Sarcouncil Journal of Education and Sociology

ISSN(Online): 2945-3542

Volume- 03| Issue- 07| 2024

Research Article **Received:** 29-05-2024 | **Accepted:** 23-06-2024 | **Published:** 31-07-2024

The Development of an Islamic Religious Education Learning Module Using Google Sites to Improve Learning Outcomes for UPTD Students at SMPN 8 Parepare

***Khaerani Nasir*[1], *Hamdanah Hamdanah*[1], *Marhani Marhani*[1], *Usman Usman*[1] *and Muh. Dahlan*[1]**

[1]*Institusi Agama Islam Negeri Parepare, Indonesia*

Abstract: This research aims to develop an Islamic Religious Education (PAI) learning module based on Google sites for teachers to use to more easily convey more practical and interesting learning material. This research is research and development by adopting the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model including: (1) analysis stage, (2) design stage, (3) development stage, (4) implementation stage, (5)) evaluation stage. The Google Sites-based PAI learning module that has been developed is tested by material expert validators and media experts, as well as feasibility trials based on responses from teachers and class VII students at UPTD SMPN 8 Parepare. The results of research and development show that: 1) the level of module validity based on data analysis from PAI material experts is 91.76%, media experts are 91.25%, each with the "very valid" category. 2) The level of practicality obtained by the teacher response test analysis was 95% with the very practical category and the response of small group students was 93% with the very practical category. Furthermore, the response from the large group of students was 97.69% with the very practical category. 3) The results of the effectiveness test were obtained from the students' pretest with an average score of 67.291. Meanwhile, the posttest results showed an average value of 97.92. In the t test, the Asymp value. Sig (2-tailed) = 0.000 < 0.05 indicates that there is a significant difference in learning outcomes between before and after students use the Google Sites-based PAI learning module. Then the average N-Gain score is 0.95 > 0.70, which means it is very effective. From these results it can be concluded that the PAI learning module based on Google sites which has been developed to improve students' PAI learning outcomes is valid, practical and effective. This Google Sites-based PAI learning module can be accessed at the link https://sites.google.com/view/pendidikanagamaislam7.

Keywords: PAI Learning Module, Google Sites, Learning Outcomes.

INTRODUCTION

Education is a planned effort to create an effective educational and learning atmosphere, which leads students to be able to develop their potential optimally. The educational process is not only about developing cognitive and psychomotor aspects, but also developing aspects of spiritual and social attitudes, understanding and self-discovery, a strong personality that is needed for success in everyday life. One of the learning innovations in the digital era is to produce web-based learning module products. Web-based learning modules are one aspect of utilizing the power of technology in the world of education which is implemented in the education and learning process.

Web-based learning modules are an innovation that is expected to have a major influence on transformation in the education and learning process. Web-based learning modules can use interactive elements such as multimedia, video, animation and educational games. This makes learning more interesting for students to be actively involved in the learning process. Google Sites can be an effective alternative in increasing interest in writing lessons in this digital era. Google Sites is a product owned by Google that functions as a site creation tool. Google Sites is useful for creating websites for both individual and group purposes. Google Sites services can be used for free and provide good data security to prevent viruses so that learning materials and information remain protected. The use of web-based learning media with Google Sites is very flexible because it can be accessed via smartphone, laptop or tablet (Widya Mutiara Mukti, *et al*, (2020:51-59).

Google Sites can be accessed anywhere and anytime, and is presented practically and simply through an integrated web platform. Because it is website-based, Google Sites is easy to use for students who only need to open the link provided by the teacher via a web browser on their smartphone, without needing to download additional applications. It is hoped that the use of Google Sites can simplify the learning process for students and teachers, making it simpler and more interesting (Saputra, *et al*., 2023:3327). This study is based on arguments based on initial observations at UPTD SMPN 8 Parepare, that there are several problems that arise in the learning process, including the learning process still using whiteboard media so that students appear less interested, many even do not pay attention to the learning material presented by Teacher. It also appears that many students only rely on the information provided by the teacher, and are lazy about writing notes traditionally. They prefer to

***Corresponding Author:** Khaerani Nasir

DOI- https://doi.org/10.5281/zenodo.13145434

look for information online rather than taking notes from the blackboard or textbook, which can cause their understanding of the learning to be low.

Other problems also occur when teachers use slides with the help of an LCD projector in learning, including limited time to prepare LCD presentations, hardware or software sometimes does not function properly, which can complicate the preparation process and take more time. Thus, it is deemed necessary to create learning situations that can utilize smartphones so that students will not use smartphones beyond their learning capacity.

