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Development of Google Sites Website Based Learning Media for Local History Material in Class XI SMA N 1 Tanjung Raja

Yessi Lestari*, Sani Safitri
Sriwijaya University
*Email Corresponding: yesylestari081@gmail.com

Abstract: *Through the internet, learners can access the necessary information including science as needed. However, this is not accompanied by the clarity, validity of the sources on internet sites which sometimes do not provide complete information and even confuse the students. The aim of this research is to develop a product in the form of a google sites website containing material on the Japanese Occupation Period in Palembang class XI SMA Negeri 1 Tanjung Raja that is both valid and effective. The development was carried out using the Rowntree model which consisted of three steps, planning, development and evaluation. This evaluation was carried out using the Tessmer evaluation method which includes self evaluation, expert review, a one-to-one evaluation and a small group evaluation. The score obtained after validation on experts, namely material experts with 4.77 scores (very valid), media experts with 3.90 scores (valid), item test experts 4.44 (very valid) and grammar experts with 3.88 scores (valid). This research and development has produces the google sites product website where at the one to one stage it gets a score of 4.51 very valid categories, small groups get a score of 4.35 very valid categories. After the learning process with the product that has been developed, there is a percentage, which is an improvement in learning results of 52.4%, an increase in success of 84, 55% and n gain obtained of 0.78 in the category of high. Thus, produces the google sites product website on local history material of the Japanese Occupation Period in Palembang is feasible to use and has a potential impact in learning history.*

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Introduction

As a result of the switch from a printed system to a digital one and from a manual system to an automated one, the 21st century has seen radically new changes in society. The primary cause of society's transformation into what is known as a digital society is this system shift. This recent transition was also witnessed within the realm of education and learning. Technology and the media have a significant part in learning in the twenty-first century and all of its effects. To alter how media, technology, and instructors interact with one another during the learning process (Hilir 2021). The ability to manage and integrate

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technology, information, and communication is thus required in an entirely digital age (Pamungkas et al. 2018)

By producing interesting and instructive learning materials, digital technology can be developed (Ambarwati et al. 2022) designed for educational purposes. This is done to ensure that learning objectives are met and that instruction is effective. As a result, educators must use learning aids that are appropriate for the classroom and what pupils actually need while still staying current with technology advancements (Dewantara, B, and Harnida 2020) Currently, practically all kids utilize technology and bring it to class. kids generally use this technology to play games and access social media. Therefore, to reduce this, technology should also be employed to access instructional materials. so that kids can learn directly and independently in this manner. With the aid of technology, learning can be made more enjoyable (Ardiansyah and Nana 2020). When learning activities are conducted, there occurs communication between teachers and students, and technologies that might aid in material delivery are required to reduce the chance of communication errors. We refer to these resources as learning media. (Adesti, A.,& Nurkholimah 2020)

Learning media is anything that may transmit information through numerous channels and activate students' minds, senses, and willpower in order to facilitate the learning process and help them acquire new knowledge necessary to successfully complete the learning objectives (Ramadhani 2020). In addition to helping teachers clarify the learning content to be taught, the purpose of the learning medium is to underline the subject being studied (Rahmanda and Maharani 2022)Creating instructional materials with subject matter that makes use of handbooks and incorporates local historical information is one method educators can get around these challenges (Wijayanti 2017). Website-based learning media is one of the alternative media that educators can use to aid in the learning process and further learning objectives. Because websites are thought to not take up memory store space like programs and are simple to access over the internet, students frequently consult them to find information about concepts they do not yet fully understand.

It is thought that professional teachers should have their own websites since they can utilize them as a tool to enhance teaching and learning activities wherever they are. Google sites are a type of Google tool that may be used to develop websites (Jubaidah and Zulkarnain 2020). A Google service that enables users to build websites is called Google sites (Indriani, N., & Hermanto 2021) By gathering and adding pages to Google sites, a teacher can modify the course material (Listyo, et.al 2022). Additionally, it allows teachers to add and integrate text, images, videos, and other elements to pique students' interest in learning without having to write HTML code to build a website.

