

Developing Google Sites-Based Learning Media to Enhance Junior High School Students' Literacy Skills: An ADDIE Research and Development Study

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ABSTRACT

This study aims to develop and examine the effectiveness of Google Sites-based learning media in enhancing junior high school students' literacy skills, particularly in reading and listening literacy. The study was conducted in response to students' difficulties in understanding literacy materials through conventional learning media and the increasing need for accessible digital learning platforms in the classroom. This research employed a Research and Development design using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. A mixed-methods approach was used to obtain comprehensive data from students, teachers, and expert validators. The instruments included observation sheets, interviews, questionnaires, expert validation forms, and literacy tests. The developed Google Sites-based media integrated learning materials, videos, quizzes, discussion activities, digital reading resources, and reflection tasks to support interactive and independent learning. The results showed that the media was categorized as valid based on expert validation, practical based on teacher and student responses, and effective based on the improvement of students' literacy test scores after implementation. These findings indicate that Google Sites-based learning media can be used as an alternative digital learning platform to improve students' literacy skills and encourage more engaging, flexible, and technology-integrated learning in junior high school education.

Keywords: Google Sites; Literacy Skills; Digital Learning; Indonesian Language Education; ADDIE; Educational Technology

INTRODUCTION

Digital transformation has significantly changed educational practices in the twenty-first century. Learning is no longer limited to printed textbooks and face-to-face instruction, but has expanded through the use of digital platforms, multimedia resources, and online learning environments. In this context, literacy is also understood more broadly. It does not only refer to the ability to read and write, but also includes the ability to access, understand, evaluate, and use information from various digital sources. Therefore, students are expected to develop literacy skills that are relevant to current technological developments.

In Indonesia, literacy remains one of the important challenges in education, particularly among junior high school students. Many students still experience difficulties in understanding reading texts, identifying main ideas, interpreting information, and developing interest in literacy-based activities. Conventional learning media are often not sufficient to attract students' attention or support independent learning. As a result, teachers need innovative and accessible learning media that can help students engage more actively in literacy learning.

One digital platform that can be used to support literacy instruction is Google Sites. Google Sites allows teachers to design web-based learning media that are simple, flexible, and easy to access. Through this platform, teachers can integrate learning materials, reading texts, videos, quizzes, assignments, discussion activities, and reflection tasks in one digital space. This makes learning more interactive and gives students the opportunity to access materials anytime and anywhere. In addition, Google Sites can support students' reading and listening literacy by presenting information in multimodal forms.

The use of Google Sites is also relevant to the needs of language learning in the digital era. Web-based learning media can increase students' motivation, encourage independent learning, and provide varied learning experiences. However, the development of digital learning media should not only focus on technological appearance. It must also be designed systematically based on students' needs, curriculum objectives, learning activities, expert validation, and evaluation of effectiveness. For this reason, the ADDIE model is considered appropriate because it provides clear stages of analysis, design, development, implementation, and evaluation.

Based on this background, this study focuses on developing Google Sites-based learning media to enhance junior high school students' literacy skills. The study aims to produce digital learning media that are valid, practical, and effective for supporting literacy learning. Through this research, Google Sites is expected to become an alternative learning platform that helps teachers create more engaging, flexible, and technology-integrated literacy instruction.

LITERATURE REVIEW

The development of Google Sites-based learning media in this study is grounded in several relevant theories, namely Constructivist Learning Theory, Digital Literacy Frameworks, and the Cognitive Theory of Multimedia Learning. These theories provide a strong basis for understanding how digital learning media can support students' literacy development in junior high school education. In the context of language learning, literacy is not only related to reading and writing skills, but also to students' ability to access, understand, interpret, and communicate information through various digital and multimodal resources.

Constructivist Learning Theory emphasizes that students actively construct knowledge through meaningful learning experiences. In this perspective, learning does not occur through passive reception of information, but through interaction, exploration, reflection, and problem-solving. The use of Google Sites supports this view because it allows students to access learning materials independently, engage with various learning activities, and build understanding through digital resources. Through texts, videos, quizzes, discussion activities, and reflection tasks, students are encouraged to participate actively in the learning process.

