



## Development of Islamic Cultural History Learning Media Based on Google Sites for Junior High School Students

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**Abstract:** This study aims to develop and present Islamic Cultural History learning media based on Google Sites that can be used in class VII of Madrasah Tsanawiyah Negeri 2 Deli Serdang. This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model developed by Dick and Carey. This study involves several stages of needs: needs analysis, media design, product development, media implementation, and evaluation of results. The data collection instruments include media expert validation sheet questionnaires, Islamic Cultural History teacher response questionnaires, and student response questionnaires. The validation results show that the developed media obtained a score of 95,38% from the media expert validator (very feasible category) and 100,00% from the material expert validator (very feasible category). The teacher's response to the media obtained a score of 88,00% (very feasible category), while the student's response obtained a score of 93,79% (very feasible category). Based on the evaluation results, it can be concluded that the Islamic Cultural History learning media based on Google Sites that has been developed meets the eligibility criteria and is ready to be used in the learning process in class VII of State Islamic Junior High School 2 Deli Serdang.

**Abstrak:** Penelitian ini bertujuan untuk mengembangkan dan memaparkan media pembelajaran Sejarah Kebudayaan Islam berbasis Google Sites yang dapat digunakan di kelas VII Madrasah Tsanawiyah Negeri 2 Deli Serdang. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation and Evaluation) yang dikembangkan oleh Dick dan Carey. Penelitian ini melibatkan beberapa tahap, yaitu analisis kebutuhan, perancangan media, pengembangan produk, penerapan media dan evaluasi hasil. Instrumen pengumpulan data yang digunakan meliputi angket lembar validasi ahli media, angket respon guru Sejarah Kebudayaan Islam, serta angket respon peserta didik. Hasil validasi menunjukkan bahwa media yang dikembangkan memperoleh nilai 95,38% dari validator ahli media (kategori sangat layak) dan 100,00% dari validator ahli materi (kategori sangat layak). Respon guru terhadap media memperoleh nilai 88,00% (kategori sangat layak), sementara respon peserta didik memperoleh nilai 93,79% (kategori sangat layak). Berdasarkan hasil evaluasi tersebut, dapat disimpulkan bahwa media pembelajaran Sejarah Kebudayaan Islam berbasis Google Sites yang telah dikembangkan memenuhi kriteria kelayakan dan siap digunakan dalam proses pembelajaran di kelas VII Madrasah Tsanawiyah Negeri 2 Deli Serdang.

## A. Introduction

Education is integral to development in an era that continues to experience rapid change. As a conscious effort, education aims to guide, teach, and train students to be ready to carry out their roles in the future. Education is a fundamental phenomenon in human life. Where there is life, there is also education. As a phenomenon and a means, education aims to transfer knowledge and humanize humans, shape their character, and hone their potential. Along with the development of the era, the need for a better, structured and adaptive education system is increasing to produce quality individuals who are competitive and able to make fundamental contributions to society (Hidayat, 2019). Technology is now an inseparable part of human life.

The technological revolution has penetrated every line of life, bringing both positive and negative impacts. Amid this change, we are required to be wise and able to adapt to existing developments. A growth mindset is one of the primary keys to responding to technological transformation. This mindset can be built through quality education and is in line with the progress of the times (Cahya et al., 2023). In line with that, innovation in the world of education is a must in order to realize a more advanced learning system. Renewal in the education process can be done by utilizing technology optimally. The application of technology in learning makes the learning process more interactive and encourages students to be more active in understanding the material. The presence of technology in the world of education should provide convenience for all parties involved in the learning process (Salsabila, 2021). Through technology, educators and students can easily access information that supports their understanding of the subject matter. In addition, technology is expected to solve various educational challenges so that learning becomes more optimal, effective and efficient (Ambarwati et al., 2022), as Allah SWT says in QS. Al-Baqarah: 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

He taught Adam all the names (things), and then He showed them to the angels, saying, "Tell Me the names of these (things) if you are right" (Departemen Agama, 2019).

This verse shows that the education process and knowledge introduction are gifts from Allah SWT to humanity. In the interpretation of Ibn Kathir, it is explained that Allah gave the prophet Adam AS knowledge about everything that the angels did not yet know. This reflects humans' special intellectual abilities and the potential to learn and develop knowledge (Katsir, 2004). The interpretation of Al-Misbahem emphasizes how important "teaching" is as a fundamental process in shaping humans into superior beings. Humans are equipped with reason and the ability to recognize and name something, which is the basis of science and technology. Allah did not give Adam the ability in the form of tools directly but taught knowledge to develop skills and civilization (Shihab, 2002). In the context of the development and utilization of educational technology, this verse has a very relevant meaning. As Allah taught the prophet Adam the names of objects as a basic foundation of

knowledge, technology in education should also be rooted in the principle of recognizing, understanding and applying knowledge carried out gradually and in a structured manner. This is the beginning of the learning process, which can be developed through various technological media in the current context.