The purpose of studying history in school is to develop students' historical thinking abilities (Ardiyanti, W., Safitri, S., & Susanti 2019). When studying Indonesian history, pupils are exposed to nationalistic and patriotic beliefs that, when correctly guided, can help shape their character (Johan Tanama, I Nyoman Sudana Degeng 2023). Students are given the opportunity to examine the connections between people, social groups, and nations through the medium of history lessons, developing their historical awareness while learning from historical figures, gaining inspiration from historical events, and developing a mindset that is logical, skeptical of science, and willing to uphold moral principles (Asmara 2019). Learning about local history would help students comprehend their own history as well as the history of their surroundings, making them more aware of their surroundings (Kuswono, Sumiyatun, and Setiawati 2021).

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The Google Sites website has been the subject of development research (Nugroho, M K C& Hendra 2021). The category was suitable for use after validation using sociology teachers, media, and resources, with an average score of 4.62. The author of another study was (Salsabila, F 2022) with an appropriate category for validation on media and resources relating to fundamental science topics. Additionally, research from (Ismawati et al. 2021) examines sound wave material in physics courses and is supported by media and material experts who fall within the appropriate group.

Because of the lack of research discussing local history, specifically the Japanese Occupation Period, that is valid and effective so as to encourage this development, learning media that discuss local history material need to be developed. This will encourage students to study independently and gain new knowledge about historical events during the Japanese Occupation in Palembang. This research is not only supported by media and subject matter experts, but also by grammar specialists and test items, making it unique and serving as a solid justification for this development research.

According to the aforementioned justification, researchers created learning media through Google sites with local history content to address students' needs for local history material that was accessible, reliable, and it was believed that the end results would be beneficial. The researchers adopted the title "Development of Google Sites Website-Based Learning Media for Local History Material for Class XI SMA" as a result. The Japanese Occupation Period in Palembang is covered in this section of local history.

Research Method

The planning, development, and evaluation stages are the three phases of the Rowntree model of development research, which is used in this study. A learning model that is focused on creating specific products (product oriented) is included in the Rowntree model itself. A formative assessment methodology is used during the evaluation and revision stages, and it entails independent review, prototype creation (expert validations), individual and small group trials, and field trials (Agustina, R., Ferdiansyah, M., & Surtiyoni 2022)

The researcher conducts a needs analysis procedure during the planning stage, which is helpful for gathering data that occurs in the field. The creation of learning objectives occurs when the data is collected from the findings of the needs analysis. The following phase is development, which entails creating a content overview, drafting the material, choosing the structure and layout, and creating the first version of the product, or prototype I. The evaluation stage, which includes self-evaluation, expert validation (expert review), revision, one-on-one evaluation, small group evaluation, and field test, is the final step. The illustration below shows these actions:

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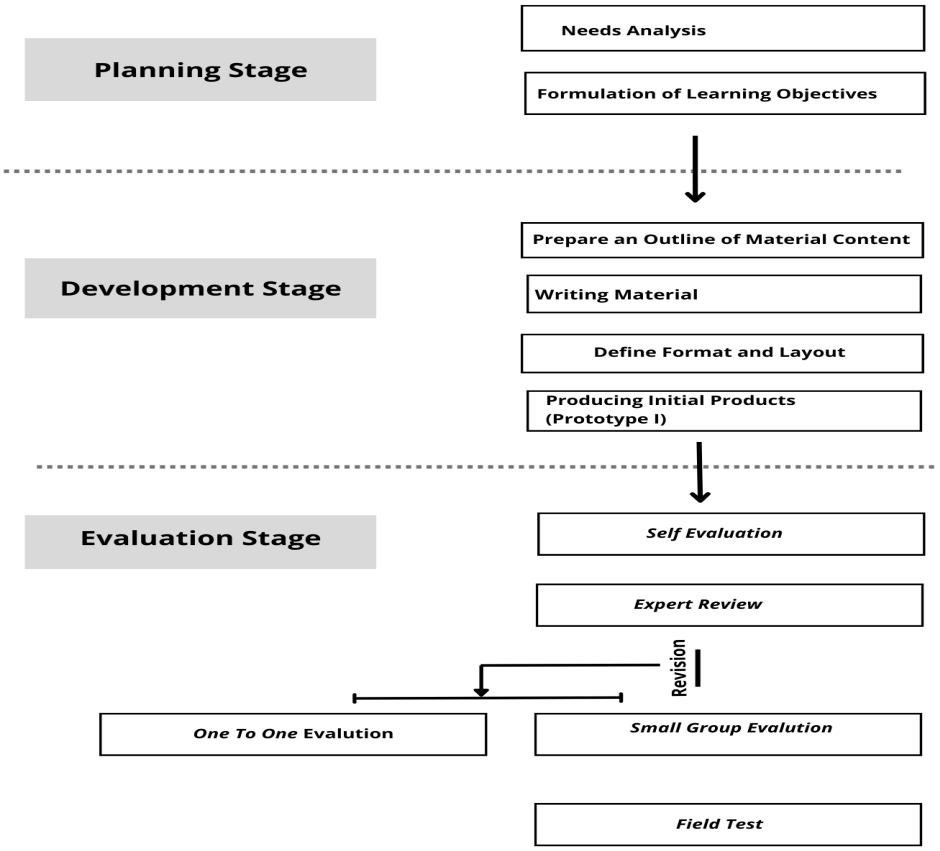

