

**The Ability to Write Short Story Synopses of Grade IX Students of SMP
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ABSTRACT

This study investigates the development and effectiveness of Google Sites-based learning media for improving junior high school students' literacy skills. The research was conducted in response to the growing need for technology-integrated learning media that can support students' reading and listening literacy while increasing their engagement in classroom learning. A Research and Development (R&D) approach employing the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation, was adopted using a mixed-methods design. The participants included Grade VIII students, Indonesian language teachers, and expert validators. Data were collected through observations, interviews, questionnaires, validation sheets, and literacy achievement tests. Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, and N-gain analysis, while qualitative data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that the developed Google Sites-based learning media met the criteria of validity, practicality, and effectiveness. Students demonstrated significant improvement in literacy achievement after using the media, while teachers and students responded positively to its usability and learning features. The integration of multimedia resources, interactive assessments, and collaborative activities also contributed to increased learner engagement and independent learning. Therefore, Google Sites-based learning media can serve as an effective and accessible digital learning platform for supporting literacy instruction in junior high schools and promoting the integration of educational technology in language learning.

Keywords: Google Sites; Literacy Skills; ADDIE

INTRODUCTION

Digital transformation has changed educational practices worldwide. The rapid development of information and communication technology has encouraged educational institutions to integrate digital technology into teaching and learning activities. As a result, literacy is no longer limited to the ability to read and write but has expanded to include digital, media, and information literacy. These competencies enable students to access, evaluate, create, and communicate information effectively through digital technologies. Consequently, teachers are expected to implement learning approaches that not only improve students' academic achievement but also prepare them to participate actively in a technology-driven society.

In Indonesia, improving students' literacy skills has become one of the national educational priorities. Although various educational reforms have been implemented, literacy achievement among Indonesian students remains a challenge. Students often experience difficulties in reading comprehension, identifying main ideas, interpreting information, and expressing their understanding in both oral and written forms. The rapid development of digital technology also requires students to possess digital literacy skills that allow them to utilize online information critically and responsibly. Therefore, teachers need learning media that can create meaningful learning experiences while increasing students' motivation, engagement, and participation during classroom instruction.

The integration of digital technology into language learning provides opportunities to develop innovative learning environments. Digital learning media offer flexibility, accessibility, and interactivity that cannot always be achieved through conventional teaching materials. Multimedia resources such as text, images, audio, video, animations, online quizzes, and collaborative learning activities can be integrated into a single learning platform, allowing students to learn independently according to their individual learning pace. The use of technology also enables teachers to organize learning materials systematically while monitoring students' learning progress more efficiently.

One digital platform that has attracted increasing attention in education is Google Sites. Google Sites is a free web-based platform that enables teachers to create and manage interactive learning websites without requiring advanced programming skills. The platform allows educators to integrate various instructional resources, including learning materials, videos, images, assignments, hyperlinks, Google Forms, and other Google Workspace applications into one accessible learning environment. Since it can be accessed through computers, tablets, and smartphones, Google Sites offers flexibility for both classroom learning and independent study outside the classroom.

The features provided by Google Sites support the implementation of student-centered learning. Students can access learning resources anytime and anywhere

according to their learning needs. Teachers can organize instructional materials in a structured manner while providing multimedia content that increases students' interest and engagement. Interactive learning activities, discussion forums, reflection tasks, and online assessments can also be incorporated into the platform to encourage active participation and collaborative learning. These characteristics make Google Sites an appropriate learning medium for supporting literacy instruction in junior high schools.

Previous studies have demonstrated the positive contribution of digital learning media to students' literacy development. Web-based learning environments have been reported to improve students' learning motivation, engagement, autonomy, and academic achievement. Likewise, Google Sites has been recognized as an effective learning platform that facilitates multimedia learning and promotes independent learning. Students generally respond positively to learning activities supported by digital platforms because they provide attractive learning materials and allow flexible access to educational resources. Teachers also benefit from the platform because it simplifies instructional management and encourages technology integration in classroom practice.

Although previous studies have highlighted the effectiveness of Google Sites in education, relatively few studies have focused on the systematic development of Google Sites-based learning media using a comprehensive instructional design framework. Many studies emphasize implementation and learning outcomes without describing the entire development process, including needs analysis, instructional design, validation, implementation, and evaluation. Consequently, additional research is required to develop learning media that not only demonstrate effectiveness but also meet the criteria of validity and practicality before being implemented in classroom learning.

