

## DEVELOPMENT OF GOOGLE SITES MEDIA TO IMPROVE STUDENTS' LEARNING INTEREST IN THE IMPORTANCE OF HAVING SYAJA'AH CHARACTERISTICS AT MAN PEMATANG SIANTAR

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### Abstract

This research aims to develop learning media based on Google Sites to increase students' interest in learning, especially in the material "The Importance of Having Shaja'ah Characteristics" at MAN Pematangsiantar. The research method used is Research and Development (R&D) with the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model. The research results show that the use of Google Sites significantly increases students' interest in learning, which is reflected in positive student responses, increased participation during learning, and better evaluation results compared to conventional methods. The intuitive display and interactive features on Google Sites encourage active student involvement and make it easier to understand the values of

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honesty and courage according to Islamic teachings. This research concludes that Google Sites media is an effective and relevant learning tool in the digital era, with the support of technical guidance from teachers and parents to ensure its success.

**Keywords:** Google Sites, Interest in Learning, Shaja'ah Characteristics

## INTRODUCTION

Technological developments have experienced very rapid increases in the last dozen to tens of years. Technological developments have penetrated into every aspect of human life so that humans are required to be able to master technology. This demand certainly encourages the government to make policies that support the creation of superior Human Resources (HR) who are able to master technology. Technological developments have made experts issue predictions regarding global developments that occur in the era of the industrial revolution 4.0, namely 75% of jobs will collaborate the abilities of science, technology, mathematics and engineering, lifelong learning, and *the internet of things*. These changes and developments will continue very rapidly, even the revolution is based on *cyber physical systems*, a combination of physical, digital, and biological prayers. So that everyone will be required to continue to learn and develop following developments, whoever does not follow and learn will be left behind and abandoned <sup>7</sup>.

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<sup>7</sup> *Google Sites Learning Media to Increase Student Motivation in Learning Indonesian. Al-Madrasah: Scientific Journal of Elementary Madrasah Education*. 7(3). (2023) p. 1066 .

The development of this technology also penetrates into the world of education. educators, students and other elements involved are required to use technology in carrying out learning activities. This effort is certainly carried out as an effort to follow the development of the times, convenience, bureaucratic transparency, and efforts to introduce technology to students.

Technology can also be used to develop conventional learning activities that tend to be boring and ineffective. The use of technology can be used as a medium, a source of teaching tools and so on. The government through the Ministry of Education and Culture then designed a program called Merdeka Belajar, a program that has the advantage of providing freedom for educators to innovate in designing learning activities. This design encourages educators to create an interactive, innovative and attractive learning atmosphere by combining technology as a learning aid <sup>8</sup>.

In the implementation of learning activities in schools, often what is expected does not go well. One of them is related to students' interest in learning, often students experience boredom due to the use of conventional learning methods and media that reduce the appeal and interest of students. This is also experienced in the subject of Akidah Akhlak, often student boredom becomes a challenge faced by educators in the classroom. This low interest in learning can be seen through low learning outcomes, as well as from the interaction or activeness of students in learning activities.

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<sup>8</sup> Suryana, E., Prahasti., Iskandar, A, P., & Fransisca, Y. Utilization of Google Site as a Learning Media for Students at SMKN 3 Bengkulu City. *Dehasen Journal for the Country*. 2(1). (2023). p. 85.

Learning methods and media are often important factors that influence students' interest in learning. The use of lecture methods and uninteresting media makes students bored and uninterested in the learning process <sup>9</sup>.

One of the uses of technology that can be used as a form of effort to overcome the problem of boredom in learning is using Google Sites. Google Sites has many benefits and ease of use so it is very suitable to be implemented in learning activities in schools. By using Google Sites, learning activities are not only limited to the classroom and learning time that has been determined by the school, but more broadly can be done anywhere and anytime. This also shows that learning activities are not limited to face-to-face in class but can be done offline <sup>10</sup>. Another convenience offered by Google Sites is a feature that allows students to do group work and learning discussions. Educators can also send materials that can be downloaded by students as learning materials. These features can certainly support learning activities that make it easier for educators and students <sup>11</sup>.

