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Development of a Google Sites-Based Literacy Movement Program in Elementary Schools

Isuharni Binte Idris
isuharniidris@gmail.com

Muhammad Hanafi
afied70@gmail.com

Aswadi
aswadi.umsrappang@gmail.com

Syamsu T
Syamsutang64@gmail.com

Jumiati
jumiatilanta@gmail.com

Universitas Muhammadiyah Sidenreng Rappang

ABSTRACT

This study developed and evaluated the effectiveness of a Google Sites-based School Literacy Movement (GLS) program to improve reading comprehension skills among fifth-grade students at UPT SD Negeri 1 Rijang Panua, Indonesia. The research was driven by the moderate literacy achievement of 55.33% reported in the 2024 Education Report, stemming from suboptimal GLS implementation that emphasized routine reading without structured comprehension assessment and relied on conventional, less engaging media. Employing a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), the study produced "SIBACA SITES" (Smart Reading System Based on Google Sites), an interactive web-based platform integrating contextual reading texts, multimedia resources, comprehension exercises, and interactive features. Expert validation by material, media, instructional design, and language specialists yielded very high feasibility scores (89%, 91%, 92%, and 91%, respectively), placing the product in the "very feasible" category. Limited trials (n=10) resulted in an average N-gain score of 0.60 (moderate effectiveness), while extensive trials (n=25) demonstrated more substantial gains: 16 students in the moderate category and 9 in the high category, with no students in the low category. Questionnaire responses from students and teachers indicated highly positive perceptions regarding attractiveness, usability, and learning benefits. The findings confirm that the Google Sites-based GLS program is valid, practical, and effective in enhancing reading comprehension. Theoretically, it strengthens digital literacy, multimodal literacy, and constructivist learning principles. Practically, it offers an innovative, technology-integrated model

for implementing the School Literacy Movement in elementary schools, supporting 21st-century competencies.
Keywords: Google Sites; School Literacy Movement; Digital Literacy; Reading Comprehension

INTRODUCTION

Reading comprehension is a fundamental skill that serves as the cornerstone of academic success and lifelong learning, particularly in elementary education. It enables students not only to decode text but also to construct meaning, make inferences, analyze information, and think critically. In the context of Indonesian elementary schools, however, many students still struggle to achieve adequate levels of reading comprehension, which significantly hinders their overall academic development and future learning capabilities. Recent data from the 2024 Education Report revealed that the literacy achievement at UPT SD Negeri 1 Rijang Panua remains in the moderate category, reaching only 55.33%. This situation reflects a broader challenge faced by many elementary schools in Indonesia, where students often demonstrate limited ability to understand main ideas, draw conclusions, and interpret implicit meanings in reading texts. Such conditions underscore the urgent need for innovative interventions to strengthen reading comprehension skills among fifth-grade students.

The School Literacy Movement (Gerakan Literasi Sekolah/GLS), launched by the Indonesian Ministry of Education and Culture in 2016, was designed to cultivate reading habits and critical literacy. However, its implementation in many schools, including UPT SD Negeri 1 Rijang Panua, remains suboptimal. Activities are frequently limited to 15 minutes of routine reading without structured follow-up assessments, resulting in low student engagement and minimal improvement in comprehension skills. Conventional literacy approaches that rely heavily on printed materials have proven less effective in today's digital era. Students, who are digital natives, often find traditional methods monotonous and less motivating. This gap between students' technological familiarity and the outdated literacy practices creates a significant barrier to developing strong reading comprehension, necessitating the integration of interactive digital media in literacy programs.

Google Sites emerges as a promising, accessible, and cost-effective platform for developing interactive literacy programs. As a web-based tool, it allows teachers to create structured, multimedia-rich learning environments that combine texts, images, videos, and interactive quizzes. Previous studies have shown that digital web-based media can increase student motivation and participation in reading activities, yet specific applications of Google Sites for comprehensive School Literacy Movement programs remain underexplored, particularly in elementary settings. This study addresses the identified gaps by developing and evaluating "SIBACA SITES" (Smart Reading System Based on Google Sites), an integrated digital literacy program specifically designed to enhance reading comprehension among fifth-grade students. Using the ADDIE Research and Development model,

the program incorporates contextual reading materials, multimedia supports, and structured comprehension exercises aligned with the Indonesian curriculum and School Literacy Movement guidelines.

