

## Training on Portfolio Creation and Learning Media Using Google Sites for Teachers and Students at SMK Muhammadiyah Banjar

Sunardi<sup>1</sup>, Muhammad Kunta Biddinika<sup>1</sup>, Furizal<sup>2</sup>, Aldi Bastiatul Fawait<sup>2</sup>,  
Yana Mulyana<sup>2,a)</sup>

<sup>1</sup>Electrical Engineering Study Program, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>2</sup>Informatics Masters Study Program, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>a)</sup>Corresponding Author: [yana2107048012@webmail.uad.ac.id](mailto:yana2107048012@webmail.uad.ac.id)

### Abstract

A website must be essential to create an online presence for individuals, businesses, companies, and education. Everyone can be better known and widely known on the internet by using a website. However, some users still think that having a website should prepare many things, ranging from cost to good coding skills. The presence of Google company in the world of technology provides convenience through its products. Google Sites is one platform that provides services to make it easier to create websites used as objects of training activities with workshop activity partners by Master Program of Informatics Universitas Ahmad Dahlan and SMK Muhammadiyah Banjar. The purpose of this community service activity is to carry out training on the use of Google Sites in creating portfolios and learning media. The service audience is teachers and students, with 27 participants from SMK Muhammadiyah Banjar West Java Province. The activity was carried out on August 24, 2022. The stages of the activity were preparation, implementation, and evaluation. Preparation is carried out by conducting a pre-test survey of trainees. The implementation is carried out with training and hands-on implementation of website creation for each participant. Evaluation of activities is carried out for each stage by collecting post-test from each trainee. The result of the activity is to increase the knowledge of training participants, both students and teaching staff, in overcoming problems in the world of technology to make it easier to adapt to the industrial world. The training received an excellent response with a score of 79.13%, stating that they strongly agreed with the advantages of this training, the concept of healthy older adults related to the pandemic.

**Keywords:** Community Service, Google sites, Portfolios, Learning of Media.

### INTRODUCTION

Technology developing rapidly in the era of globalisation is very beneficial in various sectors because it can facilitate and help complete human work (Pratama & Setiyani, 2021) (Kurniawan et al., 2021). The influence of technology on human life is enormous. In addition to providing convenience, technology can also help in decision-making (Purnomo et al., 2022). One of the technologies that are developing rapidly today is a website that can provide fast, accurate information and can be accessed or studied by all circles (Susilawati & Hakim, 2022) (Ardiyansyah et al., 2021). Website is a critical need in creating online services for individuals, businesses, companies, and education (Airlangga et al., 2020) (Sangkalibu & Saputra, 2022). With a website, every individual can easily be more known and widely known by everyone on the internet so that they can build personal branding that can provide precise and accurate information (Afriansyah et al., 2020). Many people still think that having a website must prepare many things, ranging from cost to good coding skills. Currently, there are many website builder applications or Content Management Systems (CMS), such as Visual Studio Code, that allow every individual to have a website easily and quickly, from simple to professional sites (Rochman et al., 2020)(Zainy et al., 2022). The presence of Google Company in the world of technology provides convenience through its products, one of which is Google Sites, one of the website platforms that provide services to make it easier to create a free website. The ease of not needing an IT background allows everyone to take advantage of this technology (Sairin et al., 2022) (Susilawati & Hakim, 2022). Google Sites is a Google service that allows everyone to have a site with a clean and simple appearance, but it doesn't leave an elegant impression. With this

service, users can create website landing pages without having to master coding knowledge (Zarkasi et al., 2022) (Kurniadi et al., 2021). (Kurniadi et al., 2021). This service can be used in various areas of life, including work, teaching, and learning processes (Firdaus et al., 2021) (Nugroho & Hendrastomo, 2021).

