

Development of Islamic Cultural History (SKI) Based on Google Sites in 8th grade of Madrasah Tsanawiyah

Nino Indrianto¹, Parisca Ainul Maulida²

UIN Kiai Haji Achmad Siddiq Jember

Email: ninoindrianto@uinkhas.ac.id, pariscaainulmaulida@gmail.com

Abstract

This research is motivated by the lack of use of digital-based learning media in the learning of Islamic Cultural History (SKI). SKI learning requires innovation in the form of the development of interesting and interactive Google Sites-based SKI learning media to maximize learning. The purpose of this study is to develop SKI learning media based on Google Sites and determine the effectiveness of the media developed in improving SKI learning outcomes. This research uses the Research and Development (R&D) method and uses the ADDIE development model. The results of this research and development are in the form of SKI learning media based on Google Sites. The validated media design shows that it is very valid so it is worth following up for the trial stage. The media attractiveness trial stage obtained results in the category of quite interesting and the media effectiveness test showed that the effectiveness of the media in the category was high so that it was very effective in improving student learning outcomes. This research contributes to the development of digital-based media, especially in SKI subjects. This research also provides pedagogical implications, namely interest, activeness, and improvement of student learning outcomes. Practically, the results of this study can be a reference for educators to design digital-based learning media according to the needs of students. Keywords: Development, Learning Media, SKI, Google Sites.

Keywords: Author Guidelines, Template, Article, Tsaqafah, Islamic Civilization.

Abstrak

Penelitian ini dilatarbelakangi kurangnya pemanfaatan media pembelajaran berbasis digital pada pembelajaran Sejarah Kebudayaan Islam (SKI). Pembelajaran SKI memerlukan adanya inovasi berupa pengembangan media pembelajaran SKI berbasis Google Sites yang menarik dan interaktif untuk memaksimalkan pembelajaran. Tujuan penelitian ini adalah untuk mengembangkan media pembelajaran SKI berbasis Google Sites dan mengetahui efektivitas media yang dikembangkan dalam meningkatkan hasil belajar SKI. Penelitian ini menggunakan metode Research and

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Development (R&D) dan menggunakan model pengembangan ADDIE. Hasil dari penelitian dan pengembangan ini berupa media pembelajaran SKI berbasis Google Sites. Desain media yang divalidasi menunjukkan sangat valid sehingga layak ditindak lanjuti untuk tahap uji coba. Tahap uji coba kemenarikan media memperoleh hasil dalam kategori cukup menarik dan uji coba efektivitas media menunjukkan bahwa efektivitas media dalam kategori tinggi sehingga sangat efektif meningkatkan hasil belajar peserta didik. Penelitian ini memberikan kontribusi terhadap pengembangan media berbasis digital khususnya pada mata pelajaran SKI. Penelitian ini juga memberikan implikasi secara pedagogis yakni ketertarikan, keaktifan dan peningkatan hasil belajar peserta didik. Secara praktis hasil penelitian ini dapat menjadi referensi bagi pendidik untuk merancang media pembelajaran berbasis digital sesuai dengan kebutuhan peserta didik.

Kata Kunci: Pengembangan, Media Pembelajaran, SKI, Google Sites

Introduction

Learning is a process of learning and teaching to achieve certain goals in a learning environment. Interaction in the learning process is influenced by several things including educators, students, learning resources, learning methods, materials, and learning facilities.¹ Therefore, the components in learning are not only teachers and students but also require learning resources and environments. Learning activities are a system consisting of goals, materials or materials, methods, tools and learning evaluations.² The tools used in this learning are called learning media.

Media is an object that is used as an intermediary in conveying learning information.³ Media can also be interpreted as a facility in the learning process to assist students in obtaining, processing, and storing information.⁴ Learning media is used as a way to facilitate the process of delivering information to students.⁵ Learning media is one of the factors that

¹ Siti Nur Azizah, "Media Pembelajaran Dalam Perspektif Al-Qur'an Dan Al-Hadits," *Jurnal Literasiologi* 6, no. 1 (2021): 242, <https://doi.org/10.47783/literasiologi.v6i1.242>.

² Sopan Adrianto, *Mengapa Media Pembelajaran itu Penting?* (Jawa Barat: PT Elex Media Komputindo, 2022), 7.

