



# The Effectiveness of Using *Akun Pembelajaran* in Learning English at SMPN 1 Gorontalo City Students

Suleman Bouti<sup>(✉)</sup>

Department of English Language Education, Faculty of Letters and Cultures, Universitas Negeri,  
Gorontalo, Indonesia  
s\_bouti@ung.ac.id

**Abstract.** Even though we are already in the era of face-to-face interaction in the teaching and learning process after going through the pandemic, the Ministry of Education and Culture (*Kemendikbud*) is still enforcing online teaching and learning facilities through *Akun Pembelajaran* for the learning process in elementary, middle and high school. *Akun Pembelajaran*, or for some people known as *akun belajar.id* has also been used by the English teacher in SMP 1 State Junior High School in Gorontalo City. This study aims to determine the effectiveness of using *akun pembelajaran* for SMP 1 Kota Gorontalo State Junior High School students in learning English.

This research is quantitative and descriptive. The research sample employs purposive sampling through one class for 8<sup>th</sup>-grade students and one class for 9<sup>th</sup>-grade students. The data was collected by using an open questionnaire. The results showed that 72% of data state that the *akun pembelajaran* is convenient. Most of the students got the information about *akun pembelajaran* from the teacher while asking to do homework. Most of the students understand the functions and its benefits. 52% of data state that the students are interested in using *akun pembelajaran* although teachers do not ask them to do it. Meanwhile, 48% use *akun pembelajaran*, depending on the teacher's order. 77% of students need face-to-face learning to understand the subject better.

It can be concluded that *Akun Pembelajaran* or *akun pembelajaran* effectively affects SMP 1 Kota Gorontalo State Junior High School students in learning English. The use of *Akun Pembelajaran* in *Akun Pembelajaran* is effective enough for the students in learning English. It can be a part of the "New Normal" era of the teaching and learning process.

**Keywords:** Effectiveness · Akun Pembelajaran · Students Learning English

## 1 Introduction

Online learning has become a part of our education world. Online learning can be done independently with unstructured goals, such as learning English by randomly taking material available on the internet. Online learning can also be done independently, patterned and structured through specific platforms and in controlled stages. Online learning like this is like the one in the *Akun Pembelajaran*, also known as the learning account.

© The Author(s) 2023

R. Harold Elby Sendouw et al. (Eds.): UNICSSH 2022, ASSEHR 698, pp. 1122–1128, 2023.  
[https://doi.org/10.2991/978-2-494069-35-0\\_134](https://doi.org/10.2991/978-2-494069-35-0_134)

This account was issued by the Ministry of Education and Culture of the Republic of Indonesia with the idea of *Merdeka Belajar*, which is the color of the policy of the Ministry of Education and Culture for the current period. The clichéd online learning problems, such as the absence of an internet network and the lack of quality of Indonesian human resources, are no longer used as a major obstacle to preventing this program from running. These complaints began to be handled in various ways by launching this *Akun Pembelajaran* program.

The application of an *Akun Pembelajaran* does not mean that it is problem-free. Some issues encountered in implementing an *Akun Pembelajaran* include the lack of ability to understand how to install the *Akun Pembelajaran* on a cellphone or a laptop. In addition, teachers and students assume that there will be hassles if they have to replace the old account. These kinds of thoughts are also an obstacle. These issues arise due to the lack of face-to-face or virtual socialization by the leadership or admin at the school or because it has not been made a mandatory policy because it was initially launched as an option (meaning that it may or may not be installed). The next obstacle is the limitation of the *Akun Pembelajaran* to access videos on Youtube or the setting that has not been reset due to ignorance, which can be overcome.

The various problems in each region and their handling are interesting issues to be described and this paper's primary goal. Unlike the suburbs, schools in urban centers have easy internet access and access to improve the quality of their human resources, such as SMP 1 State Junior High School in Gorontalo City.

### **English Learning Process**

According to Damayanti (2016), teaching and learning English as a foreign language has different learning situations, such as limited time allocated to English lessons, large class sizes, students with low motivation, and form-focused exams. Classroom management plays a vital role in English teaching. The classroom management model will be the teacher's ability to cooperatively manage time, space, resources, student roles, and student behaviors to provide a climate that encourages learning. Effective classroom management in young learners' English teaching means successful teaching and learning.

Regarding learning English skills, speaking ability is an essential skill because this skill is the basis for verbal communication (Wats and Wats, 2009). Verbal communication refers to communicating verbally and accurately in the target language (Henard and Roseveare, 2012). Someone with a high level of oral proficiency can apply linguistic knowledge to new situations or contexts (Páez and Rinaldi, 2006). In most English learning, especially English as a second/foreign language (ESL / EFL), instructors are often faced with a daunting task; helping students to overcome their anxiety about speaking in the target language (Songsiri, 2007, Khatib et al., 2011, Jöns and Hoyler, 2013).

