

IMPLEMENTATION OF ONLINE LEARNING USING GOOGLE SITES IN INCREASING STUDENT'S INTEREST IN LEARNING IN ISLAMIC EDUCATION

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ABSTRACT

The current Covid-19 pandemic has an impact on all fields, especially in the education sector, which causes learning activities to be carried out online. The number of technology and information activists is currently gives rise to several educational support platforms. One of them is utilizing Google Sites as an online learning medium to increase student interest in learning. This study discusses the implementation of online learning using Google Sites media in increasing student interest in learning in Islamic Education Class 6 at SDN Ngringin, Moyudan, Yogyakarta. This research uses a descriptive qualitative approach. Collecting data through observation, interviews, and interviews. Test the validity of the data used is the source triangulation technique. The data analysis technique used is Miles and Huberman's qualitative which includes: data reduction, presentation, and making conclusions. The results of this study indicate that learning is carried out by the teacher pinning the Google Sites link in the description on the WhatsApp group followed by students studying and working on quizzes. The impact of this learning can increase students' interest in learning during the courageous period, this is indicated by the feeling of pleasure in students because of the ease of use, so students do not feel burdened during learning. Having pictures on Google Sites makes students feel interested in learning. Students focus more on learning because there are no other activities. Students are also actively involved in reading material, watching videos, and taking quizzes.

Keywords: Google Sites, Interest in Learning, and Elementary School.

INTRODUCTION

Learning platforms were used *online*, according to the Indonesian Survey Flow Institute (ASI). Google Classroom occupied the top position for platforms that are often used during the current distance learning period, which was 26.1 percent, followed by Teacher's Room at 17.1 percent and Learning Houses at 15.2 percent. Then, regarding the use of *video calls* in online learning, the majority of people use the Zoom application (57.2 percent), followed by Google Meet (18.5 percent), Cisco Webex (8.3 percent), U Meet Me (5.0 percent), and Microsoft Teams (2.0 percent) (Kamil, 2020).

In online learning, although many applications are used, not all online learning can increase student interest in learning. Students' lack of understanding, especially in elementary schools, of using technology is an inhibiting factor for online learning, so that students who have difficulty accessing this technology are forced to study independently. The busyness and lack of understanding of parents to accompany and supervise children during online learning is a complaint for some parents, teachers, and students themselves, including what happened at SD Negeri Ngringin.

SD Negeri Ngringin is one of the schools that is a reference place for campus students to teach batch 2. With this teaching campus program, students and teachers can collaborate in three ways: in learning, in school administration, and in technology adaptation. With these three missions, it is expected to help improve the quality of education in schools.

The results of observations made in August 2021 revealed that online learning at Ngringin Elementary School was not maximized because it had several obstacles. Online learning is still not being carried out optimally because the majority of teachers there only use the WA Group Application as an online learning medium. Through WA messages, the teacher delivers messages for students to read LKS books and do assignments. As additional material, the teacher sends a video, and for difficult material, the teacher conveys an explanation via *Voice Notes* in the WA feature. Some teachers at the elementary school also use PowerPoint, or what we usually call PPT, to convey material, but there are several obstacles where students cannot open *the file* because there must be an assistant application, so the teacher has to *screenshot* one by one the slides in PPT, of course. Both students and teachers must provide storage space.

Based on this description, efforts were made to improve the online learning process by using Google Sites at SDN Ngringin. Dictionary students collaborate with teachers to deliver material using Google Sites so that it is more structured and neat so that one subject does not overlap with another or one chapter does not overlap with another. With Google Sites, teachers can share material in the form of writing, PPT, videos, Google Forms, and other applications without requiring storage space and simply using the internet network. Courses on *essay writing online* (Kurniadi et al., 2021). Apart from that, Novemby Karisma Putri also researched the development of Google's web-based learning media on Newton's law material on the motion of objects (Putri, 2021).

