

DEVELOPMENT OF GOOGLE SITES LEARNING MEDIA FOR EIGHT-GRADERS SOCIAL STUDIES SUBJECTS

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Abstrak

Penelitian ini memiliki tujuan mengembangkan media pembelajaran *google sites* mata pelajaran IPS Kelas VIII pada materi Penjelajahan Samudera, Kolonialisme, dan Imperialisme di Indonesia yang layak digunakan dalam pembelajaran. Produk berupa web. Model pengembangan yang digunakan yaitu ADDIE yang terdiri dari lima tahap yang saling berkaitan yakni *Analyze, Design, Development, Implementation, dan Evaluation*. Instrumen yang digunakan dalam pengumpulan data berupa angket yakni angket tertutup dan angket terbuka. Teknik analisis data menggunakan teknik analisis deskriptif kualitatif dan teknik analisis deskriptif kuantitatif. Penelitian ini dilakukan di salah satu SMP Negeri di Surabaya sejumlah 100 siswa sebagai responden. Ahli media, materi dan desain sebagai validator dalam memvalidasi web. Hasil yang diperoleh adalah media pembelajaran *google sites* Mata Pelajaran IPS Kelas VIII pada materi Penjelajahan Samudera, Kolonialisme, dan Imperialisme di Indonesia layak digunakan untuk pembelajaran. Tanggapan positif dari pebelajar baik uji coba perorangan, kelompok kecil, maupun besar.

Kata Kunci: Media Pembelajaran; *Google Sites*; IPS; ADDIE

Abstract

This study aims to develop a Google Sites learning media for Social Studies Class VIII on the material of Ocean Exploration, Colonialism, and Imperialism in Indonesia that is suitable for use in learning. The product is a web. The development model used is ADDIE which consists of five interrelated stages, namely Analyze, Design, Development, Implementation, and Evaluation. The instruments used in data collection are questionnaires, namely closed questionnaires and open questionnaires. Data analysis techniques use qualitative descriptive analysis techniques and quantitative descriptive analysis techniques. This research was conducted at a public junior high school in Surabaya with 100 students as participants. Media, material, and design experts as validators to validate the web. The results obtained are that the Google Sites learning media for Social Studies Class VIII on the material Ocean Exploration, Colonialism, and Imperialism in Indonesia is suitable for use for learning. Positive responses from learners in individual trials, small groups, and large groups.

Keyword: Learning Media; *Google Sites*; IPS; ADDIE

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INTRODUCTION

Looking at the impact of the pandemic on learning conditions in Indonesia in particular, based on the results of research conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) during the pandemic, students experienced learning loss equivalent to six months or five months of learning for literacy and numeracy respectively (Kemendikbudristek, 2022).

Social studies subjects in junior high schools/Islamic junior high schools are used as a reference to determine the scope of material, learning processes, and assessments. The content contained in social studies studies includes history, sociology, and geography which are linked to aspects of real life with the characteristics of their development levels. Nationalism is the context, so social studies subjects are one of the important and strategic subjects to create a generation that has a global national insight following the mandate of the National Education System Law No. 20 of 2003 (Supardi et al., 2021b). Social studies subjects have a role in facilitating learners in Indonesia who have character. Ilmu Pengetahuan Sosial (IPS) merupakan integrasi dari cabang ilmu-ilmu sosial dan humaniora, yaitu sosiologi, sejarah, geografi, ekonomi, politik, hukum, dan budaya (Susanto, 2014). Melihat karakteristik materi pelajaran IPS yang sangat kompleks, dibutuhkan keterlibatan aktif pebelajar dalam proses pembelajaran. Siswa diharapkan mampu bernalar kritis, kreatif, dan inovatif.

Some problems that often arise are learners who are less creative in using learning methods (Muhammad Hasan et al., 2021). They are quite satisfied with conventional methods so learners are less motivated in the learning process. Teachers need to design more effective teaching methods, adjust the approach according to learners' needs, motivate them optimally, create a supportive learning environment, overcome challenges, and improve academic outcomes and student well-being (Sabariah & Hartono, 2024).

