



Developing Google Sites-Based Interactive Learning Media for Teaching News Texts to Seventh-Grade Students

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ABSTRACT

Purpose of the study: This study aims to describe teachers' and students' needs for learning media, develop an integrated Google Sites-based interactive learning media for seventh-grade news text instruction using the ADDIE model, and evaluate its validity, practicality, and effectiveness.

Methodology: Employing a research and development (R&D) approach using the ADDIE model, this study evaluated the media's effectiveness through a one-group pre-test and post-test design. The participants included 36 seventh-grade students at SMPN 2 Babakan Madang, one Indonesian Language teacher, and three expert validators. Data collection involved interviews, questionnaires, validation sheets, and learning outcome tests, analyzed through qualitative descriptions and quantitative statistical measurements.

Main Findings: The developed Google Sites-based interactive learning media was found to be very valid, with content validity at 99%, media validity at 98%, and final language validity at 90%. It is also highly practical, receiving a 100% positive response from the teacher and 95% from students. Student learning outcomes improved, showing a mean score increase of 37.88 points. The N-gain score was 0.63 (moderate category), and a paired sample t-test showed a significant difference ($p = 0.001 < 0.05$).

Novelty/Originality of this study: The novelty of this study lies in the development of an integrated Google Sites-based learning medium that combines news text materials, contextual examples, interactive exercises, and structured navigation to support seventh-grade students' learning within the ADDIE framework.

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1. INTRODUCTION

Quality education must keep pace with the times in the 21st century. Education plays a vital role in preparing the next generation to face the challenges of technological advancement [1], [2]. In practice, modern education must begin by incorporating technology into classroom learning [3], [4]. The application of digital technology in classroom learning provides students with the opportunity to explore various learning resources independently [5]. In line with Apriana's view [6], the learning process today no longer focuses solely on the educator but is learner-centered, utilizing various digital learning resources through innovative media and learning materials.

One form of technology implementation in learning is the development of learning media. According to Arsyad [7], learning media serves as a tool that influences learning conditions and methods. Form implementing appropriate learning media, the learning process and atmosphere can be effective [8]. Appropriate learning media

can help students learn independently, as the learning materials have been designed to meet their needs [9]. Furthermore, learning media designed using digital technology can enhance students' motivation to learn [10].

Interactive media is a form of educational media development. Interactive media can take the form of educational applications, simulations, educational games, and learning software [11], [12]. Furthermore, according to Windiastuti [13], the appropriate use of interactive educational media has the potential to positively impact the quality of the learning process and outcomes, as it provides students with the opportunity to directly access learning resources. Interactive media not only conveys information in a one-way manner but also provides a more in-depth learning experience through direct interaction between students and the instructional material [14]. The use of educational media is necessary across various subjects in schools, including Indonesian language instruction at the junior high school level. According to Ningrum [15], the implementation of innovative interactive learning media can increase students' interest in learning at the junior high school level.

At the junior high school level, Indonesian language instruction focuses on developing students' ability to understand and produce various types of texts in accordance with the themes being studied [16]. One type of text included in the curriculum is the news article, which is an important subject for students to master [17]. News texts are texts containing facts that are true, objective, and unbiased, and are written concisely, clearly, and precisely with the primary goal of providing accurate information [18][19]. Learning about news texts trains students to understand factual information, identify key elements of an event, and present information systematically and objectively in written form [20]. In news text instruction, the structure of a news text consists of a headline, lead, body, and conclusion [21], [22]. Additionally, the elements of a news story include what, who, when, where, why, and how [23]. These elements aim to ensure the quality of the written news [24]. These components are essential for students to understand during the learning process. Based on classroom observations and direct interviews with Indonesian language teachers, it was found that a fairly diverse range of learning media is already being used in the classroom. When studying news texts, students are guided to use content from the TikTok platform as a digital medium to access up-to-date information sources. However, the learning media currently used in the classroom have not been fully effective in enhancing students' understanding. Therefore, there is a need for innovative digital learning media. The use of interactive learning media can be one solution to address this challenge. This type of media provides students with the opportunity to engage directly with learning materials through a variety of content, ranging from text, images, and videos to practice exercises [25]. This explanation aligns with research conducted by Azka [26] on Indonesian language instruction for seventh-grade students, which revealed that the use of interactive media can increase student participation while deepening their understanding of the material in a more structured manner. Furthermore, research conducted by Hamdani [27] regarding the application of Google Sites in seventh-grade junior high school instruction showed that students were better able to learn independently and actively.

