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Developing Engaging IPAS Lessons : Google Sites Learning Media Based on Banten Culture to Boost Interest and Learning Outcomes

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Abstract: This study aims to develop Google Sites-based learning media that incorporates Banten cultural elements for teaching social and natural sciences, specifically focusing on cultural heritage material. The effectiveness of this media in enhancing students' interest and learning outcomes is also examined. This research employs a Research and Development (R&D) approach, utilizing the ADDIE framework, which comprises five key phases: analysis, design, development, implementation, and evaluation. The data sources for this study consist of students, teachers, and relevant documents. Data collection instruments include observation guidelines, interview protocols, questionnaires, and documentation sheets. Both qualitative and quantitative analysis techniques are used to examine the data. The results indicate that the validation of the Banten culture-based Google Sites learning material yields a score of 96%, categorized as 'Very Good'. The validation by media experts achieves a score of 88.33%, also categorized as 'Very Good'. Furthermore, the effectiveness test reveals an N-Gain value of 76% and a statistically significant difference between pretest and posttest scores ($p < 0.05$). These findings suggest that the Banten culture-based Google Sites learning media is effective in increasing students' interest and learning outcomes.

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Introduction

The advancement of science and technology is developing rapidly, bringing significant impacts on various aspects of human life. According to data from Internet World Stats, Indonesia is ranked fourth out of 20 countries with the largest number of Internet users, reaching 171 million users in 2019. In 2021, this number increased by 11 % compared to the previous year, from 175.4 million to 202.6 million users (Hidayatillah et al., 2021). The increasing popularity of the Internet needs to be optimally utilized by teachers (Lestari et al., 2020). On the other hand, one of the challenges in the world of education is the low learning outcomes of students. Learning outcomes are an important indicator to measure student achievement in understanding and mastering the material that has been taught. Learning outcomes are the results that students have achieved after receiving instruction over a certain time (Yandi et al., 2023).

One of the causes of low student learning outcomes is students' low interest in learning. Interest is an attraction to something. (Ritonga & Rahma, 2021) said interest is a source of motivation that can move a person's heart to do something according to what they want. Interest in learning has a close relationship with the success of learning outcomes. Students who have a high interest in a lesson tend to be more active, diligent, and focused, and try to understand the material better. This has a positive impact on students'

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understanding of concepts and academic achievement. Interest in learning is an important factor that determines the success of the learning process. When students have a high interest in learning, they will be more motivated to learn, explore, and understand the material in depth. In the learning process, interest is the driving force of a student's interest in learning activities in class (Hanun et al., 2023). Interest is a tendency related to an individual's feelings, especially feelings of pleasure towards something that is considered valuable and following desires or needs that provide satisfaction to them (Iqbal, 2022). (E. Sulistyawati, 2020) said which states that interest in learning determines the quality of a learning process. This is also in line with research conducted by Adira (2022) that there is a positive influence between students' learning interest and science learning outcomes, and research by Ndraha (2022) that there is a significant influence between learning interest and mathematics learning outcomes.

The results of observations conducted at Suralaya State Elementary School Banten Province that the problem of low interest in learning. In the learning process, most students have difficulty maintaining focus and interest during the lesson. Many students do not pay attention to the teacher's explanation, look bored, and are less active in learning activities. This is reinforced by the results of interviews with grade V teachers, who stated that students are less enthusiastic about following lessons and often lose focus when the teacher explains the material. Teachers even have to repeat explanations several times so that students can understand the material well. In addition, participation in class discussions is low; only a few students dare to ask questions, and most tend to postpone or even not do the tasks given. Based on these problems, a solution is needed that can increase students' interest in learning so that they are more active and involved in the learning process. In addition to the low interest in learning, based on the results of the documentation of grade V teachers, students' scores on cultural heritage material are still below the Minimum Proficiency Criteria.

To overcome the low interest in learning and learning outcomes of students, it is necessary to develop interesting learning media. Learning media refers to any tool or resource utilized to support the delivery of material in the teaching and learning process. Learning media refers to any tool or resource utilized to support the delivery of material in the teaching and learning process. (Akbar et al., 2021). Learning media are means or tools used to convey information, materials, or messages in the teaching and learning process to make it more interesting and effective (Hasan et al., 2021). Meanwhile, according to (Prahesti & Fauziah, 2021) learning media serves as a means to support the transfer of knowledge from teachers to learners, aiming to make the content more tangible, engaging, and easier to comprehend. Learning media is a tool that can be used to support the learning process so that it becomes more effective and optimal (Fadilah et al., 2023). Learning media can create continuous and consistent learning experiences, supporting the continuity of learning in various contexts (Liswati & Dr. Yuyun Sri Yuniarti, 2021)