From the results of initial observations conducted at SMP Negeri 19 Surabaya, especially in class 8, it was found that the learning outcomes for the material Ocean Exploration, Colonialism, and Imperialism in Indonesia were mostly below the standard of the educational unit. The results of the analysis of the problem were caused by several aspects, including the learner aspect, based on the results of observations during learning hours, some learners seemed lazy, lacked enthusiasm, chatted with their friends, and some were even sleepy; The Teacher aspect, teachers used a lot of lecture methods and did not utilize learning media so that it was boring; Media aspect, the learning media used was in the form of simple power points in pdf format and social studies textbooks so that it was less interesting; Material aspect, the material studied was material about the history of colonialism, not material that occurred according to current phenomena so that it was less interesting for learners.

Based on the problems above, it is necessary to develop interesting learning media so that learners are more motivated and enthusiastic about learning. Media is a means to convey a message. A medium is called educational media when the medium transfers messages in a learning process (Muhammad Hasan et al., 2021). There are many types of media that educators can use in the teaching and learning process, but educators must be selective in choosing these learning media. The media used must be adjusted to the level of learners and the learning activities carried out. The development of science and technology has a significant influence on the development of learning media, conventional learning can be replaced by technology-based learning. This is in line with the opinion of Wulandari (2019) who stated that the development of science and technology influences the development of learning media and currently conventional education is being replaced by information technology-based education.

Regarding the media used, here we will develop Google Sites learning media which is one of the learning media that can be used to overcome the above problems. Google Sites is a media in the form of a website that can be used in the learning process. The website created is compatible with all types of screens without having to do additional configuration. We can also connect other Google products such as Google Calendar, Google Docs, Google Maps, and so on. This is also because Google sites have advantages, including data used as distance learning and can be accessed via any device media connected to the internet; easy to access the information needed quickly, because you can add attachment files and other Google information such as Google Docs, Sheets, Forms, Slides, Calendars, Awesome, videos from YouTube (Megawati et al., 2022).

Google Sites learning media already exist, as developed by (Arifiani et al., 2022) from UIN Sunan Sunan Kalijaga Yogyakarta Indonesia entitled Development of Google Sites Web Learning Media for Colligative Properties of Solutions for eight grade IPA states that the Google Sites web-based learning media developed is very interesting and suitable for use in learning. The next one was also developed by Fadillah Dalsabila and Aslam in 2022 (Fadillah, 2022) from UHAMKA, Indonesia entitled "Development of Google Sites Web-Based Learning Media in Elementary School Science Learning". The research was conducted at SDS Muhammadiyah Jakarta. The type of research is R & D with the ADDIE model. Based on the results of the research and discussion, Google Sites-based learning media was successfully developed and suitable for use. Meanwhile, this study developed Google Sites learning media in class VIII social studies subjects on the material of Ocean Exploration, Colonialism, and Imperialism in Indonesia.

METHODS

This study uses the type of research Research and Development (R & D) namely research and development which is a process to develop a new product or improve an existing product that can be accounted for. The resulting product is in the form of a validated Google Sites learning media so that it is suitable for use in learning. The development model used is the ADDIE model which consists of 5 stages, namely Analysis, Design, Development, implementation, and Evaluation. As seen in the following picture:

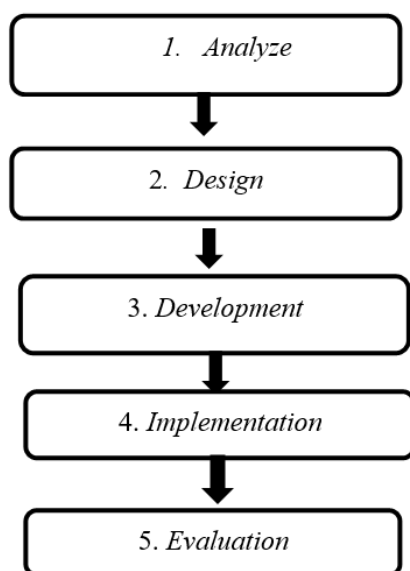


Figure 1. ADDIE Development Model

The trial of the learning media that has been created was carried out at SMP Negeri 19 Surabaya class VIII with a total of 100 students. The trials carried out included individual trials of

6 students, small group trials of 12 students, and large group trials of 82 students. The instruments used in data collection were questionnaires. The types of data used were quantitative data and qualitative data. Quantitative data is data or information in the form of numbers that can be analyzed using a formula. Qualitative data is data in the form of words obtained from interviews and comments/suggestions from experts and students. The data obtained was then analyzed as a basis for product improvement. This is in line with the opinion of Handaruni et al. (2018) who stated that data from scoring, input, responses, and suggestions for improvement were analyzed as considerations for product revision.

