The Benefits of Interactive Media Websites Through Google Sites on Learning Outcomes of Elementary School Students

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ABSTRACT

The application of technology in education will improve teachers' ability to convey material to students, make it easier for students to understand the material presented, and make time more effective and efficient. Advances in computers are also closely related to the world of education. Most schools also include computers as a compulsory subject. Technology's role in education is growing rapidly, and the need for technology is indispensable in the current era of globalization. By utilizing recent technological developments, the aims of this research are (1) to develop website-based learning media; (2) to analyze the differences in learning outcomes between students who use websites and conventional media. Researchers use a Google Sites application to support the development of web-based learning media. Teaching staff can use Google Sites to carry out various learning activities. The stages of this research method are experimental research with a posttest only control group design. The subjects of this study were students of class IV A and B at SDN 2 Karangsari—intake of research class through random sampling technique. Activities in data analysis include data processing and statistical analysis. The conclusion of this study is that the learning model through website learning media can generally motivate students to improve learning outcomes. Students gave a positive response to the implementation of the website learning model.

Keywords: Interactive media; Google sites; learning outcomes

INTRODUCTION

The current development of science and technology significantly impacts the following field of education, so technology and science must be connected. This causes a teacher to follow it because all messages and information can be found through the media, but still as needed. The presence of technology influences educators' efforts to promote media use.

Education is a learning process for students to understand and make people more critical in thinking. Education is needed in the nation's intellectual life as one of the national ideals. An intelligent government is required for the country's development, both in terms of economy, society and culture., Through

education, the development of science and technology will be easily absorbed to enable a nation and the country to progress.

Based on Law no. 2 of 1985, which reads that the purpose of education is to educate the life of the nation and develop the whole human being, namely those who believe in and fear God Almighty and have a noble character, have knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of responsibility national social responsibility. In education, individuals not only learn information from their respective subjects, but they also learn life lessons inside and outside the classroom.

Learning is a combination of human elements, materials, facilities, equipment, and procedures that greatly influence the achievement of learning objectives. Learning is an interactive process between students and educators and learning resources in a learning environment. (Law of the Republic of Indonesia Number 20 of 2003, 2003), the term learning as "Instruction is an asset of an event that affects learners in such a way that learning is facilitated. (Gagne, 1988). Learning is a process of interaction between teachers and students. Both direct interactions, such as face-to-face activities, and indirect using various learning media. Learning activities can be carried out using various learning patterns based on the differences in these interactions. In line with the above opinion, according to Komara (2014), Learning is an attempt to make students learn or an activity to teach students. In other words, learning is an attempt to create conditions for learning activities to occur.

Creating students with good personalities and skills is difficult for every educational institution. Students must be equipped with specific skills so that after completing their education, they can compete as workers and entrepreneurs. Preparing students who have good skills requires good educators or teachers as well. Teachers are required to have good quality because the quality of teachers, in this case, teachers' ability, will affect student achievement. As a facilitator, the teacher provides services to facilitate students' learning process activities. Especially how the teacher creates a fun and interactive learning atmosphere, develops the potential of the teacher and the students, and builds the mentality and personality of the students along with their skills. As a facilitator, the teacher acts as a helper in the learning experience and helps change the environment.

Learning outcomes are a picture of how students understand the material presented by the teacher. Learning outcomes are output values in the form of numbers or letters that students get after receiving learning material through a test or exam delivered by the teacher. The teacher can determine how far students understand the material being studied from these learning outcomes. "Learning results are evidence that a person has learned, which can be seen from changes in behavior in that person from not knowing to knowing and not understanding to understanding (Hamalik, 2014). Learning outcomes are changes in behavior that occur in someone who receives learning from a condition of not knowing and not understanding something because he learns so that he produces knowledge and understands what he is learning. Good or bad learning outcomes depend on the individual students who learn and the teacher who

teaches because learning outcomes are obtained from students who experience the learning process and the teacher who teaches them. One of the determining factors in learning outcomes is how well students receive lessons in the teaching and learning process and how well the teacher makes learning interesting for students to accept. Learning outcomes in the field of education are expressed through the results of measurements of students, which include cognitive, affective, and psychomotor factors, after the learning process. The assessment is carried assessments or evaluation tools appropriate and relevant to the material being studied. Thus, learning outcomes are the measurement results of assessing learning progress expressed through symbols, letters, or sentences that reflect student achievement in a certain period. Learning achievement tests are often used as an evaluation instrument to measure student learning outcomes after going through the learning process. In this regard, Susanto (2013) states, "Learning outcomes are changes that occur in students both affective and psychomotor as a result of learning activities."