Thus, in developing and utilizing educational technology, it is necessary to apply basic principles as the main guideline. Some include introducing the system or media to be used, a learner-centred approach, and optimizing various resources that support the learning process (Lailan, 2024). More and more teachers are adapting to technological advances in today's education world, creating and using various digital learning media, from simple to high-tech. In addition to functioning as a tool in the learning process, this media creates a more interesting, active and enjoyable learning atmosphere for students. This step is in line with the objectives of Law Number 14 of 2005 concerning Teachers and Lecturers, especially Article 10 Paragraph 1, which states that social competence emphasizes the teacher's ability to communicate and interact well with students, fellow educators, parents/guardians and the community as a whole, (Ningsih, 2024). This regulation emphasizes how important it is for educators to have the ability to utilize information and communication technology to help students learn. In addition, teachers are expected to be able to communicate with students effectively and empathetically while maintaining ethics in interactions (Mardianto, 2021).

In line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 16 of 2007 concerning academic qualification standards and teacher competencies, it is stated that pedagogical competence is one of the most important aspects for educators. Current technological developments have a significant influence on how humans organize learning activities. Therefore, teachers must be able to integrate information and communication technology as supporting tools in learning (Latifa et al., 2024). In addition, in terms of professional competence, teachers are also required to optimize the use of technology to support the development of their professionalism sustainably (Edy & Maryam, 2022). This regulation emphasizes the importance of teacher skills in using various media and learning resources relevant to student characteristics and the subjects taught to achieve educational goals optimally (Putra et al., 2024).

In accordance with these two foundations, it can be understood that a teacher is required to have competence in utilizing and integrating learning media and technology in the teaching process. And remembering the message of the Messenger of Allah SAW in one of the hadiths said:

حَدَّثَنَا الْحَسَنُ بْنُ عَلِيٍّ الْمَعْمَرِيُّ، حَدَّثَنَا إِسْحَاقُ بْنُ رَهْوَيْهَ، قَالَ أَخْبَرَنَا عَيْسَى بْنُ يُونُسَ، عَنِ الْأَوْزَاعِيِّ، عَنْ شَدَّادِ أَبِي عَمَّارٍ، عَنْ أَنَسِ بْنِ مَلِكٍ، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِذَا عَمِلَ أَحَدُكُمْ عَمَلًا أَنْ يُثَبِّتَهُ.

Has told us Al-Hasan bin Ali Al-Ma'mari, he said: has told us Ishaq bin Rahuyah, he said: has told us Isa bin Yunus, from Al-Awza'i, from Syaddad Abu' Ammar, from Anas bin

Malik, he said: Rasulullah Sallallahu alaihi wa sallam said: Indeed, Allah loves when one of you does a job, then he does it with itqan (seriously and optimally) (HR. Thabrani: 898), (Riyadh, 1995).

This hadith emphasizes that in Islam, every job, including the teaching profession, should be done with sincerity, professionalism and the best quality (Bagus & Hamidah, 2021). Therefore, mastery of technology-based learning media is not only a demand of the times but also a manifestation of the value of itqan in education. By optimally integrating technology, teachers can create more innovative and meaningful learning while showing love for Allah through totality in teaching duties (Al-Qattan, 1996). However, many educators still face obstacles in mastering and implementing technology-based learning media. Difficulty in adapting and lack of openness to the development of modern learning media are the main factors causing these limitations. As a result, many educators repeatedly use one type of learning media without variation so that learning becomes less dynamic and innovative.

This study is based on the constructivism approach introduced by Jean Piaget and Lev Vygotsky. This approach considers knowledge an active process from direct experience and individual interaction with the surrounding environment. When applied in technology-based learning, constructivism emphasizes that students will learn better if they can directly relate the material to their life experiences. Platforms such as Google Sites allow students to construct knowledge independently through exploration and interactive engagement.

This reflects the basis of constructivism, which emphasizes active and experience-based learning (Aziz & Sanwil, 2022). On the other hand, the multimedia learning theory developed by Richard Mayer is closely related to the focus of this study. According to Mayer, multimedia in the learning process can strengthen students' understanding and memory by presenting information in various forms, such as text, images and sound. In this context, the development of teaching materials using Google Sites refers to the main principles of multimedia learning theory, namely the integration of complementary visual and narrative elements. This strategy provides a more interesting learning experience and allows students to understand the History of Islamic Culture material more comprehensively (Santi et al., 2024). Multimedia learning brings us to a situation where "learning with effort" is replaced by "learning with fun". If this kind of learning situation does not occur, multimedia can make learning more effective (Mardianto, 2010).