To address this gap, the present study employs the ADDIE instructional design model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model provides a systematic framework for developing educational products that are based on learners' needs and instructional objectives. Through this model, the learning media are designed, validated by experts, implemented in classroom learning, and evaluated to determine their effectiveness in improving students' literacy skills. The systematic nature of the ADDIE model ensures that each stage contributes to the development of high-quality instructional media.

This study aims to develop Google Sites-based learning media for junior high school students and to evaluate its validity, practicality, and effectiveness in improving literacy skills. The findings are expected to contribute to the growing body of knowledge on technology-enhanced language learning and provide teachers with an accessible digital learning medium that supports literacy instruction. Furthermore, the study is expected to encourage the wider integration of educational technology into Indonesian language education, thereby promoting

more engaging, interactive, and meaningful learning experiences for students. According to UNESCO (2023), digital transformation in education requires the integration of digital literacy into teaching and learning practices to prepare students for lifelong learning and participation in the digital society. Similarly, Ng (2012) argues that digital literacy involves the ability to access, evaluate, and communicate information effectively through digital technologies. These perspectives reinforce the importance of developing digital learning media that support literacy instruction while enhancing students' digital competencies in contemporary education.

LITERATURE REVIEW

Constructivist Learning Theory

The present study is grounded in Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through meaningful learning experiences rather than passively receiving information from teachers. Constructivism views learning as a process in which students develop understanding by connecting new knowledge with their prior experiences. Therefore, learning environments should encourage exploration, collaboration, reflection, and active participation. Teachers function as facilitators who guide students in constructing knowledge through authentic learning activities instead of serving solely as information providers.

In language learning, constructivist principles support the development of literacy skills by encouraging students to engage in reading, writing, listening, and communication activities that are relevant to real-life contexts. Digital learning environments provide opportunities for learners to access diverse learning resources, collaborate with peers, and develop independent learning habits. Fosnot (2013) argues that meaningful learning occurs when learners actively construct their own understanding through authentic experiences. Consequently, technology-supported learning media should be designed to facilitate interaction, exploration, and collaborative learning rather than merely presenting instructional content.

Digital Literacy Framework

The concept of literacy has evolved significantly alongside advances in digital technology. Digital literacy extends beyond traditional reading and writing skills and includes the ability to locate, evaluate, create, and communicate information using digital technologies. In contemporary education, students are expected to become responsible digital citizens who can critically analyze online information while utilizing technology effectively for learning purposes. Ng (2012) explains that digital literacy consists of three interconnected dimensions: technical, cognitive, and social-emotional competencies. Technical competence involves the ability to operate digital technologies effectively. Cognitive competence refers to the ability to evaluate information critically, solve problems, and make informed decisions. Social-emotional competence emphasizes ethical behavior,

communication, and collaboration within digital environments. These competencies have become increasingly important because students frequently interact with digital information in both formal and informal learning settings.

Educational institutions therefore have an important responsibility to integrate digital literacy into classroom instruction. Learning media should not only improve academic achievement but also encourage students to become confident users of technology who can effectively search for information, evaluate online resources, collaborate with others, and communicate ideas responsibly. Google Sites offers an accessible platform that supports these competencies by integrating multimedia learning resources, online assessments, collaborative activities, and digital communication tools within a single learning environment.

Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning provides another theoretical foundation for this study. According to Mayer (2021), students learn more effectively when instructional materials combine words, images, audio, video, and other multimedia elements in meaningful ways. Multimedia learning enables learners to process information through both visual and verbal channels, thereby improving understanding and long-term knowledge retention. The theory also suggests that instructional materials should minimize unnecessary cognitive load while organizing information logically and coherently. Well-designed multimedia resources help students focus on important concepts and reduce confusion during learning. Consequently, digital learning media should present information clearly through combinations of text, graphics, videos, animations, and interactive activities that complement one another. Google Sites supports multimedia learning by enabling teachers to integrate various instructional components into one platform. Learning materials, educational videos, interactive quizzes, hyperlinks, digital libraries, and collaborative activities can be organized systematically to facilitate students' learning processes. Such integration provides richer learning experiences than conventional printed materials while promoting greater learner engagement and participation.