At school, teachers tend to use lecture and textbook methods. So learning seems monotonous and in the same direction because the teacher dominates education, while students are silent and pay attention. Such assumptions that are embedded in the mind of student's minds make the atmosphere in the class boring, and this makes students not interested in learning and not understand the material conveyed by the teacher; in the end, this will also result in learning achievement. To realize quality student learning processes and outcomes following community expectations and curriculum demands, the role of the teacher is significant. In teaching and learning activities, the teacher is the spearhead of determining student learning success. These tasks are carried out to help teach students to acquire specific knowledge, values, and attitudes. For this reason, teachers need to understand the appropriate strategies, methods, media, and approaches to encourage student learning success.

The use of learning media needs to be considered in the learning process because learning media is decisive in mastering the material being taught because learning media can improve student learning outcomes. According to Rossi and Braidle (1966) in Wina Sanjaya (2009) explains that learning media are all the tools and materials used to achieve educational goals. Strauss and Frost in Dina Indriana (2011) identify nine main factors when selecting learning media. The nine key factors are the limitations of institutional resources, the suitability of the media with the subjects taught, the characteristics of the students or students, the behavior of educators and their level of skills, subject learning objectives, learning relationships, learning locations, time and level of media diversity. It can be concluded that media is a tool used to support learning so that learning can run well. Media can also be interpreted as a link between the giver and recipient of the informatiUsinge of media as a liaison between educators and students is what is called learning. In other words, active learning requires media support to deliver the material they will learn.

The development of Information and Communication Technology has significantly impacted various aspects of life, including the world of education. Web-based learning media is a learning that

utilizes media in the form of websites that can be accessed via the internet network. This technology allows us to access information from various servers connected to the network, thus providing the largest collection of documents available. This document was developed in hypertext format using HTML (Hyper Text Markup Language). It is possible to link from one copy to another through this format. A website or website is a set of pages that display various information in the data, still or moving images, animation, sound, video, and a combination of all of them, either in static or dynamic form. This website forms an interconnected structure, and a network of pages or hyperlinks connects each page. Web-based learning is a type of learning that utilizes web browser hyperlinks to display the material to be studied. This is done by using a web browser as a medium for presenting learning material. Whereas, Web-based learning media is media that uses a computer or smartphone device.

By taking advantage of current technological developments, you can use a Google Sites application to support the development of web-based learning media. According to Budi Harsanto in the E-learning guide using Google Sites, Google Sites is a product from Google as a tool for creating websites. Teachers can use Google Sites to carry out various learning activities, making learning more engaging, interactive, and fun. The researcher chose Google Sites as the media because Google Sites are easy to use both online and face-to-face learning and do not require complex programming skills, so they are suitable for use even by beginners. Researchers developed this Google Sites media so students can choose how to learn by reading or watching because the way students learn and understand varies. Users can utilize Google Sites because it looks easy to learn and manage even by beginners, so anyone, including teachers, can use it without having high programming skills.

MATERIALS AND METHOD

In this study, the experimental method was used. This can be seen from the experimental subjects who were not randomized to determine the sample to be placed in the experimental and control groups.

The population in this study were all students in classes IV, A, and B of SDN 2 Karangsari Garut, West Java, which were grouped into two categories. Each courses were consists of students with high, medium, to low abilities.

Sampling in this study by random sampling technique. A summative test score was taken to ensure further that the two sample groups were not significantly different. The results of the summative test were then analyzed with the SPSS 16.00 t-test using the Independent Sample's T-Test with a significance of 5%. The class is not equivalent if the significance count is less than 0.05. Meanwhile, the class is equivalent if the calculated significance is more significant than 0.05. From the results of the draw, it was obtained that class A at SDN 2 Karangsari was the experimental class, and class B at SDN 2 Karangsari was the control class. The independent

variable in this study is the learning outcomes of fourth-grade students, while the dependent variable is the use of website media. This study has two data: learning outcomes and learning media. Data on the use of instructional media were collected using a motivational questionnaire on a scale of 5 (Likert scale). Meanwhile, data regarding student learning outcomes were collected using a test of learning outcomes in the form of essays.