The use of Google Sites in the learning process and portfolio creation can be optimised to be more complete and attractive for personal or organisational interests (Sanjaya, 2021) (Nugraha et al., 2021). Technological advances play an essential role in the world of education, where technological advances are required to innovate, one of which is in teaching and learning activities. Therefore technology must be in line with the expected learning outcomes (Kucera et al., 2022) (Saryoko et al., 2020). Teachers and students who utilise internet technology in their learning are one form of innovation in the world of education, this activity can be referred to as web-based learning (Anugrah et al., 2022). Some of the advantages of using this technology in learning include learning materials uploaded on Google Sites can make it easier for students not to need to copy files using a pen drive which can be troublesome and contract viruses (Mukti et al., 2020) (Mardin & Nane, 2020). Students can visit the teacher's Google Sites and download the learning materials. The syllabus on Google Sites will make students aware of the topics discussed in class at the next meeting (Endaryono et al., 2022). Students' knowledge of upcoming lessons and announcements of lesson assignments can be provided through Google Sites. Students are encouraged to visit the faculty's Google Sites regularly to avoid being left behind with information about the assignment. There is no reason for students not to know the assignments given by the teaching staff. Teaching staff can provide the latest announcements to students through Google Sites, such as providing internet links related to learning materials or providing reference information for books used in learning (Farida & Indah, 2021) (Salsabila & Aslam, 2020).

Google Sites can also be optimised for creating a portfolio to support job application needs (Aripin & Somantri, 2021). A portfolio is documentation that explains a person's personality in terms of activities or skills to provide complete information (Aziz et al., 2021). Portfolio creation requires creative exploration because the features provided by Google Sites are complete (Adzkiya & Suryaman, 2021). This platform is highly recommended to be used as a medium to support the teaching and learning process in Vocational High Schools (SMK), including at SMK Muhammadiyah Banjar, West Java Province. This community empowerment program (Prodamat) is an initiative of the Master of Informatics Study Program at Ahmad Dahlan University to carry out seminars and workshops in the context of training on the use of Google Sites in creating portfolios and learning media for prospective job applicants (students) and teaching staff (teachers) that can be accessed via computer devices or smartphones.

The objectives to be achieved from this program are 1) introducing Google Sites to students and teaching staff of SMK Muhammadiyah Banjar to be able to take full advantage of this platform, 2) introducing Google Sites features that can be used on laptops and smartphones that can support learning and creating a quality portfolio, and 3) introducing the innovative learning media platform Google Sites and how to use the features in it.

## METHOD

Training on the use of Google Sites in creating portfolios and learning media for teachers and students at SMK Muhammadiyah, Banjar City, was carried out through a series of the following stages:

1. Survey to get an overview of potential participants' knowledge of information technology.
2. Agreement with the Principal of SMK Muhammadiyah Kota Banjar regarding training materials, participation, financing, time, etc.
3. Compile material based on the survey results before the activity's implementation.
4. Make a rundown of activities coordinated with SMK Muhammadiyah Banjar.
5. Conduct discussions with Prodamat supervisors from the Master of Informatics Study Program at Ahmad Dahlan University.
6. Carry out Prodamat activities in the form of seminars and workshops.

7. Conduct a survey regarding participants' knowledge picture after the activity's implementation.

## RESULTS

The final result of the post-implementation questionnaire calculation score to determine the feasibility of this training based on the Likert scale is at an index of 79.13%, which means that this training strongly agrees to provide benefits for participants.

## DISCUSSION

### Seminars and Workshops

27 teachers and students of SMK Muhammadiyah Banjar attended the seminar and workshop. This activity began with an opening and remarks by the Principal and continued with remarks by the Dean of the Faculty of Industrial Technology, University, Ahmad Dahlan. Seminars and workshops are carried out by dividing them into three sessions.

**In the first session**, the speaker introduced technology to the participants by focusing on discussing web-based platforms. Considering that the participants are not from an IT background, the discussion presented was only a discussion that utilised one of the website creation service providers without having programming skills. The service used is Google Sites, one of the products of the Google Company. During the presentation of the material, the speaker introduced the features of Google Sites and practised creating a static website using a projector. Participants were followed by participants directly, as can be seen in Figure 1.

**In the second session**, participants were allowed 90 minutes (13.00-14.30) to develop their innovation and creativity in building a website through the platform presented in the first session. The speaker stayed indoors to help participants with problems while creating the website. After the participants have completed the creation and publication of their website, participants are directed to take a questionnaire and attach a website link that has been published for an assessment by the principal. When the principal assesses the results of the participants' work, the speaker introduces the term domain and practices how to buy a domain on one of the domain service provider's websites. Appreciation for the best website builders is shown in Figure 2.