The preceding study did not look into efforts to increase student interest in learning. The purpose of this research is to find out the implementation of online learning using Google Sites and the impact of using Google Sites as an online learning medium in increasing student learning interest in grade 6 PAI subjects at SD Negeri Ngringin Moyudan Yogyakarta. We hope that this research can motivate educators to utilize information technology as a learning medium to increase student interest in learning, especially during a pandemic.

RESEARCH METHODS

This type of research uses descriptive qualitative research. The research subjects were PAI teachers and six sixth-grade students at SD Negeri Ngringin who used Google Sites as well as informants. Data collection techniques using observation, interviews, observation, and documentation Research data analysis techniques consist of data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The results and discussion in this study are descriptions of the implementation of the use of Google Sites in 6th grade PAI learning at SD Negeri Ngringin Moyudan Yogyakarta and the influence of Google Sites on students' learning interests. The discussion regarding the learning process using Google Sites and other findings will be discussed in the following ways:

1. Implementation of Google Sites



From the results of the research conducted, there are three stages in implementing the use of Google Sites in learning: the first is preparation, the second is implementation, and the last stage is evaluation, as summarized in Table 1 below.

Table 1. Implementation of online learning using Google Sites at SDN Ngringin, Moyudan, Yogyakarta.

Aspect	Indicator	Findings
Implementation of Google Sites	Preparation	1. Compile design 2. Gather reading material 3. Prepare related videos 4. Prepare images 5. Create quizzes 5. Create Google Sites for learning media.
	Implementation	1. Teacher gives instructions to students 2. Teacher share the google sites link 3. The teacher embeds the link in the WhatsApp group description 4. Students read the material 5. Students view the video 6. Students work on.
	Evaluation	1. Asking problems using Google sites 2. Make points on long material.

a. Preparation for making Google Sites

Based on the results of this preparatory research carried out by the teacher, preparations were made in the form of Google Sites media, which seeks to increase student interest in learning. One of the internal factors that influences students' interest in learning is their own curiosity. Therefore, to encourage students' curiosity, there needs to be stimulation so that students always pay attention to the subject matter provided (Sugihartono., Fathiyah, K. N., Harahap, F., Setiawati, F. A., & Nurhayati, 2007). For this reason, at this stage, the teacher designs the appearance of the Google Sites that will be created. The process of creating Google Sites starts from preparing the material to be delivered, preparing the pictures, choosing colors to enhance the appearance, then adding videos from YouTube related to the material, and, as an evaluation of the teacher's learning activities, making quizzes in the form of Google Forms, which are the quizzes, combined in the form of a button in those Google Sites. As expressed by Laili Fenty Afiani, a teacher who uses Google sites for learning, namely:

"... prepare the material to be delivered." Prepare videos and quizzes that will be included in Google Sites, then create a design concept. (L. Fenty Afiani, personal communication, January 17, 2021).

This is in accordance with the existing theory that with Google Sites, teachers can integrate several systems so that Google Sites can also be used as a *learning management system* (LMS) (Mardin & Nane, 2020). Which makes it easy for students to learn material that has been organized and systematic on the Google Sites page (Harsanto, 2012). The researcher's analysis regarding the preparations for making Google Sites media carried out by teachers in Islamic religious education subjects was carried out well, and it can be seen that the Google Sites media arrangement is neatly and systematically arranged, which makes it easier for students to learn. This is implemented by the teacher in accordance with the theory regarding the use of existing features on Google Sites (Harsanto, 2012). It can be seen that the appearance of Google Sites is complete, starting with its initial appearance in the form of a list of materials containing pictures and equipped with prayers before and after learning to remind students to always pray.