Implementing multimedia learning theory in designing teaching materials through the Google Sites platform has encouraged active student involvement and improved learning outcomes. The principles put forward by Mayer contribute to enriching the method of presenting material while strengthening student interaction with learning content. Therefore, this approach shows significant potential in creating a more adaptive, creative and relevant learning experience to the demands of the current digital era. This phenomenon is increasingly apparent based on the results of an initial study conducted by researchers. Interviews with Islamic Cultural History subject teachers at MTsN 2 Deli

Serdang in December showed that traditional learning media, limited to textbooks and Student Worksheets (LKS), were still traditional. Teachers usually hold a question-and-answer discussion session at the end of the lesson as a form of evaluation. However, this method tends to be less interesting for students because the approach used is still monotonous and one-way. This condition shows the need for innovation in developing more interactive learning media to increase student interest and involvement.

Therefore, innovation and creativity are needed to develop technology-based media that can create a more enjoyable learning experience. In addition, the role of teachers in designing inspiring learning strategies is also vital so that the learning process is informative and actively motivates students. Utilizing web-based learning media is one of the most effective and efficient educational breakthroughs in the current digital era. Using websites as a learning tool, we have utilized internet technology to improve the quality of education. Website-based learning media has several advantages, including flexible access without space and time constraints, ease of updating content according to needs and ease of monitoring student development practically. In addition, the operational system implemented is also more structured for students. Currently, various digital platforms can be used to create learning websites, including Google Sites. Its ease of use and management features make Google Sites a practical solution for educators in compiling more interesting and interactive learning materials (Salsabila & Aslam, 2022). The material on Google Sites can be accessed directly without downloading, saving the device's quota and storage space. In addition, this ease of access also helps educators in delivering material more effectively. Google Sites allows for better evaluation, making monitoring students' learning progress easier. With designs that can be created using colours, images, videos, and interactive quizzes, the learning process becomes more enjoyable and can prevent students from feeling bored (Islanda & Darmawan, 2023).

Several studies have proven the effectiveness of Google Sites in the learning process. Among them is research conducted by Maulida (2024), which stated that the use of Google Sites-based learning media can improve learning outcomes and student activity so that they can understand the subject matter easily and enjoyably (Maulida, 2024). Further research from Dzakiyah Fikra in 2024 stated that the development of Google Sites-based learning media can create interesting learning media, encourage increased student learning outcomes in Islamic Religious Education and Character Education subjects, and provide alternative solutions to various problems faced in the learning process at school, (Lutfiana, 2024). Reviewing the problems described, one can see a gap between reality and expectations that requires solutions to achieve an ideal state. Therefore, the researcher focuses on the development of Islamic Cultural History by using Google Sites media in class VII of Madrasah Tsanawiyah Negeri 2 Deli Serdang. Using Google Sites is expected to create a more effective and engaging learning process to increase students' interest in understanding the material more deeply.

This study is based on the constructivism approach introduced by Jean Piaget and Lev Vygotsky, which emphasizes the active role of students in building knowledge through

experience and interaction. In this context, Google Sites is a means that supports active engagement and meaningful learning (Aziz & Sanwil, 2022). In addition, Richard Mayer's multimedia learning theory emphasizes that presenting information through a combination of text, images, and sound can increase students' absorption and understanding (Santi et al., 2024; Mardianto, 2010). Thus, the development of Google Sites-based learning media on Islamic Cultural History is believed to solve the lack of innovation in the learning process in class VII MTsN 2 Deli Serdang. This media offers a contextual and enjoyable learning approach and aligns with technological developments and the demands of teacher competence in the digital era.

## B. Method

This research was conducted at Madrasah Tsanawiyah Negeri 2 Deli Serdang, which is located in Lubuk Pakam District, precisely in the Deli Serdang Regency Government Complex area. The research was conducted in the even semester of the 2025/2026 academic year, on Monday, April 14, 2025. The subjects of this study were grade VII students who were the target of the development of Google Sites-based learning media on the subject of Islamic Cultural History. This study uses a Research and Development (R&D) approach, which is a research method that aims to create and perfect a learning product (Sugiyono, 2013). The developed products are evaluated based on user needs, and their effectiveness is tested to be widely applied in formal education (Winaryati et al., 2021). In the development process, this study uses the ADDIE model, which consists of five main stages: Analyze, Design, Development, Implementation, and Evaluation. This model is a systematic approach to instructional development that places students at the centre of the learning process (Branch, 2016). The ADDIE model was initially developed by Dick and Carry and has been widely applied in the development of learning media for both online and face-to-face contexts (Peprizal & Syah, 2020; Sultan & Kasim, 2024).