Google Sites as Digital Learning Media

Google Sites has become one of the most practical web-based platforms for educational purposes because it is freely accessible, easy to develop, and compatible with various Google Workspace applications. Teachers can create instructional websites without advanced programming skills and continuously update learning materials according to students' needs. The platform supports flexible learning because students can access instructional materials through computers, tablets, or smartphones regardless of time and location. In addition, Google Sites enables teachers to integrate multimedia resources, online assignments, Google Forms, Google Drive documents, YouTube videos, and collaborative learning activities into a single website. These features encourage

independent learning, increase students' motivation, and facilitate communication between teachers and learners. Several previous studies have reported positive outcomes from the implementation of Google Sites in classroom learning. Students generally demonstrate higher learning motivation, improved participation, and greater engagement when learning activities are supported by interactive digital media. Teachers also benefit from simplified instructional management and easier distribution of learning resources. Consequently, Google Sites has considerable potential to support literacy instruction in Indonesian language education.

METHOD

Design and Sample

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic framework for designing, developing, validating, implementing, and evaluating instructional media. During the analysis stage, students' literacy needs, classroom learning conditions, and teachers' instructional requirements were identified through classroom observations and interviews. The design stage focused on planning the learning objectives, content organization, multimedia components, and assessment strategies. In the development stage, the Google Sites-based learning media were created and validated by experts. The implementation stage involved classroom application of the developed media, while the evaluation stage assessed its validity, practicality, and effectiveness.

The participants of this study consisted of Grade VIII students of a junior high school, Indonesian language teachers, and expert validators. Students participated in the implementation and effectiveness testing of the learning media, while teachers provided feedback regarding its practicality during classroom instruction. Expert validators evaluated the quality of the learning media in terms of content, instructional design, language, and media presentation before classroom implementation.

Instruments and Procedures

Several research instruments were employed to collect quantitative and qualitative data. Observation sheets were used during the needs analysis to identify classroom learning conditions and students' literacy-related challenges. Semi-structured interviews with teachers were conducted to obtain information regarding existing instructional practices, students' learning characteristics, and the need for technology-supported learning media. Validation sheets were distributed to media experts and subject matter experts to evaluate the quality of the developed Google Sites-based learning media. The validation process examined aspects including content accuracy, instructional design, language clarity, visual appearance,

navigation, and overall usability. Suggestions from the validators were incorporated into the revision process before the media were implemented in the classroom.

Questionnaires were administered to teachers and students after the implementation stage to assess the practicality and usability of the developed learning media. Students' literacy achievement was measured using literacy tests administered before and after the implementation of the Google Sites-based learning media. The comparison between pre-test and post-test scores was used to determine the effectiveness of the developed instructional media in improving students' literacy skills. The research procedures followed the five phases of the ADDIE model. First, a needs analysis was conducted through classroom observations and interviews. Second, the instructional media were designed based on curriculum requirements and students' learning needs. Third, the Google Sites platform was developed by integrating instructional materials, learning videos, quizzes, digital resources, and assessment activities. Fourth, the developed media were validated by experts and revised accordingly before implementation. Finally, the media were implemented in classroom learning and evaluated using questionnaires and literacy test results.

Data Analysis

Both quantitative and qualitative data analysis techniques were employed in this study. Quantitative data obtained from expert validation sheets, practicality questionnaires, and literacy tests were analyzed using descriptive statistics to determine the validity, practicality, and effectiveness of the developed learning media. Students' literacy improvement was examined using paired-sample *t*-tests to compare pre-test and post-test scores. In addition, N-gain analysis was conducted to measure the magnitude of students' learning improvement following the implementation of the Google Sites-based learning media. Qualitative data collected from classroom observations, interviews, and participants' responses were analyzed through data reduction, data display, and conclusion drawing. The qualitative findings were used to complement the quantitative results by providing deeper insights into students' learning experiences, teachers' perceptions, and the overall implementation of the Google Sites-based learning media. The combination of quantitative and qualitative analyses enabled a comprehensive evaluation of the validity, practicality, and effectiveness of the developed instructional media.

RESULTS AND DISCUSSION

Needs Analysis

The analysis stage revealed that students experienced several challenges in literacy learning, particularly in reading comprehension and listening activities. Classroom observations indicated that conventional teaching methods relied primarily on printed textbooks and teacher explanations, resulting in limited student participation during learning activities. Interviews with Indonesian language teachers further revealed that the available instructional media had not fully

supported interactive and technology-based learning. Students expressed greater interest in learning activities that incorporated multimedia resources, interactive exercises, and online learning platforms. These findings indicated the necessity of developing digital learning media capable of providing flexible access to instructional materials while encouraging greater student engagement. Therefore, Google Sites was selected as the platform for developing literacy learning media because of its accessibility, ease of use, and ability to integrate multiple learning resources.

