



## The Development of Google Sites-Based Learning Media in Islamic Cultural History Subject at MTsN 1 Langsa

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### ABSTRACT

This study objective is to develop Google Sites-based learning media for the History of Islamic Culture (SKI) subject, evaluate its validity, and analyze the responses of teachers and students regarding its implementation. The study utilized a Research and Development (R&D) methodology, namely the Four-D (4D) model, which encompasses the steps of define, design, develop, and disseminate. The research participants included one materials expert, two media experts, two SKI teachers, and thirty-four seventh-grade students from the Digital class at MTsN 1 Langsa. Data were gathered using validation questionnaires, observations, and interviews, and subsequently analyzed employing both quantitative and qualitative methodologies. The results indicate that the development process was methodically executed in alignment with the 4D model. Expert validation showed that it was very likely to work, with scores of 98.6% from material experts and 95.3% from media experts. Limited testing at the distribution stage showed very positive results, with 94% of students and 97.3% of teachers saying that the media are very useful and good for SKI learning. These findings indicate that Google Sites-based learning media offer a novel and efficacious alternative for SKI instruction in madrasahs, facilitating effective content delivery, augmenting student motivation and learning autonomy, and promoting digital literacy in technology-enhanced learning environments.

### 1. Introduction

One of the websites that can help develop teaching materials is Google Sites. Google Sites is a free platform that is easy for educators to access and use to create creative and interactive learning sites (Noviarni et al., 2023). This platform allows the integration of various multimedia content, such as text, videos, images, and interactive quizzes that can enrich students' learning experiences (Penelitian et al., 2023). Google Sites enables the creation of interactive learning media that can be easily accessed by students both inside and outside the classroom (Wahyunigtyas & Triwahyuni, 2025). By using Google Sites, teachers can organize learning materials in a more structured way and include various additional learning resources, such as videos, quizzes, or supporting articles. Learning media based on Google Sites can provide students with access to independently explore SKI (Sejarah Kebudayaan Islam) material. This is expected to increase

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students' active participation in the learning process, as they do not only listen to the teacher's explanations but also interact directly with the presented content (Komariah et al., 2024).

Information and Communication Technology (ICT) learning media refers to media that utilize technology and communication for the learning process, which includes text, images, sound, and videos (Cahayati et al., 2025). ICT encompasses various types of technology, including computer technology such as animations, multimedia technology such as audio and video, communication technology such as the YouTube platform, and computer network technology in the form of educational websites accessible via the internet (Rifa'i et al., 2024). With the help of computers or mobile phones connected to the internet, students can learn anywhere and anytime by accessing ICT-based learning media. Using learning media, students can solve mathematical problems in a valid, practical, and effective manner (Hartari et al., 2025). The use of online-based learning media can increase students' motivation levels in learning.

ICT-based learning media essentially involve the use of software and hardware as support for the learning process. Educators can teach using devices such as computers or laptops or other hardware, combined with available software to organize learning (Harahap et al., 2024). This is consistent with Husniyatus Salamah Zainiyati's statement that, "Learning that utilizes ICT often uses hardware and software in its application, such as computer networks connected to the internet, LCDs, projectors, CDs, and even certain web pages available on the internet" (Hidayat et al., 2023).

The learning of Islamic Cultural History (SKI) at MTsN 1 Langsa faces various challenges that may affect the effectiveness of the learning process (Sari et al., 2025). One of the main issues is the low student interest in the SKI subject (Nasution & Astuti, 2024). This condition is caused by the use of traditional teaching methods, in which teachers tend to rely on expository or lecture-based instruction without the support of learning media that can encourage active participation and student interaction (Herdini et al., 2025). As a result, the learning atmosphere tends to be monotonous, students quickly feel bored, and their motivation to deepen the material decreases (Susanti & Fitriani, 2023).