The data analysis techniques in this study are divided into two types: qualitative data analysis and quantitative data analysis. Qualitative data were obtained from needs studies, interviews, and suggestions from media and material experts. Meanwhile, quantitative data were obtained from expert validation (media and materials), as well as responses from Islamic Cultural History teachers and students through a 5-point Likert scale questionnaire, namely:

The questionnaire filling process was carried out using a Likert scale in the form of a checklist using a scale of 5. The answers and scores used in the questionnaire were: STS (Strongly Disagree) = 1, TS (Disagree) = 2, KS (Less Agree) = 3, S (Agree) = 4, and SS (Strongly Agree) = 5. Furthermore, the collected data was analyzed based on the results of the questionnaire using a percentage technique using a relevant formula, as follows (Optiana, 2019):

$$NP \frac{R}{SM} 100\%$$

Description:

NP = Percentage value sought or expected

R = Raw score obtained

SM = Maximum idea score

Based on these calculations, the percentage results obtained from this survey are interpreted into certain categories. This aims to determine the level of feasibility of the resulting product as stated in Table 1 below:

**Table 1.** Eligibility Assessment

Assessment Score (%)	Category
0% - 40%	Not Eligible
41% - 60%	Less Eligible
61% - 80%	Eligible
81% - 100%	Very Eligible

Here is a research flow design in English, arranged horizontally to save space:



**Figure 1.** Research Flow

## C. Result and Discussion

### Result

The results of the development of Google Sites-based learning media products in the

History of Islamic Culture lesson for class VII MTsN 2 Deli Serdang were obtained through the ADDIE model stages, which consist of five stages, namely:

## 1. Analyze Stage

### a. Needs Analysis

In the early stages of the study, researchers collected information through literature studies, experiences and observations of the learning process of the History of Islamic Culture. In addition, an analysis of the needs and characteristics of educators and students. Based on the results of the observations made, it was found that students faced difficulties in the learning process. This is due to the conventional method of learning the History of Islamic Culture, where teachers rely on textbooks and Student Worksheets (LKS). Many students cannot even understand the contents of the LKS. In addition, at the end of the learning session, teachers often only use questions and answers as the only way to reflect on the lesson. During the learning process, students often lack focus in paying attention to the teacher's explanation. As a result, their interest in learning the History of Islamic Culture decreases because the learning methods seem less dynamic and have minimal variation. Based on the results of interviews with Islamic Cultural History subject teachers at MTsN 2 Deli Serdang, obstacles were identified in the use of interactive media during the activities. This condition impacts the low learning effectiveness and makes students feel bored when taking lessons.

### b. Curriculum Analysis

In this context, curriculum analysis is carried out to ensure that learning materials and learning media are by the curriculum competency standards applicable in schools. The results of interviews with Islamic Cultural History teachers at MTsN 2 Deli Serdang revealed that grade VII students use the independent curriculum. The material taught is related to Chapter I, which discusses the Umayyad Dynasty. As a next step, an analysis has been carried out on the use of tools and the process of creating website-based learning media that utilizes one of Google's services, namely Google Sites.

## 2. Design Stage

At the design stage, a product development plan is prepared based on the analysis results in the previous stage (Rachma et al., 2023). In this stage, researchers begin to design media and prepare materials that will be presented through the Google Sites platform. This activity includes determining the basic concept, compiling a storyboard to clarify the ideas expressed in the media, and designing the layout, content, materials and other visual elements that support the media display. The following is a flowchart of the Islamic Cultural History learning media based on Google Sites:



**Figure 1.** Design Pattern

### 3. Development Stage

All elements arranged in the design stage will be realized by following the previously formulated product framework design at this development stage. Furthermore, the design will be processed and published through the Google Sites platform. The final appearance of the Google Sites-based media can be seen in the image below:

#### a. Home Page

The initial appearance of the Islamic Cultural History learning media based on Google Sites is designed with aesthetics and functionality in mind. Before being applied, the selection of background images is done carefully to support a harmonious visual impression. The combination of colours applied, namely dark brown, light brown and white, is carefully chosen to create a visual harmony that aligns with this media's central theme. These colours present a comfortable and educational nuance and reflect the aesthetic trends widely favoured by Generation Z, providing a modern, elegant, and contemporary touch.



**Figure 2.** Homepage

In the initial appearance of Google Sites is the title of the learning material, "Umayyad Dynasty," and in the upper left corner is the logo and name of the learning media, "Islamic Cultural History", which functions as the primary identity of this platform.