RESULTS & DISCUSSION

Interactive learning media is a medium that can be used in learning in the 21st century because interactive media takes advantage of technological developments. Learning with interactive media aims to facilitate learning and foster teacher creativity and innovation in designing the learning process. The rapid development of technology has created software that can be used to create interactive learning media as a facility in the learning process (Budiman et al., 2021). Educators must be clever in choosing instructional media appropriate to the material to be taught.

Display of Interactive Learning Media

In general, there are three main results from this study. The three results of the study include social studies teacher validation results, website learning media models, and data analysis.

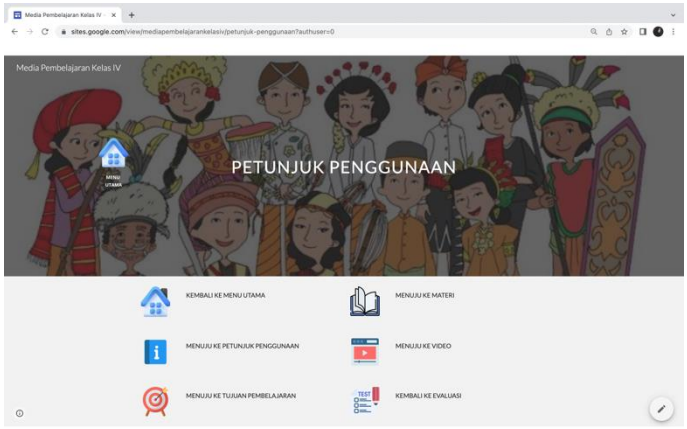
a. The results of the validation of this website learning media are seen from the validity of the social studies teacher's instrument. The results of this validity are used to determine the feasibility of website learning media and guidelines for revising products.

b. The website learning media model description includes materials, videos, and quizzes. The appearance of the main page and each menu on the main page of the website learning media is shown in Figures 1, 2, 3, 4, 5, and 6 as follows:

Figure 1. Main Page Display of Website Learning Media

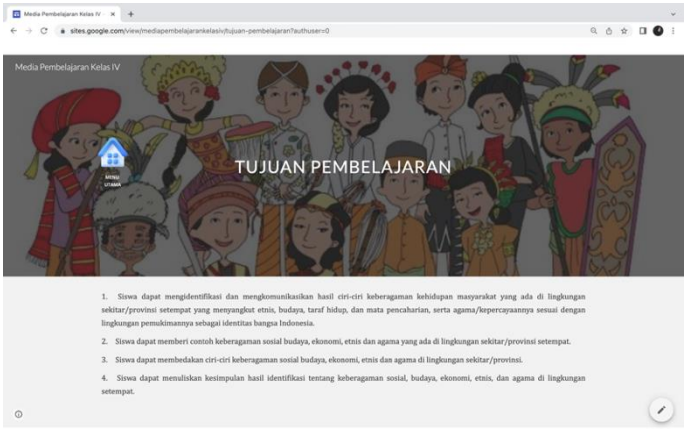
The main page provides an overview of the main menus on the learning media website, which consists of the user manual menu, the learning objectives menu, the material menu, the video menu, and the evaluation menu. Each menu contains learning materials for ethnic, social, and cultural diversity, videos for learning about ethnic diversity that support teaching and learning activities between teachers and students, and exercises in the evaluation menu that students can work on and immediately know the value.