Learning media can be developed using the latest technology to convey messages to students while stimulating students' thoughts, feelings, and learning interests (Mukti, 2020). Google Sites is one of the web-based learning media that can integrate various types of information, such as text, images, presentations, videos, links, and others. Google Sites is a free platform from Google that allows its users to create websites easily and quickly. Google Sites is a personal or professional website service created by Google that does not charge any fees and is free (Prasetya et al., 2023). Google Sites is suitable for a variety of purposes, from personal sites to learning sites. In education, Google Sites are very useful because they allow teachers to provide learning materials, assignments, and announcements in one place that is easily accessible to students. Google Sites are internet-based websites that can be used to

support the learning process and allow people to easily and quickly get information (Adzkiya & Suryaman, 2021)

Google Sites used as a learning medium for students can be filled with various content and materials that are relevant to learning resources. The content can be in the form of text, images, videos, and various types of supporting documents such as presentations or worksheets. According to (Adzkiya & Suryaman, 2021) Google Sites makes it easier for teachers to manage and present learning materials more interestingly and efficiently. As in (Febrian et al., 2024) states that Google Sites offers great potential as a collaborative learning medium in various educational environments. The use of Google Sites in learning is supported by Jean Piaget's constructivism theory, which states that students build their understanding through exploration and interaction with learning materials (Nerita et al., 2023). In the context of technology-based learning, constructivism supports the idea that learners will be more effective in learning when they can interact with the material directly and relate it to their own experiences (Agil et al., 2023). Platforms such as Google Sites allow students to explore and construct their knowledge more independently and interactively. In addition, Mayer's multimedia theory suggests that the use of multimedia in learning can improve understanding and is more effective when information is presented in various formats, such as text, images, and videos (Agil et al., 2023).

Learning media integrated with local culture offers many advantages that can enrich the learning process. As according to (Suryadi, 2022) teachers need to understand that culture and students' ways of thinking are closely related. By implementing local culture-based learning media, students have the opportunity to relate learning to their experiences and the context of their daily lives. This is in line with (Laksana et al., 2020) which states that local culture-based learning media can encourage the development of student identity through the appreciation and promotion of students' local culture, so that it can build a sense of concern for cultural heritage and the surrounding environment. Presenting learning materials in a local cultural context can make learning more interesting and relevant to students, involving elements that are close to students' lives (Loko et al., 2022). Local culture-based learning media broadens students' horizons about cultural diversity, equips them to adapt to a multicultural society, and builds a deeper understanding of cultural differences and similarities (Komalasari et al., 2018).

Based on the problems and urgency, this study aims to develop a Google Sites learning media based on Banten culture in the Natural and Social Sciences (IPAS) subject, to cultural heritage material. So, it is expected that with the existence of Google Sites learning media based on Banten culture, students' interest in learning will increase because the material is closer to the lives of students, and student learning outcomes can be more optimal.

Research Method

This study uses the R&D (Research and Development) development method, which is a systematic approach that aims to create new products, improve existing products, or develop new processes. According to (Sugiyono, 2013) the R&D method is used to produce a product and test its level of effectiveness. In this study, the product developed is a Google Sites-based learning media integrated with the Banten culture. The instructional design followed the ADDIE framework, encompassing five key phases: Analysis, Design, Development, Implementation, and Evaluation. This model is used as a basis for increasing learning effectiveness through the development of learning product designs (Hidayat & Nizar, 2021). The stages of the ADDIE model research are:

1) Analysis

At this stage, identification of needs and problems in the learning process is carried out. The analysis carried out includes a) Needs analysis, namely identifying gaps in learning that can be overcome with local culture-based learning media. b) Curriculum analysis, namely, examining the suitability of learning media with applicable curriculum standards. c) Student analysis, namely analyzing the characteristics and needs of students, so that the learning media developed is appropriate for them.

2) Design

This stage focuses on the initial design of learning media, including the preparation of learning media designs based on Google Sites (Storyboard), the Preparation of learning content that integrates with Banten culture, the Design of research instruments for validation of learning media, and the design of instruments to measure students' learning interests.

3) Development

At this stage, the creation and development of Google Gites learning media is carried out according to the results of the design stage (Storyboard). The steps in this stage include the development of learning materials presented in Google Sites. Expert validation of the developed learning media, involving media experts and material experts to ensure product quality and validation of question experts. As well as product revisions based on input from experts.

4) Implementation

At this stage, the learning media that have been developed are tested on students. Implementation is carried out in two stages, namely, Limited trials involving small groups of students to test the initial feasibility of learning media and extensive trials, involving larger groups of students to obtain more representative data.