#### b. Learning Objectives Menu

The image above displays a menu of learning objectives that are carefully designed so that students can understand and internalize the objectives of the learning that will be carried out. This display is structured to present a clear and focused picture of the objectives and targets of learning. The learning process begins with a precise delivery of objectives, so students have a solid understanding before entering deeper material. The purpose of this learning is for students to be able to tell the history of the founding of the Umayyad Dynasty, show its territory, mention the figures of the caliphs and explain the progress of Islamic

civilization during that period. This learning aims to instil historical insight while at the same time awakening appreciation for the glory of Islam in the past as an inspiration to build the future. This goal is in line with the word of Allah in Q. S. Yusuf: 111, which reads:

وَهْدَىٰ وَرَحْمَةً لَّقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةً لِّأُولِي الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَكِن تَصَدِّقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ لِّقَوْمٍ يُؤْمِنُونَ

Indeed, their story teaches a lesson for people with sound minds. (The Qur'an) is not a made-up story but is a confirmation of (the books) that came before it, detailing everything as a guide and mercy for the believers (Departemen Agama, 2019).

The stories in the Qur'an were not only revealed as entertainment or just a series of empty stories but as a source of moral guidance, historical education and deep spiritual inspiration. According to Al-Munir's interpretation, understanding the history of previous people is a window to see how Sunnatullah plays a role in human life. Faith, knowledge and morals are the pillars of success, while arrogance and rejection of the truth will only lead to destruction (Az-Zuhaili, 2018).

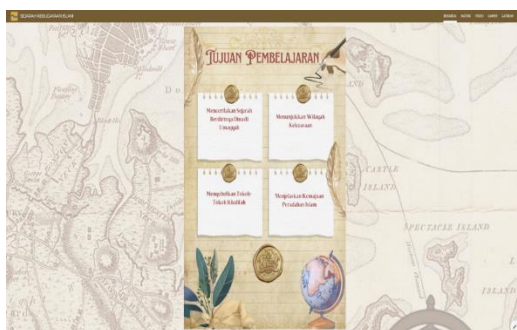


Figure 3. Learning Objective Menu

In learning Islamic Cultural History, especially regarding the Umayyad Dynasty, students are invited to learn historical facts such as caliph figures, territories of power and achievements of civilization. However, they are also directed to take ibrah or valuable lessons from past dynamics (Asari, 2018). This not only fosters respect for knowledge but also increases awareness of the importance of faith and noble morals and builds an understanding that Islamic civilization is thriving thanks to the foundation of noble values that are truly upheld. In this way, learning history not only educates intellectually but also strengthens the spiritual and moral personality of the younger generation.

### c. Display/Menu Buttons-Menu

In this Google Sites-based learning media, the menu display is designed intuitively so students can easily access various learning programs. The main menu includes several options such as materials, videos, games and exercises arranged systematically to present a joyful learning atmosphere and support optimal learning outcomes. When students click on

one of the menus in the toolbar, they will be directed directly to the page that matches their choice. Meanwhile, to return to the main page, press the logo or home button to make navigation more practical and efficient.



Figure 4. Display Menu

#### d. Material Menu

The learning material in this Google Site-based media is specifically designed to introduce students to the topics to be studied. The primary focus of this material is the Umayyad Dynasty, with a display divided into two main submenus, namely the first material and the second material.

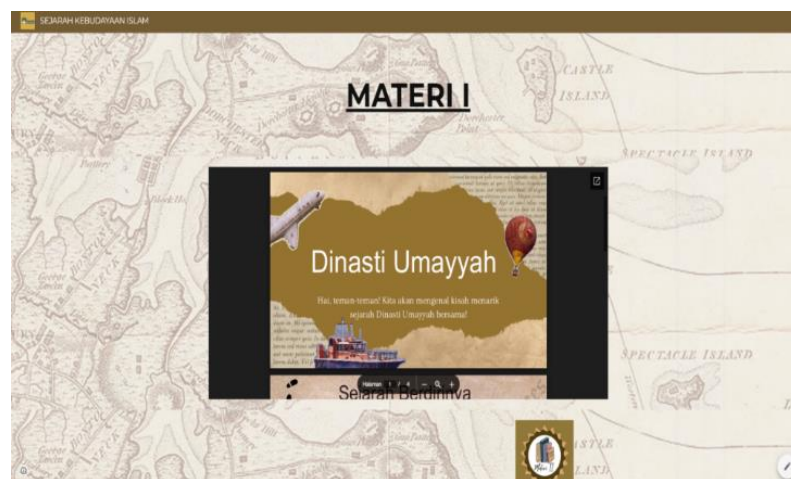


Figure 5. First Material Menu

This first material is designed to broaden students' horizons by providing an in-depth understanding of the history of the founding of the Umayyad Dynasty, describing the breadth of its power, and introducing the caliphs who played a role in the dynasty's glory.

