Development Of Google Site As An Interactive Learning Media Integrated With Islamic Values

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ARTICLE INFO

Article History
Received: 05-01-2024
Accepted: 28-05-2024
Published: 30-06-2024

Keywords:
Google Site; Integration of Islamic values; learning media; science education.

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ABSTRACT

The research of the study was to determine the feasibility of Google Site learning media integrated Islamic values by utilizing advances in technology and student perceptions. The type of research is R&D using the ADDIE model design. The subjects of this study were researchers, material, religious, and media experts, as well as 61 seventh-grade students of junior high school. The data collection technique is to use the interview method, observation and validation sheet, and response questionnaire. Data analysis is quantitative according to the ADDIE model development procedure. The results showed that the feasibility of the product from material expert validation obtained a score of 97%, religious expert validation 100%, media expert validation with a score of 96%, and educator practicality obtained 91% and 95% learner response. Based on the results obtained, the interactive learning media of the integrated solar system of Islamic values is feasible and practical to be used to help learn and add insight into the relationship of material with Islamic values at junior high school.

Pengembangan Google Site Sebagai Media Pembelajaran Interaktif yang Terintegrasi Dengan Nilai-Nilai Islam

ABSTRAK: Tujuan penelitian adalah untuk mengetahui kelayakan media pembelajaran google site diintegrasikan nilai-nilai islam dengan memanfaatkan kemajuan teknologi dan persepsi peserta didik. Jenis penelitian adalah R&D dengan menggunakan desain model ADDIE. Subjek penelitian ini yaitu peneliti, ahli materi, agama dan media, serta 61 peserta didik kelas VII sekolah menengah pertama. Teknik pengumpulan data adalah dengan menggunakan metode wawancara, observasi dan lembar validasi serta angket persepsi. Analisis data yaitu menggunakan deskriptif kuantitatif sesuai prosedur pengembangan model ADDIE. Hasil penelitian menunjukkan bahwa kelayakan produk dari validasi ahli materi memperoleh skor 97%, validasi ahli agama 100%, validasi ahli media dengan skor 96%, praktekikalis pendidik memperoleh 91% dan respon perserta didik 95%. Berdasarkan hasil yang diperoleh maka media pembelajaran interaktif sistem tata surya terintegrasi nilai-nilai islam layak dan praktis digunakan untuk membantu belajar dan menambah wawasan keterkaitan materi dengan nilai-nilai islam di sekolah menengah pertama.
INTRODUCTION

Education according to Constitution Number 20 of 2003, namely business conscious and planned for realize atmosphere learning and potential himself for own religious spiritual power (Widodo et al., 2023);(Harahap et al., 2024). Enhancement quality education become challenge for educator for more creative and innovative in the learning process (Puspita, Rakhmawati, et al., 2023);(Annisa & Simbolon, 2018). So, that it is created atmosphere interactive and interesting learning in foster curiosity natural, trained For think systematic and objective as well as participant educate Study solve problem to be achieved expected success (Putra,2022);(Vitasari, 2017).

One key success in study that is optimal results, to be obtained optimal results in the learning process teach an educator expected capable master variation appropriate learning with condition participant educate (Handoko et al., 2024);(Agusminarti, 2020). Apart from that, educators own contribution to quality education and requires educator control component learning that includes method learning and the media used in learning (Hamka & Shobayar, 2021);(Haka et al., 2020). So, that need exists a learning strategy that can used participant educate For understand material in accordance with need curriculum (Andriyani & Apriantoro, 2023);(Selviani 2018).

2013 curriculum is something policy new government in field expected education capable answer challenges and problems that will arise faced by the world of education (Wulandari, 2020);(Sinambela, 2013). Ministry of Education and Culture emit regulation about 2013 curriculum in schools Intermediate First or Madrasah Tsanawiyah number 58 of 2014. The 2013 curriculum has designed core competencies each other related, namely : spiritual, social, knowledge, and skills competence basic and must developed in every incident learning in a way integrated (Wulandari, 2021); (Anggila, W. (2022).

Role curriculum in unit education that is For realize people who are knowledgeable, cultured, pious as well as capable face challenges in the era of globalization (Sholiha et al., 2021);(Raihany et al., 2022). Impact globalization not only influence knowledge and technology, but also characteristics morals and style study the modern generation in the 4.0 era is bound with technology (Annisa & Simbolon, 2018);(Aisyah, 2022).

Currently smartphones are one product lots of technology used. About 1.7 billion Smartphones are used all over the world, with a total world population of 6 billion (Amirullah & Susilo, 2018); (Melissa, 2022). Based on results interview with one educator Mrs. Emilawati, S. Pi and several participants educate, moment At Muhammadiyah 1 Middle School, there are already 95% participants educate own smartphones individual who can brought to school. A number of educators also provide explanation that participant educate can using a smartphone during class time If required, and facilities Wi-Fi at school is available makes it easier participant educate in access network internet. This thing potential for developing learning media with use smartphones.

