DEVELOPMENT OF GOOGLE SITES-BASED LEARNING MEDIA ON RETAIL BUSINESS MANAGEMENT MATERIAL

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ABSTRACT

This research aims to find out the feasibility of developing Google Sites-based learning media in class XI retail business management material. This research was conducted using the research and development (R&D) method at Tamansiswa 1 Vocational High School Jakarta. The data analysis technique used is expert validation testing. Validation tests will be enforced by media experts, material experts and teachers. The media expert validation test results in stage I got a percentage of 94%, and in stage II got a percentage of 96% which can be categorized as very valid and very feasible. The material expert validation test in stage I got a percentage of 60%, and in stage II got a percentage of 82% which can be categorized as valid and feasible. The validation test by teachers obtained a percentage of 92% which can be categorized as very valid and very feasible. In small group trials conducted on 10 students, the results showed a percentage of 84.4% which was categorized as valid and feasible. The results of this research and development show that Google Sites-based learning media is declared feasible and can be used in the learning process.
Keyword: Learning media, Google sites, Retail business management

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kelayakan dalam pengembangan media pembelajaran berbasis *google sites* pada materi manajemen bisnis ritel kelas XI. Penelitian ini dilakukan dengan menggunakan metode *research and development* (R&D) di SMK Tamansiswa 1 Jakarta. Teknik analisis data yang dilakukan yaitu dengan uji validasi ahli. Uji validasi akan dilakukan oleh ahli media, ahli materi dan pendidik. Hasil uji validasi ahli media pada tahap I mendapat persentase 94%, dan pada tahap II mendapat persentase 96% yang dapat dikategorikan sangat valid dan sangat layak. Uji validasi ahli materi pada tahap I mendapat persentase 60%, dan pada tahap II mendapat persentase 82% yang dapat dikategorikan valid dan layak. Uji validasi oleh pendidik mendapatkan persentase sebesar 92% yang termasuk dalam kelompok sangat valid dan sangat layak. Kemudian, uji coba kelompok kecil yang dilakukan pada 10 peserta didik menunjukkan hasil persentase 84.4% yang dikategorikan valid dan layak. Hasil penelitian dan pengembangan ini menunjukkan bahwasannya media pembelajaran berbasis google sites dinyatakan layak dan dapat diterapkan dalam proses pembelajaran.
Kata kunci: Media pembelajaran, *Google sites*, Manajemen bisnis ritel

INTRODUCTION

One of the things that can improve a person's self-quality is by increasing the knowledge they have. Implementing educational activities ranging from basic level education to higher level education is one way to broaden one's knowledge. The importance of education for every individual must be accompanied by quality education. According to Rahmanullah et al. (2021) one of them is the availability of educational resources and infrastructure, which are crucial to the teaching and acquiring knowledge. One of the educational facilities that must be fulfilled is learning media. Nurfadhillah et al. (2021) said learning media are objects or tools used to transmit learning during the education process to education recipients. Ninghardjanti et al. (2021) state that in order to increase the students' creativity, enthusiasm, and interest in completing the acquiring knowledge, learning media must be practical, adaptable, and personal. This is in line with government regulations regarding learning tools, which define media as any form or type of object that can be used to convey messages and information during the learning process.

In the Merdeka curriculum program evolve by the Ministry of Education and Culture, the learning media applied in learning becomes more varied. This is in line with An (2021) statement which states that online learning over the past decade has been one of the learning media that has experienced a very fast growth rate. This is due to the fact that online learning tools have the capacity to make education more flexible and accessible. According to Siqueira et al. (2016) students can develop their language abilities, inventiveness, basic perusing, and technology skills through the creation of learning media, with an emphasis on digital media. In this manner, the advancement of learning media, which is one of the instructive apparatuses in the growing experience, necessities to keep on being created. To create a teaching that is both efficient and effective, and learning process that has a good impact on students.

This is upheld by the consequences of examination directed by Sanca et al. (2021) which shows that the utilization of learning media is reasonable for use in the growing experience since it can further develop understudy learning results. This can be evident by the outcome of the independent sample t-test, namely the t value (t count) $6.043 >$ (t table) 1.672. Apart from that, research by Abdjul and Ntobuo (2019) shows that students in the experimental class, who receive learning through interactive learning media, have different learning outcomes than students in the control class, which does not receive interactive learning media.