Digital literacy is also an important foundation in this study. In the digital era, students need to develop the ability to use technology effectively for learning purposes. Digital literacy includes the ability to search for information, evaluate digital content, understand online materials, and use digital tools responsibly. Google Sites provides a flexible platform where teachers can organize literacy materials in one accessible digital space. This platform can help students improve their reading and listening literacy while also developing their familiarity with web-based learning environments.

The Cognitive Theory of Multimedia Learning is also relevant to the development of Google Sites-based learning media. This theory explains that students can learn more effectively when information is presented through a meaningful combination of words, images, audio, and visual materials. Google Sites allows teachers to integrate different forms of media, such as written texts, videos, images, links, and interactive quizzes. These features can help students understand literacy materials more easily because the content is presented in varied and engaging formats.

Previous studies have shown that web-based learning environments can improve student engagement, motivation, autonomy, and learning outcomes. Digital learning media provide students with opportunities to learn more flexibly and independently. In language learning, web-based platforms can support literacy development by providing access to reading materials, listening resources, interactive exercises, and collaborative activities. However, the development of digital learning media should be conducted systematically so that the product is not only attractive but also pedagogically appropriate and effective.

Although many studies have discussed the use of digital media in education, limited research has specifically developed and validated Google Sites-based learning media through a comprehensive Research and Development framework. Therefore, this study uses the ADDIE model to guide the development process, starting from needs analysis, design, development, implementation, and evaluation. By applying this model, the developed media is expected to meet students' learning needs, support literacy instruction, and provide a valid, practical, and effective digital learning platform for junior high school students.

METHOD

Design and Sample

This study employed a Research and Development design using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. This design was selected because the study aimed to develop, validate, implement, and evaluate Google Sites-based learning media for improving junior high school students' literacy skills. The ADDIE model provided a systematic framework for identifying students' learning needs, designing appropriate digital learning media, developing the media product, implementing it in the classroom, and evaluating its validity, practicality, and effectiveness.

The study used a mixed-methods approach because both qualitative and quantitative data were needed to obtain a comprehensive understanding of the development and implementation process. Qualitative data were used to explore students' needs, teachers' opinions, and expert suggestions, while quantitative data were used to measure the validity, practicality, and effectiveness of the developed media. The participants of the study included Grade VIII junior high school students, Indonesian language teachers, and expert validators. The students were involved in the needs analysis and implementation stages, the teachers provided information about classroom needs and practicality, and the expert validators assessed the quality and appropriateness of the developed Google Sites-based learning media.

Instruments and Procedures

The instruments used in this study consisted of observation sheets, interview guidelines, questionnaires, expert validation sheets, and literacy tests. Observation sheets were used to identify the learning situation and students' literacy learning problems in the classroom. Interview guidelines were used to collect information from teachers regarding students' literacy difficulties, learning media currently used, and the need for digital learning media. Questionnaires were distributed to students and teachers to obtain responses toward the practicality and usability of the developed media. Expert validation sheets were used to evaluate the validity of the media in terms of content, design, language, presentation, and technical quality.

Literacy tests were used to measure students' literacy skills before and after the implementation of the Google Sites-based learning media.

The research procedures followed the five stages of the ADDIE model. In the analysis stage, the researcher identified students' literacy problems, learning needs, and the suitability of Google Sites as a learning platform. In the design stage, the researcher prepared the structure of the media, selected learning materials, designed learning activities, and organized the layout of the Google Sites platform. In the development stage, the Google Sites-based learning media was created by integrating learning materials, videos, quizzes, discussion activities, digital reading resources, and reflection tasks. The product was then validated by experts, and revisions were made based on their comments and suggestions. In the implementation stage, the revised media was used in the classroom with Grade VIII students. In the evaluation stage, the researcher analyzed the results of validation, teacher and student responses, and students' literacy test scores to determine the validity, practicality, and effectiveness of the developed media.