Páez and Rinaldi (2006) state that three main factors contribute to student anxiety: cultural, linguistic, and psychological or affective factors. Student anxiety is usually associated with feelings of anxiety, anxiety, doubt, and frustration. This feeling influences students in doing assignments in front of the class and creates communicative

stress. Online learning, especially unsynchronized, can solve the students' psychological reasons. Through the unsynchronized learning process, students are allowed to practice because they mostly have problems producing target languages (Songsiri, 2007, Kurniawan and Syakur, 2017).

### Students' Roles

In learning English in the classroom, students need to be the subject of the teaching process. Students become the main actors in learning, not teachers. The teacher only takes a role as a facilitator. Therefore, students need to get initial knowledge and skills before carrying out their role as learners. As learners, students wait for the initial or the main command. In this condition, students are still in a passive position. Furthermore, after getting an outline of learning, students must be given space to develop their potential in finding information that still refers to the guidelines provided at the beginning.

Watson in Bland (2015) argues that a whole language is an approach to language, and learning to listen, speak, read, and write should be integrated. It should also emphasize learning to read and write naturally, focusing on authentic communication and reading and writing for pleasure.

Bland (2015) claims some benefits of foreign language learning: develop children's communication abilities in English, encourage enjoyment and motivation, learn other cultures, develop children's cognitive skills, develop children's metalinguistic awareness, encourage learning to learn, grow intercultural awareness and global citizenship, and create values related to diversity.

### Akun Pembelajaran

Technology has many positive effects on learning. The technology used in teaching and learning activities changed from conventional to modern methods. With this, teachers take advantage of the learning account launched by the Ministry of Education and Culture through Pusdatin in 2020.

The *Akun Pembelajaran* provided by the Ministry of Education and Culture is to provide easy access to teaching and learning equipment for students and teachers from various educational units. It starts from access to the Kemdikbudristek platform to multiple applications that facilitate face-to-face or remote teaching and learning activities.

The account can be used by students, educators, and education staff to access electronic-based learning services. This learning account aims to support online learning activities and face-to-face learning later.

An *Akun Pembelajaran* is created as a google account with the *@belajar.id* domain because automatic learning accounts can access Google Suite for Education learning support services (such as Google Classroom, Google Drive, Google Docs, Google Sheets, Gmail, and Google Calendar).

Getting an *Akun Pembelajaran* is relatively simple because every school admin only needs to download account data at [pd.data.kemdikbud.go.id](http://pd.data.kemdikbud.go.id). Then the *Akun Pembelajaran* can be activated by logging in via Gmail to change the password. Next, agreeing to the terms and conditions for using the account, then the *Akun Pembelajaran* is ready to use.

There are differences in using an *Akun Pembelajaran* compared to a regular personal Gmail account.

First, the google drive *Akun Pembelajaran* has unlimited storage capacity and a shared drive feature that allows you to manage files simultaneously, even in different places.

Second, the google classroom *Akun Pembelajaran* can be directly connected to the google meet link so that it can directly have virtual face-to-face with students, has a capacity of 20 teachers and 1,000 students, and can invite students' guardians.

Another feature of Google Classroom that is very helpful for teachers in virtual classrooms is the import of grades from Google forms, Chromebook locked mode, and check the originality of student answers. With this Chromebook lock mode, when enabled, students who are working on assignments online cannot open a new tab to open a search engine to find answers.

Third, google meet *Akun Pembelajaran* has a raise your hand and record feature. The recording feature is unique for the meeting maker, and the recording will be automatically saved on google drive.

By utilizing the *Akun Pembelajaran*, it is hoped that current learning, both online and face-to-face, can immediately migrate to technology-based active learning. To create a dynamic, creative, broad-minded learning atmosphere, increase interest in learning, and ease access to learning.

In addition, technological migration in the world of education is also an effort to create a generation that has technological skills, thinks critically, is active, and becomes a generation that is ready to compete with other countries. Meanwhile, educators are expected to be able to use technology in presenting the learning process.

## 2 Methods

This research is quantitative descriptive. The research sample uses purposive sampling through one class for 8<sup>th</sup>-grade students and one class for 9<sup>th</sup>-grade students. The 7<sup>th</sup> grade has not classified enough experience with using *Akun Pembelajaran* to be the population of this research. The data was collected by using an open questionnaire.

Descriptive research describes things that currently apply according to the type of data. The scores obtained were then analyzed using descriptive statistical techniques—this research was held in the English class at the SMP 1 State Junior High School in Gorontalo City.

The variable of this research is the student's response to learn English based on learning through "*Akun Pembelajaran*" learning based on media websites. The response of students intended in this study was to state the effectiveness of implementing learning English through learning "*Akun Pembelajaran*."

### **Students' Responses on the Use of *Akun Pembelajaran* in Studying English**

Students come to English lessons with expectations about what they will do and get. These expectations are influenced by the expectation of their family, friends, and other students. They also want to please and have immediate results. They expect to be able to speak English after the lesson so that their parents and their friends award them.

Most of the students enjoy learning English through *Akun Pembelajaran*. Most of the teachers try to explain the lesson as clearly as possible. This effort results in the student's ability to understand some vocabulary and simple conversations in English and to write the meaning in Indonesian. The ability of teachers to design the material in the application guides the students into being well informed of materials given by the teacher.