Previous studies have examined the development of interactive learning media and the use of digital platforms such as Google Sites in the learning process. However, most of these studies still focus on a single aspect, whether on media development alone, the general use of digital platforms, or the presentation of learning content without comprehensive integration. As a result, the media produced have not been able to fully accommodate learning needs, particularly in connecting material presentation, real-life context, interactive activities, and learning evaluation. In the context of news text learning, these limitations become more evident because the material not only requires conceptual understanding but also the ability to analyze text structure (headline, lead, body, and tail) as well as mastery of news elements (5W+1H). Several previous studies have indeed introduced digital or interactive media; however, they tend not to provide contextual news text examples relevant to students' daily lives, lack interactive and continuous practice activities, and do not integrate evaluation mechanisms that can directly measure students' understanding within a single cohesive learning system.

Furthermore, the use of Google Sites in prior studies has generally been limited to functioning as a medium for presenting information or as a repository of learning materials, and thus has not been fully optimized as an interactive and adaptive digital learning environment. In fact, Google Sites has the potential to be integrated with various other services such as Google Forms for evaluation, audiovisual media to enhance understanding, and navigational features that support independent and flexible learning. Therefore, it can be concluded that a research gap still exists, namely the absence of a Google Sites-based learning medium that simultaneously integrates structured news text materials, contextual examples, interactive activities, and learning evaluation within a systematic design oriented toward students' needs. Google Sites features tools for managing various topics and learning materials, allowing students to access lesson content from anywhere and at any time, provided the device is connected to the internet [28]. With its user-friendly features and integration with other *Google* services, Google Sites facilitates the creation of structured and engaging learning materials in the form of a website [29]. Furthermore, using Google Sites as a digital learning platform enables the display of students' learning outcomes [30]. Previous studies have examined interactive learning media and the use of Google Sites in junior high school learning. However, limited studies have developed an integrated Google Sites-based medium specifically designed for news text learning by combining structured materials, contextual examples, interactive exercises, and student response evaluation within the ADDIE framework.

Based on the above explanation, this study aims to develop interactive learning media using Google Sites for teaching news texts in seventh grade. Therefore, the objectives of this study are: (1) to describe the needs of teachers and students for news text learning media; (2) to develop interactive learning media based on Google Sites using the ADDIE model; and (3) to test the validity, practicality, and effectiveness of the media on students' understanding.

2. RESEARCH METHOD

2.1 Research Design

This study is a research and development (R&D) using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation phases. To assess the media's effectiveness, a one-group pre-test and post-test design was utilized. According to Sugiyono [31], the research and development method is a research method used to produce a specific product and test the effectiveness of that product. The method used is research and development. There are several types of models within the research and development method. The model used in this study is the ADDIE model, which stands for Analyze, Design, Develop, Implementation, and Evaluate [32].

2.2 Research Participants

The subjects of this study are seventh-grade students at SMPN 2 Babakan Madang, Bogor Regency. More specifically, the research subjects were selected from Class 7A, consisting of a total of 36 students. Although 36 students participated in the implementation stage, only 33 complete pre-test and post-test data sets were analyzed. Additionally, this study involved an Indonesian Language teacher as a research assistant and as a subject matter expert to assess the effectiveness and appropriateness of the instructional materials designed. Furthermore, this study involved an Indonesian Language and Literature lecturer as a language expert evaluating readability, sentence structure, and grammar, alongside a Computer Science lecturer as a media expert assessing visual design, navigation, and interactivity.

2.3 Research Procedures

This study uses the ADDIE model as a development framework consisting of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it has proven effective in designing and producing innovative products [33], [34].

1. Analysis is used to identify problems and shortcomings in previously available learning products or media [16], [35].
2. Design is the stage of creating learning media using Google Sites.
3. Development is the stage for determining the suitability of the developed media in terms of content, language, and ease of use.
4. Implementation was carried out directly by integrating Google Sites-based interactive learning media into news text teaching and learning activities for seventh-grade students, as well as administering tests to measure its effectiveness [36].
5. Evaluation involves distributing questionnaires to both teachers and students as a means of gathering their feedback on the instructional media that has been successfully developed [37].