The sources of material taken came from YouTube, the internet, the 2018 revised edition of the book Islamic Religious Education, and the 2013 Budi Pekerti Curriculum. Based on a theory related to student interest in Google Sites, this interest can appear by looking at good visualizations. This is implemented by the teacher by neatly arranging Google Sites, using lots of illustrations, and beautifying the appearance with color games; this is in accordance with the characteristics of students who like to learn visually. Aside from that, the teacher creates quizzes in the form of a Google Form, where these features are combined into one unit in one link, by adding videos from YouTube related to the material and as an evaluation of the learning activities. Google Sites

This is implemented by the teacher in accordance with the guidelines for using Google Sites, namely by uploading material on Google Sites. Students do not need to save or copy *files*; they can simply visit the link provided and study it (Harsanto, 2012). By designing Google Sites in such a way as to facilitate online learning, it is hoped that it can increase student interest in learning.

b. Implementation of Online Learning Using Google Sites

Based on the results of research on implementing learning using Google Sites, this is in the form of delivering material to students, where the teacher in this implementation process shares Google Sites links and learning instructions through the WhatsApp *group*,

then *links* is embedded in the group description so that the link that are shared are not buried in other chats to make it easier for students to find *lareks*, such as in the statement of Laili Fenty Afiani, S.P.D.:

"In delivering material using Google Sites, I provide links to students via the WhatsApp group and embed the link in the group description so that the links don't get buried." (L. Fenty Afiani, personal communication, January 17, 2021).

During the *new normal* implementation, learning at SD Negeri Ngringin was carried out in two ways, namely, direct learning in class and learning from home, which were carried out alternately every day. In the implementation of learning from home in the Islamic Religious Education subject using Google Sites, while in direct learning in schools, the teacher strengthens the material and conducts evaluations by discussing together the quizzes that have been given on Google Sites. as explained during an interview by Laili Fenty Afiani, S.P.D., as a PAI teacher at SD Negeri Ngringin.

"During online learning, children read material and then work on quizzes on Google Sites." Following that, when the limited PTMT was discussed or reviewed again, they discussed the quiz questions that they thought were difficult.(L. Fenty Afiani, personal communication, January 17, 2021).

As for the author's analysis regarding the implementation of learning in the Islamic Religious Education subject at SD Negeri Ngringin, the implementation process went well. Based on the analysis carried out based on the theory of interest in learning, the teacher is one of the external factors that influence students' interest in learning. The teacher's role in enlivening the learning atmosphere can generate enthusiasm or interest in students (Marleni, 2016). In this process, the teacher conveys the instructions properly so that no students are confused about using Google Sites. Besides that, to arouse student passion or interest, the teacher always encourages students to read and watch videos and reminds them to always start and end learning with prayer. And the most interesting thing is that the teacher also reinforces the material when learning at school and discusses quizzes on Google Sites. According to the analysis carried out based on the theory, the teacher's interest in learning is one of the external factors that influence students' interest in learning. A calm, peaceful, and pleasant family atmosphere will support students' interest in studying at home, in addition to family teachers or parents being a supporting factor for students' interest in learning (Simbolon, 2014). This is in accordance with the results of research

conducted by some students who like to study accompanied by their parents and are also more focused on a peaceful family environment. This is in accordance with the existing theory that family or parents are one of the external factors that influence students' interest in learning.

c. Evaluation of the Learning Process

Based on the results of research conducted on the learning evaluation process, it is divided into two parts: the first is an evaluation of the creation of the Google Sites itself, and the second is an evaluation of the learning process. First, in the evaluation process, Google Sites repairs were carried out well, namely, the teacher made improvements according to student needs. improvements made by the teacher, namely shortening long readings into important points to make it easier for students to understand the material.

"It's pretty good, but the Google site has to be in the form of points to summarize the children's learning of the material; if telling stories is still not very accommodating but can be helped by existing videos," (L. Fenty Afiani, personal communication, January 17, 2021).

In addition, in the video section, the teacher changes from button form to live video to prevent students from skipping the given video. The second is the evaluation of the learning process, which is in the form of evaluating learning activities that are carried out by giving quizzes and *reviewing* when learning is carried out offline. This is done to determine whether students studied the existing material and how well they understand the material provided by Google Sites. As for the analysis carried out by the author at the evaluation stage, where the teacher evaluates the learning according to the characteristics of the students, the learning material, and the goals to be achieved to get the maximum learning outcomes, By evaluating the learning process, it is hoped that it will generate interest in learning in students, especially during online learning.