Learning media is one means main requirements for support success from a learning process (Windari et al., 2023);(Ginting et al., 2022), appropriate with National Higher Education Standards in Regulation Government No. 32 of 2013 at 19 paragraph 1 states in Study must can push participant educate for learn. As well as regulations The Minister of National Education No. 41 of 2007 demands educator for planning and developing material learning (Saifulloh & Darwis, 2020);(Nadia, 2020).

According to results observations made from July to October 2022, author found the science learning process at JUNIOR HIGH SCHOOL Muhammadiyah 1 using method expository, where participant educate more listen explanation material and accept it so
just from educator. This thing because participant educate easy bored and thinking science learning is difficult. On the situation This writer find innovation for develop learning media that can make it easier participant educate with existing potential.

Learning media based website is innovation that has influence Enough big to transformation changes in the learning process (Pradana & Apriadji, 2021); (Ratama et al., 2021). Learning media Google sites still Not yet Lots used , especially in Indonesia which discusses about science material (Pradana & Apriadji, 2021). Neither has Muhammadiyah 1 Middle School Pekanbaru apply learning with google site. This thing make writer want to develop google site as a learning medium that has recency from google site previously is load guide method use google site on the page initial, integrated values Islam along with Al-Quran verses that can be read and heard participant educate, update with information about incident natural latest, quiz that contains a number of type questions, as well own appearance attractively designed with canva. Besides being easy accessed by participants educate, designed google site writer packed in One web site that contains several interesting menus, as well fill sourced teaching materials from relevant books and articles.

Tree discussion developed science material writer through learning media google site that is solar system class VII semester 2. Discussion material solar system. Enough broad and difficult observed in a way direct (abstract). So that need studied through visualization and animation in learning media with involvement technology in education (Nadzif et al., 2022); (Rosiyana, 2021). Solar system material tightly relationship with life area that must be is known participant educate in a way draft religious theories and concepts with integration values Islam in accordance with the 1945 Constitution Article 31, paragraph 5 which states Government advance knowledge and technology with uphold tall religious values and unity nation for progress civilization as well as well-being people human.

Integration values Islam on Google site designed based on the Al-Quran, hadith and sunnah which are in line with KI as formulation competence a spiritual attitude of respect and appreciation the religious teachings he adheres to (Shofa et al., 2020);(Nadzif, 2022). That thing expected can make it easier educator in integrate values Islam. According to Abas (2020) and Sidik & Fahyuni (2021) development of learning media that contains integration between science learning with the Qur’an, and religious values to form a generation that doesn’t only superior in a way academic (cognitive) but also physically attitude and spirituality to achieve it optimal education.

Deep integration science learning has objective for remove dichotomy between knowledge general and religious knowledge, so each other strengthen it, support it knowledge general and Islamic religious teachings. This thing in line with the religion adhered to participant Muhammadiyah 1 Middle School students are Islamic. So that integration can make an outline draft integration in eye science lessons especially on topics creation natural universe material solar system presented in learning media interactive (Rahmawati & Bakhtiar, 2019);(Lia, 2022). The novelty of this research is in the form of solar system material that is integrated with Islamic values. The existence of natural phenomena related to Qur’anic verses and inserting images in each sub-material, animations and learning videos that are in accordance with the material, and audio that can be heard by users.

METHOD

This type of research is development research or Research and development (R&D), following the ADDIE model which includes five process stages, namely Analysis, Design, Development, Implementation and Evaluation.
The product developed in this research is interactive learning media integrated with Islamic values. Research & Development is a research method used to produce certain products and test the effectiveness of these products (Raihan, 2017); (Hidayat, 2021). In this research, the population was 140 class VII students at Junior High School, then 61 samples were obtained for the even semester of the 2023 academic year who would use interactive modules. The sampling technique used is Simple Random Sampling. Data collection techniques in this study are non-test techniques using questionnaires consisting of material expert validation questionnaires, media expert validation questionnaires, practicality test questionnaires, and student response questionnaires. Data obtained from validation sheets and questionnaires were further analyzed using Likert scales.