The development of learning media in this research utilizes Google Sites as learning media that will be used in the teaching method. In research by Firmansyah et al. (2023), the outcomes got in creating learning media in light of Google Sites are remembered for the entirely plausible class and can be utilized in the educational experience. The research results of Sevtia et al. (2022) revealed that the findings of the validity assessment of learning media from media expert validators and material expert validators were in the valid category. Based on the description that has been explained, the researcher aims to conduct research on the development of learning media based on Google Sites. The contibution of this Google Sites media can be an innovation that can support learning activities in the classroom.

LITERATURE REVIEW
Learning and Teaching Theory

Study is a process of individual change that interacts with the surrounding environment in a good or bad direction (Wahab & Rosnawati, 2021). According to Suardi (2018), study is a continuous process of changing behaviour between various elements and lasts a lifetime which is driven by various aspects such as motivation, emotion, attitude and others and ultimately produces the desired behaviour. In the meantime, learning is an organized effort to start, help, and improve the learning process. As a result, learning activities are closely related to learning's nature, type, and success (Wahab & Rosnawati, 2021). According to Högberg and

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Willermark (2023) learning can be created because an individual tries new ways of interacting, accepts or releases them (trial and error), and when discussion in groups, can produce organized learning. Based on Law Number 20 of 2003 about national education system which states that learning is a process of interaction between students and teachers and learning resources in a learning environment. As a result, learning is an activity carried out by individuals in understanding and studying the surrounding environment. In contrast, education is the process of teaching students how to understand the learning objectives presented during the teaching and learning process.

Learning Media

According to Sapulete et al. (2023) learning media is anything that can be utilized in the process of teaching and learning to deliver messages or information and increase students' enthusiasm for learning. Device that guides in the educating and growing experience and effectively explain the message's significance so that learning goals can be implemented more effectively are known as learning media. The terms instructional materials, audio-visual communication, visual education, educational aids, and explanatory media are frequently used in teaching and learning activities (Kustandi & Darmawan, 2020). According to Ninghardjanti et al. (2021), learning media has a practical, flexible and personal nature in the learning process. As a result, it is hoped that it will enhance students' creativity, motivation, and interest in learning. Media are used as device, methods, and techniques in the teaching and learning process to communicate between teachers and students are an inseparable part of learning (Listiana & Jaharadak, 2019). It can be concluded that learning materials are all resources by teachers in the process of conveying learning information to students in order to create efficient and effective teaching and learning activities.

Google Sites

Google Sites is part of Google, as a device that aims to create sites. Using Google Sites is extremely simple for understudies to make due. As for the purpose of Google Sites for e-learning, both tutors can use it as an online learning medium and understudies can involve it as a learning asset (Fatira et al., 2021). Google sites is a tool used to make custom websites. Resemblant to a wiki, we can built our own sites to create a website and its contents. Then you can choose who to share the site with. Creator can also determine who the owner is, who is allowed to edit and improve the site, and who we allow to view the site (Suryana et al., 2023)

METHOD.

The research method used in this research is the research and development (R&D) method. Saputro (2017) concluded that the Research and Development method is a type of research that results in the creation of a product in a particular area of expertise, which is followed by a certain set of by-products and possesses the product's effectiveness. The work that has been done is the creation of learning materials that are based on Google Sites. The objective of this development research is to test the validity of a product. In this research, the product produced is in the form of development media based on Google Sites. The development model used in this research is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. By implementing level 3 research and development proposed by Sugiyono (2021). In this level 3 research and development, researchers will conduct research to develop existing products, create products and test the validity of these products.

In this research, the data analysis technique used was validity analysis by experts. Validity analysis by experts will be carried out by three experts be composed of; media experts, material experts and teachers. The assessment given will use a Likert scale with the five categories. The formula that used to calculate the score obtained is as recommendation Sriwahyuni and

Mardono (2016). Meanwhile, the results obtained are then categorized into categories as shown in Table 1.

$$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$$

Information:
P   = Percentage of assessment
Σx = Total score of respondents answers
Σxi = Maximum overall score

Table 1. Eligibility Percentage Category

No	Achievement Level (%)	Category
1	90-100	Very Valid
2	80-89	Valid
3	65-79	Fairly Valid
4	55-64	Not Valid
5	0-54	Invalid

Source : Modified from (Aswardi et al., 2019)

RESULTS AND DISCUSSION
Analysis Stage

At this stage the researcher will carry out data collection activities and collect the information needed to support the creation of the learning media products that will be implemented. In its implementation, researchers conducted interviews with teachers to determine the extent of the use of learning media applied by teachers in the teaching and learning process. Apart from that, researchers also conducted interviews with students with the aim of finding out and observing how students responded to the learning media provided by previous teachers.