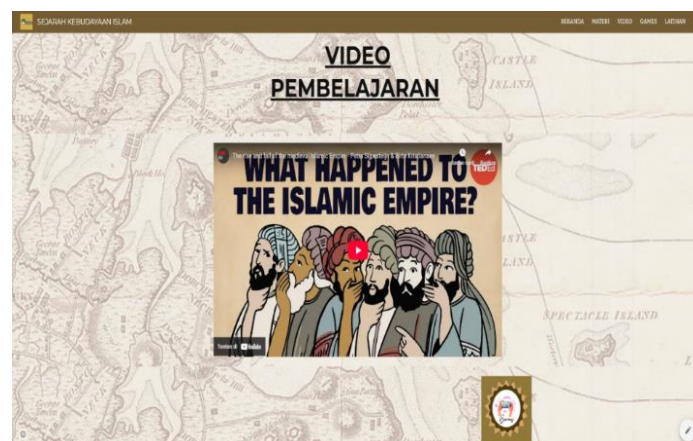


**Figure 6.** Second Material Menu

This second material is influential in making it easier for students to understand the concept of the progress of Islamic civilization during the Umayyad Dynasty. This material covers various aspects of life, such as a strong government, strategic political and military dynamics, rapid economic development, brilliant educational progress and a diverse and harmonious social life.

#### e. Video Menu

This video presents material about the Umayyad Dynasty that can be accessed via YouTube as part of learning. The display will automatically play when students play the video so they can understand the material more easily. The appearance of this video also plays a role in training students' understanding more effectively.



**Figure 7.** Video Menu

#### f. Menu Games

This page presents a game menu not only limited to entertainment but also an inseparable part of learning that involves interaction and provides meaning. Using Google

Sites-based media, students obtain learning materials and can access various educational games designed to deepen their understanding. Each game functions as a reflection of previously studied material, allowing students to obtain learning with a more enjoyable and efficient method. In its development, the Wordwall and Educaplay platforms were chosen as the main media because of their ability to create interactive, engaging and inspiring learning experiences. The first game presents a crossword puzzle challenge of 10 horizontal and vertical questions, testing students' intelligence and insight in composing words with great care. Meanwhile, the second game presents an exciting challenge in the form of "Who Am I?" where students are challenged to guess the figure of the caliph of the Umayyad Dynasty based on the instructions given. With enthusiasm, each answer revealed brings students deeper into history, making every moment of the game fun and full of knowledge and inspiration.

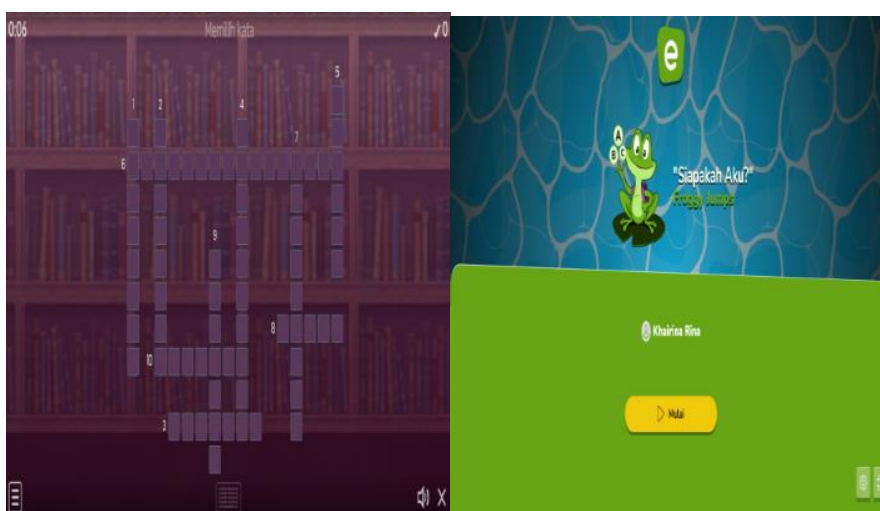


Figure 8. Games Menu

#### g. Exercise Menu

The last exercise feature on this Google Sites-based learning media is designed to improve student understanding. In this feature, exercises can be accessed throughout the learning process. The exercises are packaged with Zep Quiz web integration so students can work on the questions displayed directly and interactively.



Figure 9. Exercise Menu

After the Google Sites-based learning media is complete, the next stage is to test the feasibility of the product. This validation test involves two validators, each of whom is a media expert and a material expert. The purpose of this study is to find deficiencies in the media that have been developed so that improvements can be made if necessary. The testing process uses a validation questionnaire as a checklist with a Likert scale. The learning media developed is then given to the validators for evaluation. The results of the validation test by these two experts will be presented in the following table:

Table 2. Media Expert Validation Results

Aspect	Percentage (%)	Category
View	97%	Very Eligible
Programming	93%	Very Eligible
Average	95%	Very Eligible

Table 2 shows the validation results conducted by media experts. This validation process includes two main aspects in its assessment. The display aspect obtained a value of 97.14% and was categorized as very feasible. The programming aspect obtained a value of 93.33%, which is also considered very feasible. Overall, the average validation value from media experts is 95.38%, which is categorized as very feasible according to the assessment criteria. As a follow-up, media experts provide several suggestions, namely that the material section is not only in the form of writing but also equipped with sound elements to increase appeal, primarily through the Google Sites platform.