This research and development seeks to develop a PAI learning module based on Google Sites to improve student learning outcomes at UPTD SMPN 8 Parepare. This is based on research conducted by Ayu Wulandari, *et al*, regarding the effect of using Google Sites in learning in improving student learning outcomes. Ayu Wulandari, *et al*., 2022:83). In line with this, three questions can be formulated: 1) what is the validity of the Google Sites-based PAI learning module to improve the learning outcomes of UPTD students at SMPN 8 Parepare? 2) How practical is the PAI learning module based on Google Sites to improve the learning outcomes of UPTD students at SMPN 8 Parepare? And 3) How effective is the PAI learning module based on Google Sites in improving the learning outcomes of UPTD students at SMPN 8 Parepare?

This Research Aims To:

a. Describe the validity of the Google Sites-based PAI learning module to improve the learning outcomes of UPTD students at SMPN 8 Parepare.

b. Describe the practicality of the PAI learning module based on Google Sites to improve the learning outcomes of UPTD students at SMPN 8 Parepare.

c. Describe the effectiveness of the Google Sites-based PAI learning module in improving the learning outcomes of UPTD students at SMPN 8 Parepare.

RESEARCH METHODS

The research model used is research and development. This is the ADDIE model. ADDIE was developed by Dick and Carry to design learning systems. This model consists of five development stages, namely Analysis, Design, Development, Implementation and Evaluation (Winarmi: 2018). The research begins with a preliminary study by identifying learning objectives and target audience. The Google Sites-based PAI learning module that has been developed was validated by PAI material experts and learning media experts, and a trial of the feasibility, practicality and effectiveness of the product was carried out based on the responses of PAI teachers and class VII students at UPTD SMPN 8 Parepare. Data analysis was carried out using IT-based applications.

RESULTS AND DISCUSSION

1. Analysis

a. Analysis of Learning Resources and Learning Media Needs

Analysis of learning resource needs and learning media is used as a guideline for developing learning modules. Data was collected through observation methods. The observation results show that the learning resources and learning media used in class VII UPTD SMPN 8 Parepare are adequate. However, the development of IT-based learning resources and learning media still requires further attention. Teachers currently use textbooks, whiteboards and PowerPoint slides to deliver material in class, which results in limited access for students to learning material outside the classroom.

b. Analysis of Learner Needs and Characteristics

From the results of observations, it was found that students use smartphones more often than reading textbooks on a daily basis. They feel that using a blackboard to convey material is less interesting, so they get bored easily and have difficulty understanding the lesson. As a result, some students are even tempted to play on their smartphones during class. Therefore, researchers will develop a learning module based on Google Sites with material on prohibitions on gossip and recommendations for bertabayun. This is expected to help students use smartphones more effectively in the teaching and learning process.

c. Formulating Competencies for the Prohibition of Giving and Recommendations for Tabayun

Prohibition of gossip and encouragement of tabayun is one of the materials taught in class VII at junior high school level in accordance with the independent curriculum. The material displayed will later be adapted to the teaching module that has been prepared.

2. Design

The development of this Google Sites-based PAI learning module begins with conducting analysis, then designing a design, then developing the

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module after it is tested by material experts and media experts, if it is accepted then it is tested in small groups, then in large groups, and after being tested it will reach the stage The final stage is implementation and evaluation, after which the product can be used.

3. Development

After carrying out the design stage, the next step is the development stage. Modules are developed using Canva to create designs that suit the selected materials. Next, a quiz game was created via the WordWall website and practice questions using Quiziz with the questions adjusted for students. Learning videos are taken from YouTube links that are relevant to the module material and are all combined on Google Sites.

The PAI learning module based on Google sites can be accessed via the link https://sites.google.com/view/pendidikanagamaislam7

4. Implementation

Before implementing the Google Sites-based learning module, researchers first distributed pretest questions to students using Google Form. This pretest aims to explore students' initial abilities before using the Google Sites-based PAI learning module. The next step is the process of implementing Google Sites-based PAI learning modules in the classroom learning process. Then, students will undergo a posttest to assess their abilities after using the Google Sites-based PAI learning module.

5. Evaluation

After implementation, the next step is evaluation. The evaluation aims to assess the level of success in using the PAI learning module based on Google Sites. There are several obstacles in creating PAI learning modules based on Google sites, including:

a. The process of preparing material and design requires quite a long time to create an attractive and structured design, which will help students understand the module well.
b. Some students may have limited technological abilities, which makes it difficult for them to understand the use of the module.