Design Stage

The researcher then carried out the design of the learning media that would be developed at the design phase. Preparing the learning materials that will be used in assent with the learning outcomes that have been decided so that they meet the require of students, when the learning media are developed is the first of several steps that will be carried out at this phase. Analyzing the need for learning media that have not previously been used in the classroom is the first step in selecting the learning media that will be developed. Design the assessment instrument that will be carried out by the validator. As well as making an initial design for Google Sites media, such as estimating how the menu needed to appear in Google Sites-based learning media.
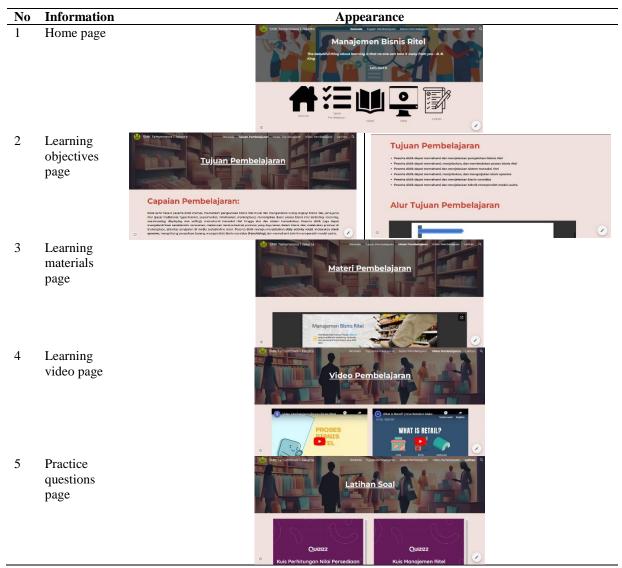
Development Stage

Then, at the development phase, researchers develop learning media in accordance with the concepts created at the design phase. Where researchers carry out product design development, such as preparing learning materials, implementing initial designs that have been made, validating Google Sites media by experts and revising learning media.

Display of Learning Media based on Google Sites

Google sites media will consist of several pages including; home page, learning objectives page, learning materials page, learning video page and practice questions page. which can be seen as in the following Table 2.

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Table 2. Initial Google Sites Media Design View

No	Information	Appearance
1	Home page	
2	Learning objectives page	
3	Learning materials page	
4	Learning video page	
5	Practice questions page	

Media Expert Validation Test

In media validity testing by experts, assessments are given based on the following indicators, as shown in Table 3. In view of the aftereffects of the evaluation given by master validators in the primary stage, the outcomes accomplished were 94%, which is remembered for the extremely substantial and truly doable classification. The second stage of the media validity test yielded 96%, placing it in the very valid category and making it very suitable for use in educational activities.

Table 3. Results of Media Expert Validation

No	Question Indicator	Assessment Score	
		Stage I	Stage II
1	The prepared learning materials increase students' interest in learning.	4	4
2	Media for education can be utilized at any time.	5	5
3	Design of learning media in terms of its usability, efficiency, and effectiveness.	4	5
4	Effective and efficient learning of media design in terms of color composition.	5	4
5	Use of appropriate font size in learning media.	5	5
6	Ease of accessing learning media.	5	5

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No	Question Indicator	Assessment Score	
		Stage I	Stage II
7	Ease of understanding the menus contained in the learning media.	5	5
8	The language used is straightforward and clear.	5	5
9	It is simple to comprehend how sentence structures are used.	5	5
10	It does not have a double meaning in the language used.	4	5
	Total score	47	48
	Percentage of achievement rate of media validation results	94%	96%

Material Expert Validation Test

In material validity testing by experts, assessments are given based on the following indicators as shown in Table 4. In light of the aftereffects of the evaluation given by master validators in the main stage, the outcomes accomplished were 60%, which fell into the class of less substantial and less appropriate for use. As a result, learning materials based on Google sites must be improved. The results obtained in the second stage after the researchers carried out improvements to the learning materials for Google Sites-based learning media were 82% which fell into the valid category and were suitable for use in teaching and learning activities.