³ Septy Nurfadhillah, *Media Pembelajaran Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran* (Jawa Barat: CV Jejak (Jejak Publisher), 2021), 15,

⁴ Larasati Nur Indah Prawesti et al., *Media Pembelajaran* (Lakeisha, 2024), 1–2,

⁵ Rudi Susilana and Cepi Riana, *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, dan Penilaian* (Bandung: CV. Wacana Prima, 2009), 29..

influence the success of a learning process.⁶ By using learning media, learning can be more fun, effective and efficient. The benefit of presenting media is to help the interaction between educators and students so that learning activities run more effectively and efficiently.⁷ The selection of the right media and in accordance with the needs will support the learning process to achieve the set goals. Learning media consists of various types such as print media, visual media, audio media, multimedia, computers and networks.⁸ In addition, media can also be classified based on access to acquisition and use, namely conventional media, digital media, and hybrid media.⁹ As a means and learning tool, it has various types and classifications. Educators can present learning media in the learning process according to the needs and availability of the media.

Media is used to make the teaching and learning process more interesting, making the information conveyed easy to understand.¹⁰ Edgar Dale's cone of experience theory shows that the learning experience gained by students is more and more abstract if only conveyed verbally. Meanwhile, when students involve physically and psychologically in obtaining learning experiences such as when learning with visuals, learning to observe imitation objects, and learning directly with objects or places, they get more concrete knowledge.¹¹ Media needs to be provided and continue to be developed so that it becomes more optimal and in accordance with the needs. The media development process generally consists of several steps, namely planning,

⁶ Wandah Wibawanto, *Desain dan Pemrograman Multimedia Pembelajaran Interaktif* (Jember: Cerdas Ulet Kreatif Publisher, 2017), 5.

⁷ Amelia Putri Wulandari et al., "Pentingnya Media Pembelajaran Dalam Proses Belajar Mengajar," *Journal on Education* 5, no. 2 (January 22, 2023): 2932, <https://doi.org/10.31004/joe.v5i2.1074>.

⁸ Dewi Surani et al., *Konsep Dasar Media Pembelajaran* (Cendikia Mulia Mandiri, 2024), 5–6,

⁹ Bambang Suhartawan et al., *Konsep Dasar Media Pembelajaran* (CV Rey Media Grafika, 2024), 51–52,

¹⁰ Ferny Margo Tumbel and Femmy Roosje Kawuwung, *Media pembelajaran* (Selat Media, 2023), 50.

¹¹ Tanto Trisno Mulyono et al., *Teori Komunikasi Pendidikan* (Pradina Pustaka, 2022), 201, **Islamic Education Program**
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implementation and evaluation so as to obtain the expected product.¹² In selecting and developing a media, the following criteria need to be considered in advance: suitability of media with curriculum and learning objectives, accuracy to support the delivery of learning materials, availability of media to be provided, and simplicity of utilization of learning media.¹³

Currently, technology is advancing and is very supportive to be utilized as a learning media that can help the learning process to be maximized. The application of media that requires an internet network to access it and requires tools in the form of electronic devices, namely cellphones, tablets, laptops, and computers, has been widely done.¹⁴ In order to adapt to the rapid development of technology, it is necessary to integrate digital technology in learning activities. Integration of traditional curriculum with digital technology is an activity of combining conventional learning with today's digital-based technology.¹⁵ Some examples of technology integration in learning, such as learning by using Youtube media, e-learning, websites, games and applications.

One of the roles of learning media is to overcome the limitations of space, time and capacity of the human senses. For example, materials that cannot be physically brought into the classroom can still be presented through images or videos.¹⁶ In line with the purpose of technology, which is to simplify human tasks, digital media based on the latest technology offers several advantages over conventional media, such as easier access to learning, increased interest, engagement, and understanding of learners. In addition, digital technology also allows for global collaboration of learners.

¹² Faisal Anwar et al., *Pengembangan Media Pembelajaran "Telaah Perspektif Pada Era Society 5.0"* (Makasar: TOHAR MEDIA, 2022), 55,

¹³ Cecep Kustandi and Daddy Darmawan, *Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media Pembelajaran bagi Pendidik di Sekolah dan Masyarakat* (Prenada Media, 2020), 29–33,

¹⁴ Muhammad Sulaiman A. Pangat, "Literasi Digital Bantu Pengajar Dan Peserta Didik Dalam Proses Pembelajaran," *Ditjen Aptika* (blog), February 21, 2023,

¹⁵ Silvester et al., *Melangkah Ke Era Digital: Kompetensi Guru Sekolah Dasar dalam Pembelajaran Berbasis Teknologi* (Mega Press Nusantara, 2024), 69,

¹⁶ Aisyah Fadilah et al., "Pengertian Media, Tujuan, Fungsi, Manfaat Dan Urgensi Media Pembelajaran," *Journal of Student Research* 1, no. 2 (January 19, 2023): 8–9, <https://doi.org/10.55606/jsr.v1i2.938>.