The data obtained are then grouped into numerical data and verbal data. Numerical data in the form of values indicating the assessment of product conditions using a Likert scale with a value scale of 1 - 5. In this case, a value of 1 means very invalid, a value of 2 means less valid, a value of 3 means invalid, a value of 4 means valid, and a value of 5 means very valid. Questionnaire answers and comments as well as constructive criticism from experts are used to improve the product section. Data in the form of student questionnaire answers are classified based on type and user name. The score value is changed quantitatively to process data from the results of expert reviews of material content, design experts, media experts, individual trials, small group trials, and large group trials. This learning media is suitable for use if it has a minimum validity level of 60%. Table 1 shows the criteria for interpreting scores based on validity tests so that the feasibility of learning media can be known. The value criteria can be seen in the following table:

Table 1. Criteria for interpreting scores based on intervals (Marifah, 2002)

No	Achievement Level	Explanation
1	0% - 19,99%	Completely Invalid
2	20% - 39,99%	Invalid
3	40% - 59,99%	Moderately Valid
4	60% - 79,99%	Valid
5	80% - 100%	Completely Valid

RESULT

The menus contained in the Google Sites learning media that were developed include the home page, learning achievement page, teaching materials page, learning video page, assignment page, and evaluation page.

On the home page, there is a title of the material, a background image, and a button to access the learning media. The learning achievement page contains a description of the learning achievements to be achieved in the material Ocean Exploration, Colonialism, and Imperialism in Indonesia. The teaching materials page contains a description of the learning material Ocean Exploration, Colonialism, and Imperialism in Indonesia which is presented in two forms, namely flipbook and pdf. The learning video page displays learning videos according to the material taken from YouTube. According to the advice of material experts, this learning video also displays a video about the city of Surabaya which is local wisdom. The assignment page contains assignments for students according to the material being studied. Assignments are presented in two forms, group assignments and individual assignments. The evaluation page contains practice questions that can be done by students after studying the material.

After the learning media has been developed, the next step is to carry out the validation stage with three experts: material experts, design experts, and media experts. For a better result, the following procedure must be followed.

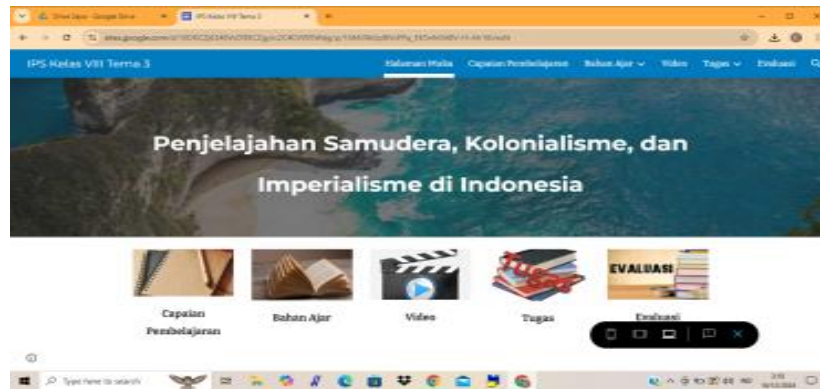


Figure 2. Learning media home page

The results of the material expert validity test indicate that the learning achievement aspect was found to be highly valid with a percentage of 100%, the content/material aspect was highly valid with a percentage of 93%, the presentation aspect was highly valid with a percentage of 100%, and the evaluation aspect was highly valid with a percentage of 95%. The average percentage of the validity test results is 97%, which falls into the highly valid category. Table 2 presents the results of the validity test or the assessment from the content expert.