The primary objective of this research is to develop a feasible and effective Google Sites-based literacy program and to examine its impact on students' reading comprehension skills. It is expected that the findings will contribute both theoretically to the field of digital literacy and practically as a replicable model for other elementary schools seeking to modernize their literacy practices.This article is organized as follows: the next section reviews relevant literature and theoretical framework, followed by the research method, results and discussion, and finally conclusions and recommendations for future implementation.

LITERATURE REVIEW

The School Literacy Movement (Gerakan Literasi Sekolah/GLS), initiated by the Indonesian Ministry of Education and Culture in 2016, represents a national effort to foster lifelong literacy habits within school environments. GLS encompasses three progressive stages: habituation (15-minute daily reading), development (integration into subjects), and learning (critical and creative engagement with texts). Although well-intentioned, its implementation in many elementary schools remains superficial, primarily focusing on reading routines without structured comprehension evaluation or follow-up activities (Kebudayaan, 2017; Sulistyorini, 2020).

Reading comprehension is a complex cognitive process involving the construction of meaning from text through literal, inferential, evaluative, and creative levels (Tarigan, 2008; Barrett in Nurhadi, 2005). In elementary education, particularly at the fifth-grade level, this skill serves as a foundation for academic success across disciplines. However, many Indonesian students continue to demonstrate moderate to low comprehension abilities due to limited exposure to varied, engaging, and contextually relevant reading materials (Kurniaman et al., 2025; Hidayati, 2021).

The integration of digital technology has become essential in transforming traditional literacy practices. Digital literacy enables students not only to access information but also to critically evaluate, create, and communicate content using digital tools (Ng, 2012; Isnawati, 2023). In the context of elementary education, digital media can enhance student engagement by providing interactive, multimedia-rich experiences that align with the characteristics of digital-native learners, thereby addressing the limitations of conventional printed materials (Ningsih & Wibowo, 2020; Kirsch et al., 2021).

Google Sites has emerged as a practical and user-friendly platform for developing web-based learning media. As a free Google Workspace tool, it allows educators to create structured, interactive websites that integrate text, images, videos, embedded quizzes, and navigation menus without requiring advanced programming skills

(Wahyuni, 2022; Islanda & Darmawan, 2023). Its flexibility makes it particularly suitable for elementary school literacy programs, enabling teachers to design contextual reading materials and real-time comprehension activities. Previous studies have demonstrated the positive impact of web-based media on literacy development. Lestari and Ramadhani (2021) found that web-based literacy media significantly increased student motivation and reading comprehension among elementary students. Similarly, Wahyuni (2022) reported that Google Sites effectively enhanced interactivity and participation in literacy activities. These findings support the potential of digital platforms to overcome the monotony of traditional literacy approaches.

Despite promising results from earlier research, a notable gap remains in the systematic development of comprehensive School Literacy Movement programs specifically using Google Sites. Most existing studies focus either on general digital media or isolated tools rather than a holistic, structured GLS program aligned with national curriculum standards and targeted at improving higher-order reading comprehension skills (Sulistyorini, 2020; Ningsih & Wibowo, 2020). This study addresses that gap by developing an integrated program named "SIBACA SITES." Theoretically, this research is grounded in constructivist learning theory, which emphasizes active knowledge construction through meaningful experiences (Bruner, 1996), and multimodal literacy theory (Kress & van Leeuwen, 2001), which recognizes the importance of combining textual, visual, and digital modes in contemporary literacy practices. These frameworks justify the use of interactive digital environments to foster deeper reading comprehension. This literature review highlights the convergence of GLS policy, reading comprehension challenges, and digital technology opportunities. By developing a Google Sites-based literacy program through a systematic R&D approach, this study aims to bridge theoretical foundations with practical classroom implementation, offering an innovative model for elementary schools in the digital age.