Garton, Sue & Copland (2019) suggest that learners need to be exposed to language in use which is: comprehensible (sufficiently understandable for the learner to achieve their objective, rich (substantial in quantity and value in variety, meaningful (significance and value to the learners' lives), authentic (used for communication rather than for teaching, and recycled (experienced several times in a variety of ways).

The information about using AP to the students when the teacher gave assignments is 70.1%, while 18.1% was based on friends' information, and 11.8% got information from others. It states that students have not been reached by detailed information about AP. In the case of the approach to teachers in using AP as teaching medium, the socialization approach to students is in the context of using it as a learning. Learning media means students can learn material directly from the teacher who teaches in class or how students can develop their way of finding processes on the internet.

There are comments from students who want to be free to choose and search for learning resources. Regarding students' understanding of the use of AP, students answered that AP made it easier for them to learn English, although some felt they were too driven by the teacher. In contrast, in schools' teaching and learning process, teachers still have to teach based on the curriculum and syllabus as guidelines for implementing English language learning. It is expected to be developed as a challenge for teachers to find solutions for how students learn freely but still with the objectives within the limits of specific topics being taught.

Most students do not have too many problems operating the AP. Data obtained that most students are familiar with personal Gmail and other Microsoft Office applications. The workflows of the AP are not too different; in fact, they are similar to the personal Gmail.

Students show the core of independence in learning English. Almost half of SMP 1 students who access AP, even without teacher instruction, desire to use AP. They are 48.8%, while 51.6% access only when instructed by the teacher. It indicates an excellent opportunity to make AP more optimal in its design and content to attract more students' enjoyment to use.

The results showed that 72% state that *akun pembelajaran* is easy to use. Most of the students got the information about *akun pembelajaran* through the teacher while asking to do homework. Most of the students understand the functions and its benefits. 52% of data state that the students are interested in using *akun pembelajaran* even without the teachers' order; 48% of them use *akun pembelajaran* depending on the teacher's order.

Few students depend on AP as a learning medium to understand the topics discussed. 77.8% asked that the teacher could teach them face-to-face in class to understand better the material addressed in a particular meeting. Some students asked that even though it was only in Google Classroom they still needed a teacher to be able to provide direction. This data shows that AP does not fully cover the world of interaction between teachers and students.

### 3 Conclusion

Learning a foreign language subject such as English should be there are many ways to get around the ease with which students learn. One of them is giving more time to study independently as implemented through the. In case an alternative convenience in the *Akun Pembelajaran* does not suddenly make students competent or skilled, *Akun Pembelajaran* has been present with good reception from students.

As students feel the effectiveness of using AP, it can be suggested to teachers to be more optimal in using AP as part of their designed learning process. Moreover, AP is a facility that is formally provided and recommended by the Ministry of Education and Culture of the Republic of Indonesia as an institution that regulates all educational affairs in Indonesia.

Technology will not replace great teachers, but technology in the hands of great teachers will be valuable and powerful. The use of *Akun Pembelajaran* is effective enough for students in learning English. It can be a part of the “New Normal” era of the teaching and learning process. Teachers are also expected to be able to fortify students from the negative impacts caused by technology.

### References

- Bland, J. (2015). *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Publishing Plc.
- Damayanti, I. L. (2017). From Story Telling to Story Writing: The Implementation of Reading to Learn (R2L) Pedagogy to Teach English as a Foreign Language in Indonesia. *Indonesian Journal*, 6 no 2, 229–242.
- Garton, Sue & Copland, F. (2019). *Teaching English to Young Learners*. New York: Routledge.
- Henard, F. and D. Roseveare. 2012. Fostering quality teaching in higher education: Policies and practices. *An IMHE Guide for Higher Education Institutions*:7–11.
- Hendriyanto, Agus dan Nimas Permata Putri. 2014. *Teori Belajar dan Pembelajaran Bahasa*. Surakarta: Cakrawala Media.
- Jöns, H. and M. Hoyler. 2013. Global geographies of higher education: The perspective of world university rankings. *Geoforum* 46:45-59.
- Khatib, M., S. Rezaei, and A. Derakhshan. 2011. Literature in EFL/ESL Classroom. *English Language Teaching* 4(1):201-208.
- Kurniawan, A. and A. Syakur. 2017. The Correlation of Emotional Intelligence and Spiritual of Intelligence to Effectiveness Principals of Leadership. *International Journal of Psychological and Brain Sciences* 2(1):1-9.
- Páez, M. and C. Rinaldi. 2006. Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders* 26(4):338.
- Songsiri, M. 2007. *An action research study of promoting students’ confidence in speaking English*. Victoria University.
- Suryabrata, S. 2012. *Metodologi Penelitian Deskriptif*. Jakarta: Raja Grafindo Persada.
- Wats, M. and R. K. Wats. 2009. Developing Soft Skills in Students. *International Journal of Learning* 15(12).

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