Based on the description above, in this study, the researcher will conduct research related to "Development of Google Sites Media to Increase Students' Interest in Learning the Important Material of Having a Syaja'ah Attribute at MAN Pematangsiantar".

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<sup>9</sup> Zaid, I, S. *Interest Study Student In the Subject of Islamic Religious Education*, (Jakarta: Muhammadiyah University of Jakarta. 2022) p. 3.

<sup>10</sup> Afrianto., Parjito., Kasih, E, N, E, W., Azahra, R, R., Kaban, S, P, P., Alternative, Online Learning Management: Google Sites. *Madaniya*. 3(4). h. 777.

<sup>11</sup> Rosiyana. Utilization of Google Sites Learning Media in Distance Learning Indonesian Language Far Student Class VII of Asy-Syuhada Islamic Middle School , Bogor City. *Journal Scientific Corpus*. 5(2). (2021). h. 218.

## RESEARCH METHODS

The type of research used is qualitative research. The research model used is the R&D ( *Research and Development* ) model. According to Sugiyono (2017), research and development is a research method used to produce certain products and test the effectiveness of the product. This study used the ADDIE development model ( *Analyze, Design, Development, Implementation, Evaluation* ). The ADDIE model development procedure consists of 5 stages, namely:

### 1. *Analyze* (Analysis)

At this stage, an analysis is carried out to understand learning needs and problems.

- Problem identification; Identifying the low interest of students in learning the material "The importance of having a syaja'ah nature" through observation and interviews with teachers and students.
- Student analysis; Determining student characteristics, including level of understanding, learning preferences, and student readiness to use technology ( *Google Sites* )
- Curriculum analysis; Reviewing the suitability of syajah material in the curriculum and determining relevant core competencies and basic competencies.

### 2. *Design* (Design)

At this stage, the concept and content of the *Google Sites media product are designed* . The resulting product design is still conceptual and is the basis for the development process in the next

stage. The resulting product designs include the front page, materials, assignments, and interactive videos.

### *3. Development*

At this stage, learning media are developed and tested.

- Creating Google Sites; Integrating syajah material into google sites with multimedia elements to attract students' interest
- Media validation; Involve learning media experts and subject teachers to evaluate the feasibility of Google sites.
- Media revision; Improve media based on validation results and suggestions provided.

### *4. Implementation (Implementation)*

This stage involves the application of Google Sites media in classroom learning.

- Implementation of learning; Using Google Sites in learning syajah material. The teacher acts as a facilitator, while students access the content through their devices.
- Data collection; Using a questionnaire to measure students' learning needs before and after learning with Google Sites.

### *5. Evaluation*

*Google Sites* web media product on the learning process of class XI students. Another effort made is to ensure obstacles or other things whether the desired goals have been met or not.

The data analysis technique in this study uses observations in learning practices using Google Sites. There are 3 steps that must be prepared by the teacher, namely, 1) Opening the *Google Sites site* , make sure the teacher is connected to a personal *email* 2)

Preparing teaching materials that can be adjusted to the tools available on *Google Sites*, teaching materials or materials can be in the form of text, images, audio, and video 3) Find a *Google Sites usage guide* that is most understood by you, the guide can be searched on the internet or you can also ask fellow teachers who understand or have used *Google Sites*. After the teacher has created a learning website, the teacher can provide access to the learning *website link* to students via WhatsApp or similar applications. Make sure to provide good and correct directions to students before starting learning using *Google Sites*. Provide guidance in the form of video tutorials or in the form of instructional images so that students can more easily understand the use of Google Sites. Also make sure all students can access *the website link* during learning hours. The next data analysis technique is the interview technique. Interviews were conducted with Akidah Akhlak teachers and students at the end of learning to find out what they thought after implementing learning using Google Sites.

## RESEARCH RESULT

### A. Google Sites Concept, Learning Interest and Important Materials

#### Have a Syaja'ah Nature

#### 1. Google Site Concept

Web-based learning is one part of electronic learning (e-learning) using internet technology as a learning tool <sup>12</sup>.

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<sup>12</sup> Coal, *Web-Based Learning With Moodle Version 3.4* (Yogyakarta: Deepublish, 2021).