**In the third session**, the principal submitted a certificate of participation as a form of appreciation for participation in the success of the training that had been held, as shown in Figure 3.

### Participant Knowledge After the Activity

Based on the resulting work, participants understand the content of the material that has been given. The works show this produced very creatively. The list of website links to participants' work can be seen in the list / Table 1.

**Table 1** Link to the website of the participant's work

No	Name	Status	Link to the published website created
1	Eqi Susanti	Student	<a href="https://sites.google.com/view/eqi-susanti/dari-botol-bekas/kerajinan">https://sites.google.com/view/eqi-susanti/dari-botol-bekas/kerajinan</a>
2	Resa Sandi Agustiar	Student	<a href="https://sites.google.com/view/rekomendasi-game-seru/halaman-muka">https://sites.google.com/view/rekomendasi-game-seru/halaman-muka</a>
3	Hani Nisrina	Student	<a href="https://sites.google.com/view/haninisrina/batik-indonesia">https://sites.google.com/view/haninisrina/batik-indonesia</a>
4	Sahrir Ali Mustopa	Teacher	<a href="https://sites.google.com/view/domainclass">https://sites.google.com/view/domainclass</a>
5	Gina Rahma Dini	Student	<a href="https://sites.google.com/view/ginahmahadini/biografi">https://sites.google.com/view/ginahmahadini/biografi</a>
6	Tia Nurhayati Nasifah	Teacher	<a href="https://sites.google.com/view/analisislaporankeuangan/about">https://sites.google.com/view/analisislaporankeuangan/about</a>
7	Silpa Yulianti	Student	<a href="https://sites.google.com/view/pengelompokanmakananhewan/home">https://sites.google.com/view/pengelompokanmakananhewan/home</a>

No	Name	Status	Link to the published website created
8	Dede Rohanah	Teacher	<a href="https://sites.google.com/view/dede-rohanah">https://sites.google.com/view/dede-rohanah</a>
9	Sinta Nursari	Student	<a href="https://sites.google.com/view/sintanursari">https://sites.google.com/view/sintanursari</a>
10	Devila Aprili	Student	<a href="https://sites.google.com/view/devila-aprili/home">https://sites.google.com/view/devila-aprili/home</a>
11	Rika Aulia	Student	<a href="https://sites.google.com/view/sejarahbankindonesia/biografi">https://sites.google.com/view/sejarahbankindonesia/biografi</a>
12	Santi Nu Anjani	Student	<a href="https://sites.google.com/view/santinuranjani/beranda">https://sites.google.com/view/santinuranjani/beranda</a>
13	Egi	Teacher	<a href="https://sites.google.com/view/bulutangkis123">https://sites.google.com/view/bulutangkis123</a>
14	Lena Rahmawati	Teacher	<a href="https://sites.google.com/view/blogssaya/home">https://sites.google.com/view/blogssaya/home</a>
15	Nurhaeni	Teacher	<a href="https://sites.google.com/view/tatjana-jenaira-aishalyn/halaman-muka">https://sites.google.com/view/tatjana-jenaira-aishalyn/halaman-muka</a>
16	Irfan Herdiana	Student	<a href="https://sites.google.com/view/sejarahdunia/home">https://sites.google.com/view/sejarahdunia/home</a>
17	Ikah Atikah, S.Pd., M.Pd.	Teacher	<a href="https://sites.google.com/view/hakihatiki/beranda/english-material/2nd-grade">https://sites.google.com/view/hakihatiki/beranda/english-material/2nd-grade</a>
18	Riefat	Student	<a href="https://sites.google.com/view/ripatbensin/home">https://sites.google.com/view/ripatbensin/home</a>
19	Rafli Yogaswara	Student	<a href="https://sites.google.com/view/gubenurjateng/halaman-muka">https://sites.google.com/view/gubenurjateng/halaman-muka</a>
20	Indra Mubarakah	Student	<a href="https://sites.google.com/view/tasngtrend22dra/beranda">https://sites.google.com/view/tasngtrend22dra/beranda</a>
21	Cucu Ratnasari	Teacher	<a href="https://sites.google.com/view/qiana1602/halaman-muka">https://sites.google.com/view/qiana1602/halaman-muka</a>
22	Feby Rizaldi Putra	Teacher	<a href="https://sites.google.com/view/febyrizaldi">https://sites.google.com/view/febyrizaldi</a>
23	lim Rohimat	Teacher	<a href="https://sites.google.com/view/rohimat">https://sites.google.com/view/rohimat</a>
24	Dedeh Kurniasih	Teacher	<a href="https://sites.google.com/view/dedeh-kurniasih/materi">https://sites.google.com/view/dedeh-kurniasih/materi</a>
25	Asep Suganda	Student	<a href="https://sites.google.com/view/aseprockyy/home">https://sites.google.com/view/aseprockyy/home</a>
26	Riki Rimansah	Teacher	<a href="https://sites.google.com/view/indonesiakayapisan">https://sites.google.com/view/indonesiakayapisan</a>
27	Ganjar	Teacher	<a href="https://sites.google.com/view/ganzshirih">https://sites.google.com/view/ganzshirih</a>