Technology overcomes the limitations of space and time, making it easier for learners to collaborate even though they do not meet directly.¹⁷

MTs Negeri 10 Banyuwangi is one of the madrasah institutions that has supported the integration of digital technology in learning as indicated by the existence of facilities such as computer laboratories, LCD projector screens, and madrasah policies to use cellphones and laptops in the learning process in class with teacher permission. However, the use of SKI learning media more often uses the conventional method of lecturing without presenting learning media. Many students feel bored and have difficulty learning SKI material with this conventional method. Therefore, this research aims to develop digital media in SKI learning in the form of Google Sites-based media that is attractive, interactive, and integrated with other digital learning platforms. Google Sites is a free website building service provided by Google. Google Sites can be used independently and easily by its users.¹⁸ Web-based learning media is learning media that is accessed in the form of a website through the internet network online.¹⁹ Web-based learning media such as Google Sites makes it easy for students to access lessons by simply opening from the link without downloading the application.

There are several previous studies that examined Google Sites-based learning media. Such as research conducted by Sevtia and friends (2023), suggesting that physics learning media based on Google Sites can improve students' concept mastery and critical thinking skills.²⁰ In addition, there is research conducted by Ningsih and friends (2023), which shows that learning with Google Sites learning media effectively improves the learning outcomes

¹⁷ Giandari Maulani et al., *Pendidikan di Era Digital* (Sada Kurnia Pustaka, 2024), 199,

¹⁸ Nyoto Kurniawan and Ridwan Sanjaya, *Website Praktis dengan Google Sites* (Jakarta: Elex Media Komputindo, 2010),

¹⁹ Mutiara Ayu, Fatimah Mulya Sari, and Muhaqiqin Muhaqiqin, "Pelatihan Guru Dalam Penggunaan Website Grammar Sebagai Media Pembelajaran Selama Pandemi," *Al-Mu'awanah* 2, no. 1 (June 30, 2021): 51, <https://doi.org/10.24042/almuawanah.v2i1.8904>.

²⁰ Al Fiyatoen Sevtia, Muhammad Taufik, and Aris Doyan, "Pengembangan Media Pembelajaran Fisika Berbasis Google Sites Untuk Meningkatkan Kemampuan Penguasaan Konsep Dan Berpikir Kritis Peserta Didik SMA," *Jurnal Ilmiah Profesi Pendidikan* 7, no. 3 (July 19, 2022): 1172, <https://doi.org/10.29303/jipp.v7i3.743>.

of elementary school students.²¹ There is also research by Meldiana and Nurhamidah (2023), revealing the effectiveness of Google Sites media in learning Indonesian language in grade VII junior high school.²² However, it can be seen from previous studies that there is still no research and development of Google Sites-based learning media on SKI subject matter. Because of the difference or novelty in this study, the development of Google Sites-based learning media products in SKI class VIII subjects at MTs Negeri 10 Banyuwangi will be carried out.

Method

The research method used in this research is Research and Development (R&D), which is a research method that aims to develop and produce a certain product.²³ This Research and Development (R&D) research method aims to develop products in the form of tools or objects or new programs to be more effective, efficient, and high quality.²⁴ In this study the product developed is Google Sites-based SKI learning media. The development model used in this research is the ADDIE model. The ADDIE model is a development model that is usually used in developing instructional designs to be more effective.²⁵ The ADDIE model is used in this study to develop SKI learning media into attractive, effective and efficient media used in the learning process. The ADDIE model is a procedural step

²¹ Sunarmi Ningsih, Murtadlo Murtadlo, and Muhammad Imam Farisi, "Pengembangan Media Pembelajaran Berbasis Web Google Sites Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar," *Jambura Journal of Educational Management*, March 13, 2023, 120, <https://doi.org/10.37411/jjem.v4i1.2222>.

²² Cantika Meldiana and Didah Nurhamidah, "Efektivitas Media Google Sites Dalam Pembelajaran Bahasa Indonesia Kelas VII SMP," *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 10, no. 1 (2023): 12–13, <https://doi.org/10.33603/8h069526>.