Figure 2. Display of Instructional Pages for Using Website Learning Media



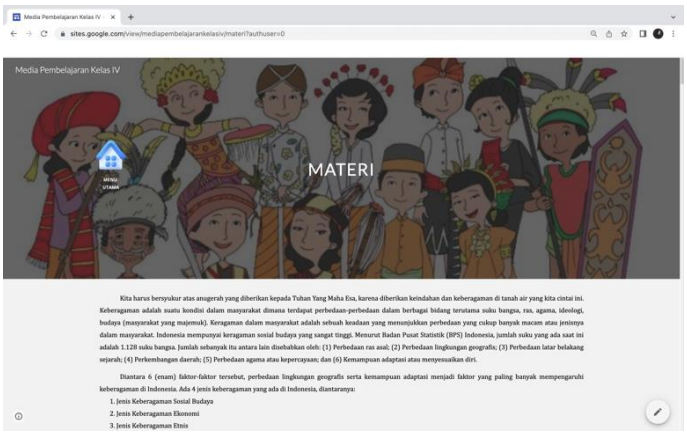
The user manual menu contains an explanation of the features. Return to the main menu, go to the instructions for use, go to the learning objectives, go to the material, go to the video, and go to the evaluation.

Figure 3. Display of Learning Objectives Pages of Website Learning Media



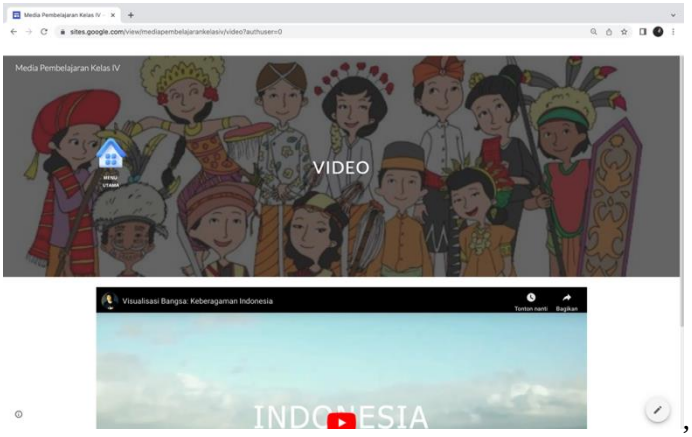
The learning objectives menu, which contains the learning objectives to be achieved, has four learning objectives that align with the learning material to be taught.

Figure 4. Display of Website Learning Media Material Pages



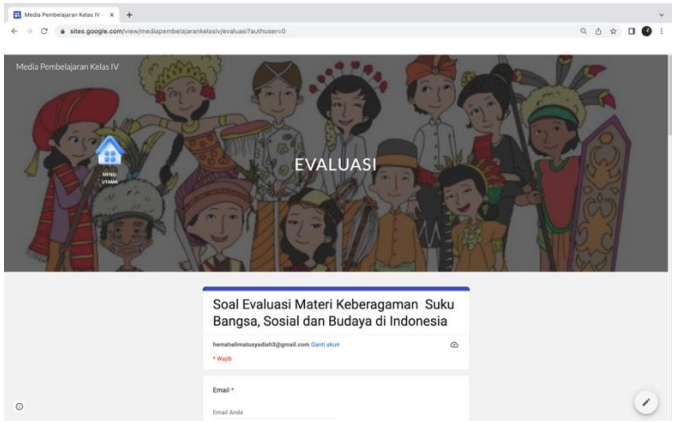
The material menu contains ethnic, social, and cultural diversity; several important points will be taught, including types of socio-cultural diversity, types of economic diversity, types of ethnic diversity, and types of religious diversity.

Figure 5. Website Learning Media Video Page Display



The video menu contains learning videos on ethnic, social, and cultural diversity that are relevant to the material to be taught.

Figure 6. Main Page Display of Website Learning Evaluation



The evaluation menu contains ten questions regarding ethnic, social, and cultural diversity. Students can answer these questions independently, and they can immediately find out their grades.

Study Results of Class A and B Samples of SDN 2 Karangsari

1. Pre-test and post-test results at SDN 2 Karangsari

Table 1. Class A Pre-Test and Post-Test Results at SDN 2 Karangsari

No	Students	Score	
		Pre Test	Post Test
1.	S1	30	60
2.	S2	90	100
3.	S3	100	100
4.	S4	50	90
5.	S5	80	100
6.	S6	60	90
7.	S7	30	70
8.	S8	60	100
9.	S9	70	100
10.	S10	70	100
11.	S11	40	80
12.	S12	60	90
13.	S13	70	100
14.	S14	90	100
15.	S15	50	80
16.	S16	70	100
17.	S17	60	90
18.	S18	60	90
19.	S19	70	100
20.	S20	50	90