2.4 Research Instruments

Interviews were conducted to gather information regarding the school's profile and needs analysis. Questionnaires were used as data collection tools to gather comprehensive evaluations of the interactive learning media developed in this study. The questionnaires were used to identify students' needs, to assess the effectiveness of the developed media according to subject matter experts, language specialists, and media specialists, and finally to gauge user responses. Tests were administered to collect data related to comparisons of students' learning outcomes, particularly to observe differences before and after the implementation of interactive learning media in the learning process [38]. Data documentation serves as evidence of the research implementation and to strengthen the validity of the data obtained from the data collection stages.

2.5 Data Analysis

Data analysis in this study employs both qualitative and quantitative approaches. Qualitative analysis is used to interpret data descriptively, while quantitative analysis is used to measure effectiveness levels based on predetermined scores derived from interviews and questionnaires [39]. Qualitative data analysis techniques in this study were used to describe the results of the needs analysis obtained through interviews with teachers and closed-ended questions [40]. Quantitative data analysis techniques in this study were used to process numerical data

obtained from research instruments, such as questionnaires[41]. The collected data was then calculated to derive the research findings. This analysis aims to present data objectively, systematically, and measurably.

3. RESULTS AND DISCUSSION

3.1. Needs Analysis

The analysis was conducted through observation, interviews with Indonesian language teachers of 7th-grade students at SMPN 2 Babakan Madang, and the distribution of needs analysis questionnaires to 7th-grade students. Based on the interview results, information was obtained regarding the use of learning media already implemented in the learning process. The media currently used to deliver the material is still limited to textbooks. Furthermore, to reinforce explanations of the material, visual media have been utilized to provide students with more concrete examples. Additionally, assessment activities have made use of several digital platforms. These various forms of learning media have not been fully effective. This is due to the use of media that are presented in separate formats and have not been integrated into a single, cohesive learning media system. As a result, the material studied by students is not presented systematically within a single, easily accessible medium.

Furthermore, based on the need for innovative learning media, the analysis results indicate that students require interactive and user-friendly learning media. Students tend to be more interested in media that has an attractive interface, is easily accessible, and is capable of presenting material clearly and systematically. It is hoped that interactive learning media will help improve students' understanding of news text material and make the learning process more effective and enjoyable.

Table 1. Results of the Student Needs Survey

Aspect	Survey Results on Needs Analysis
Student Competencies	189
Presentation Suitability	119
Media Needs	136
Frequency of responses (f)	444
Number of responses (n)	576
Percentage	77%
Category	Most respondents (76–99.9%)

A total of 36 seventh-grade students participated in the needs analysis. They were given a 16-question survey focusing on three aspects: reading comprehension of news texts, currently utilized learning media, and the demand for new learning media. Based on the table of results from the needs analysis survey, it can be explained that the data was obtained from three main aspects: student competency (score of 189), presentation suitability (score of 119), and media needs (score of 136). These three scores were then added together, resulting in a response frequency (f) of 444 out of a total number of responses (n) of 576. The total possible score was 444, obtained from the number of respondents, questionnaire items, and maximum score for each item, thus serving as the denominator for calculating the overall percentage of needs. Comparing the response frequency to the total number of responses yields a percentage of 77%. This figure indicates a fairly high level of need for the development or provision of the learning product or medium being analyzed. When converted to the need scale interpretation categories, the result of 77% falls within the range of 76% to 99.9%, which is categorized as “mostly in need”.

3.2. Design of Learning Media

The design phase involved creating an interactive learning media design based on the results of the needs analysis that had been conducted. The analysis results showed that students need learning media that is engaging, interactive, and easily accessible so that they can fully understand the news text material. Therefore, the learning media was designed using Google Sites with a simple layout so that students would not be distracted by excessive elements. Additionally, the navigation within the media was designed to be user-friendly for students.