Along with the development of educational technology, MTsN 1 Langsa has begun implementing innovations to improve the quality of learning. Shortly afterward, in 2022, the school established a digital classroom as an initial step in implementing technology-based learning (Danin & Kamaludin, 2023). This digital classroom became a pilot project for integrating technological devices—such as computers, projectors, and online learning platforms—into the teaching and learning process. A year after the implementation of the first digital classroom, MTsN 1 Langsa expanded the program by establishing one digital classroom at each grade level (Hasil et al., 2024). This step demonstrates the school's commitment to providing more modern, interactive, and engaging learning experiences for students, including in the SKI subject. Through the use of digital media, it is expected that students will become more active, motivated, and gain more meaningful and relevant learning experiences in line with the demands of the current era (Wulandari et al., 2025).

After the implementation of the digital classroom program at MTsN 1 Langsa, various efforts have continued to optimize the use of technology in teaching and learning activities. Based on observations and initial interviews with the SKI teacher, it was found that the use of technology in learning has begun, although further development is needed to achieve optimal results (Suryati et al., 2023). Supporting facilities such as computers, projectors, speakers, and internet networks are already available in the digital classrooms, but not all subjects utilize digital learning media to their fullest potential, including SKI. So far, the SKI learning process still relies heavily on lectures and textbooks as the primary sources. Although this method remains effective for delivering material, some students feel bored during the learning process because of the lack of interactive media

variations. This condition affects students' interest and active engagement in the learning process (Amirrudin et al., 2020).

In this situation, the SKI teacher at MTsN 1 Langsa feels the need for learning media that students can access online anytime and anywhere. This media should be able to present material in an engaging and easy-to-understand manner, as well as increase student involvement in SKI learning. Thus, the learning process becomes more dynamic and interactive, helping students engage more actively in understanding the material.

## **2. Methodology**

This study employs development research, also referred to as Research and Development (R&D). Development research is done to make a certain product. There was one material expert who looked at the SKI learning content, two media experts who looked at and judged the Google Sites media that had been made, and one SKI subject teacher who also gave feedback during the trial use of the media. This study also included 34 seventh-grade Digital Class students from MTsN 1 Langsa as respondents during the implementation phase.

This Research and Development (R&D) study uses the Four-D Model (4D) as a guide for the development process. The model has four basic steps: (1) Define, (2) Design, (3) Develop, and (4) Spread. This study uses questionnaires, interviews, and observations as its tools. The data analysis methods include needs analysis, validation data analysis by specialists, and questionnaire data analysis for both teachers and students.

## **3. Results**

### *3.1 Development Design of Google Sites–Based Learning Media for the Islamic Cultural History (SKI) Subject*

This development research aims to create a product in the form of SKI learning media developed through a Google Sites–based website containing four chapters. The purpose of this study is to allow the researcher to examine teachers' and students' responses as well as the feasibility of the media. The media is developed based on the basic competencies and indicators aligned with the 2013 Curriculum. The language used in the media is Indonesian. The images included in the media are presented in a way that is relevant to the material, making the learning process more engaging for students. The research method used is Research and Development (R&D) with the 4-D development model by Thiagarajan. The 4-D model consists of four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.

In the define stage, the researcher conducted a preliminary study at MTsN 1 Langsa, specifically in the VII Digital class, by examining several aspects, such as learning activities using laptops, the media or teaching materials used, and other related factors. Data obtained from interviews with educators at MTsN 1 Langsa showed that the teaching materials used during the learning process were the SKI textbook for Grade VII KMA 2019 published by Erlangga. The researcher also identified various field problems through these observations and interviews, including the fact that SKI learning is still dominated by lecture methods and printed textbooks, while the use of digital media remains very limited despite the school having digital classroom facilities. Students tend to be passive, lack enthusiasm, and become easily bored because the media used is not varied. Student analysis also indicated that they are more interested in learning that utilizes audiovisual elements and interactive displays. This situation highlights the need for media innovation that can enhance student motivation and engagement, making Google Sites a suitable solution due to its flexibility, interactivity, and accessibility.