Figure 1 Rowntree Model Development Procedure

SMA Negeri 1 Tanjung Raja completed this study from January through February in preparation for the 2022–2023 academic year. This study focused on 33 students in class XI MIPA 4, who used the 2013 curriculum. The issue was that while students' curiosity was sufficiently high to learn local history, the offered textbooks actually covered Indonesian history as a whole. According to history instructors' interviews, teachers should incorporate lessons on general local history into the learning process. In order to find knowledge that is not yet known, students frequently use webpages or sites on the internet. However, these searches are not accompanied by reliable sources or explanations of local history. As a result, the research leads to the creation of learning media based on the Google sites website that contains reliable and useful local historical information. The value score used to validate learning media is as follows:

Table 1. Categories of validation values

Grade	Category
5	Very good
4	Good
3	Fairly good
2	Negatively

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1	Very Negative

The answers of media experts, materials experts, grammar experts, and item experts regarding the items generated were used to gather research information on the development of learning media based on data from the Google Sites website. There are up to 11 indicator statements relating to the media that students have used and accessed in addition to the results of the questionnaire given to the pupils. Based on the aforementioned standards, scores from this questionnaire are categorized.

Obtain the results of expert validation tests and one-on-one or small group trials on features that are evaluated in relation to the generated product; the average value will be discovered later. The average value is then entered from the following list of categories:

Table 2. Average validity value categories

Typical answer quality	Category
4,21 - 5,00	Very Valid
3,41 - 4,20	Valid
2,61 - 3,40	Invalid
1,81 - 2,60	Invalid
1,00 - 1,80	Totally Invalid

The limit value of n gain, which is contained in which category a learning product is, can be used to determine the influence of efficacy. The table of n gain is as follows:

Table 3. N gain value

Limitation	Category
g > 0,7	Tall
0,3 ≤ g ≤ 0,7	Currently
G < 0,3	Low

Data gathering method

a. Interview

In order to get to the bottom of the issue, gather more data, and prevent the question from being too broad, researchers conducted organized yet in-depth interviews. In order to understand more about different learning styles, teaching strategies, instructional materials, and pertinent information about the learning process in the classroom, interviews with educators who were conducting pre-teaching or preparation activities were done.

b. a questionnaire form

Students' thoughts or reactions to the created prototype are required for this study. The questionnaire was designed as a checklist on a Likert scale so that the responder simply needed to tick the boxes next to the requirements for the response he selected. The questionnaire was distributed in two phases, the needs analysis and the evaluation of specific

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people or groups associated with the media. The evaluation questionnaire typically includes the following two types of statements:

Table 4. Indicators for questionnaire assessment

Assessment indicators
· Show interest in learning media on the Google Sites website
· Show clarity of text, images, videos, material.

c. Observation

Prior to doing relevant research on attitude observation sheets or during learning activities, observations are done with the intention of gathering data regarding student behaviors.

Data analysis technique

a. Presentation of success

$$\text{PK (Success Presentation)} = \frac{\text{The number of students scores} > 75}{\text{The total number of students}}$$

b. Presentation of increased learning outcomes

Percentage of increased learning outcomes = (post test - pre test) x 100 %

c. Presentation of improving the quality of learning outcomes

$$\text{N gain} = \frac{\text{Post test scores - pre test scores}}{\text{Maximum score - pre test score}}$$