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, 23rd ed. (Bandung: Alfabeta, 2016).

²⁴ Mike Nurmalia Sari et al., *Metodologi Penelitian Tindakan Kelas & Research and Development* (Pradina Pustaka, 2024), 199,

²⁵ Achmad Noor Fatirul and Bambang Winarto, *Instructional Development Design: Model-Model Pengembangan Pembelajaran* (Jakad Media Publishing, n.d.), 76, [book+model+pengembangan+ADDIE&pg=PA76&printsec=frontcover](https://doi.org/10.33603/8h069526).

consisting of five stages, namely analysis, design, development, implementation, and evaluation.²⁶

The data collection instruments used in this research are observation, interview, documentation, questionnaire, and test. Observation is an activity to obtain data needed in research through direct observation.²⁷ Observations were carried out to collect data in the form of the use of methods, media, situations, and conditions during SKI learning. The interviews were conducted to obtain data in the form of experiences or opinions of students directly related to the topic of the problem in depth.²⁸ The interview technique used was semi-structured to explore data on learning problems and SKI learning needs. This semi-structured interview technique can support the accuracy of the data obtained because the informants are actively involved in the interview process.²⁹ Interviews were conducted with SKI teachers and three students as resource persons. Then, documentation is used to explore data in the form of learning device documents, namely TP, ATP, teaching modules and SKI subject matter that will be developed as the content of learning media.

The questionnaire instrument is used to obtain media validation data by giving it to a team of experts, namely media experts, material experts and expert learning practitioners to obtain quality scores, suggestions and comments from validators. Then, a questionnaire in the form of a rating scale is used to obtain data on the attractiveness of learning media from students. Test instruments in the form of Pre-test questions are used to obtain student learning outcomes before being given the developed learning media. Meanwhile, the Post-test question is used to obtain learning outcomes and increase students' scores after learning trials with the developed media. The data from the Pre-test and Post-test results were then analyzed with the N-

²⁶ Fatirul and Winarto, 78–93.

²⁷ Eko Haryono et al., *Metodologi Penelitian Kualitatif Dan Kuantitatif*, 1st ed. (Jawa Barat: Perkumpulan Rumah Cemerlang Indonesia ANGGOTA IKAPI JAWA BARAT, 2024), 181,

²⁸ Fitria Widiyani Roosinda et al., *Metode Penelitian Kualitatif* (Zahir Publishing, n.d.), 65,

²⁹ Nur Setiawati Mappaselleng, Nur Fadhillah Mappaselleng, and Baso Marannu, *Panduan Dasar Komunikasi Efektif Metode Wawancara Penelitian (Buku 1) - Jejak Pustaka* (Jejak Pustaka, n.d.), 127,

Gain Test to determine the effectiveness of the learning media developed. The N-Gain test is used to calculate the increase in student learning outcomes with the formula as follows:

$$N - Gain = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Description:

Ideal score is the maximum score that can be obtained by students.

The interpretation of the N-Gain Test is based on the following categories:

N-Gain Value	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Table 1 Interpretation of N-Gain Value

Result And Discussion

The media was developed according to the ADDIE model, each stage of which will be explained as follows:

1. Analysis

a. Analysis of learning problems and needs.

Based on the results of interviews with SKI subject teachers, the learning problems that occur at the research location institutions are students consider SKI lessons as subject matter that is difficult to understand, students during the learning process are less active and less enthusiastic about the lesson, SKI learning outcomes are not optimal, and teachers rarely present learning media and the use of learning methods is less varied.³⁰ Based on the results of interviews with students, it was also found that they considered the SKI material difficult to understand,

³⁰ Nurul Hidayah, Wawancara Guru SKI Oleh Peneliti, July 12, 2024.
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felt that learning was limited to using only LKS books, experienced monotonous teaching methods, and noted that teachers rarely used media in their lessons.³¹ From the observations during SKI lessons, where the teaching methods were mostly lecture-based and involved question-and-answer sessions, students seemed disengaged, lacked enthusiasm, and some didn't even seem to be paying attention.

Based on the analysis of these problems and learning needs, researchers decided to develop SKI learning media based on Google Sites that are interactive, integrative and interesting for students. Google Sites is a product service from Google that is used to create sites or websites for free. Google Sites can be utilized to create websites independently with ease by its users.³² The Google Sites-based SKI learning media developed includes a type of digital media, namely media in digital format that can be accessed online using the internet and requires electronic devices to access it.³³

b. Analysis of the developed SKI materials.