Design and Development of Google Sites-Based Learning Media

Based on the findings from the needs analysis, the Google Sites-based learning media were designed according to the learning objectives specified in the Indonesian language curriculum. The platform incorporated learning materials, instructional videos, digital reading resources, interactive quizzes, discussion activities, and reflection exercises. The instructional content was organized systematically to facilitate students' navigation throughout the learning process. During the development stage, the media underwent expert validation involving both subject matter experts and media experts. The validation focused on content relevance, instructional design, language accuracy, visual appearance, navigation, and technical functionality. Feedback from the validators suggested several improvements, including simplifying the navigation menu, improving the consistency of page layouts, and refining several instructional explanations. These suggestions were incorporated before the media were implemented in classroom learning. The validation results indicated that the developed Google Sites-based learning media fulfilled the required quality standards and were categorized as highly valid for classroom implementation.

Practicality of the Learning Media

The practicality of the developed learning media was evaluated through teacher and student questionnaires administered after the implementation stage. Overall, teachers reported that Google Sites simplified instructional delivery and enabled them to organize learning resources more efficiently. The platform also reduced dependence on printed materials while providing students with continuous access to instructional content. Students responded positively to the learning media. Most participants reported that the website was easy to navigate and that the combination of text, images, videos, and quizzes made learning activities more interesting and enjoyable. Students appreciated the flexibility of accessing learning materials both inside and outside the classroom using different digital devices. The interactive features also encouraged greater participation during literacy learning activities. The positive responses from both teachers and students demonstrated that the developed Google Sites-based learning media achieved a high level of practicality and could be effectively integrated into classroom instruction.

Effectiveness of the Learning Media

The effectiveness of the Google Sites-based learning media was evaluated by comparing students' literacy achievement before and after the implementation of the instructional media. The analysis of literacy test results demonstrated that students achieved higher post-test scores compared to their pre-test performance. The improvement indicated that the developed learning media successfully supported students' literacy development throughout the instructional process. Statistical analysis using paired-sample t-tests showed a significant difference between students' pre-test and post-test scores, indicating that the observed improvement was statistically meaningful. Furthermore, the N-gain analysis demonstrated that students experienced moderate to high learning improvement following the implementation of the Google Sites-based learning media. The improvement in literacy achievement was consistent with classroom observations conducted during implementation. Students demonstrated greater participation in learning activities, interacted more actively with instructional materials, and showed increased confidence when completing literacy tasks. Teachers also observed that students were more motivated to complete reading assignments and participate in classroom discussions when multimedia resources were integrated into instruction.

The findings demonstrate that the Google Sites-based learning media successfully met the three primary quality criteria commonly used in educational product development. First, expert validation confirmed that the instructional media possessed high content validity and instructional quality. Second, teacher and student responses indicated that the platform was practical and easy to implement in classroom learning. Third, the comparison of students' literacy achievement before and after implementation confirmed the effectiveness of the developed learning media in improving literacy skills. The results indicate that Google Sites provides an effective digital learning environment by integrating multimedia resources, interactive learning activities, and flexible access to instructional materials. These features contribute to increased learner engagement, improved classroom participation, and enhanced literacy achievement among junior high school students.

The findings of this study demonstrate that the Google Sites-based learning media met the criteria of validity, practicality, and effectiveness for supporting literacy instruction among junior high school students. These findings indicate that integrating digital technology into language learning provides opportunities to create more interactive, flexible, and student-centered learning environments. The systematic development process using the ADDIE model also contributed to the quality of the instructional media because each stage was carefully evaluated before implementation. As a result, the developed learning media successfully addressed students' literacy needs while supporting teachers in organizing instructional activities more effectively.

The needs analysis revealed that students experienced difficulties in literacy learning when instruction relied primarily on conventional teaching methods and printed learning materials. Students expressed greater interest in learning activities that incorporated multimedia resources and interactive digital platforms. This finding suggests that students require learning environments that are more engaging and responsive to their learning preferences. The flexibility offered by Google Sites enables students to access learning materials at any time and from various digital devices, thereby supporting independent learning beyond classroom instruction.

The effectiveness of the developed learning media is consistent with the principles of Constructivist Learning Theory. Constructivism emphasizes that students actively construct knowledge through meaningful learning experiences rather than passively receiving information from teachers. Google Sites provides opportunities for students to explore learning materials independently, participate in interactive activities, and engage in collaborative learning. Through these learning experiences, students become active participants in constructing their understanding of literacy concepts. Therefore, the findings support Fosnot's (2013) view that meaningful learning occurs when learners actively interact with authentic learning experiences.