Meanwhile, according to <sup>13</sup>, web-based learning is one of the flexible delivery systems to be developed, especially to create student learning independence. The advantage of utilizing web-based learning media lies in its flexibility. Web-based learning can connect educators and students in a learning space, either face-to-face at school or when carrying out assignments at home. There are various forms of web services that can be used as media or learning resources, one of which is the *Google Sites feature*. Google Sites is a web-based platform owned by *Google*. *Google Sites* appeared in 2008. *Google Sites* can be used as a learning medium that can attract students' interest in learning.

Google sites is a service from Google that allows users to create websites without the need for in-depth coding or web design knowledge. Using Google sites, you can create websites quickly and easily using a user-friendly web-based user interface. Websites created with Google sites can be used for a variety of purposes, such as creating an internet site for a team or organization, creating a personal website, or presenting information online.<sup>14</sup>

According to Nurmanita *Google Sites* is a facility on *Google* that has features as a visit site. The visit site is managed in the form of *a website display* that contains text or learning videos. This *Google Sites media* can be used on gadget -based *websites*.

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<sup>13</sup> Yanti Karmila Nengsih et al., *Textbook of Media and Learning Resources for Out-of-School Education* (Palembang: Bening Media Publishing, 2022).

<sup>14</sup> Rezi Elsy Putra, *Building Website-Based Learning Media Without Coding* (Indramayu: CV Adanu Abimata, 2024).



Face-to-face learning in schools will be better if combined with *Google Sites learning media*. In the modern era like today, the presence of *gadgets* makes it easier for teachers in teaching activities. The presence of *gadgets* themselves also helps students understand the material because the information needed can be obtained easily and quickly <sup>15</sup>.

The use of Google Sites in learning can add materials to be studied and can be downloaded by students as teaching materials. In addition, users can combine various features that can support the learning process. One of the purposes of using features is to provide conditions that resemble facts so as to reduce the taking of ambiguous and abstract perceptions. In Google Sites -based learning media, it allows students to conduct experiments without using a laboratory, and provides direct responses to the learning outcomes of students. Therefore, by combining various features in Google Sites -based learning media, the learning process can be effective, more interesting, and learning objectives can be conveyed well and clearly <sup>16</sup>.

Some of the features available on Google Sites are; time zone, calculator, search, translate, weather forecast, file search, public data, meeting schedule, sharing info, links and so on.

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<sup>15</sup> Mutiara Nurmanita, "Effectiveness of Google Sites-Based Pancasila Learning Assisted by Quizizz to Improve Students' Critical Thinking Skills," *Ideas: Journal of Education, Social, and Culture* 8, no. 1 (February 2022): 137, <https://doi.org/10.32884/ideas.v8i1.644>.

<sup>16</sup> Ike Ismawati et al., "Development of Web-Based Physics Learning Media Using Google Sites on Sound Wave Material," *Schrodinger Student Scientific Journal of Physics Education* 2, no. 2 (December 2021): 140–46, <https://doi.org/10.30998/sch.v2i2.4348>.

Basically Google Sites is a free web hosting service provided by Google . By using Google Sites we can create a website that can be used for various internet purposes. Google already has many template features and attractive designs that make it easy for its users. In addition, we can store many important documents and files for free on the Google Sites service , we can also share them online <sup>17</sup>.

According to Nababan, learning using Google Sites provides benefits for both educators and students, namely:<sup>18</sup>

- a. Learning is more interesting
- b. It's easier to get learning materials
- c. Learning materials are not easily lost
- d. Can save syllabus in *Google Sites* .
- e. Create assignments through *Google Sites* .
- f. Students can get learning information quickly.
- g. Students can learn and explore the web according to their own characteristics, because it is *website- based* so access is individual.
- h. With *Google Sites*, learning materials will be uploaded to *Google Sites* , so that students and teachers do not need to use *flash drives* that can carry many viruses into the computer.

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<sup>17</sup> Hironymus Ghodang and Hantono, *Step By Step Learning With Google* (Medan: PT Penerbit Mitra Group, 2020).

<sup>18</sup> Popy Doloksaribu, Monalisa Frince S, and Rolan Manurung, "The Influence of Google Sites Interactive Media on the Ability to Read News Texts in Grade VIII Junior High School Students," *Kopula: Journal of Language, Literature, and Education* 6, no. 2 (October 2024): 362–71, <https://doi.org/10.29303/kopula.v6i2.5381>.