5) Evaluation

Evaluation is carried out to assess the effectiveness of the learning media developed. The measurement technique of the effectiveness of the developed learning media is the interest of students in learning which is measured using a learning interest questionnaire, the learning outcomes of students which are measured through tests before (pre-test) and after (post-test) the use of learning media, and the response of students to learning media which is measured through a satisfaction questionnaire.

The subjects in this study were students in grade V of Suralaya State Elementary School Banten Province. The sample in this study consisted of a small group of 15 students and a large group of 30 students. Data collection techniques in this study include observation, interviews, questionnaires, and documentation. The collected data were analyzed using qualitative and quantitative data analysis techniques. Qualitative analysis was carried out through the stages of data reduction, data presentation, and conclusion. Meanwhile, quantitative analysis used descriptive statistics to process the results of the questionnaire.

Results and Discussion

This research adopts a Research and Development (R&D) approach, utilizing the ADDIE model as its framework. The stages of the ADDIE model development are Analysis, Design, Development, Implementation, and Evaluation (Andi Rustandi & Rismayanti, 2021). The Analysis stage aims to identify needs and problems in the learning process. The analysis stage includes needs analysis, curriculum analysis, and analysis of student characteristics. In the needs analysis based on the results of observations and interviews, information was obtained that there was a need for interesting learning media that could increase students' interest in learning in the learning process. Based on the results of the curriculum analysis,

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the cultural heritage material, learning is still limited to the use of textbooks and printed images, and has not been supported by interactive learning media that can increase students' interest in learning. In addition, cultural heritage materials have not specifically integrated local cultural elements, especially Banten culture. So that it does not provide contextual understanding for students. The results of the student analysis showed that students' interest in learning is still relatively low. Many students feel bored, bored, and less interested in following lessons. Based on the documentation results from the fifth-grade teacher, the students' scores on the cultural heritage material are still below the KKM. So, based on the needs analysis, curriculum analysis, and student analysis, learning media are needed that can increase students' interest and learning outcomes. Learning media can be developed using the latest technology to convey messages to students while stimulating students' thoughts, feelings, and learning interests. The learning media that will be developed in this study is the Banten culture-based Google Sites learning media.

At the Design stage, the researcher will create a Google Sites learning media design. The design of the media product that is developed begins with creating a storyboard and collecting other supporting media references such as images, videos, symbols, and icons, designing the layout and content of the matter. At this stage, the media validation instrument, material validation instrument, question validation instrument, learning interest instrument, student response instrument, and teacher response instrument are also prepared.

At the Development stage, the Banten culture-based Google Sites learning media product is prepared. The preparation of the product refers to the storyboard that has been prepared in the previous stage. In making animation designs, images, videos, and materials are made by researchers using the Canva for Education application. After the animation design, images, videos, and materials are made by researchers, they are then made into Google sites.

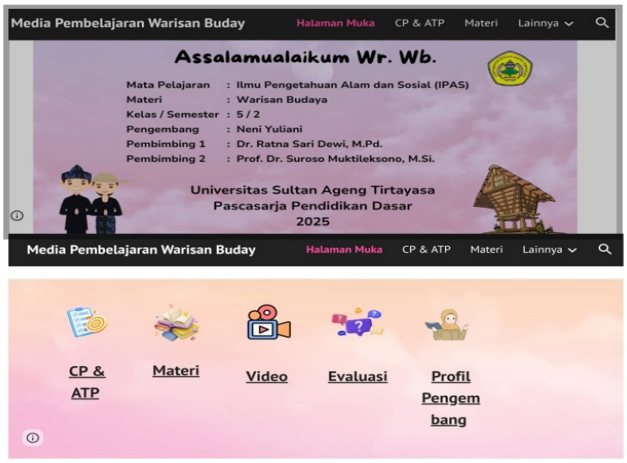

Figure 1. Front View of Google Sites Learning Media Based on Banten Culture

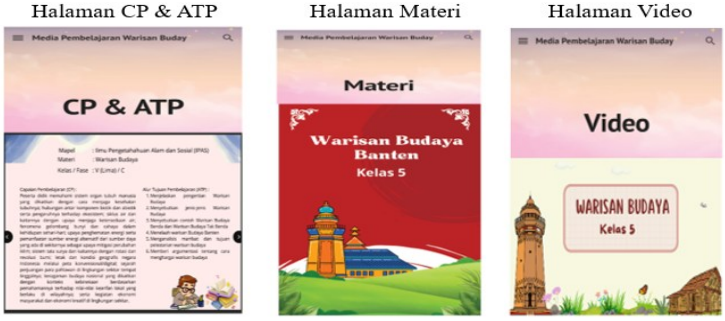

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Figure 2. View of Every Front Page of Google Sites Learning Media

The Banten culture-based Google Sites learning media that has been completed is then subjected to media validation tests, material validation tests, and question validation tests by expert validators. After the validation test is carried out, the researcher then makes revisions to the product according to the input and suggestions given by the validators.