This training is expected to be used by participants to be implemented in everyday life. The use of Google Sites is very broad, such as creating portfolios, learning media, product promotions, and others. The measurement of participants' satisfaction and needs for the training has been carried out through the distribution of pre-training and post-training questionnaires. The questionnaire statement given is as in Table 2.

**Table 2** Questionnaire statement

No	PRE-TRAINING
1	I've heard the term Google Sites.
2	I've been following the study of Google Sites independently.
3	I once created a website through the Google Sites platform.
4	I feel the website is a conducive medium.
5	I don't think I've mastered Google Sites enough.
6	I felt the need to take a training on the use of Google Sites.
No	POST-TRAINING
1	During this training, I got additional knowledge/insights about Google Sites.
2	This training made me more sensitive when I attended Google Sites exposure.
3	This training made me more excited to use Google Sites.
4	This training made me feel like Google Sites could be more optimised.

- 
- 5 This training adds to my ability to create the web using Google Sites.
- 
- 6 Training like this if it is held again I want to go back to participate.
- 

The questionnaire statement was given to respondents with five response options, namely Very Strongly Agree (SSS), Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The questionnaire results given to participants before and after the training gave a positive response by agreeing, strongly agreeing and strongly agreeing with the existence of this Google site training. This activity generally benefits and adds knowledge/insight for all participants participating in training activities from beginning to end. The following graph of the questionnaire responses from 27 respondents can be seen in Figure 4. In post-training, there were six statements (7<sup>th</sup> to 12<sup>th</sup>) with the percentage of respondents' responses as shown in Table 3.

Table 3 Responses of Post-Training Respondents

No	Questions	Number of Responses					Total
		STS	TS	S	SS	SSS	
1	P7	0 (0%)	0 (0%)	7 (25,9%)	7 (25,9%)	13 (48,2%)	27 (100%)
2	P8	0 (0%)	0 (0%)	9 (33,3%)	12 (44,5%)	6 (22,2%)	27 (100%)
3	P9	0 (0%)	0 (0%)	11 (80,8%)	9 (33,3%)	7 (25,9%)	27 (100%)
4	P10	0 (0%)	0 (0%)	10 (37%)	10 (37%)	7 (26%)	27 (100%)
5	P11	0 (0%)	0 (0%)	9 (33,3%)	10 (37%)	8 (29,7%)	27 (100%)
6	P12	0 (0%)	0 (0%)	9 (33,3%)	11 (40,8%)	7 (25,9%)	27 (100%)

All questionnaire statements that have been submitted to respondents are positive in nature. Their scores can be formed by giving value labels as follows:

1. Very Strongly Agree (SSS) with a value of 5
2. Strongly Agree (SS) with a value of 4
3. Agree (S) with a value of 3
4. Disagree (TS) with a value of 2
5. Strongly Disagree (STS) with a value of 1

The questionnaire data processing process in Table 3 was carried out using a Likert scale as follows:

**Formula:**

$$T \times P_n \quad (1)$$

**Information:**

**T** = Total number of respondents who voted

**P<sub>n</sub>** = Likert selection score number

Based on the calculation results using the Likert scale, it is obtained:

- a. Total score = **641**.
- b. Possible highest value = 5 (highest answer value) x 27 (number of respondents) x 6 (number of statements) = **810**.



c. Possible lowest value = 1 (highest answer value) x 27 (number of respondents) x 6 (number of statements) = **162**.