Table 2. Results of Material Expert Assessment

No	Aspect	Score	Maximum Score	Score Percentage
1	Learning Outcome	5	5	100%
2	Content	28	30	93%
3	Presentations	25	25	100%
4	Evaluation	19	20	95%
Average Percentage				97%

The results of the expert design validity test stated that the cover design and layout aspects obtained very valid results with a percentage of 86%, the text aspect obtained very valid results with a percentage of 100%, the image and video aspects obtained very valid results with a percentage of 80%, the language aspect obtained very valid results with a percentage of 86%, and the usage aspect obtained very valid results with a percentage of 96%. The average percentage of validity test results was 89% included in the very valid category. Table 3 shows the results of the validity test or the results of the assessment by the design expert.

Table 3. Expert Design Assessment Results

No	Aspect	Score	Maximum Score	Score Percentage
1	Cover design and layout	13	15	86%
2	Text	15	15	100%
3	Image and Video	28	35	80%
4	Language	13	15	86%
5	Usage	24	25	96%
Average Percentage				89%

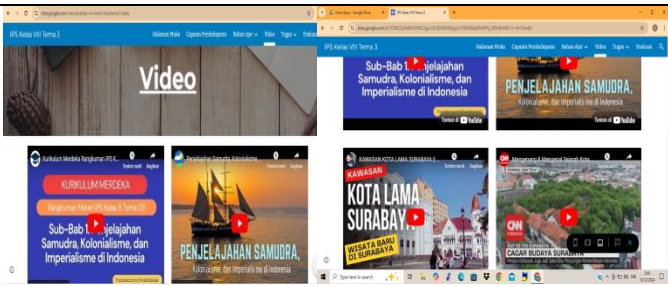
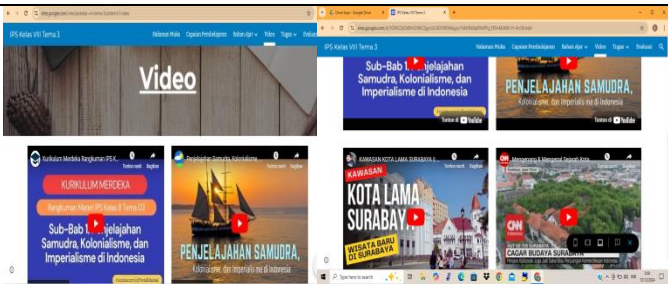
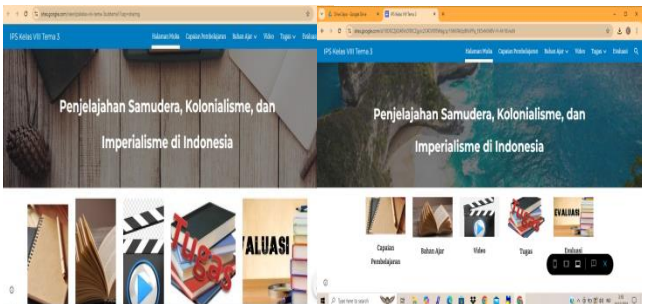
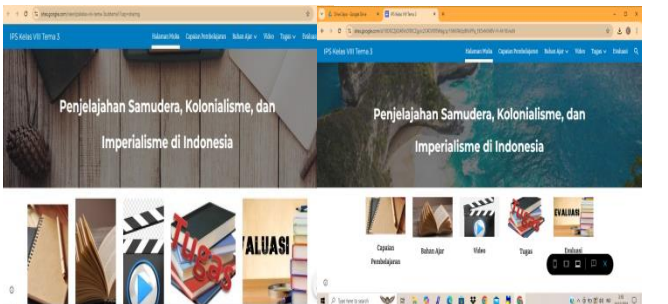
The results of the media expert validity test stated that the cover design and layout aspects obtained very valid results with a percentage of 86%, the text aspect obtained very valid results with a percentage of 93%, the image and video aspects obtained very valid results with a percentage of 82%, the language aspect obtained very valid results with a percentage of 100%, and the usage aspect obtained very valid results with a percentage of 96%. The average percentage of validity test results was 91% included in the very valid category. Table 4 shows the results of the validity test or assessment by media experts.

Table 4. Media Expert Assessment Results

No	Aspect	Score	Maximum	Score Percentage
1	Cover design and layout	13	15	86%
2	Text	14	15	93%
3	Image and Video	29	35	82%
4	Language	15	15	100%
5	Usage	24	25	96%
Average Percentage				91%

Some suggestions from experts for product improvement. Material experts suggest adding historical material related to the student's city environment, in this case, the city of Surabaya. The added material can be in the form of videos taken from YouTube. Design experts suggest that the size of the icon menu be more proportional and the banner background be adjusted to the material. Table 5 shows the results of the revision of the learning media based on suggestions from experts.