Based on interviews with the SKI subject teacher, Mr. Abdullah, it was found that SKI learning at MTsN 1 Langsa, particularly in the VII Digital class, has implemented the Merdeka Curriculum, which emphasizes student independence and creativity in the learning process. This class has been equipped with digital devices such as laptops to support technology-based learning activities.

In implementing SKI learning, the teacher uses two main sources: the *Sejarah Kebudayaan Islam* book published by the Directorate of KSKK Madrasah of the Ministry of Religious Affairs of the Republic of Indonesia, and the *Sejarah Kebudayaan Islam* book published by Erlangga. The first book is available in PDF format and can be accessed digitally by students, while the second book is still used in printed form. This indicates that the use of digital learning resources has begun, although it is still limited to static reading formats.

Devices such as laptops and the internet are already well utilized, as students are accustomed to engaging in digital learning activities, such as accessing materials, typing assignments, and submitting their work through online platforms. Students also show a strong interest in digital-based learning, especially when presented through interactive media such as websites, instructional videos, and online quizzes. However, in practice, SKI learning is still dominated by conventional methods such as lectures, discussions, and assignments, with the use of limited media such as the whiteboard, projector, textbooks, and PDF files.

This condition results in students' learning motivation toward SKI being relatively moderate; they easily become bored with the monotonous presentation of materials that lack color and imagery. Nevertheless, the teacher stated that SKI material has great potential to be developed into digital media because it contains numerous historical stories, figures, and events that can be visualized using images, maps, or documentary videos.

From the analysis results, it can be concluded that SKI learning at MTsN 1 Langsa requires innovation in the form of digital-based learning media that aligns with the characteristics of the students and the digital classroom environment. Google Sites-based learning media serve as an appropriate alternative solution because the platform allows the integration of various multimedia elements such as text, images, videos, and interactive quizzes in one attractive and accessible display. In addition, Google Sites is flexible, easy to update, and compatible with various digital devices used by students (Susi Annisa Putri, 2025). Therefore, the development of Google Sites-based learning media is expected to become an effective innovation in increasing student engagement, motivation, and understanding of SKI material.

The next step is the design stage, which produces an initial structure of the media consisting of eight main menus: Home, Learning Objectives, Material, Evaluation, Videos, Glossary, Fun Facts, Inspiration Corner, and Developer Profile. This structure is created to enable students to learn independently while enjoying an engaging and cohesive learning experience. The materials are organized based on the 2013 Curriculum (2017 revision) SKI textbook and include four main chapters about the mission and strategies of Prophet Muhammad's (SAW) da'wah. The media is designed with an attractive appearance, video integration, and interactive quizzes to strengthen student understanding. The four chapters include: Chapter 1, "The Mission of Prophet Muhammad SAW"; Chapter 2, "Prophet Muhammad's Da'wah Strategies in Mecca"; Chapter 3, "Prophet Muhammad's Da'wah Strategies in Medina"; and Chapter 4, "The History of Prophet Muhammad SAW in Building Society Through Economic Development."

Each menu is designed with a simple yet appealing layout, using soft color combinations and thematic icons to avoid monotony. On the Home menu, several navigation options are provided to direct users to their desired destination, while the Learning Objectives menu contains learning goals based on the material in each chapter as well as the learning outcomes (CP) and indicators aligned with the curriculum used. The Material menu serves as the core section, containing a complete

explanation of the history of the struggle and da'wah strategies of Prophet Muhammad SAW in Mecca and Medina, complemented with illustrative images and supporting video links.

In addition, the Evaluation menu contains Google Form–based practice questions to measure students' understanding after studying the material. The Video menu provides a collection of relevant instructional videos from reliable sources, while the Glossary includes a list of key terms in SKI to help students understand Arabic vocabulary and historical terminology. The Fun Fact menu contains interesting facts about Islamic history to boost student enthusiasm, and the Inspiration Corner features motivational quotes from prominent Islamic figures.