Every media certainly has its own advantages and disadvantages, and so does *Google Sites*. Although *Google Sites* has a lot of features that help its use, *Google Sites* also has disadvantages in its use.

The advantages of *Google Sites* are:<sup>19</sup>

- a. Easy to access anytime and anywhere as long as the device is connected to the internet
- b. The appearance of Google Sites can change immediately according to the device we use, whether it is a smartphone, laptop or tablet.
- c. Can link links according to user needs such as links on YouTube
- d. Google Sites provides additional features including Google Docs, Sheets, Forms, YouTube, Calendar, Awesome Table.
- e. With just one link, you can load various learning resources such as materials, practice questions, videos, and attendance via Google Form.
- f. The learning materials that have been loaded on the website are not easily lost, the owner can also update the materials according to current developments.
- g. The website can be accessed by all types of smartphones, tablets, laptops for free.
- h. Forming independence in learning, systematic and directed.

Behind these advantages, there are disadvantages *to Google Sites*, namely;

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<sup>19</sup> Doloksaribu, Frince S, and Manurung.

- a. Design limitations; although *Google Sites* offers a wide selection of templates and is easy to use, its design options are limited compared to other *website platforms such as WordPress or Wix*.
- b. Lack of advanced features; for companies or individuals who require advanced features such as online stores, forums, or other specialized features, *Google Sites* may not be the best choice.
- c. Limited SEO; while *Google Sites* provides some basic SEO tools, its capabilities for search engine optimization may not be comparable to other, more advanced platforms <sup>20</sup>.

This media was developed to help students develop their conceptual mastery and critical thinking skills through direct experience because they not only listen to explanations from teachers but students also do other activities such as watching videos, pictures, and doing simulations. In addition, very limited time in learning will make students need time efficiency with neater, superior, and more structured learning planning. Research related to *Google Sites -based learning media* has been conducted by Putri <sup>21</sup>*Google sites* learning media is very interesting to use because it is easy to access, attracts students' interest in learning, makes it easy to understand the material, and the use of language

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<sup>20</sup> Ahmad Afandi, *Digital Marketing: Superior Strategy in the Digital Era* (Medan: Umsu Press, 2023).

<sup>21</sup> Novemby Karisma Putri, Yuberti Yuberti, and Uswatun Hasanah, "Development of Google Sites Web-Based Learning Media for Newton's Laws of Motion of Objects," *Physics and Science Education Journal (PSEJ)* 1, no. 3 (December 2021): 133–43, <https://doi.org/10.30631/psej.v1i3.1033>.

is easy to understand according to the level of thinking of students.

## 2. Interest in Learning

Student interest in learning is the tendency of a student to do certain activities whose output will make them happy and interested.<sup>22</sup> Student interest in learning can vary depending on various factors, such as individual character, the surrounding environment, and the subject matter provided. Students with high interest in learning are usually more motivated to learn and tend to achieve better performance compared to students with low interest in learning.

According to Zakiah Daradjat, interest in learning is a situation where someone has an interest in something accompanied by a desire to understand, learn, or test further.<sup>23</sup> According to Abdul Hadis and Nurhayati, interest in learning can be defined as an interest shown by students in undergoing learning activities, both in the home environment, at school, and in the community.<sup>24</sup>

From the above understanding, it can be concluded that interest plays an important role in the learning process. If the subject matter, methods, learning atmosphere, and supporting facilities are not in line with students' interests, then students will

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<sup>22</sup> Amelia Atika and Novi Andriati, *Learning Interests of Slow Learner Children* (Jambi: PT. Sonpedia Publishing Indonesia, 2023).

<sup>23</sup> et al. Zakiyah Daradjat, *Special Methods for Teaching Islamic Religion* (Jakarta: Bumi Aksara, 2014).

<sup>24</sup> Abdul Hadis and Nurhayati, *Psychology in Education* (Bandung: Alfabeta, 2014).

not be able to learn optimally due to the lack of perceived attraction. Therefore, teachers are expected to be able to design and manage learning in such a way that the material, methods, atmosphere, and learning facilities are in accordance with students' interests, so that their interest in the lesson can continue to grow.