21.	S21	60	100
22.	S22	40	90
23.	S23	80	100
24.	S24	80	100
25.	S25	80	100
26.	S26	50	90

Table 2. Class B Pre-Test and Post-Test Results at SDN 2 Karangsari

No	Students	Score	
		Pre Test	Post Test
1.	S27	60	100
2.	S28	70	100
3.	S29	10	70
4.	S30	80	100
5.	S31	90	100
6.	S32	60	90
7.	S33	70	100
8.	S34	70	100
9.	S35	60	90
10.	S36	70	100
11.	S37	90	100
12.	S38	80	100
13.	S39	90	100
14.	S40	70	100
15.	S41	60	90
16.	S42	80	100
17.	S43	60	100

18.	S44	80	100
19.	S45	70	100
20.	S46	70	100
21.	S47	60	90
22.	S48	70	100
23.	S49	80	100
24.	S50	90	100

Determination of Class A and B Samples of SDN 2 Karangsari

The pre-test and post-test scores of students from both grades A and B, namely SDN 2 Karangsari, were then carried out by comparative analysis to show that the two sample schools had the same level of learning outcomes.

Figure 7. Class A Pre-test and Post-test results at SDN 2 Karangsari

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	63,4615	26	18,09802	3,54931
	POST TEST	92,6923	26	10,41449	2,04245

Figure 8. Class A Pre-test and Post-test results at SDN 2 Karangsari

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-29,23077	11,28648	2,21346	-33,78948	-24,67206	-13,206	25	,000

Figure 9. Class B Pre-test and Post-test results at SDN 2 Karangsari

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	70,4167	24	16,54484	3,37720
	POST TEST	97,0833	24	6,90253	1,40897

Figure 10. Class A Pre-test and Post-test results at SDN 2 Karangsari

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-26,66667	11,29319	2,30521	-31,43536	-21,89797	-11,568	23	,000

The two statistical tables above show that both have different samples. In class A, SDN 2 Karangsari had 26 samples, from the results of the data, it was found that the post-test scores were higher than the pre-test scores, seen from an average of 92.69 > 63.46. Whereas in class B SDN 2, Karangsari had 24 samples, the data found that the post-test scores were much higher than the pre-test scores, seen from an average of 97.08 > 70.41. So it can be concluded that the two tables have an average score that tends to be higher in the post-test. The two independent tables show that in class A and class B SDN 2 Karangsari, the 2-tailed significance value is 0.000 <0.05, then H0 is rejected, and Ha is accepted. So it can be concluded that the two elementary schools have the same level of learning.

Figure 11. Class A Pre-test and Post-test results at SDN 2 Karangsari

Correlations

		NILAI	HASIL
NILAI	Pearson Correlation	1	,819**
	Sig. (2-tailed)		,000
	N	26	26
HASIL	Pearson Correlation	,819**	1
	Sig. (2-tailed)	,000	
	N	26	26

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 12. Class B Pre-test and Post-test results at SDN 2 Karangsari

Correlations

		NILAI	HASIL
NILAI	Pearson Correlation	1	,849**
	Sig. (2-tailed)		,000
	N	24	24
HASIL	Pearson Correlation	,849**	1
	Sig. (2-tailed)	,000	
	N	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the two tables above, it is known that the two significance values Sig. (2-tailed) between value and outcome is 0.00 <0.05, meaning a significant correlation exists between the value and outcome variables.

It is also known that the correlation value (Pearson Correlations) for the relationship between values and results in class A is 0.819, while in class B it is 0.849. So it can be concluded that both have a relationship or correlation between the value and outcome variables. Because the correlation value (Pearson Correlations) in this analysis is positive, the relationship between the two variables is positive.

Interactive media, assisted by the Google Sites website, is considered capable of helping teachers make learning media more exciting and fun, because interesting tools can be used as an option in making learning media appropriate to the material to be taught.