On research for present the data obtained from results validation expert material nor media experts and practicality test questionnaires as well as response participant educate converted in category mark as following:

<table>
<thead>
<tr>
<th>Valuation (%)</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>76% - 100 %</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>56% - 75 %</td>
<td>Proper</td>
</tr>
<tr>
<td>40% - 55 %</td>
<td>Decent Enough</td>
</tr>
</tbody>
</table>

Source: (Priadi, 2020)

Table 4. Results expert material

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect Evaluation</th>
<th>Total Score</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>12</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td>2</td>
<td>Contents</td>
<td>30</td>
<td>94</td>
<td>Very worthy</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation</td>
<td>20</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td>4</td>
<td>Closing</td>
<td>4</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>66</td>
<td>97</td>
<td>Very worthy</td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

Validation results expert material and validation media experts do before module interactive used. Purpose of learning media interactive integrated values Islam. Puspita et al. (2023) argue, this done validation is for see appropriateness module interactive this. Validation results have been obtained carried out by the validator is as following:

- Validation results expert material 97% of Google sites are used as learning media interactive solar system integrated values Islam declared very worthy for used.
- This is in line with Larasati et al. (2020), the fact that media with integrated materials with Islamic values will foster religious character, honesty, and being able to think logically to produce new ways.
Table 5. Results religious expert

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Total Score</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Suitability use verses of the Koran</td>
<td>12</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td>2</td>
<td>Integration</td>
<td>8</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td>3</td>
<td>Religiosity</td>
<td>4</td>
<td>100</td>
<td>Very worthy</td>
</tr>
</tbody>
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Table 6. Media validation results

<table>
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<tr>
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<th>Total Score</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Device soft</td>
<td>18</td>
<td>80</td>
<td>Very worthy</td>
</tr>
<tr>
<td>2</td>
<td>Learning media</td>
<td>20</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td>3</td>
<td>Audio visual communication</td>
<td>20</td>
<td>100</td>
<td>Very worthy</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>57</td>
<td>97</td>
<td>Very worthy</td>
</tr>
</tbody>
</table>

Figure 2. Graph Material, Religion and Media Expert Validation

Based on the validation results obtained from 3 experts, namely the validation of material experts getting 97%, religious experts 100%, media experts 97%. Practicality test results done to use for see practicality of learning media interactive integrated Islamic values that have used or during used in the learning process. Berlin et al., (2022) and Subarkah et al. (2021) argued that the purpose of providing material with Islamic values in the media is to provide provisions to students as a guideline for life and religion as a solid foundation.

Validation results media experts account for 97% of the Google site as a learning medium interactive solar system integrated values Islam declared very worthy for used. Berlin et al., (2022) and Subarkah et al. (2021) argued that the purpose of providing material with Islamic values in the media is to provide provisions to students as a guideline for life and religion as a solid foundation.

Table 6. Media validation results

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<td></td>
<td>Amount</td>
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<td>97</td>
<td>Very worthy</td>
</tr>
</tbody>
</table>

Figure 3. Aspect Practicality

Practicality test results by educators in a way whole obtain mark percentage 91% with very practical criteria. Educators really appreciate it on very innovative product. This for implemented to participant educate and acquire impression positive. This is in line with Fahmi et al. (2021) and Nafiah (2020) media with interesting learning materials and advanced technology that will motivate students in the learning process.

Response results obtained from 61 students of class VII 1 Junior High School chosen by the researcher as classes that use learning media interactive in the learning process. Results response are described as follows:

Feeling aspect like in the students' responses, they obtained a percentage score of 90 %, which means they have the criteria of high interest in learning. Meanwhile, the attention aspect obtained a percentage value of 89.20%, so it is included in the high criteria. The final aspect is involvement, in this aspect the percentage value obtained is 89 %, which means it is included in the
criteria high. So, the overall percentage score obtained is 87%.

Figure 4. Response Students Per Aspect Evaluation

Qur'an verses motivate students to be directly involved in learning with the help of technology, contain an outline of the interrelation of Islamic material and values, so that students are easy to learn the subject matter (Diena et al., 2016). Products with integrated Islamic character values make a student good moral and get to know his god more and more, namely Allah SWT. Islamic education is a perfect method in an effort to create a generation with noble character (Andriyani & Apriantoro, 2023). Meilinda & Hakim (2024) argue, the achievement indicator regarding this material is so that students can understand the order and greatness of God’s creation so that they have religious character values, namely honesty, discipline, environmental care and health.

CONCLUSIONS AND SUGGESTIONS

Based on data analysis as well discussion can conclude that (1) Learning media products the resulting google site already tested worthy based on results validation by expert validators materials, religious experts, and media experts. Percentage eligibility obtained from results validation expert material by 97% with very worthy category, religious experts obtained by 100% with very worthy category and media expert 97% with Very worthy category. (2) Products that have been stated eligible by the next validator tried out to educators and participants educate. Percentage yield practicality gained from practicality educator by 91% with very practical and responsive category participant educate obtain score percentage 87% with category interest high learning. (3) The suggestions for further researchers are can develop the Google site as a learning medium for other materials and It is hoped that future researchers can add a more complete collection of solar system events.

REFERENCES


CIPS Indonesia, 19(2), 1–9.