Table 5. Results of Learning Media Revision

Validator Suggestions/Comments	Before Revision	After Revision
Material experts suggest adding historical material related to the environment of the city where students live, in this case the city of Surabaya. The added material can be in the form of videos taken from YouTube..		
Design experts suggest that the menu icon size should be more proportional and the banner background should be adjusted to the material.		

User trials, namely learners, were conducted in three stages, namely individual trials consisting of 6 learners, small group trials consisting of 12 learners, and large group trials consisting of 82 learners. Table 6 shows the percentage of responses from the results of individual trials. Table 7 shows the percentage of responses from the results of small group trials, and Table 8 shows the percentage of responses from large group trials.

Table 6. Individual trial results

Number of Respondents	Aspect	Average Percentage Score
6	Media	89%
	Content	91%
	Evaluation	90%
Average		90%

Students stated that the Google Sites learning media for Social Studies Subjects for Class VIII of SMPN 19 Surabaya is easy to learn, increases enthusiasm for learning, is interesting, makes learning Social Studies fun, and makes learning Social Studies more enjoyable. Thus, the use of Google Sites learning media for Social Studies subjects for Eight grade at SMPN 19 Surabaya can be continued.

Table 7. Results of small group trials

Number of Respondents	Aspect	Average Percentage Score
12	Media	91%
	Content	93%
	Evaluation	90%
Average		91%

Students stated that Google Sites Learning Media for Social Studies Subjects for eighth grade at SMPN 19 Surabaya can increase learning enthusiasm, is easy to learn, good, and interesting so that it can be continued to be used in learning.

Table 8. Results of large group trials

Number of Respondents	Aspect	Average Percentage Score
82	Media	88%
	Content	90%
	Evaluation	90%
Average		89%

Students stated that the Google Sites Learning Media for Social Studies Subjects for eighth grade at SMPN 19 Surabaya that is being developed can motivate learning Social Studies, and is good, interesting, and easy to learn. Thus, the use of learning media can be continued.

Overall, learners gave positive feedback on the Google Sites learning media that was developed. They felt that this learning media fostered their interest and enthusiasm for learning and provided an interesting experience when learning social studies.

DISCUSSION

Media is a means to convey a message. A medium is called a learning medium if the media can convey a message in learning. This is in line with the opinion of Muhammad Hasan et al. (2021) who stated that a medium is called an educational medium when the medium transfers a message in a learning process. There are many types of learning media that can be used, but educators must be selective in using these media. The media used must be adjusted to the characteristics of the learners and the material being studied.

Principals need to implement maximum strategies to support teacher development by providing various additional tasks, empowering school resources, holding regular training, providing learning facilities, and utilizing information technology to increase teacher access to resources and information to produce research contributions that become references for other schools in creating more professional teachers and encouraging improvements in the quality of education more broadly (Sabariah et al, 2024).

Information technology plays an important role in improving the effectiveness of social studies learning by providing various learning media and online platforms. Same with research stating that the use of technology in social studies learning has a significant positive impact on students' learning interests (Maryam, 2015). Also, Aisyah et al., (2024) state that involving information technology in social studies learning can improve the quality of education while preparing students to face the increasingly advanced world of technology. A teacher must be able to adapt to technological developments, including their use in everyday life and learning. Teachers must be able to implement an interesting learning atmosphere so that learners are more motivated and enthusiastic about learning. Social studies is an integration of branches of social sciences and humanities, (Susanto, 2014). Seeing the characteristics of social studies subject matter which is very complex, active involvement of learners in the learning process is needed. Learners are expected to be able to reason critically, creatively, and innovatively.