Table 3. Results of Material Expert Validation

Aspect	Percentage (%)	Category
Content Eligibility	100%	Very Eligible
Language Eligibility	100%	Very Eligible
Presentation	100%	Very Eligible
Average	100%	Very Eligible

Table 3 shows the validation results conducted by material experts. There are three validation aspects used in the assessment: content feasibility, language feasibility, and presentation. The content feasibility aspect reached a percentage value of 100.00% and was categorized as very feasible. Similar things were also obtained by the language and presentation feasibility aspects, each of which received a value of 100.00% and was included in the very feasible category. Thus, the validation results by material experts showed that all aspects received an average percentage value of 100.00%. This material is included in the very feasible category based on the established criteria. However, based on suggestions from material experts, adding additional material as evaluation material is recommended to improve learning effectiveness. Based on the results of the validation test assessment by media and material experts, Google Sites-based learning media for grade VII students of MTsN 2 Deli Serdang can be tested. However, some revisions and improvements are still required.

#### 4. Implementation Stage

The developed product was evaluated at this stage by involving grade VII students at MTsN 2 Deli Serdang and Islamic Cultural History subject teachers. This evaluation process used an instrument in the form of a Likert scale questionnaire that was distributed together with the learning media that had been prepared. The respondents in this stage comprised 31 grade VII students and one Islamic Cultural History teacher from the madrasah. The results of the assessment from teachers and students are presented in the following table:

**Table 4.** Results of the Islamic Cultural History Teacher Response Assessment Questionnaire

Aspect	Percentage (%)	Category
Appearance	92%	Very Adequate
Material Presentation	80%	Very Adequate
Benefits	95%	Very Adequate
Average	88%	Very Adequate

Table 4. displays the questionnaire data that evaluates teachers' responses to Islamic Cultural History learning. This questionnaire instrument includes three assessment components. The display component obtained a percentage score of 92.00%, while the material presentation component received 80.00%. Meanwhile, the usefulness component showed the highest results, with a percentage of 95.00%. If averaged, all aspects obtained a score of 88.00%. Referring to the applicable assessment standards, this finding is feasible and can be implemented to learn Islamic Cultural History.

**Table 5.** Results of the Grade VII Student Response Assessment Questionnaire

Aspect	Percentage (%)	Category
Appearance	92%	Very Adequate

Aspect	Percentage (%)	Category
Material Presentation	96%	Very Adequate
Benefits	94%	Very Adequate
Average	93%	Very Adequate

Table 5 presents the results of the questionnaire analysis to assess the responses of class VII students. In this questionnaire, three aspects are assessed: appearance, presentation of material, and benefits. The appearance aspect obtained a percentage value of 92.17%, the presentation aspect of material obtained a percentage value of 96.13%, and the benefit aspect obtained 94.97%. Overall, the results showed an average percentage of 93.79%, which is included in the very feasible category based on the predetermined criteria. Thus, using Google Sites-based learning media is very good and effective in supporting the learning process in class VII.

## 5. Evaluation Stage

The final stage in this study is evaluation, which is carried out after going through a series of revisions based on input and responses from experts and respondents. This process aims to perfect the Google Sites learning media that has been developed while minimizing potential obstacles in its application when used in learning activities. Using the Google Sites platform in learning activities can support the smooth running of the learning process. Using this media makes learning more effective and efficient in delivering material to students (Islanda & Darmawan, 2023). Based on the results of this study, it is proven that learning that involves the use of Google Sites media has a positive impact, including increasing appeal and accelerating the overall learning process. In line with research conducted by (Khuzaiyah, 2024), it is suggested that educators use innovation in learning media because it has great potential to improve the quality of learning, especially in the History of Islamic Culture. The material on the History of Islamic Culture can be delivered more easily by utilising the right media, thereby strengthening conceptual understanding and generating higher interest and motivation to learn. This is in line with the word of Allah in Q.S. Al-Mujadilah: 11, which reads:

أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

O you who believe, when it is said to you "Make room in the assemblies," make room, surely Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe among you and those who have been given knowledge to several degrees. Allah is careful about what you do (Departemen Agama, 2019).