Table 1. Expert validation results

No.	Expert validation	Percentage	Information
1.	Subject Matter Expert Validation	96 %	Very good
2.	Media Expert Validation	88,33 %	Very good
3.	Question Validation	98 %	Very good

The results of the validation by material experts received a percentage of 96 %, with a very good category. The results of the media validation with a percentage of 88.33 %, which is included in the very good category. The results of the question validation were 98 %, with a description of very good. Based on the results obtained with a very good category, the Google Sites learning media is worthy of being tested.

At the Implementation stage, the Google Sites learning media based on Banten culture that has been declared feasible by the validator was then tested for product trials on grade V students of SDN Suralaya. This is in line with the statement (Irawan & Hakim, 2021) that users or users must feel that the media is easy and can be used by teachers and students, so that it can be stated as a practical media. Therefore, it is necessary to conduct a practicality test on students on a wider scale or through field tests. The trial was carried out in 2 stages, namely a small group trial with 15 students and a large group trial with 30 students. Before carrying out the learning process, students are first given pretest questions to determine their initial abilities of students. After conducting the pretest, students then carry out learning activities according to the design in the teaching module using Google Sites learning media based on Banten culture. At the end of the learning process, students are asked to fill out the post-test questions. Students and grade V teachers also fill out student response questionnaire sheets to measure the extent of student responses and teacher responses to Google Sites learning media based on Banten culture. Students also fill out learning interest responses to measure the extent of student interest in learning cultural heritage using Google Sites learning media based on Banten culture.

Table 2. Results of student responses in small and large groups

No.	Aspect	Small Group	Large Group
1.	Media Quality	92 %	98 %
2.	Presentation of material	96 %	98 %
3.	Language presentation	95 %	96 %
Average score		94 %	97 %

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Based on the data in Table 2, overall, the Banten culture Google Sites learning media received an assessment from the small group trial with an average value of the overall variables of 94 %, which means it is included in the very feasible category. Furthermore, the large group field trial received an assessment with a total average value of the overall variables of 97 %, which means it is included in the very good category. After the Google Sites learning media product was tested, students filled out a learning interest questionnaire. The results of student learning interest in the Science Lesson on cultural heritage material using Banten culture-based Google Sites learning media are as follows:

Table 3. Results of student learning interests

No.	Indicator	Result	Information
1.	Happy feeling	91 %	Very good
2.	Attention	87 %	Very good
3.	Interest	94,5 %	Very good
4.	Involvement	84,33 %	Very good
Average		90 %	Very good

Based on the table above, the results of students' interest in learning in the Science lesson on cultural heritage material using Google Sites learning media based on Banten culture are 90 %, meaning that students' interest in learning is measured from feelings of pleasure, attention, interest, and student involvement is very good. This is in line with the statement (Meduri et al., 2022) that the use of interactive web media has an important role in increasing motivation and interest in the learning process.

Furthermore, to determine the effectiveness of learning outcomes in cultural heritage learning with the Banten cultural Google sites learning media, an N-Gain test was carried out.

Table 4. Average learning outcomes of students in the N-Gain test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	25.00	80.00	1440.00	48.0000	14.83240
Postest	30	70.00	100.00	2605.00	86.8333	9.51254
NGain_Score	30	.33	1.00	22.94	.7648	.17324
NGain_Persen	30	33.33	100.00	2294.40	76.4799	17.32371
Valid N (listwise)	30					

Based on the data in Table 3 above, the average pretest score of 30 students was 48. The average post-test score of 30 students was 86.83. The average learning outcomes of students in the N-Gain test of Banten culture-based Google Sites learning media in the Social Studies lesson on cultural heritage material for class V obtained an average N-Gain Percentage of 76.4799, which is included in the "effective" criteria. This is in line with the table of criteria for determining the effectiveness of N-Gain, where the N-Gain value> 76 % is included in the "effective" criteria. Thus, it can be said that the Banten culture-based Google Sites learning media product is effective in improving student learning outcomes in the Social Studies lesson on cultural heritage material in class V of SDN Suralaya. Based on various studies that have been conducted, the use of Google Sites media can facilitate the learning process and improve student learning outcomes (N. L. G. Sulistyawati et al., 2022)

Next, to test the effectiveness of the treatment, it will be tested with a paired sample t-test. Before the paired sample t-test, there is a prerequisite test that must be met, namely, the data to be tested must be normally distributed (Ermawati et al., 2023) so that a normality test is needed. The normality test used is the Shapiro-Wilk test because the number of subjects is less than 50. Data is said to be normally distributed if the significance value obtained is greater than 0.05.