Learning interest can be measured in 5 indicators as mentioned by 25namely attention, liking, satisfaction, priority and participation. Attention is defined as where someone has a consistent tendency to pay attention and remember something that is learned. This interest does not only occur for a moment, but continues to recur because the object or activity is considered relevant or enjoyable. In learning, this stable attention makes students more focused and able to absorb the material better. Liking reflects positive feelings towards the object of interest. When someone feels happy or enjoys a lesson, these positive emotions affect how they view the activity. In education, students who like certain subjects will usually be more enthusiastic, active, and try to understand the material more deeply.

Satisfaction is defined as the intrinsic reward felt when someone is involved in an activity that interests them. This sense of pride and satisfaction provides additional motivation to continue to engage. In addition, the emotional attachment to the activity makes someone feel that what is done has its own meaning or value. Priority shows a person's tendency to choose

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<sup>25</sup> Slameto, *Learning and the Factors that Influence It* (Jakarta: PT. Rineka Cipta, 2010).

an activity that interests them over other activities. In the context of learning, students with a high interest in a subject often allocate more time and energy to studying the topic, even sacrificing time for other things that are less interesting to them. Participation is defined as a real manifestation of interest. When someone is actively involved in an activity that suits their interests, this shows that they really enjoy it and feel compelled to contribute. In learning, student participation in discussions, projects, or extracurricular activities is a strong indicator of deep interest.

### 3. The importance of having the quality of Syaja'ah

Syaja'ah comes from the Arabic word الشجاعة (*asy-syaja'ah*) which means courage. In the context of Islam, syaja'ah is a trait of courage based on faith in Allah SWT, wisdom, and responsibility in speaking, acting, and making decisions. This trait is not just physical courage, but includes *first* moral courage, namely daring to speak the truth even though it is difficult or risky. *Second*, spiritual courage: being able to face the tests and trials of life with patience and trust in Allah SWT. *Third*, intellectual courage: daring to think critically and reject something that is contrary to Islamic values.<sup>26</sup>

Syaja'ah is not synonymous with recklessness or recklessness, but rather courage based on noble morals, wisdom and obedience to the Shari'a. Rasulullah SAW exemplified syaja'ah in many aspects of life, such as defending the truth, facing

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<sup>26</sup> Nasution, H (2006). *Philosophy of Islamic Religion*. Jakarta: Bulan Star

enemies in war, and remaining steadfast in da'wah even when facing opposition.

Syaja'ah is a trait of courage based on wisdom and truth. This courage involves not only physical but also mental and spiritual to face challenges or difficulties with the right attitude and not violate moral principles.<sup>27</sup>

Characteristics of People Who Have the Attribute of Syaja'ah:

- a. Dare to say and do the right thing even when it is difficult.
- b. Not afraid to face challenges or threats as long as you are on the path of truth.
- c. Have steadfastness in upholding religious and moral principles.
- d. Stay calm and don't be easily provoked.<sup>28</sup>

The benefits of having the attribute of Syaja'ah are as follows:

- a. Increases self-confidence: This trait helps a person be more confident in facing life's tests.
- b. Upholding the truth: Syaja'ah makes a person able to fight injustice and falsehood.
- c. Overcoming fear: A brave person can control fear and take decisions wisely.
- d. Be a role model: Wise courage becomes an inspiration for others to do good.<sup>29</sup>

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<sup>27</sup> Basri, H (2019). *Education Morals in Islamic Perspective*. Malang UIN-Malang Press

<sup>28</sup> Yusuf, M. (2020). *Islamic Morals and Ethics*. Jakarta: Lentera Hati.



### Example of Implementation of Syaja'ah

- a. Dare to refuse an invitation to commit sin even when under pressure.
- b. Admit mistakes and improve yourself.
- c. Revealing the truth even at the risk of losing popularity or position.
- d. Defending people who are oppressed regardless of their background.