Table 4. Results of Material Expert Validation

No	Question Indicator	Assessment Score	
		Stage I	Stage II
1	The material in Google Sites learning media is in accordance with basic competencies	3	4
2	The order of the material is in accordance with the syllabus.	3	4
3	The material in learning media helps students understand the material and concepts of retail business.	3	4
4	Learning media is equipped with practice questions.	3	5
5	The appearance of the teaching materials used is attractive and fun.	3	4
6	The language style used is easy to understand.	3	4
7	It is simple to see the letters used and their size.	3	4
8	The language used is straightforward and clear.	3	4
9	Use Sentence structure is straightforward.	3	4
10	The language used does not have a double meaning.	3	4
	Total score	30	41
	Percentage of achievement level of material validation results	60%	82%

Validity Test by Teachers

In the validity test by teachers, assessments are given based on the following indicators, as shown in Table 5. The results of the questionnaire assessment given to teachers show that the percentage achievement level reached 92%, which is suitable for use in educational activities and falls into the very valid category.

Table 5. Validation Results by Teachers

No	Question Indicator	Assessment Score
1	The prepared learning materials increase students' interest in learning.	5
2	Media for education can be utilized at any time.	4
3	In terms of usage, efficiency, and effectiveness, learning media design.	4
4	In terms of color composition, the learning media design looks good.	5
5	Ease of accessing learning media.	4
6	Ease of comprehension of the menus in the learning materials.	5
7	The content in Google Sites learning media corresponds to fundamental competencies.	5
8	The order of the material is in accordance with the syllabus.	5
9	Learning media is equipped with practice questions.	4

No	Question Indicator	Assessment Score
10	Students gain a better understanding of the material and concepts of retail business management thanks to the content in learning media.	4
11	The language style utilized is straightforward.	5
12	It is simple to see the letters' type and size.	5
13	The language used is straightforward and clear.	4
14	Use sentences in accordance with existing rules.	5
15	It does not have a double meaning in the language used.	5
	Total score	69
	Percentage of achievement level from teacher validation results	92%

Implementation Stage
Small Group Trials

After the Google Sites-based learning media validation test is carried out, the researcher will then carry out the implementation stage. In this implementation stage, researchers will distribute questionnaires to approximately ten students regarding the use of Google Sites-based learning media. Table 6 are the results of student responses. Based on the results of the questionnaire given to students, it shows that the achievement level percentage obtained was 84.4%, which can be said that Google Sites-based learning media is included in the valid category and is suitable for application in learning activities.

Table 6. Student Questionnaire Response Results

No	Respondent	Question Item Number										Total Assessment Score
		1	2	3	4	5	6	7	8	9	10	
1	R1	4	5	5	5	5	4	5	5	4	4	46
2	R2	3	4	2	5	5	5	5	5	5	5	44
3	R3	5	5	5	5	5	4	4	4	5	5	47
4	R4	4	4	4	4	4	4	5	4	5	5	43
5	R5	5	4	3	4	4	4	3	5	5	3	40
6	R6	4	3	4	3	4	3	4	3	4	3	35
7	R7	5	5	5	4	4	5	5	3	3	4	43
8	R8	5	5	3	3	4	3	4	4	5	5	41
9	R9	3	4	4	3	4	4	3	4	4	3	36
10	R10	4	5	4	4	5	5	5	5	5	5	47
	Total score											422
	Percentage level of achievement of student questionnaire results											84.4%

Discussion

Based on the findings of the validation tests that have been carried out in advance, it can be stated that Google Sites-based learning media on retail business management material is contain in the valid category and is appropriate for use as learning media in the students learning process. This is supported by research that has been conducted previously. Ferdiansyah and Irfan (2021) research results show that the media validation analysis conducted by media experts obtained a result of 0.88 and was contain in the valid category. The results of the material validation analysis enforce by material experts obtained 0.88 which is included in the valid category. Additionally, the outcomes of the practical analysis carried out on teachers and students through questionnaire distribution obtained results of 0.95 for teachers and 0.83 for students, both of which are contain in the valid category. Then, based on the results of the media effectiveness analysis, the results were 81% after using learning media. Meanwhile, Alamsyah et al. (2022) research results show that the validity analysis of learning media in this study acquire a score of 3.6, where this outcome is remembered for the truly practical class. Then, at that point, in the aftereffects of the examination of the common sense of learning media, the outcomes got by understudies were 3.18 and the results obtained by

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teachers were 3.06, where these results are contained in the practical category. Furthermore, in view of the aftereffects of the learning media adequacy test, it shows a gain of 88%.

