional competencies. Even though there is a small portion of respondents (5%) who think that Google Sites only functions as an additional tool without significant impact, these results still show that the majority of participants feel that the benefits they get are very large.

Apart from that, the use of Google Sites is also considered effective in overcoming the challenges of technical limitations and the readiness of driving teachers to utilize technology to improve the quality of learning. As many as 90% of respondents stated that Google Sites helped them overcome technical obstacles and become ready to use technology, which is one of the main challenges in improving the quality of learning in the digital era. However, there were 10% of respondents who stated that its effectiveness was only "Mediocre", which shows that although the majority of participants felt the benefits, there were still a small number who felt they had not fully utilized this platform.

The application of Google Sites as an e-portfolio also shows very positive results in increasing the effectiveness of teacher reflection on learning practices. All respondents (100%) agreed that Google Sites helped them carry out deeper reflection and was not just an administrative formality. This shows that this platform is not only useful as a documentation tool, but also as a medium to enrich their professional reflection, which in turn supports the development of teacher competence.

The results of interviews with participants also confirmed these findings, where the majority of driving teachers considered that the use of Google Sites had a significant impact in increasing their professionalism. Approximately 45% of participants stated that they felt more

motivated to innovate and express their creativity through the use of Google Sites. This indicates that this platform not only functions as a digital documentation tool, but also as a space for teachers to show their progress and development in the field of education.

However, despite the many benefits felt, some teachers still face technical challenges, such as difficulties in designing an attractive e-portfolio display and setting an appropriate theme. Several respondents said they needed more training and support to maximize the potential of Google Sites. This difficulty was especially felt by teachers who were less familiar with technology, indicating that although the platform is user-friendly, there is still a need to strengthen technical skills for some participants.

Apart from that, the use of Google Sites also helps driving teachers overcome other technical limitations, such as in terms of storing and organizing learning materials. This platform allows teachers to upload various types of media, such as documents, images and videos, as well as systematically compile portfolios. This makes it easier for them to document and share their achievements and learnings, which previously might have been more difficult with conventional methods. As a medium for reflection, Google Sites also allows teachers to share best practices with colleagues and the wider public. With a structured digital space, teachers can carry out more focused and in-depth reflection, as well as share the learning they gain with the educational community. This can expand their professional networks and encourage broader collaboration in improving the quality of education.

Overall, the results of this research indicate that Google Sites has great potential in supporting professional reflection and teacher competency development. Although there are technical challenges that need to be overcome, the use of this platform has proven to provide significant benefits in supporting teacher learning and improving the quality of education. Driving teachers feel that Google Sites not only functions as an administrative documentation tool, but also as a professional development tool that helps them to continue learning and developing in the digital era.

However, it is important to note that although the platform provides many benefits, implementing Google Sites requires ongoing training and support for teachers, especially those unfamiliar with digital technology. Therefore, training and mentoring programs for teachers are very necessary to maximize the benefits of using Google Sites as an e-portfolio media, so that it can support optimal teacher competency development.

Thus, this research makes an important contribution in showing how digital platforms such as Google Sites can be used to increase the professionalism of driving teachers in the digital era. This is in line with several studies that have been carried out, namely: Research conducted by (Liska 2021) shows that e

Portfolios play an important role in supporting teacher professionalism, especially during the online learning period due to the COVID-19 pandemic. Liska found that e-portfolios facilitate self-reflection and make it easier for teachers to document learning digitally.

Meanwhile, (Wusqo et al. 2016) developed the concept of e-portfolio as a reflection tool for prospective science teachers. They emphasized that e-portfolios play an important role for teachers in developing teaching competencies through digital documentation that is easy to access and update. (Adzkiya and Suryaman 2021) identified that Google Sites-based media is effective in improving student learning outcomes thanks to its interactive features and accessibility. (Hadidi and Setiawan 2021) concluded that this platform supports improving student learning outcomes by presenting material that is structured and easy to access. At the basic education level, (Sulistyawati et al. 2022) found that the use of Google Sites in statistics learning increases students' understanding, considering that the material can be accessed independently.

Furthermore, (Kuntarto and Sholeh 2023) carried out training on the use of Google Sites as a competency assessment tool for teachers, with a focus on how digital e-portfolios make it easier for teachers to document and evaluate their performance effectively. (Murtadlo and Farisi

2023) developed learning media based on Google Sites and found that students who used this platform experienced a significant increase in learning outcomes compared to those who did not use Google Sites.

In addition, (Susi et al. 2023) examines the role of technology in the Teacher Mobilization program, including the use of digital platforms such as Google Sites. They noted that this technology increases interaction between teachers and students and supports the achievement of the Pancasila Student Profile.

In the context of social studies learning in madrasas, (Yusnaldi et al. 2023) concluded that the use of Google Sites increases student learning motivation and provides a more interesting and meaningful learning experience.

Finally, (Ningsih and Bukit 2022) found that Google Sites-based learning media was effective in increasing students' understanding of physics material at the high school level. These studies support the view that using Google Sites as an e-portfolio tool not only aids digital documentation, but also supports professional reflection, increases motivation, and deepens student understanding.

IV. CONCLUSION

This research explores the role of Google Sites as an e-portfolio media to support the professional reflection of driving teachers in Pringsewu Regency. The majority of teachers found this platform very helpful in documenting their teaching practices, simplifying the reflection process, and providing an efficient digital solution for storing and displaying a variety of easily accessible teaching artifacts. The majority of respondents agreed that Google Sites fully supports the need for professional reflection in the digital era. They value this platform not only as a storage tool, but also as an effective reflection medium for evaluating and improving learning practices.

In addition, using Google Sites helps teachers overcome technical challenges, especially in mastering information technology which is important for professionalism in the digital era. Teachers who are initially less familiar with technology can gradually improve their digital skills through the use of this platform. Not only does it provide space for independent reflection, Google Sites also encourages collaboration between teachers. This platform makes it easier for teachers to share best practices with colleagues and demonstrate competency development to related parties, thereby creating a more dynamic learning community.

However, some teachers still face several technical obstacles such as display design and theme settings. Even though Google Sites is quite user-friendly, some teachers still need further training to maximize the potential of this platform as a learning medium. As an e-portfolio, Google Sites has been proven to have a positive impact in increasing the effectiveness of reflection on learning practices. All respondents agreed that this platform allows for more structured reflection than conventional methods because teachers can review learning documentation systematically.

This platform also expands access for teachers to share their teaching practices with the wider public, such as colleagues, parents, and the educational community. This not only strengthens teacher professionalism, but also facilitates the exchange of information and collaborative development of teaching methods. The driving teachers' experience in using Google Sites shows that they feel challenged and enthusiastic about developing their technology skills. This platform provides the opportunity for them to make more optimal use of technology in education, thereby enriching the learning experience.

Overall, this research concludes that Google Sites has a significant role in supporting the development of competency and professionalism of driving teachers. This platform makes it easier for teachers to document the learning process digitally and allows them to evaluate and

improve teaching methods continuously. This research recommends that training and mentoring support for mobilizing teachers be strengthened so that they can maximize the use of Google Sites as an e-portfolio medium. This step is expected to be able to improve the quality of education in Pringsewu Regency and support teachers in meeting professionalism standards in the digital era.

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