**Interval's Formula:**

$$\begin{aligned} I &= 100 / \text{number of scores (Likert)} \\ &= 100 / 5 \\ &= 20 \end{aligned}$$

Then there is the interpretation of the score based on the interval obtained:

Number 0% - 19,99% = Strongly Disagree (STS)  
Number 20% - 39,99% = Disagree (TS)  
Number 40% - 59,99% = Agree (S)  
Number 60% - 79,99% = Strongly Agree (SS)  
Number 80% - 100% = Very Strongly Agree (SSS)

**Indexes' Formula (%):**

$$\begin{aligned} \text{Final Score} &= \text{Total Score} / \text{Highest Total Score} \times 100 && (2) \\ &= 641 / 810 \times 100 \\ &= 79,13\% \text{ (Strongly Agree)} \end{aligned}$$

**CONCLUSIONS and RECOMMENDATIONS**

This community service activity carried out at SMK Muhammadiyah Banjar, West Java Province, has been held and can improve the knowledge of students and teaching staff as prospective participants regarding:

1. How to overcome problems in the world of technology.
2. How to use an innovative learning media platform, Google Sites.
3. How to use Google Sites to create portfolios and learning media for teachers and students that can be accessed through computer or smartphone devices.

Implementing surveys before activities and preparing frequent seminar and workshop modules according to the needs and abilities of prospective participants are beneficial provisions and greatly support learning success. Surveys after the activity are beneficial for evaluating the material presented and the way of delivery. This technology-themed empowerment program can be enjoyed by teachers and students who have the full support of the principal. In the future, it is hoped that there will be more training activities with the theme of utilising Google Sites in creating portfolios and learning media spread throughout Indonesia.

**REFERENCES**

- Adzkiya, D. S., & Suryaman, M. (2021). Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD. *Educate: Jurnal Teknologi Pendidikan*, 6(2), 20–31. <https://doi.org/10.32832/educate.v6i2.4891>
- Afriansyah, R., Mubaro, S., & Pratiwi, R. I. (2020). Pembuatan Portal Website Sekolah Sma Negeri 1 Sungailiat Sebagai Media Informasi. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 154–160. <https://doi.org/10.31849/dinamisia.v5i1.4413>
- Airlangga, P., Harianto, H., & Hammami, A. (2020). Pembuatan dan Pelatihan Pengoperasian Website Desa Agrowisata Gondangmanis. *Jumat Informatika: Jurnal Pengabdian Masyarakat*, 1(1), 9–12.
- Anugrah, O., Purnama, A., Nursakinah, B., & Safitri, A. E. (2022). *Sosialisasi Pemanfaatan Google Sites Sebagai Personal Web*. 1(07), 779–784.
- Ardiyansyah, Y., Yohana, E., Mustika, E., Bahtiar, R., Muhadi, A., Nur, A., Pangestu, R. A., Nursafitri, D., Akbar, M., & Setiawan, A. (2021). Sosialisasi Pembuatan Web dengan Google Sites pada Pondok Pesantren Ihya Ulumiddin. *Jurnal Kreativitas Mahasiswa Informatika (JATIMIKA)*, 2, 227–230.
- Aripin, S., & Somantri, S. (2021). Implementasi Progressive Web Apps (PWA) pada Repository E-Portofolio Mahasiswa. *Jurnal Eksplora Informatika*, 10(2), 148–158.