The positive responses from both teachers and students further indicate that Google Sites successfully promotes learner engagement. Students reported that the integration of learning materials, videos, quizzes, and digital resources increased their motivation and encouraged them to participate more actively during classroom instruction. Teachers also perceived that the platform simplified instructional management and improved access to learning resources. These findings suggest that technology integration should not merely replace printed materials but should enhance instructional quality by providing richer learning experiences and increasing classroom interaction.

The improvement in students' literacy achievement also supports the Digital Literacy Framework proposed by Ng (2012). Digital literacy involves not only technical competence in using digital technologies but also cognitive and social-emotional competencies. Through Google Sites, students were required to access learning resources, interpret information from various multimedia sources, complete online learning activities, and communicate their understanding during classroom discussions. Such learning experiences contribute not only to literacy achievement but also to the development of broader digital competencies required in contemporary education. Consequently, the developed learning media supports both language learning objectives and the development of digital literacy skills.

The findings are also consistent with the Cognitive Theory of Multimedia Learning proposed by Mayer (2021). According to this theory, students learn more effectively when instructional materials combine verbal and visual information in meaningful ways. Google Sites enables teachers to integrate text, images, videos, hyperlinks, quizzes, and interactive activities into a single learning environment.

The combination of multiple instructional resources helps students process information through both visual and verbal channels while reducing cognitive overload. As a result, students become more engaged during learning activities and demonstrate better understanding of instructional content.

The present findings are consistent with previous studies reporting positive effects of web-based learning environments on students' motivation, engagement, and academic achievement. Previous research has shown that Google Sites provides an accessible digital learning platform that facilitates independent learning and improves students' participation in classroom activities. Similarly, the findings of this study demonstrate that Google Sites can effectively support literacy instruction by integrating multimedia resources with interactive learning activities. The positive teacher and student responses further strengthen previous evidence regarding the practicality of Google Sites as an instructional platform.

Nevertheless, this study contributes to the existing literature by employing a systematic Research and Development approach using the ADDIE model. While many previous studies primarily investigated the effectiveness of Google Sites after implementation, this study focused on the entire development process, including needs analysis, instructional design, expert validation, implementation, and evaluation. Consequently, the study provides stronger evidence that instructional media developed through systematic design procedures can achieve high levels of validity, practicality, and effectiveness before classroom implementation.

Despite these positive findings, several limitations should be acknowledged. The study involved participants from a single educational setting, limiting the generalizability of the findings to other schools with different learning environments and technological resources. In addition, the effectiveness evaluation focused primarily on short-term literacy achievement following implementation. Longitudinal studies involving larger participant populations are needed to examine the long-term impact of Google Sites-based learning media on students' literacy development and digital competencies.

Overall, the findings suggest that Google Sites is a practical and effective digital learning platform for literacy instruction in junior high schools. The successful integration of multimedia learning resources, interactive assessments, and flexible online access creates learning experiences that encourage active participation, independent learning, and improved literacy achievement. These findings support the growing emphasis on educational technology integration while providing empirical evidence that systematically developed digital learning media can enhance the quality of language education. Future research may further investigate the integration of Google Sites with emerging educational technologies, including artificial intelligence-based learning support, adaptive learning systems, and personalized digital instruction to further strengthen students' literacy development.

CONCLUSION

The findings of this study demonstrate that the Google Sites-based learning media developed through the ADDIE model are valid, practical, and effective in improving junior high school students' literacy skills. The systematic development process ensured that the instructional media met educational standards and addressed students' learning needs through the integration of multimedia resources, interactive activities, and accessible web-based learning. The implementation results showed positive responses from both teachers and students, indicating that the platform was easy to use and capable of creating a more engaging and student-centered learning environment. Furthermore, the use of Google Sites not only improved students' literacy achievement but also supported the development of digital literacy by encouraging independent learning, collaboration, and active participation during classroom instruction. These findings highlight the importance of integrating digital technology into language education to enhance both learning outcomes and students' readiness for the demands of twenty-first-century education. This study contributes to the growing body of knowledge on technology-enhanced language learning by providing evidence that Google Sites can serve as an effective instructional medium for literacy education. Nevertheless, the study was conducted within a limited educational context; therefore, future research is recommended to involve larger samples, different educational levels, and longer implementation periods. Future studies may also explore the integration of Google Sites with artificial intelligence and other emerging educational technologies to further enhance literacy instruction and student learning outcomes.

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