### How to Cultivate the Attribute of Syaja'ah

- a. Increasing faith in Allah SWT: Belief that Allah is always with those who are on the path of truth.
- b. Practice facing small challenges: Start with simple things to practice courage.
- c. Learn from examples: Take inspiration from the stories of Rasulullah SAW, friends, and righteous people.
- d. Avoiding cowardice: Avoid excessive fear that hinders positive action.<sup>30</sup>

## **B. Implementation of Google Sites in Learning**

Learning media in the subject of Akidah Akhlak for class XI with the material Dare to Live Honestly and Have the Attributes of Syaja'ah was developed using the web-based Google Sites platform. This media is equipped with Core Competencies (KI),

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<sup>29</sup> Hidayat, M. (2021). Character Education of Syaja'ah in the perspective of the Qur'an . *Journal of Islamic Studies and Education*, 12(3)

<sup>30</sup> Setiawan, B. (2019). The Relevance of Syaja'ah Values in Modern Life. *Journal of Islamic Sufism*, 8(4).

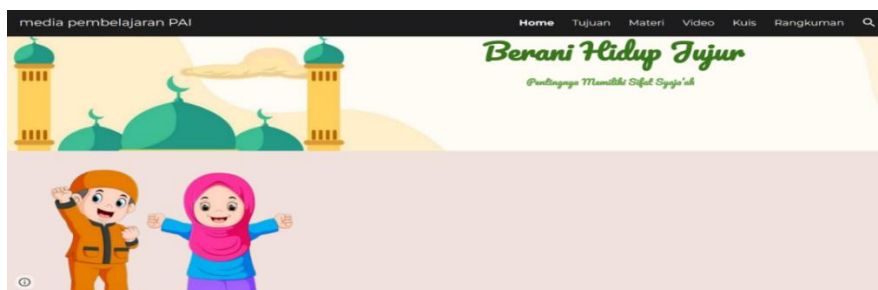
Basic Competencies (KD), learning objectives, materials, images, animations, videos, quizzes, and practice questions.

This Google Sites-based learning media is designed to facilitate students in the learning process, both independently and in groups. In addition to providing motivation, this platform aims to hone students' thinking skills so that learning activities become more interesting and enjoyable. Google Sites can be accessed via a browser using a specific URL address, making it easy for students to connect with the material anytime and anywhere.

The interface of this learning media is designed to display the topic of Dare to Live Honestly and Have the Attributes of Syaja'ah in an interactive, informative, and interesting way. This supports students to understand the values of honesty and courage according to Islamic teachings in everyday life.

There is even menu Which served on appearance *web google sites* is as following:

- a. Menu home, that is part home page Which containing appearance beginning from *web google sites*.



Subject of Aqidah Akhlak Class XI.

<https://sites.google.com/guru.sd.belajar.id/media-pembelajaran-pai1/>

In the first image above, it is clear that Google Sites is a media that interesting to learn. Google Sites is interesting because students can access it firstlink google site in a way free. Second, site google easy made Teacher with practice creativity Teacher, can produce application Which interesting. Third, site google allow user For collaborate with application Google other. Fourth,Google site provides 100 MB of free online storage. Fifth, access the website link can be set, can be seen by everyone, or only certain people, this can be assess Google Sites can be easily searched using the Google search engine. Still Lots matter interesting others that can be developed from tool This.

**Home** menu is the initial page that greets users when accessing the site. This page contains a brief description of the subjects, topics discussed, and the benefits of learning media. In addition, it is equipped with main navigation in the form of quick links to all menus to make it easier for students to navigate. Home also includes teacher contact information and consultation schedules, so students can easily ask for help. The visual appearance is supported by attractive images, icons, or animations, relevant to the learning topic.

## b. Learning Objectives Menu



Figure 2. Display of Learning Objectives on *Google Sites* for the Subject of Aqidah Akhlak Class XI.

**Learning Objectives** menu explains Core Competencies (KI) and Basic Competencies (KD) in detail so that students understand the competencies that must be achieved. Learning objectives are designed clearly and specifically, including understanding the concept of Chemical Bonding, analytical skills, to application in everyday life. Some learning objectives are presented in interactive formats such as mind maps or bullet points to improve student understanding.

### c. Learning Material Menu



Figure 3. Display of Learning Materials on *Google Sites* for the Subject of Aqidah Akhlak Class XI.