Based on the results of the author's analytical research on the implementation of online learning in accordance with the objectives of online learning and the theory that the author has included, namely, learning that is carried out is not limited by distance, place, or time. In implementing online learning using Google Sites, teachers and students use electronic media in the form of laptops, *cellphones*, and internet networks. This is

consistent with the characteristics of online learning that utilizes electronic services and computer media (Fariyatul, 2016).

2. The Impact of Google Sites on Student Learning Interest

The impact of Google Sites as an online learning medium on student learning interest can be seen from the four indicators of interest in learning put forward by Slameto, namely students' enjoyment of Google Sites learning media, student interest in Google Sites learning media, student attention on Google Sites, and student involvement using Google Sites briefly, as shown in table 2 below.

Table 2. The impact of using Google Sites in an effort to increase student interest in learning at SDN Ngringin, Moyudan Yogyakarta.

Aspect	Indicator	Findings
Increased student learning interest Students'	Feelings of	1. Students feel happy 2. Students don't feel bored 3. Easy to use 4. Students like instant
	Student Interest	1. There are pictures 2. The appearance is attractive 3. The material is arranged systematically and neatly
	Attention Students	Do not do other activities while studying.
	Student Involvement	1. Students read material 2. Students watch videos 3. Students do quizzes

a. Feelings of Pleasure

Based on the results of the study, it is known that most students feel happy and not bored while learning to use Google Sites. Various opinions from students about the feeling of pleasure using Google Sites are due to the ease of use of Google Sites. Nowadays, children are fond of using *mobile phones*; this is supportive of the implementation of online learning, especially online learning using Google Sites. The characteristic of today's students is that they like things that are instantaneous, as evidenced by the feelings of pleasure students have when learning to use Google Sites. There is no need to write in books. This is in line with what was expressed by Ardiyan Eka Saputra.

"Happy, because working on the cellphone doesn't let me write." (A. Eka Saputra, personal communication, 16 December 2021)

As for the author's analysis based on Slameto's theory of interest in learning, the feeling of pleasure that arises from using Google Sites indicates that students feel unencumbered by using Google Sites as a learning medium (Slameto, 2010). In addition, the results of the analysis from this study are also in accordance with Djamarah's theory of interest in learning based on the "feeling of pleasure indicator," which says that feelings of pleasure towards an activity arise without any compulsion to learn it (Syaiful Bahri Djamarah, 2011).

b. Interest

From the research results, it is known that students feel interested in learning because of the complete features available on Google Sites. The features on Google Sites include material in the form of reading, video supplementary material, and quizzes in the form of Google Forms as learning evaluations. Interestingly, the designs made by the teacher are also at the center of the students' attention; that is, most students are interested in learning because of the pictures on the Google Sites display. This was expressed by most of the students; one of them, Fadzila Fatimatuzzahra, said that her interest in the images on the Google Sites display sparked curiosity.

"I'm interested because dadi wants to understand some pictures." (F. Fatimatuzzahra, personal communication, December 17, 2021).

This is in accordance with Purwanto's opinion regarding the notion of interest, which in language is a heart that tends to be interested in doing something it wants (Purwanto, 2007). The expression of interest in this image is shown by the enthusiastic students who immediately open the Google Sites link shared by the teacher. Based on the analysis carried out, this is in accordance with Slameto's theory regarding indicators of interest in learning, namely student interest: if students are interested in a lesson, they will have feelings of interest in that lesson (Nurhasanah & Sobandi, 2016).

As for the observations made by the author while visiting Google Sites, it is known that the design of Google Sites is very attractive and neatly arranged so that it can attract students' attention to see it. In the initial display, there are buttons to enter the material in

each chapter, which is equipped with pictures. Besides that, there are also prayers before and after learning to remind students to always start and end learning activities with prayer.

c. Attention

Based on the results of the study, it is known that students' attention to Google Sites is very good; this shows that most students focus when learning to use Google Sites without doing other activities besides learning. Hanif Rahmawati revealed that while studying using Google Sites, he also focused on doing quizzes without doing any other activities besides learning.