Quraish Shihab's explanation of the interpretation of Al-Misbah reveals that this verse reflects God's high appreciation for two groups: those who believe and those who know. Both are considered to have a special position before God and are even promised to

have their ranks elevated. The term "dajat" in this verse indicates that this glory is tiered, depending on the quality of one's faith and the depth of one's knowledge. The knowledge in question is not limited to religious aspects alone but also includes all valuable knowledge that brings individuals closer to the truth and sincere devotion to Allah SWT (Shihab, 2011). In his interpretation, he also emphasized that the appreciation of knowledge in this verse is a strong foundation for Muslims to continue learning, exploring knowledge and using various means and innovations in the learning process. Therefore, in today's digital era, using media such as Google Sites or other modern learning platforms is one way to apply this verse. Thus, the verse encourages people not to be static in seeking knowledge but to continue to innovate to achieve glory in the sight of Allah SWT. Other literature written by (Adzkiya & Suryaman, 2021) states that using the Google Sites platform as a learning medium is efficient for students. Thus, they do not always need to rely on books to learn. Alternatively, students can access various materials compiled and delivered by teachers through Google Sites, making the learning process more interesting and interactive.

## Discussion

The development of Google Sites-based learning media aims to increase the effectiveness and attractiveness of learning Islamic Cultural History at MTsN 2 Deli Serdang, especially on the Umayyad Dynasty material. Based on the observations and interviews, it is known that the learning methods used are still conventional, predominantly using textbooks and Student Worksheets (LKS). This causes students to have difficulty understanding the contents of the LKS and lack focus during the learning process, which impacts students' low interest in learning the subject of Islamic Cultural History. This condition is exacerbated by the limitations of teachers in utilizing interactive learning media so that the learning process becomes monotonous and less interesting. This finding aligns with Arsyad's opinion, which states that using learning media based on student characteristics can increase the effectiveness and attractiveness of learning. At the design stage, researchers began to prepare the design of the learning media to be developed, starting from the storyboard, navigation flow, and content structure to visual elements. The Google Sites platform was chosen because it offers easy use and wide accessibility for students and teachers. The design concept emphasizes the principles of aesthetics and ease of navigation based on the characteristics of Generation Z students. The content presentation is arranged systematically and communicatively with main menus such as Learning Objectives, Materials, Videos, Games, and Practice Questions. This structure supports a constructivist learning approach, where students build knowledge through meaningful and enjoyable learning experiences (Piaget, in Suparno, 2012).

The development stage is carried out by integrating attractive visual elements, such as the selection of colours, icons, layouts, and backgrounds that suit the aesthetic tastes of today's teenagers. Each menu on the site has an important role in supporting learning: the Learning Objectives menu provides initial motivation for students; the Material menu presents two main topics, namely the history of the Umayyad Dynasty and the

achievements of its civilization; the Video menu facilitates audiovisual learning through YouTube shows; the Game menu provides educational activities based on Wordwall and Educaplay to strengthen understanding of the material in a fun way; and the Practice menu displays interactive questions based on Zep Quiz that allow students to test and reflect on their understanding. The integration of interactive elements shows that the developed media emphasizes not only cognitive aspects but also includes affective and psychomotor aspects of students, as [Hendry et al \(2005\)](#) stated.

After the media was developed, a validation test was conducted by media experts and material experts to ensure the feasibility of the media in terms of appearance, content, and component integration. The validation results showed that the Google Sites-based learning media developed was declared feasible for use in the learning process, with several minor revisions. Based on the analysis, design, and development results, this Islamic Cultural History learning media was successfully developed according to student needs and curriculum demands. This media can present learning that is more interesting, interactive, and relevant to the development of digital technology and can potentially increase student interest in studying the Umayyad Dynasty material.

#### **D. Conclusion**

Based on the research objectives, the Google Sites-based Islamic Cultural History learning media has been successfully developed effectively and by the needs of class VII students at MTsN 2 Deli Serdang. This media can answer learning problems that previously tended to be monotonous and less interactive and supports increasing students' interest and understanding of the Umayyad Dynasty material. This development shows that a digital approach to learning Islamic Cultural History can be an innovative solution to improve the quality of the teaching and learning process at the Madrasah Tsanawiyah level.

Practically, the results of this study provide positive implications in the world of education, especially in integrating digital technology with learning based on Islamic values and history. Google Sites-based media can enrich students' learning experiences through attractive, interactive, and easily accessible visual presentations. In addition, this media encourages teachers to adopt more participatory and varied learning methods and opens up learning opportunities that are more meaningful and relevant to the digital life of today's young generation.

For further research, it is recommended that the development of similar media can be tested for effectiveness on a broader scale, both at different grade levels, subjects, and levels of education. Further research should consider evaluating the long-term impact on student learning outcomes and character. In addition, additional features such as interactive discussion forums, integration of Learning Management System (LMS)-based quizzes, or real-time multimedia support can be developed to optimally improve the functionality and usability of this learning media.

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