One effective way to create an interesting learning atmosphere is by developing learning media based on Google Sites. Google Sites is one of the website media that can be utilized in the learning process. In line with the research conducted by (Arifiani et al., 2022) from UIN Sunan Sunan Kalijaga Yogyakarta Indonesia entitled Development of Google Sites Web Learning Media for Colligative Properties of Solutions for Class XII IPA, it states that the Google Sites web-based learning media developed is very interesting and suitable for use in learning. Significant efforts have been made to improve the understanding and application of technology in learning using Google Sites, where teachers and school staff learn the basics of using the platform, develop innovative educational content to facilitate student access to the curriculum, improve skills in managing everyday digital technology, and strengthen collaboration that supports the development of quality learning resources and increases awareness of digital literacy to face global challenges in the field of ICT (Sabariah et al., 2024).

Google Sites is one of the website media that can be used in the learning process. The website created will be compatible with all types of screens without having to do additional configuration. We can also connect other Google products such as Google Calendar, Google Docs, Google Maps, and so on. Creating a page on Google Sites does not require the help of designers, programmers, or IT staff. Simply open Google Sites on Drive, then drag the content to the desired location, and all for free. Even more interesting, this service is also connected to Google Documents, Google Sheets, Google Slides, Google Forms, and Google Keep (Ella S. Prihatini, 2022). Google sites can be accessed in web or mobile form.

The importance of developing learning media based on Google Sites in Social Studies subjects is to overcome learning problems including the media used in Social Studies learning being less interesting; lack of student learning motivation; lack of student enthusiasm when participating in learning. This is also because Google Sites has advantages, including data is used as distance learning and can be accessed via any device media connected to the internet; easy to access the information needed quickly, because you can add attachment files and other Google information such as Google Docs, Sheets, Forms, Slides, Calendars, Awesome, videos from YouTube (Megawati et al., 2022).

With the development of interesting and fun learning media, learners will be enthusiastic and focused on participating in learning. So that learning becomes more effective and learning objectives can be achieved. Teachers are important guides to understand how students learn and develop, allowing teachers to design more effective teaching methods, adjust approaches to individual student needs, motivate them optimally, create a supportive learning environment, overcome challenges, and improve academic outcomes and student well-being (Sabariah & Hartono, 2024).

In this study, developing learning media in the form of Google sites for social studies subjects for class VIII on the material of Ocean Exploration, Colonialism, and Imperialism in Indonesia. This learning media can be accessed via the address <https://sites.google.com/view/ipskelas-viii-tema-3subtema1?usp=sharing>. This study aims to produce learning media that are suitable for use to facilitate learning so that learning becomes effective and enjoyable which can foster motivation and enthusiasm for learning. After the learning media has been developed, the next step is to carry out the validation stage on three validators, namely material experts, design experts, and media experts. The results of the validity analysis from the material expert are 97%, so the media developed is included in the very feasible category. The results of the validity analysis from the design expert are 89%, so the media developed is included in the very feasible category. The results of the validity analysis from the media expert are 91% means the very feasible category.

The user trial, namely students, was carried out in three stages, individual trials consisting of 6 students, small group trials consisting of 12 students, and large group trials consisting of 82 students. Student responses from the results of individual trials of 90% were included in the very valid category, small groups of 91% were included in the very feasible category, and large groups of 89% were included in the very valid category.

Student feedback regarding the development of Google Sites learning media for the VIII grade IPS subject on the material of Ocean Exploration, Colonialism, and Imperialism in Indonesia, overall students gave positive feedback. They feel that this learning media fosters their interest and enthusiasm for learning because it is easier to understand the material and provides an interesting experience when learning IPS.

The developed learning media has advantages, namely easy to access anytime and anywhere with a device connected to the internet, makes it easy to get information, is attractive, and the existing menus are very helpful for students in learning. This is in line with the opinion of Megawati who stated that Google sites have advantages, including data used as distance learning and can be accessed via any device media connected to the internet; easy to access the information quickly, because you can add attachment files and other Google information such as Google Docs, Sheets, Forms, Slides, Calendars, Awesome, YouTube videos (Megawati et al., 2022).

CONCLUSION

Based on the results of the validity test from experts and the results of trials from individuals, small groups, and large groups as well as feedback from students, the Google Sites Learning Media for Social Studies Subjects for Class VIII of SMPN 19 Surabaya on the material Ocean Exploration, Colonialism, and Imperialism in Indonesia is very feasible to use and can be continued to be used in learning. So that learning does not feel boring and can foster students' interest and enthusiasm for learning, it is necessary to develop more interesting and interactive learning media.

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