The results of the first stage of testing by the PAI material expert validator, namely Dr. H. Mukhtar Yunus, Lc., M.Th.I. Several directions and input were obtained, namely: add hadith about gibah, correct the words in learning outcomes, complete the learning objectives, according to the teaching module, correct the word Inspiration in the material subtitle. After making improvements from the validator's input from material experts, the validator was again given an assessment questionnaire and a revised Google Sites-based PAI learning module. Obtained material expert validation results of 91.76%. With these percentage results, the Google Sites-based PAI learning module can be categorized as very valid and categorized as worthy of being implemented in PAI learning.

Furthermore, the results of the first stage of testing by the material expert validator, namely Mr. Ahmad Zuhudi Bahtiar, M.Pd., obtained several directions and input, namely: the sharpness of the image on the title on the home page is not enough, the instructions for use are not clear, add a developer profile, the home icon is removed from the page home/menu, on the page where the word home is added with the home icon, add instructions for playing the quiz/game on the quiz page, the Facebook button doesn't work. After making improvements from the media expert validator's input, the validator was again given an assessment questionnaire and a revised Google Sites-based PAI learning module. The validation results obtained by media experts were 91.25%. With these percentage results, the Google Sites-based PAI learning module can be categorized as very valid and categorized as worthy of being implemented in PAI learning.

After validating the module, it is declared suitable for use and has been revised according to directions and input from the validator. So next the module will be tested for its practicality which will be carried out by the Islamic Religious Education teacher at UPTD SMPN 8 Parepare, namely Drs. Muhammad Saleh, M.Pd. and the teacher response results were 95%. With these percentage results, the Google Sites-based PAI learning module can be categorized as very practical. The teacher commented that the PAI learning module based on Google sites was easy to understand, interesting because it related to everyday life.

To determine students' responses to the Google Sites-based PAI learning module, two trial stages were carried out, namely: small-scale trial and large-scale trial. The results of the PAI learning module trial on a small scale obtained a percentage of 93% with a very interesting category. In carrying out this small group trial, several comments were obtained, namely: this module is more practical than having to carry books

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everywhere, the module is very exciting because there are games in it, this module provides a new learning experience

The results of the PAI learning module trial on a large scale obtained a percentage of 97.69% in the very interesting category. In carrying out this small group trial, several comments were obtained, namely: I no longer have to carry books everywhere, I will continue to read this module, it is very easy to understand, I can learn well. Next, the researcher conducted a t test to determine significant differences between pretest and posttest data. The t test results of pretest and posttest data obtained Asymp values. Sig (2-tailed) = 0.000 < 0.05, so it can be concluded that there is a significant difference between students after using the PAI learning module based on Google Sites.

An N-gain test was also carried out to determine whether there was an effect of using Google Sites-based PAI learning modules in learning. The N-Gain test results obtained an average score of 0.95 > 0.70. So it can be concluded that the influence of using Google Sites-based PAI learning modules in learning is very high or very effective. The findings in this research are in line with what has been stated by Wulandari, *et al*, that the use of Google Sites in learning has an effect on improving student learning outcomes. (Wulandari, *et al*., 2022:83). This also provides new experiences in learning for students so that the learning process can be more varied, interactive and innovative which can improve student achievement.

CONCLUSION

The validation results of the PAI learning module material experts based on Google sites were 91.76% in the very valid category. Meanwhile, the validation results from media experts obtained 91.25% with a very valid category. So it can be concluded that the PAI learning module based on Google sites is worthy of being implemented in PAI learning.

The response to using the Google Sites-based PAI learning module after carrying out the validation stage in the small-scale trial results from student questionnaires was a score of 93% in the very interesting category. Meanwhile, large-scale trials were also in the very interesting category with a percentage of 97.69%. So it can be concluded that the PAI learning module based on Google sites has been well responded to by students and is suitable for use.

From the t test results, the Asymp value was obtained. Sig (2-tailed) = 0.000 < 0.05, so it can be concluded that there is a significant difference in student learning outcomes after using the Google Sites-based PAI learning module. The average N-Gain score is 0.95 in the high or very effective category. So it can be concluded that the PAI learning module based on Google sites is effective and can improve students' learning outcomes.

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Source of support: Nil; **Conflict of interest:** Nil.

Cite this article as:
Nasir, K., Hamdanah, H., Marhani, M., Usman, U. and Dahlan, M. "The Development of an Islamic Religious Education Learning Module Using Google Sites to Improve Learning Outcomes for UPTD Students at SMPN 8 Parepare."*Sarcouncil Journal of Education and Sociology* 3.7 (2024): pp 1-5.

Publisher: SARC Publisher