- <https://doi.org/10.30864/eksplora.v10i2.486>
- Aziz, A. A., Budiyantri, N., Islam, U., Sunan, N., Djati, G., & Indonesia, U. P. (2021). Pelatihan Pembuatan Portofolio Pribadi Menarik dalam Mempersiapkan Diri Melamar Pekerjaan bagi Orang Muda Binaan Marga Sejahtera. *Jurnal Pasopati*, 3(2), 73–79.
- Endaryono, Mahyudi, Saputra, A., & Kurniawan, I. (2022). Pelatihan Pembuatan Website Pembelajaran Menggunakan Google Site. *Jurnal Suara Pengabdian* 45, 1(2), 41–52.
- Farida, A., & Indah, R. P. (2021). Pendampingan Optimalisasi Google Site Sebagai Media Pembelajaran dan Promosi pada KUMON Ngringo Palur. *Batuah: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 8–14.
- Firdaus, R., Unik, M., Wenando, F. A., & Fitri, D. A. (2021). Pemanfaatan Google Sites Untuk Penerimaan Peserta Didik Baru Bagi Madrasah Se-Riau. *Jurnal Pengabdian Untuk Mu NegeRI*, 5(1), 69–73. <https://doi.org/10.37859/jpumri.v5i1.2381>
- Kurniadi, W., Jusriati, & Syafriadi. (2021). Pemanfaatan Google Sites Untuk Proses Pembelajaran Daring Pada Matakuliah Essay Writing. *Konferensi Nasional Ilmu Komputer (KONIK) 2021*, 225–228. <https://prosiding.konik.id/index.php/konik/article/view/55>
- Kurniawan, Y. I., Chasanah, N., Nofiyati, N., & Rakhman, A. Z. (2021). Peningkatan Literasi Media dan Pelatihan Pengelolaan Website Sekolah Di SMP Negeri 2 Kalimantan. *Jurnal Pengabdian Masyarakat Indonesia*, 1(1), 1–6. <https://doi.org/10.52436/1.jpmi.3>
- Mardin, H., & Nane, L. (2020). Pelatihan Pembuatan Dan Penggunaan Google Sites Sebagai Media Pembelajaran Kepada Guru Madrasah Aliyah Se-Kabupaten Boalemo. *Jurnal Abdimas Gorontalo (JAG)*, 3(2), 78–82. <https://doi.org/10.30869/jag.v3i2.652>
- Mukti, W. M., N, Y. B. P., & Anggraeni, Z. D. (2020). Media Pembelajaran Fisika Berbasis Web Menggunakan Google Sites pada Materi Listrik Statis. *Webinar Pendidikan Fisika 2020*, 5(1), 51–59. <https://sites.google.com/view/fisikakuyess>.
- Nugraha, A. D., Asyari, A., Maulina, B., Fauzi, C. A., Suryadi, D. P., Febrianto, D. N., Purba, P., Nur, S., & Amin, B. (2021). Pelatihan Pembuatan Website Berbasis Google Sites Pada Toko Karya Jaya. *Jurnal Kreativitas Mahasiswa Informatika (JATIMIKA)*, 2, 260–262.
- Nugroho, M. K. C., & Hendrastomo, G. (2021). Pengembangan Media Pembelajaran Berbasis Google Sites Pada Mata Pelajaran Sosiologi Kelas X. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 12(2), 59–70. <https://doi.org/10.26418/j-psh.v12i2.48934>
- Pratama, Y., & Setiyani, H. (2021). Perancangan Website Edukasi Jenis Warna Pada Ikan Cupang. *Jurnal Maklumatika*, 7(2), 101–108.
- Rochman, A., Hanafri, M. I., & Wandira, A. (2020). Implementasi Website Profil SMK Kartini Sebagai Media Promosi dan Informasi Berbasis Open Source. *AJCSR*, 2(1), 46–51.
- Sairin, Fajri, C., & Susanto. (2022). Pengembangan Website Guru Melalui Google sites Di SMA Al Wafi Islamic Boarding School Depok. *Jurnal Pengabdian Kepada Masyarakat*, 2, 12–17.
- Salsabila, F., & Aslam. (2020). Pengembangan Media Pembelajaran Berbasis Web Google Sites pada. *Jurnal Basicedu*, 3(2), 524–532. <https://jbasic.org/index.php/basicedu/article/view/971>
- Sangkalibu, L. O. M. R., & Saputra, H. N. (2022). Membangun Sistem Informasi Website Sekolah Dengan Menggunakan Google Sites. *Jurnal Isema: Islamic Educational Management*, 7(1), 87–96. <https://doi.org/10.15575/isema.v7i1.17643>
- Sanjaya, P. A. (2021). Pembelajaran Kreatif Model Sinektik Menggunakan E-Portofolio Berbasis Google Sites Pada Pembelajaran Sejarah. *Jurnal Candra Sangkala*, 3(2), 33–41.
- Susilawati, & Hakim, lukman N. (2022). Pelatihan Membuat Website Digital Marketing Dengan Google Site Untuk Meningkatkan Kompetensi Keahlian Dikalangan Mahasiswa. *Komunitas*, 1(2), 69–73.
- Zainy, A., Lubis, A. A., Mariana, D., Ramadiah, I., Irnanda, T., & Pakpahan, Z. H. (2022). Pengenalan Media Pembelajaran Pemrograman Membuat Website Pada Html Smk Swasta Harapan. *Jurnal ADAM*, 1(2), 335–338.
- Zarkasi, M., Pandunata, P., Furqon, M. A., Wulandari, D. A. R., & Auliya, Y. A. (2022). Pelatihan Pemanfaatan Google Sites dan Integrasi Nama Domain Sebagai Sarana Publikasi