Analysis of SKI material is carried out on learning documents and curriculum devices in the form of learning outcomes (CP), learning objectives (TP), flow of learning objectives (ATP), SKI material in teacher and learner handbooks. From this analysis process, researchers determined to develop SKI material for 8th grade semester 1, namely the development of civilization and science during the Abbasid period.

2. Design

a. Media aspect design. The description of the media concept is a Google Sites-based website that consists of several pages, which include a home page containing learning media navigation menus, a presence page containing a list of attendees with Google Forms, a learning objectives page, a material page, a learning video page, a learning game page and a test page. The design of interactive media aspects and

³¹ Putri Disi, Wawancara Peserta Didik Kelas X IPS 3, Mei 2024.

³² Kurniawan and Sanjaya, *Website Praktis dengan Google Sites*.

³³ Justice Zeni Zari Panggabean et al., *Teknologi Media Pembelajaran: Penerapan Teknologi Media Pembelajaran di Era Digital* (PT. Green Pustaka Indonesia, 2024), 47,

integrated with various types of media such as audio, visual (images and illustrations), and video will increase interest, activeness and help students' understanding.

- b. Material aspect design. SKI is a subject that is part of Islamic religious education to prepare students to be able to recognize, understand, and appreciate Islamic history so that they make their understanding and appreciation the basis of their outlook on life.³⁴ Based on the results of the analysis of SKI learning tools, the material developed is the development of civilization and science during the Abbasid period.

3. Development.

The stage of realizing learning media based on the previously planned design. First, the process of making learning media consists of the following steps:

- a. Collect materials and materials from various sources.
- b. Create a home page that contains navigation



image 1 Home Page

- c. Create an attendance page using Google Forms



image 2 Attendance Page

³⁴ Ahmad Suryadi, *Sejarah Kebudayaan Islam: Teori, Prosedur dan Ruang Lingkupnya* (Jawa Barat: CV Jejak (Jejak Publisher), 2023), 8–9,
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d. Create a learning objectives page containing CP and TP



image 3 Destination page

e. Create a material page that contains material descriptions and supporting images.



image 4 Material page

f. Create a learning video page integrated with Youtube



image 5 Video page

g. Create a game page that contains a link to go to the *Wordwall* interactive game site.

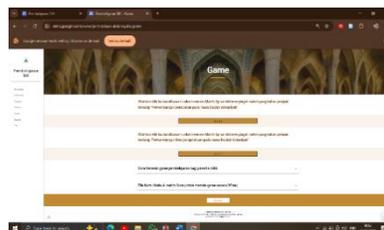


image 6 Game Page

- h. Create a test page containing questions integrated with Google Forms.

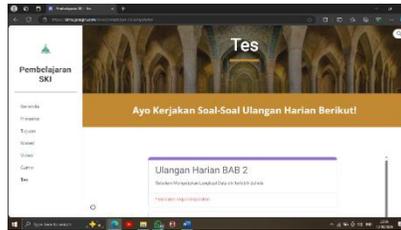


image 7 Test Page

Second, the process of validating the finished learning media to experts.

- a. Learning media experts. Media validation is carried out with a validation sheet questionnaire which contains aspects of assessment in terms of media display, media interactivity, and media functionality. The score from the media expert is 36 out of a maximum score of 40. The score in percent form is 90% which means that the media is very valid and suitable for testing.
- b. SKI material expert. The validation of SKI material is carried out with a validation sheet questionnaire which contains aspects of assessment in terms of material suitability, material content, and material presentation. The score of the SKI material expert is 37 out of a maximum score of 40. The score in percent form is 92.5%, which means that the media is very valid and suitable for testing.
- c. Expert learning practitioners. Expert validation of SKI learning practitioners is carried out with a validation sheet questionnaire which contains aspects of assessment in terms of media suitability, media functionality, and media accessibility. The score of the SKI learning practitioner expert is 33 out of a maximum score of 40. The score in percent form is 82.5%, which means that the media is very valid and suitable for trial.