"Yeah, he's just doing the quiz; no one else is focused on the quiz first." (H. Rahmawati, personal communication, December 17, 2021).

The average student spends study time using Google for approximately one to two hours, starting with reading material, watching videos, and taking quizzes. Student understanding in learning is also proven by the teacher by conducting evaluations through quizzes and during direct learning meetings in class, in which most students get high marks and understand during direct learning in class.

As for the author's analysis of student attention, it was found that students were concentrating and focused when learning to use Google Sites, as evidenced by interviews with teachers and students and judging from quiz scores or student assignments. This is in accordance with Slameto's theory of interest in learning, which states that students who are interested in learning have a tendency to pay attention and remember something that is continuously learned (Slameto, 2003).

d. Student involvement

Based on the results of the research, it was found that learning using Google Sites involves students. Student involvement in this case is in the form of students actively working on the assignments given. Reading and viewing videos in the Google Sites view also involve students. One of them, Ambar Galih Sekar Kinanti, said that he watched the video until it was finished.

"You watch the video, ma'am, until it's finished, ma'am." (A. Galih Sekar Kinanti, personal communication, December 17, 2021).

The analysis carried out by the author regarding student interest in learning on indicators of student involvement, namely learning using Google Sites, involves students in it, as evidenced by active students working on quizzes where the answers to these quizzes are almost the same or in accordance with the readings and videos on Google Sites. This is in accordance with Djamarah's theory regarding learning interest in indicators of student involvement where students carry out or work on the learning activities provided (Syaiful Bahri Djamarah, 2011).

Student achievement is what drives the increased interest in student learning in using Google Sites for online learning. Based on the results of the study, it was found that there was an increase in student scores from before using Google Sites to after using Google Sites. Where before using Google Sites in online learning, the average of the students' overall score was 76.91, it increased to 81.29, meaning that there was an increase in student learning achievement of 4.4% from before using Google Sites in online learning. Based on the analysis of the results of the study, it was found that external factors influenced students' learning interest, namely that the available facilities strongly supported students' interest in learning, and vice versa, the lack of available facilities made students less interested in learning (Simbolon, 2014). As for this research, it was found that the internet network has a big influence on the implementation of Google Sites learning. With a smooth internet network, students are excited to learn and take quizzes on Google Sites; vice versa, interference from the internet network makes it difficult for students to study.

CONCLUSION

Based on the results and discussion of research regarding the implementation of online learning using Google Sites media in increasing student learning interest in grade 6 PAI subjects at SD Negeri Ngringin, Moyudan Yogyakarta, it can be concluded that the teacher in the learning process conveys instructions in using Google Sites via WhatsApp and shares *links* from Google Sites that are then embedded in the group description on WhatsApp. In the learning process, students read material and study videos, then, for evaluation, work on quizzes on Google Sites. In the direct learning schedule at school, the teacher *reviews* quizzes on Google Sites and deepens the material.

The impact of learning with Google Sites can increase students' interest in online learning; this is indicated by the first feeling of pleasure in students as a result of the ease of using Google Sites, so students do not feel burdened while learning. Second, *the* presence of pictures on Google Sites makes students feel interested in learning. The *third* is the attention of students to using Google Sites by not doing other activities while studying so that they focus on learning using Google Sites. The *fourth* is student involvement in the form of reading material, watching videos, and taking quizzes on Google Sites. In addition, the increase in student interest in learning is also supported by an increase in learning achievement, or an increase in student scores by 4.4% from before using Google Sites in online learning until after. A smooth internet network that can support student interest is one of the supporting factors for student learning interest in using Google Sites, and family factors also support students learning to use Google Sites when online at home. And of course, the teacher's role in managing the class also affects the interests of the students themselves.

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