**Learning Materials** menu is the core of this site, which presents structured materials starting from the definition of Chemical Bonds, types such as covalent, ionic, and metal, to their application in everyday life. This material is equipped with images, tables, diagrams, and animations to make it easier for students to understand abstract concepts. There are also interactive features in the form of presentations or e-books that

can be downloaded, as well as quick exercises in the form of short questions or simple assignments at the end of the sub-material.

#### d. Learning Video Menu

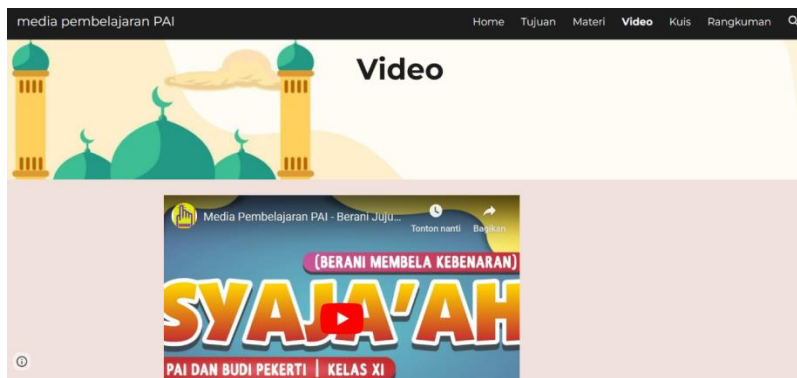


Figure 4. Display of Learning Videos on *Google Sites* for the Subject of Aqidah and Akhlak Class XI.

**Learning Videos** menu provides a collection of relevant educational videos, both teacher-made and from trusted sources. These videos help students who are more responsive to audiovisual learning to understand the material in depth, including chemical reaction simulations. Videos are equipped with subtitles or transcriptions for students who have special needs or prefer to read.

#### e. Quiz Menu



Figure 5. Display of Learning Quiz on Google Sites for the Subject of Aqidah Akhlak Class XI.

The Quiz menu is designed to test students' understanding through interactive questions such as multiple choice, short answers, and matching pairs. The quizzes provide immediate feedback with results and explanations of correct answers. The questions are arranged with varying levels of difficulty, from basic to advanced, and are presented in a gamification format such as a leaderboard or group challenge to increase students' learning motivation.

#### f. Summary Menu



Figure 6. Summary of Learning Display on *Google Sites* for the Subject of Aqidah Akhlak Class XI.

The Summary menu provides key points from the learning material arranged in the form of concept maps, comparison tables, or bullet lists. This summary is equipped with visual support such as diagrams or icons to make it easier for students to remember the core of the lesson. A PDF download format is also available so that students can access the summary at any time.

The implementation of Google Sites in learning the subject of Akidah Akhlak for class XI, especially in the material of Dare to Live Honestly and the Importance of Having Syaja'ah Characteristics, has been proven to have a positive impact on students' learning interest. Based on interviews with ten class XI students, the majority gave positive responses to the use of Google Sites. They consider this media easier to use, practical, and interesting compared to other learning methods, such as using WhatsApp. The interactive delivery of material through text, voice, and video provides a more enjoyable learning experience, while making it easier for students to understand the values of syaja'ah.

Observations made during the learning process showed that the Google Sites interface was designed intuitively to facilitate student navigation. The material on Dare to Live Honestly and the Importance of Having the Attitude of Syaja'ah was delivered with various menus, such as learning objectives, main materials, learning videos, quizzes, and discussion places. This created a more organized and focused learning atmosphere. Students looked more enthusiastic and actively involved during the learning process, especially when using features such as videos and quizzes.

The main advantage observed was the integration of visual and interactive elements in the presentation of the material. Animations, images, and videos helped students understand the concept of honesty and courage according to Islamic teachings

more effectively. In addition, students who were accompanied by teachers or parents showed better ability in using Google Sites, indicating the importance of guidance to support online learning.

Documentation of learning activities shows an increase in student engagement. Features such as interactive quizzes, summaries, and assignment submission places encourage students to participate more actively. The discussion forums provided also allow students to share opinions and ask questions freely, making learning more collaborative. In addition, documented quiz results show an increase in students' understanding of the value of *syaja'ah*, as reflected in higher evaluation scores compared to previous learning.