METHOD

Design and Sample

This study employed a Research and Development (R&D) design to create and evaluate an innovative literacy program. The R&D approach was selected because the primary goal was to produce a practical educational product, specifically a Google Sites-based School Literacy Movement program, while also testing its effectiveness in real classroom settings. This design aligns with efforts to address practical problems in literacy instruction through systematic product development and empirical validation (Sugiyono, 2019). The study was conducted at UPT SD Negeri 1 Rijang Panua, located in Kecamatan Kulo, Kabupaten Sidrap, South Sulawesi, Indonesia. The participants were fifth-grade students selected using purposive sampling. A total of 10 students were involved in the limited trial, while 25 students participated in the extensive trial. The selection was based on their

reading comprehension levels, which were identified as moderate through preliminary observations and data from the 2024 Education Report.

The development process followed the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, a needs assessment was conducted through teacher interviews, classroom observations, and document analysis of students' literacy scores. The Design stage involved planning the structure and content of "SIBACA SITES." The Development stage focused on constructing the Google Sites platform and integrating reading materials, videos, and interactive quizzes. Implementation involved classroom trials, while the Evaluation stage examined the feasibility and effectiveness of the developed product.

Instruments and Procedures

Data were collected using multiple instruments, including expert validation sheets (covering material, media, instructional design, and language aspects), reading comprehension pretests and posttests, student and teacher response questionnaires using a 5-point Likert scale, and observation sheets. The reading comprehension test consisted of narrative texts with questions measuring literal, inferential, and evaluative understanding. All instruments were developed by the researcher and validated prior to use. The procedure began with expert validation conducted by four experts. After revisions based on their feedback, a limited trial was implemented, followed by an extensive trial. During implementation, students accessed SIBACA SITES to read materials, watch supporting videos, and complete comprehension exercises. Pretests and posttests were administered before and after the intervention to measure improvements in reading comprehension.

Data Analysis

Data analysis involved both quantitative and qualitative techniques. Expert validation scores were converted into percentages and categorized using standard feasibility criteria. The effectiveness of the program was measured using the N-Gain formula. Questionnaire responses were analyzed descriptively by calculating mean scores and percentages. All quantitative data were processed using Microsoft Excel, while qualitative data from observations and open-ended feedback were analyzed thematically to support and enrich the quantitative findings

RESULT AND DISCUSSION

The development of the Google Sites-based School Literacy Movement program, named "SIBACA SITES," was systematically carried out using the ADDIE model. Expert validation was conducted by four specialists (material, media, instructional design, and language) before field implementation. The validation results demonstrated very high feasibility across all aspects.

Table 1. Expert Validation Results of SIBACA SITES

Expert	**Average Score**	**Percentage**	**Category**
Material Expert	4.45	89%	Very Feasible
Media Expert	4.55	91%	Very Feasible
Instructional Expert	4.60	92%	Very Feasible
Language Expert	4.55	91%	Very Feasible
Overall	**4.54**	**90.75%**	**Very Feasible**

Minor revisions were made based on expert feedback, particularly regarding factual accuracy, visual balance, navigation links, and language standardization. In the limited trial involving 10 fifth-grade students, the program showed positive preliminary effectiveness. The average N-Gain score reached 0.60 (moderate category). Nine students achieved moderate improvement, while one student reached the high category. No students fell into the low improvement category.

Table 2. N-Gain Scores in Limited Trial

Category	**Frequency**	**Percentage**
High (>0.70)	1	10%
Moderate (0.30–0.70)	9	90%
Low (<0.30)	0	0%
Average	**0.60**	-

The extensive trial was conducted with all 25 fifth-grade students. Post-intervention results showed more significant improvement. Sixteen students were in the moderate gain category and nine in the high category, with no students in the low category. The average N-Gain remained in the moderate-to-high effectiveness range.