The results of Prototype 1 development were then evaluated by material experts and media experts to obtain suggestions and recommendations for improvement. This stage served as an essential foundation before the media was revised and further developed into Prototype 2 (the final product).

Next, in the development stage, the initial product (Prototype I) was validated by a material expert and media experts. The validation results indicated that the media was deemed highly feasible, with an average score of 98.6% from the material expert and 86.6% from the media experts. The validators provided several improvement suggestions, such as adding material about the Prophet's tolerance toward non-Muslims, adjusting background colors and fonts to make them more appealing, and revising the Inspiration Corner and Developer Profile sections.

After the revisions were made, several changes included reorganizing the Fun Fact menu—which previously appeared dense into a neater layout with proportional font size; redesigning the Inspiration Corner with a more appealing layout and more communicative motivational sentences; and modifying the Developer Profile section, which initially sounded rigid and overly formal, into a more relaxed writing style suitable for MTs-level students. In addition, the color scheme and font combinations were adjusted for better contrast and readability across devices, and supplemental material on the Prophet's attitude of tolerance was added at the end of the subtopic on his da'wah in Medina. After revision, the second validation results improved significantly, achieving an average score of 95.3% (categorized as very feasible/very good).

The final stage, dissemination, was carried out after the media was declared feasible by the experts and had undergone revisions. At this stage, the researcher introduced and distributed the Google Sites–based learning media to the SKI teacher at MTsN 1 Langsa as part of the dissemination of the development results. The teacher was provided with the access link to the media along with usage guidelines so that it could be implemented in digital classroom learning activities.

Students were guided to explore the information available in the media with the researcher's assistance for each subtopic. During the trial implementation, no obstacles were encountered. After the learning session was completed, the students worked on the evaluation questions in the Google Sites quiz individually and filled out a questionnaire as a response to the learning media.

These findings indicate that the Google Sites–based learning media developed in this study meets the aspects of content feasibility, visual presentation, interactivity, and ease of use. The media was also considered capable of increasing students' interest in learning through attractive visual displays and simple navigation (Anin Asnidar, 2024). The main advantage of this media lies in its ability to integrate various learning resources (texts, videos, quizzes, and glossaries) into a single digital platform that is easily accessible to both teachers and students.

Thus, the results of this study reinforce the view that interactive digital media based on websites can be an effective solution to low student motivation and participation in SKI learning. This media not only supports the achievement of learning objectives but also fosters student independence in accordance with the spirit of the Merdeka Curriculum. Overall, the development of

Google Sites–based learning media has proven to be effective, feasible, and relevant for implementation in Islamic Cultural History learning at MTsN 1 Langsa.

#### **4. Conclusions**

Based on the findings and the presentation of the research results and discussion in the previous chapter, it can be concluded that the development process of the learning media using the 4D development model consists of several stages: First, the Define stage, which includes Front-End Analysis, Learner Analysis, Task Analysis, Concept Analysis, and Specifying Instructional Objectives. Second, the Design stage, which includes Media Selection, Format Selection, and Initial Design. Third, the Development stage, which includes Expert Appraisal and Developmental Testing. Fourth, the Disseminate stage.

Based on the validation of the learning media by the material expert and media expert validators, the following results were obtained: First, the validation results from the material expert reached a percentage of 98.6%, which falls into the “very feasible” category. Second, the validation results from the media experts reached a percentage of 95.3%, also categorized as “very feasible.” Thus, it can be concluded that the learning media developed is valid and suitable for use.

Based on the results of the developmental testing, the percentage of student response questionnaires reached 88%, categorized as “very good.” In the dissemination stage, the percentage of student response questionnaires reached 94%, categorized as “very good,” and the teacher response questionnaire reached 97.3%, also categorized as “very good.” The “very good” category obtained in both the developmental testing and dissemination stages, when converted into the practicality category, indicates that the learning media falls into the “very practical” category.

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