The scores of media validation results were analyzed with the following formula:

$$V - ah = \frac{Tse}{Tsm} \times 100\%$$

V-ah : Expert validation %

Tse : Empirical score obtained

Tsm : Maximum score

Validation	Tse	Tsm	Score	Category
Learning media experts	40	36	90 %	Highly valid
SKI material expert	40	37	92,5 %	Highly valid
Expert learning practitioners	40	33	82,5 %	Highly valid

Table 2 Expert validation result

4. Implementation

- a. The trial of the attractiveness of learning media was applied to 10 students by giving a questionnaire sheet on the attractiveness of learning media and the results were analyzed using the following formula:

$$P - t = \frac{Tse}{Tsm} \times 100\%$$

P-t : media attractiveness %

Tse : Empirical score obtained

Tsm : Maximum score

No.	Respondent	Tse	Tsm
1	Af	40	36
2	AYA	40	34
3	AKF	40	35
4	ARA	40	36
5	GPDP	40	26
6	MEJ	40	31
7	MHK	40	32
8	MNI	40	26
9	TPA	40	34
10	UK	40	48
Total		318	400
Attractiveness score		79,5%	
Category		Moderately interesting	

Table 3 Media Attractiveness Score

- b. The effectiveness trial of learning media was conducted on 27 students with Pre-test and Post-test then the scores were analyzed using the N-Gain formula as follows:

$$N - Gain = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor ideal} - \text{skor pretest}}$$

Total score	Pre-test Score	Post-test Score	Ideal Score
	940	2290	2700
Average	34,81	84,81	100
$N - Gain = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$	$\frac{2290 - 940}{2700 - 940} = 0.76$		
Effectiveness Category	High		

Table 4 N-Gain Test Results

From the test N-Gain, 0.76 points are seen. The 0.76-gt; 0.7 score of N-Gain value interpretation states that the learning output improvement is described as high, for example the subject multimedia source, helping the students expose to or learn it, is efficient in the skill of SKI.

5. Evaluation.

Model evaluation activities are carried out as a whole at each step of the ADDIE model until the final result of the developed media product. This stage is carried out by means of evaluation and revision starting from analysis, design, development, to implementation of both attractiveness trials as well as trials to measure the effectiveness of the media developed. Based on this stage, the strengths and weaknesses of the developed Google Sites-based SKI learning media are also identified as follows:

- a. The strength of the developed product
 - 1) Become an SKI learning resource that facilitates understanding of SKI material.
 - 2) Become an interactive and integrative media so as to increase the interest and activeness of students in learning SKI.
 - 3) Become a medium that is easily accessible through various kinds of electronic devices anytime and anywhere.
- b. The weakness of the developed product:

- 1) The media depends on the availability of the internet network and cannot run properly when the internet network is unstable.
- 2) Device performance also affects the speed of learning media navigation.
- 3) The media must be collaborated with the right learning method so that students function the media appropriately.

Conclusion

Based on the research results presented, it was concluded as follows: Google Sites-based SKI learning media has been developed by researchers and produces digital media products in the form of sites or websites that are interactive, integrative and attractive to students. This media was developed on SKI material for 8th grade Madrasah Tsanawiyah, Namely the chapter on the development of civilization and science during the Abbasid period. The media consists of several pages, which are home page, presence, objectives, materials, videos, games, and tests. The media and material aspects are designed based on learning needs, namely media that is attractive, interactive, containing content with simple and easy-to-understand language, and equipped with images, illustrations, videos, games, and test questions.

The media was assessed by validators in terms of appearance, functionality, interactivity, accessibility, and suitability to the needs and curriculum. The results of the assessment by the three validators, namely media experts, material and SKI learning practitioners, obtained scores of 90%, 92.5% and 82.5% respectively, which were included in the highly valid category so that they were suitable for further trials. Furthermore, the media attractiveness trial based on the questionnaire score given to respondents obtained a score of 79.5% which means it is quite interesting. The attractiveness of the media is assessed based on the appearance, design, images, videos, and navigation or menus that feature the learning media. The media is developed integrated with interactive learning games, with images and supporting illustrations as well as learning videos making this media attractive to students. The media effectiveness test in improving students' learning outcomes with N-Gain analysis of Pre-test and Post-test scores

obtained a score of 0.76 which means the effectiveness of the media is high and highly effective in improving students' learning outcomes. These results indicate that the Google Sites-based SKI learning media developed can significantly improve students' understanding.

This Google Sites-based SKI learning media is able to make students more interested, active and get an increase in SKI learning outcomes. The use of this learning media also provides experience and skills in utilizing digital technology in learning. As for educators, this media can be an innovation and reference in presenting digital-based learning media according to the learning needs of students. With the aim of obtaining more diverse feedback and being used as a development of additional media features, researchers suggest that further research is needed to improve and meet overall learning needs.

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