In conclusion, the use of Google Sites in learning Akidah Akhlak for class XI not only facilitates the delivery of materials but also successfully increases students' interest in learning. This media creates an interesting, fun, and relevant learning experience to the needs of students in the digital era. Technical support and guidance from teachers and parents are essential to ensure the effectiveness of Google Sites-based learning.

## **DISCUSSION**

This study reveals that the use of Google Sites in learning the subject of Akidah Akhlak for class XI, especially in the material "Dare to Live Honestly and Have the Attributes of *Syaja'ah*", has a positive impact on students' interests and understanding. This Google Sites-based learning media has proven effective in creating



a more interactive and interesting learning atmosphere. Some of the main aspects of the results of this study include ease of access, intuitive interface design, and the use of various features that support the learning process.

### **1. Ease of Access and Attractive Interface**

Google Sites allows students to access course materials anytime and anywhere, simply by using a specific URL. This easy access greatly helps students in learning independently or in groups. In addition, the interface design is designed with attractive visuals, including images, animations, and icons, helping to create a more enjoyable learning atmosphere. The intuitive display makes it easy for students to navigate and find the materials they need without confusion.<sup>31</sup>

### **2. Interactive Features Integration**

One of the advantages of Google Sites is the use of various interactive features that facilitate student understanding. The Learning Materials, Learning Videos, Quizzes, and Discussions menus provide a richer and more diverse learning experience. Learning videos that are relevant to the material, such as chemical reaction simulations or explanations of the values of *syaja'ah*, can help students who are more responsive to audiovisual learning. The interactive quiz feature also provides direct feedback that allows

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<sup>31</sup> Dilla Safira Adzkiya and Maman Suryaman, "The Use of Google Site Learning Media in English Learning for Grade V Elementary School," *Educate: Journal of Educational Technology* 6, no. 2 (2021): 20, <https://doi.org/10.32832/educate.v6i2.4891>.

students to know how well they understand the material they have learned.

### **3. Increasing Student Engagement**

Observation results show that learning using Google Sites can increase student engagement in the learning process. Features such as **quizzes** , **summaries** , and discussion **forums** encourage students to participate more actively. They do not only follow lessons passively, but also interact with materials and classmates, share opinions, and ask questions through the discussion forums provided. This creates a more collaborative and interactive learning environment, which greatly supports the understanding of the concepts of honesty and courage in Islam.

### **4. Improved Understanding of Material**

Students who used Google Sites showed a better understanding of the values of syaja'ah. This is reflected in the increase in quiz scores that indicate a deeper understanding. The summary feature provided in the format of concept maps and comparison tables also helps students to remember and organize the material in a more structured way. Thus, this media not only helps students understand the theory, but also apply it in everyday life.<sup>32</sup>

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<sup>32</sup> Deri Salsalina Br Sitepu and Herlinawati Herlinawati, "Development of Google Sites Web-Based Learning Media on Ionic and Covalent Bonding Material for Senior High School Grade X," *Educenter: Jurnal Ilmiah Pendidikan* 1, no. 5 (2022): 552–63, <https://doi.org/10.55904/educenter.v1i5.195>.

## 5. Guidance from Teachers and Parents

Although Google Sites is designed to facilitate independent learning, guidance from teachers or parents has proven to be very helpful in maximizing the effectiveness of using this media. Students who receive guidance show better results in operating this platform and are more active in learning activities. Therefore, adequate technical support and guidance are essential so that students can make optimal use of all available features.<sup>33</sup>

## CONCLUSION

Overall, the use of Google Sites in learning Akidah Akhlak for class XI provides a more interactive, interesting, and relevant learning experience to students' needs in the digital era. This media has succeeded in increasing interest in learning and making it easier for students to understand material about honesty and courage, as well as other Islamic values. Effective use of this platform requires adequate guidance from teachers and parents, especially in accompanying students during online learning.

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<sup>33</sup> Yushtika Muliana Pubian and Herpratiwi Herpratiwi, "Using Google Site Media in Learning to Improve Learning Effectiveness of Elementary School Students," *Akademika* 11, no. 01 (2022): 163–72, <https://doi.org/10.34005/akademika.v11i01.1693>.

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