Dewi et al. (2023) research shows that the results of media analysis obtained results of 94% and were contain in the category of very appropriate for implementation. Meanwhile, the results of the material analysis showed a result of 87.4% and was contain in the very suitable for use category. Then, in light of the aftereffects of the examination of the utilization of gaining media acquired from understudies, the typical worth of students' learning motivation was 84% and was considered to be very good category. Septianti & Firdaus, (2024) research results on media validation analysis enforce by 3 media experts acquire an average result of 89.63% and the results of material validation analysis enforce by 3 material experts acquire an average result of 83.94%. Based on these two results, it can be said that web site-based learning media is appropriate for educational purposes.

Benda et al. (2022) research shows that the percentage results of learning implementation have reached a percentage of 98.33% and obtained very good criteria. Meanwhile, the results of the questionnaire on the practicality of learning media by teachers obtained a response of 48.45% to strongly agree and 51.54% to agree. Meanwhile, the results of the questionnaire given to students obtained a response of 47.74% strongly agreeing, 51.99% responding agreeing and 0.25% responding disagreeing. In this technologically advanced era, using Google Site media as a learning medium can remedy student learning result, because it provides an appealing display of colored text, images, video, and audio so that students are more interested in learning (Sapulete et al. 2023).

The results Ferdiansyah et al. (2020) research results show that in the effectiveness analysis carried out on students using the first scheme of providing a pre-test, the results obtained showed that 69% of students were declared to have passed and 31% were declared not to have passed. The second scheme implemented is to provide a post-test, after students carry out the learning process using website-based learning media. The results obtained were 81% of students declared to have passed and 19% of students declared not to have passed. Meanwhile, the results of the assessment questionnaire given to teachers regarding website-based learning media showed overall results of 95% and were stated to be very practical. The development of learning media based on Google Sites shows that the learning media applied can further develop understudy learning accomplishment in learning. In learning media based on Google Sites, complete material is presented, equipped with learning videos, online questions, assignment collection forms, facilitating students' ability to learn on their own, anywhere and anytime (Dewi, 2020).

Prayudi and Anggriani (2022) research shows that the results of media development validation were given by validation I and validation II with a score of 90% in the very valid category. Meanwhile, the learning expert validation results obtained a score of 90% with a very valid category. Then the results obtained from filling out the questionnaire by students obtained a score of 93% with a very valid category. And the percentage obtained on problem solving questions that were answered by students received a score of 97% in the very appropriate category. Google Sites-based learning media can be accepted as learning media if the media is declared appropriate at least by media experts, material experts and teacher (Nugroho & Hendrastomo, 2021).

CONCLUSION AND RECOMMENDATION

It is possible to develop and implement learning media based on Google Sites in the teaching and learning process, as demonstrated by the presentation's outcomes. The outcomes of the validation tests that were enforce demonstrate this. Where the results of the media validation test in stage I acquire a percentage of 94% and the results of the media validation test in stage II obtained a percentage of 96% which is contain in the very valid category and

very appropriate for use in teaching and learning activities. Then the results of the material validation test in stage I acquire a result of 60% and increased during the material validation test in stage II to obtain a percentage of 82%. Meanwhile, the results of the validation test by teachers showed a percentage of 92% which was contain in the very valid category and appropriate for use in learning activities. So, based on the results of validation tests carried out by experts, it can be said that Google Sites-based learning media can be an interactive learning media option that can be applied in teaching and learning activities. Apart from that, the results of the distribution of questionnaires given to students showed that the percentage obtained was 84.4%, which can be said to mean that implementing Google Sites-based learning media is feasible.

Based on the results of the research and development enforce by the researcher, the researcher took the initiative to provide recommendations for further researchers which will be described as follows: (1) When carrying out Google Sites-based research and development, researchers are required to be able to determine the learning materials that will be implemented in the lesson, determine the school's ability to support the development of Google Sites-based learning media; (2) The researcher suggests that for further research into the development of learning media to continue the research at a more complex level (where researchers only carry out validation tests of the learning media being developed) such as up to the stage of evaluating learning media for students; and (3) The researcher recommends that for further research and development of Google Sites-based learning media to develop other materials according to the needs of students.

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