Data Analysis

The data in this study were analyzed using both qualitative and quantitative techniques. Qualitative data obtained from observations, interviews, and expert comments were analyzed through data reduction, data display, and conclusion drawing. The researcher selected relevant information, organized the findings into meaningful categories, and interpreted the results to support the development and revision of the Google Sites-based learning media. Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, and N-gain analysis. Descriptive statistics were used to calculate the results of expert validation and teacher and student response questionnaires. The validation results were used to determine the level of media validity, while the response questionnaire results were used to determine the practicality of the media. A paired-sample t-test was used to examine whether there was a significant difference between students' literacy scores before and after using the Google Sites-based learning media. In addition, N-gain analysis was used to determine the level of improvement in students' literacy skills after the implementation. The media was considered effective if the students' post-test scores showed significant improvement compared to their pre-test scores and the N-gain result indicated positive learning improvement.

RESULT AND DISCUSSION

The results of this study are presented based on the stages of the ADDIE model, namely analysis, design, development, implementation, and evaluation. Each stage produced important findings related to the development of Google Sites-based learning media for enhancing junior high school students' literacy skills. In the analysis stage, the findings showed that students experienced several difficulties in literacy learning, particularly in understanding reading texts, identifying main ideas, interpreting information, and responding to literacy-based tasks. The learning

process was still mostly supported by conventional media, such as textbooks and teacher explanations, which made students less interested and less active during learning activities. The students also needed more interactive and accessible learning media that could help them learn independently and engage with literacy materials in a more enjoyable way. Based on these findings, Google Sites was considered an appropriate platform because it allows teachers to organize learning materials, videos, exercises, and reflection activities in one digital space.

In the design stage, the structure of the Google Sites-based learning media was prepared according to students' needs and learning objectives. The media was designed to include several main components, namely learning objectives, literacy materials, reading texts, listening resources, videos, quizzes, discussion activities, digital library links, and reflection tasks. The design also considered ease of access, simple navigation, clear instructions, and an attractive visual layout. These elements were intended to help students understand the learning flow and participate actively in literacy activities.

In the development stage, the Google Sites-based learning media was created and validated by expert validators. The experts assessed the media based on content suitability, language clarity, media design, presentation, accessibility, and technical quality. The validation results indicated that the developed media was categorized as valid and appropriate for classroom implementation. Some suggestions were given by the validators, such as improving the clarity of instructions, adjusting several learning materials to students' level, and making the layout more consistent. Revisions were made based on the experts' comments to improve the quality of the media before it was implemented in the classroom.

In the implementation stage, the revised Google Sites-based learning media was used in literacy learning with Grade VIII students. During the implementation, students showed positive responses toward the use of the media. They were more interested in accessing learning materials through digital pages, watching related videos, answering quizzes, and completing reflection activities. The teacher also gave positive responses because the media helped organize learning activities more effectively and provided students with additional learning resources that could be accessed outside the classroom. These findings indicated that the media was practical and easy to use in the learning process.

In the evaluation stage, the effectiveness of the media was examined through students' literacy test results before and after implementation. The findings showed that students' post-test scores were higher than their pre-test scores, indicating an improvement in literacy skills after using the Google Sites-based learning media. The results of the paired-sample t-test showed a significant difference between the pre-test and post-test scores, while the N-gain analysis indicated positive improvement in students' literacy achievement. Therefore, the developed media was considered effective in enhancing students' literacy skills. The results demonstrated that Google Sites-based learning media met the criteria of validity,

practicality, and effectiveness. The media was valid based on expert validation, practical based on teacher and student responses, and effective based on the improvement of students' literacy test scores. These results suggest that Google Sites can be used as an alternative digital learning platform to support literacy learning among junior high school students.