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Table 5. Normality Test Results

Tests of Normality

	Kategori	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest	.113	30	.200*	.958	30	.271
	Posttest	.130	30	.200*	.914	30	.018

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the Shapiro-Wilk normality test obtained the results of the pretest value significance of 0.271 and the posttest value significance of 0.18. Because the pretest and posttest significance values are >0.05, it means that both values are normally distributed. After conducting the normality test, it is continued to conduct a paired sample t-test statistical test by comparing the data from the pre-test and post-test.

Table 6. Paired sample t-test results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-38.83333	12.15442	2.21908	-43.37187	-34.29480	-17.500	29	.000

Table 3, based on the output above, shows the results of the hypothesis test with the paired samples t-test with a significant value (2-tailed) of 0.000, which means <0.05, so it can be concluded that there is a significant difference between learning outcomes in the pretest and posttest data.

Based on the results of the research conducted, the Banten culture-based Google Sites learning media has proven effective in increasing students' interest and learning outcomes in the subject of science and science. This can be seen from the increase in students' interest in learning, which is shown through a positive response to the media display which is packaged in an attractive way and is relevant to students' daily lives. In addition, there was a significant increase in learning outcomes as seen from the comparison of the pretest and posttest results. Validation from material and media experts shows that the media meets the eligibility criteria in terms of content, language, presentation, and technical aspects. This is in accordance with the statement (Meduri et al., 2022) that the use of interactive web media has an important role in increasing motivation and interest in the learning process.

Through the integration of local culture into learning media, students not only learn the concept of science and science cognitively, but also relate it to the students' culture. This strengthens students' understanding because they build knowledge based on a known context. This approach is in line with the idea (Ma'unah et al., 2020) that cultural values that are considered good in the form of local wisdom can be used as educational materials or resources.

The use of Google Sites as an interactive media can increase interest and learning outcomes, as in (N. L. G. Sulistyawati et al., 2022)that the use of Google Sites media can facilitate the learning process and improve student learning outcomes. This is also in line with Mayer's multimedia learning theory in (Ningtyas & Ginting, 2016) which emphasizes the importance of using visual and text media in an integrated manner to increase learning

effectiveness. Google Sites allows the presentation of interactive materials that are easily accessible to students.

The results of this study strengthen the theory of constructivism, which states that learning is more effective when students are actively involved in the learning process (Masgumelar & Mustafa, 2021). Meanwhile, from a practical perspective, the results of this study provide recommendations to teachers to develop digital learning media that promote the surrounding culture. The easy-to-use Google Sites platform is the right solution for teachers to compile materials that are integrated with interactive media.

Conclusion

The results of the feasibility test of Banten culture-based Google Sites learning materials received a percentage value of 96 %, which is included in the Very Good or Very Feasible category. Validation from media experts received a value of 88.33 %, which is included in the Very Good or Very Feasible category. Validation of questions received a value of 98 %, which is included in the Very Good or Very Feasible category (3). The results of the responses of small group students, with a percentage value of 94 %, and the results of the responses of large group students were 97 %, which was included in the very good category. (4). The results of student learning interest in the Science Lesson on cultural heritage material using Banten culture-based Google Sites learning media were 90 %, with a very good category. (5). The results of the effectiveness test of the Banten culture-based Google Sites learning media through pretest and posttest questions, with an N-Gain value of 76 %, with the "effective" category. (6). paired samples t-test with a sig. (2-tailed) value of 0.000, which means <0.05, so it can be concluded that there is a significant difference between learning outcomes in the pretest and posttest data. The implications of this study indicate that the development of Banten culture-based Google Sites learning media can have a positive impact on students' interests and learning outcomes in the subject of Social Sciences on cultural heritage material. The use of interactive technology based on Banten culture provides a more contextual learning experience so that students find it easier to understand the material being taught.

Recommendation

For teachers, Google Sites learning media based on Banten culture can be used by other educators to be implemented in the science learning process on cultural heritage material. For schools, Google Sites learning media based on Banten culture can be used as a means and breakthrough in the use of IT in the learning process so that the learning process is better and more meaningful. For further researchers, the development of Google Sites learning media based on Banten culture can be used as an example of development for further research in order to develop better and more interesting Google Sites learning media based on culture.

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