- Informasi pada TKIT Buah Hati Kita Jember. *Ilmu Komputer Untuk Masyarakat*, 3(1), 20–25.
- Anugrah, O., Purnama, A., Nursakinah, B., & Safitri, A. E. (2022). *Sosialisasi Pemanfaatan Google Sites Sebagai Personal Web*. 1(07), 779–784.
- Kucera, C., Do Vale Gomes, A. L., Ovens, A., & Bennett, B. (2022). Teaching Online Physical Education During Social Distancing Using Google Sites: Pedagogy, Strategies, Reflections and Barriers of a Teacher. *Movimento*, 28. <https://doi.org/10.22456/1982-8918.122688>
- Purnomo, R., Priatna, W., & Yusuf, A. Y. P. (2022). Optimization of the Use of Information Technology in Learning Administration at SDN Hurip Jaya 03. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 4(2), 925–930. <https://doi.org/10.35568/abdimas.v4i2.1483>
- Saryoko, A., Sari, R., Rianto, V., & Rosyida, S. (2020). Pemanfaatan IPTEK Dalam Kegiatan Belajar Mengajar Untuk Masyarakat Pela Mampang Di Masa Pandemi. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 3(2), 304–310. <https://doi.org/10.35568/abdimas.v3i2.920>



## APPENDIX



**Figure 1.** Presentation of material to all participants



**Figure 2.** Appreciation to the best website builders



**Figure 3.** Trainees get a certificate

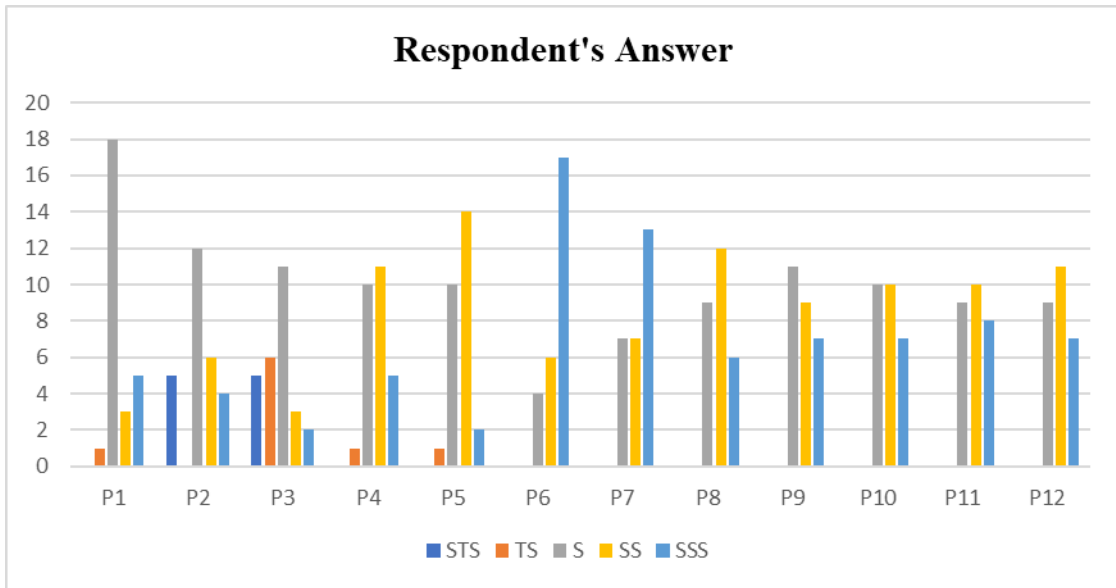


Figure 4. Answer Responder's