Table 3. N-Gain Scores in Extensive Trial

Category	**Frequency**	**Percentage**
High (>0.70)	9	36%
Moderate (0.30–0.70)	16	64%
Low (<0.30)	0	0%
Average	**0.65**	-

Student responses collected through questionnaires (n=25) indicated very positive perceptions. The overall mean score was 4.5 (90%), categorized as “Very Good.” Students particularly appreciated the attractive appearance, ease of use, and helpfulness in understanding reading texts. Teacher response (n=1) also showed strong support with a mean score of 4.73 (95%), categorized as “Very Good.” The teacher highlighted the program’s practicality, interactivity, and potential for sustainable use in daily literacy activities. The quantitative and qualitative data confirm that SIBACA SITES is not only highly feasible but also effective in improving reading comprehension skills among fifth-grade students.

The expert validation results (average 90.75%) confirm that SIBACA SITES meets high standards of quality in content, design, pedagogy, and language. These findings align with previous studies on web-based learning media (Wahyuni, 2022; Islanda & Darmawan, 2023) and validate the systematic use of the ADDIE model in producing educationally sound digital products. The moderate-to-high N-Gain scores in both limited and extensive trials demonstrate the program's effectiveness in enhancing reading comprehension. The increase from 0.60 to 0.65 after wider implementation suggests that students became more familiar with the platform and benefited from repeated exposure to interactive features.

The absence of students in the low N-Gain category indicates that SIBACA SITES successfully accommodated varying ability levels. This supports the principle of differentiated learning through digital media, allowing students to engage with materials at their own pace while still receiving structured guidance. Positive student responses (90%) reflect high motivation and engagement. The integration of multimedia elements (text, images, and videos) made literacy activities more appealing compared to traditional methods, confirming the advantages of multimodal literacy in elementary education (Kress & van Leeuwen, 2001). The teacher's very positive feedback (95%) underscores the program's practicality for classroom use. Easy navigation, integrated quizzes, and accessibility across devices reduce teacher workload while enabling more meaningful literacy instruction.

Theoretically, these results strengthen constructivist learning theory by showing how interactive digital environments help students actively construct meaning from texts. They also contribute to digital literacy frameworks by demonstrating how Google Sites can operationalize national GLS policies in a technology-rich manner. Compared to previous studies that focused mainly on motivation or general digital tools, this research provides a more comprehensive GLS program with measurable impact on reading comprehension. The systematic development process addresses the research gap identified in the literature. The successful development and implementation of SIBACA SITES offer a replicable model for other elementary schools. It demonstrates that accessible digital tools, when properly designed and validated, can significantly elevate the quality of School Literacy Movement implementation in Indonesia.

Conclusion

This study successfully developed and validated "SIBACA SITES," a Google Sites-based School Literacy Movement (GLS) program designed to enhance reading comprehension skills among fifth-grade students at UPT SD Negeri 1 Rijang Panua. Using the ADDIE model, the program was systematically created and demonstrated very high feasibility according to expert validation (average 90.75%), with material, media, instructional, and language experts rating it between 89% and 92%. Field trials further confirmed its effectiveness, as evidenced by moderate-to-high N-Gain scores (0.60 in limited trial and 0.65 in extensive trial) and overwhelmingly positive responses from both students (90%) and the teacher

(95%). These results indicate that SIBACA SITES significantly improved students' ability to understand literal, inferential, and evaluative aspects of reading texts. Theoretically, this research strengthens the integration of digital literacy, multimodal literacy, and constructivist learning principles in elementary education. Practically, it provides an accessible, low-cost, and replicable model for implementing the national School Literacy Movement through interactive digital technology. The program effectively addresses the limitations of conventional literacy practices by offering engaging, structured, and curriculum-aligned reading activities that can be easily accessed across devices. The Google Sites-based literacy program developed in this study offers a promising solution for improving reading comprehension in Indonesian elementary schools. Future researchers and practitioners are encouraged to adopt, adapt, and further expand this model to wider contexts, including other grade levels and regions, to support the sustainable development of digital literacy in the 21st century.

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