Result and Discussion

In the first stage, the researcher seeks to do a needs analysis by speaking with educators about methods, materials, curricula, lesson plans, supporting infrastructure, and syllabus. After that, give out surveys to students to discover more about their requirements, learning preferences, and personality traits. Additionally, observations were done to ascertain the surroundings in which the learning activities would take place. It can be stated that learning media, especially web-based learning media, are required to help educators explain concepts and fulfill components of students' learning styles (Arriany, Ibrahim, and Sukardjo 2020) especially in history lessons. The website was picked because it only needs internet access and is straightforward and affordable. Additionally, the requirements analysis revealed that practically all pupils lacked knowledge of local history-related historical topics. This goes along with the school's textbooks, which cover general information on Indonesian history. There is a need for learning resources that make it possible to obtain historical

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information in a way that is valid and useful for the learning process. These resources should also be simple to use, easily accessible, take up little space in storage, and be simple to grasp. As a result, it is imperative to create educational media based on the Google Sites webpage. The next step is to create learning objectives that are in line with the history course syllabus and customized for the ABCD (Audience, Behavior, Condition, and Degree) elements and the breadth of the subject matter.

The second stage, called development, is creating an outline of the material's contents. In this case, the material has been chosen because it relates to Competency Standard 3.5 on the material from the time of the Japanese Occupation and discusses the locality of Palembang. The content is organized as follows: 1. Japan's entry into Indonesia; 2. The Japanese Military Administration in Palembang; 3. The response of the local population; and 4. The dissolution of the Japanese government in Palembang. Following that, the writing style of the content is adjusted to the pupils' developmental stage. The next step after writing the content is to choose the structure and layout for the Google Sites website. Once chosen, the previously written content is then changed.

The evaluation process is carried out independently before being given to an expert in the third stage. By examining the instructional design, instructional resources, and media, the initial product that has evolved into the researcher undergoes independent validation. The product is also sent to material, media, item, and grammatical specialists for validation after it has been determined to be appropriate.

Expert advice and commentary will be incorporated to improve the product. 3.90 (valid) is the result of media experts' validation findings. These findings imply that the instructional material might be used after being mended in accordance with the suggestions of design professionals. There are three components to the assessment: graphical, coloring, and interactive. The table below shows the average score:

Table 5. The average evaluation value of media experts

No	Aspect Rating Average	Median
	Graphic	4,11
	Coloring	4,33
	Interactivity	3,90
	The average total score	**3,90**

Next, to see the outcomes of the validation performed on subject-matter experts, an average of 4.77 in a very valid category was obtained. Three indicators—indicators of content feasibility, presentation feasibility, and language feasibility—are evaluated from the material perspective. The summary of the value derived from the material experts' assessment aspect is shown in the table below:

Table 6. The average value of the material expert's evaluation

No	Aspect Rating Average	Median
1.	Eligibility of content	4,72

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2.	Feasibility of presentation	4,78
3.	Language proficiency	4,81
	The average total score	**4,76**

The evaluation of grammatical specialists yielded a total score with an average value of 3.88 and covered three evaluation criteria: communicative, coherent and integrated flow of thought, and suitable for the pupils' developmental stage. The table below shows the average score for each assessment indicator:

Table 7. Evaluation of grammar experts

No	Evaluation aspect Average	Median
1.	Accuracy with the level of understanding of students	5,00
2.	Communicative	4,00
3.	Consistent and integrated flow of thought	3,25
	The total average score	**3,88**

The validation of the answer choices received a 4.44 out of 5 with a very valid category. The table below shows the acquisition of the average value for the two indicators, construct validation and content validation, which are evaluated by item experts:

Table 8. Average evaluation of test item experts

No	Evaluation Aspect Average	Median
1.	Construct Validation	4,28
2.	Content Validation	5,00
	The total average score is	**4,44**

The outcomes of processing validation scores, which include media validation, material, question items, and grammar as previously indicated, can be inferred from the description above. Therefore, the following table shows the aggregate total gain from each validation done on experts:

Table 9. Evaluation recapitulation

No	Validation	Average gain	
		Prior to rounding	After Rounding
	Materials	4,763	4,77
	Media	3,90	3,90
	Grammar	3,875	3,88
	Test Items	4,444	4,44
Average total validation value		**4,24**	

After the product has been validated with experts and refined in response to their recommendations and input, a one-on-one trial with three students and a small group trial with seven students are conducted with the aim of getting students' feedback on the developed media. Given a questionnaire with 11 assertions covering learning media websites

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prepared by academics on Google. A link is supplied over the WhatsApp group in order to view developed media. The following are markers of one-on-one and small group evaluation:

Table 10. Evaluation indicators for questionnaires

Statement
· Attractive design.
· It is very easy to use.
· Instructions for use are clear.
· The material presented on the website using Google Sites is easy to understand.
· The language used is not confusing and easy to digest.
· There are videos that can help you better understand the material.
· Images and illustrations used can help to understand the material.
· The size and layout of the image is appropriate.
· The type and size of the letters (font) used are simple and easy to read.
· With this website it can help increase motivation to attend lessons, especially local history material.
· Presentation of material on this website helps to answer questions.