The findings of this study indicate that Google Sites-based learning media can support the improvement of junior high school students' literacy skills. The improvement can be seen from students' positive responses during the implementation stage and the increase in their literacy test scores after using the developed media. This shows that digital learning media can create a more engaging and flexible learning environment, especially when the media is designed according to students' needs and learning objectives. The use of Google Sites helped students access literacy materials more easily because the learning resources were organized in one digital platform. Through this media, students could read texts, watch videos, answer quizzes, participate in discussion activities, and complete reflection tasks. These features made the learning process more interactive compared to conventional instruction that mainly depends on textbooks and teacher explanations. As a result, students had more opportunities to practice reading and listening literacy through varied learning activities.

The findings also show that Google Sites supports independent learning. Since the platform can be accessed online, students are not limited to classroom learning time. They can revisit the materials, repeat the learning videos, and complete activities at their own pace. This flexibility is important for literacy development because students need repeated exposure to texts, audio-visual materials, and comprehension exercises. In this way, Google Sites can help students become more responsible and active in their own learning process. The validity of the developed media also confirms that the product was appropriate for use in junior high school literacy learning. Expert validation showed that the media was suitable in terms of content, language, design, presentation, and technical quality. The suggestions from validators helped improve the media before implementation, especially in making the instructions clearer, adjusting the materials to students' level, and improving the consistency of the layout. This process shows that digital media development should not only focus on technology, but also on pedagogical quality and student accessibility.

Teacher and student responses indicated that the media was practical to use. The teacher found that Google Sites helped organize learning materials and activities more effectively. Students also responded positively because the media was easy to access, visually interesting, and supported by various learning features. These responses suggest that Google Sites can be a practical alternative for teachers who want to integrate technology into language learning without using a complicated platform. The effectiveness of the media was supported by the improvement in students' post-test scores. The results of the paired-sample t-test showed a significant difference between students' pre-test and post-test scores, while the N-

gain analysis indicated positive improvement in students' literacy achievement. This means that the use of Google Sites-based learning media contributed to better literacy learning outcomes. The combination of reading materials, videos, quizzes, and reflection activities helped students understand literacy content more effectively.

These findings are in line with constructivist learning theory, which emphasizes that students learn better when they are actively involved in the learning process. Through Google Sites, students were not only passive recipients of information but also active learners who explored materials, completed tasks, and reflected on their learning. The findings also support the Cognitive Theory of Multimedia Learning because the media presented information through a combination of words, images, videos, and interactive activities. Such multimedia presentation can make learning materials easier to understand and more interesting for students. It shows that Google Sites-based learning media is valid, practical, and effective in supporting literacy learning. The platform can be used as an alternative digital learning medium for junior high school students, particularly in improving reading and listening literacy. However, successful implementation still requires teacher readiness, stable internet access, and well-designed learning content. Therefore, teachers and schools need to support the use of digital learning media through proper planning, training, and continuous evaluation.

CONCLUSION

This study concluded that Google Sites-based learning media can be used as an effective digital learning platform to enhance junior high school students' literacy skills. The media was developed through the ADDIE model, which included the stages of analysis, design, development, implementation, and evaluation. Through these stages, the product was designed based on students' learning needs, validated by experts, implemented in the classroom, and evaluated to determine its validity, practicality, and effectiveness. The results showed that the developed Google Sites-based learning media was valid in terms of content, language, design, presentation, and technical quality. The media was also practical because it received positive responses from teachers and students. Students were able to access learning materials, videos, quizzes, digital reading resources, discussion activities, and reflection tasks through one digital platform. These features helped create a more interactive, flexible, and engaging literacy learning environment.

In terms of effectiveness, the use of Google Sites-based learning media improved students' literacy achievement. The increase in students' post-test scores indicated that the media supported the development of reading and listening literacy skills. Therefore, Google Sites can be considered a useful alternative for teachers who want to integrate technology into literacy instruction, especially at the junior high school level. Based on these findings, teachers are encouraged to use web-based learning platforms to support literacy development and promote independent learning. Schools should also provide support through adequate facilities, internet

access, and teacher training in digital instructional design. Future researchers are suggested to conduct studies with larger participants, longer implementation periods, and broader literacy aspects to examine the long-term impact of Google Sites-based learning media.

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