Research conducted by Fadilllah Salsabila states that using interactive media on the Google Sites website is superior and provides positive benefits in increasing learning outcomes compared to using PowerPoint (Irwanto, 2020). This is supported by research conducted by Nuryati Nuryati, Tjipto Subadi, Ahmad Muhibbin, Budi Murtiyasa, and Sumardi Sumardi stated that the use of media websites google sites (quizizz) can help active students in learning Mathematics Statistics material for presenting data in grade 5, website learning media assisted by google sites helps students repeat lessons without being bound by place and time, Insertion Quizizz in evaluation training simulations on Google sites can improve students' ability to present statistical data. Then these Google Sites can improve student learning outcomes because the material or concepts in the media as a source of messages are presented communicatively. After all, in addition to students being easier to understand learning material, the interactive Google Sites media makes it easier for teachers to deliver material learning (Nuraini et al., 2020). Students' success in learning in class using Google Sites interactive media is influenced by creating media aligned with and supporting the learning objectives set.

The increase in student learning outcomes is also proven through previous studies and research by Ma'rifah (2017) entitled "Development of Website-Based E-Magazine as a Learning Media for Science in Biology to Empower Critical Thinking". The results of this study are very feasible, with a percentage of 90% by media experts, 89% by material experts, and 91% by language experts. The feasibility obtained is 96% by teachers and 89% by students. Nugroho and Hendrastomo (2021) conducted research entitled "Development of Google Sites-Based Learning Media in Class X Sociology Subject." The results of this study are the acquisition of a total score of 183 with an average value of 4.60, a very decent category. Thus it can be concluded that Google Sites learning media is feasible to use in the learning process. Research conducted by Makrupah (2020) entitled "Development of an Online Website Based on Blended Learning to Increase Mastery of the Concepts of Class VIII Biology Science Subjects at the Middle School Level." The results of this study are that the average value of N-Gain for classes that use an online website based on Blended Learning obtains more significant results, namely 0.43. Blended learning-based online website media is appropriate and effective for students to use as a biology learning medium in class VIII Lampung. In these three studies, there are similarities, namely, learning media developed in the form of a web using Google Sites. Relevant research on the first and third points has similarities, namely development for the junior high school level. The relevant research point two is the level of class X high school. The differences in the three relevant studies are found in the material, the first research is Biology subject on plant classification material for class VII SMP. The second research was the sociology subject for a high school class and the research for the three science subjects on class VIII human circulatory system material.

The research was conducted by Roni Faslah (2011) titled Utilization of the Internet in the Development of IPS Concepts and Its Implications for Meaningful Learning. The results of his research show that comic-shaped media as a source of learning geography is appropriate for use in learning. It has been proven that geography material experts rate it very well, with a mean score of 4.83. Media experts rated it very well, with an average score of 4.34. Geography subject teachers rated it very well, with an average score of 4.27. in field trials, learning geography with comic media increased the average student test score from 76.17 (pre-test) to 84.67 (post-test). Eko Rizqa Sari (2012) with the title Development of Assisted Geography Learning Media computer with hydrosphere material for class X high school students. The results of his research showed that the development of geography learning media with inland waters sub-theme material for class X high school students was feasible to use in learning. Geography material experts have proven to rate well, with average scores of 3.79 and 3.56. Media experts rated it as good, with an

average score of 3.83, 4.2, and 3.83. The geography subject teacher rated it very well for the content and language aspects, with an average score of 4.25, 4.33, and 4.17. Student assessments in small group trials assessed the learning, display, content, and programming aspects with a mean score of 3.9, 4,12, 3.87, and 3.87. The average result of the field trial pre-test was 52.5, and the post-test of 85.42.

CONCLUSION

The use of interactive learning media in the form of the Google Sites website is one of the solutions to learning problems. Using evaluation simulations to deepen the material repeatedly can increase students' understanding of learning. Websites in Google Sites can activate students in the learning process. This form of quiz allows students to compete to get good grades. So indirectly, evaluation simulations in the form of quizzes stimulate students to be more enthusiastic about learning. It can be concluded that the development of Google Sites learning media can produce quality product outputs suitable for use in the learning process. Quality is determined by expert reviews and students who obtain excellent qualifications. After being used, it turns out that learning media can improve student learning outcomes, as seen from the acquisition of post-test results. This means that Google Sites media is effectively implemented in elementary schools.

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