After doing individual trials (one to one), the overall average value falls into a very legitimate category with a 4.51 score. The gain for the small group trial had a highly valid category and was 4.35. This is further reinforced by the comments left on the Google Sites page by students who are drawn to the insightful commentary and simple-to-understand content.

Therefore, it can be concluded from this that this Google Sites website is effective and practical to use.The distribution of a pre- or post-test, which consists of ten questions about the information from Palembang's Japanese occupation that has been verified by specialists, is the next step. Out of a total of 33 pupils who failed to attain the KKM score that the school decided to be, namely 75, the results following the pre-test were conducted. The average score on the pre-test ranged from 32.12 to 60, with 10 serving as the lowest possible score. This demonstrates that, on the whole, students do not comprehend local historical content pertaining to Palembang's Japanese Occupation Period.

An increase from the 27 students who received KKM scores to 33 students was observed after the learning process was carried out using learning media based on the Google Sites website. Comparison of pre- and post-test scores for the number of students who attain or fail to reach the KKM is shown in the following table:

Table 11. Achievement of success in achieving KKM

No	Acquisition of Value	Category	Total Learners	
			Pre test	***Post Test***

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1.	0 s/d 75	Not Reaching KKM	33 Person	6 Person
2.	75 s/d 100	Reach KKM	0 Person	27 Person

Regarding the results of the post-test, there were 27 students who achieved scores higher than the KKM, with the following breakdown: 9 students received scores of 100, 11 students received scores of 90, and 6 students received scores of 80. Six people, however, have scores that fall below the KKM, including three who receive 70, one who receives 60, and three who receive 50. The obtained average score is 84.545.

The average score attained during the pre-test was 32.12%, but the average score following the post-test rose to 84.54%, indicating a rather considerable rise in the percentage of learning success. The results show that using Google Sites' website-based learning media on local history content is successful, as seen by the rise in the percentage of success. In the high category, the percentage increase in the quality of learning outcomes (n gain) is 0.77, giving the acquisition of an increase in learning outcomes a score of 52.4%. Therefore, it can be stated that learning local history in class through website-based learning materials using Google sites is quite beneficial.

The benefit of this research is that it leads to renewal in the form of creating educational materials for local history content that are simple to access because they only require the internet, making it easy to access at any time and raising the level of learning independence in students. In addition, adding YouTube videos and content linked to Google tools is simple, which is a benefit. The inability to easily add auto-play audio when visiting the page is a flaw in this Google Sites-based learning resource. The inability to easily add auto-play audio when visiting the page is a flaw in this Google Sites-based learning resource. Additionally, educators need to be more inventive when creating learning materials because the Google Sites website only offers a limited number of templates, and if there are mistakes, they must be corrected manually, making it challenging to create and amend mistakes.

Conclusion

For class XI SMA N 01 Tanjung Raja, Google Sites was used to create learning materials containing content from the Japanese Occupation Period in Palembang. This material's authenticity was evaluated by experts, as well as in small groups and one-on-one sessions with students. For expert validation, the media must receive a score of at least 3.9 in the "valid" category, material validation must receive a score of at least 4.85 in the "very valid" category, and graphic validation must receive a score of at least 3.89 in the "valid" category. A very valid category and an average score for small group trials were achieved for one-on-one trials, whereas the average score for one-on-one trials was 4.51. Compared to the previous results, namely the pre-test where no one was able to complete or earn a score over the KKM, in the acquisition of scores from 33 students, 27 students were able to achieve scores above the KKM or as much as 84.55%. The difference between the pre-test and post-test results, or an increase of 52.4%, was 32.12% and 84.54%, respectively. The N gain value of 0.78 in the high category (extremely effective) shows that using the Google site to access website-based learning resources is beneficial for class XI MIPA IV learning.

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Recommendation

A teacher must be creative when creating media in order to draw students' attention to the study of other local histories and to make learning media valid, practical, and effective, according to some suggestions and opinions on the use of Google sites as learning media that discuss historical material.

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