Figure 1. Interactive Learning Media Using Google Sites

The content design aligns with the material studied in school, specifically news texts. Each explanation is accompanied by examples to help students better understand the material. Additionally, news text examples appropriate for the students' grade level and easy to understand have been included. The interactive learning media was designed using Google Sites with an emphasis on a clean, distraction-free interface to prevent cognitive overload. The site navigation features a structured main menu encompassing: Learning Objectives, an Attendance List, User Instructions, a Pre-Test, Core News Text Materials, a Post-Test, and an Author Profile. Pedagogically, this structured menu was chosen to guide students through a logical learning progression beginning with baseline assessments, advancing through contextual examples, and concluding with comprehensive evaluations.

3.3 Development of Interactive Learning Media Using Google Sites

Development is the process of creating the product based on the initial design until the media becomes an interactive learning tool using Google Sites. Subsequently, the interactive learning media was validated by three experts to determine the product's suitability. The evaluations and feedback from the three experts were used to refine the product to make it better and more suitable for use. The aspects evaluated included the suitability of the content, language, and media.

Table 2. Validation Test Results

Validation Test	Validation Score 1	Validation Score 2	Score Maksimal	Overall Results	Category
Subject Matter Expert	74	75	150	99%	Very Valid
Language Expert	52	68	150	80%	Valid
Media Specialist	73	74	150	98%	Very Valid

The first validation was conducted by a subject matter expert, specifically a 7th-grade Indonesian language teacher. The validation results yielded a score of 99%, categorized as "highly acceptable." This score was the cumulative result of two validation stages: the first validation, which scored 74 and included suggestions for improvement to refine the linguistic structure by adding explanations and examples of news leads. After the revisions were made, the second validation achieved a score of 75.

Subsequent validation was conducted by a language expert, specifically a lecturer in Indonesian Language and Literature Education. The validation results achieved a score of 80%, categorized as "acceptable." This score is the cumulative result of two validation stages: the first validation received a score of 52, accompanied by suggestions for improvement regarding capitalization and punctuation, the addition of numbered language rules, and consistency in referring to users. After revisions were made, the second validation showed an improvement to 68. The final validation was conducted by a media expert in collaboration with a computer science faculty member. The validation results achieved a score of 98%, categorized as "highly acceptable." This score is the cumulative result of two validation stages: the first validation received a score of 73, accompanied by suggestions for improvement, such as rearranging the content placement in the main menu to make it more systematic. After revisions were made, the second validation showed an improvement to 74. The results of the third expert assessment indicated that the developed learning media met the criteria for suitability in terms of content, language, and design.

3.4 Implementation of Google Sites Learning Media in News Text Instruction

The implementation involved pilot-testing the interactive learning media using Google Sites with 36 seventh-grade students in Class VII A. This phase was conducted to assess the effectiveness of the developed

product. The implementation of the interactive learning media took place over two sessions: on June 20, 2026, and June 21, 2026. During the first session, the learning activities were carried out according to the steps outlined in the teaching module. As described at , this session covered the discussion of news text examples. Subsequently, during the second session, the learning activities continued with a lesson on the steps for writing news texts. Students were guided to compose news tek based on the understanding they had gained in the previous session. Afterward, students took a final test to assess their learning outcomes following the use of interactive learning media via Google Sites.



Figure 2. Implementation of Interactive Learning Media Using Google Sites in 7th Grade

After the implementation, data in the form of pre-test and post-test results were collected, calculated, and analyzed to determine the effectiveness of the learning media that had been applied. The calculations and analysis were performed using the N-gain to determine students' learning outcomes before and after the use of the learning media. Additionally, the data were analyzed using a t-test to determine whether there was a significant difference between the pre-test and post-test results.

Table 3. N-gain Calculation Results

Average Score		Score Increase	N-Gain	Criteria
Initial Test	Final Test			
38.54	76.42	37	0.63	Moderate

Based on the results of the analysis of the effectiveness of interactive learning media using N-gain, the students' average pre-test score was 38.54 and their average post-test score was 76.. This average score indicates a 37% increase. Furthermore, the N-gain calculation yielded a value of 0.63, which falls within the "moderate" category. This improvement indicates that the use of interactive learning media via Google Sites has a positive impact on students' learning outcomes. This is evident from the changes in students' abilities following the intervention, particularly in their comprehension of news text material. Based on the N-gain calculation, a value of 0.63 was obtained, which falls within the moderate criterion. These results show that there was an improvement in students' learning outcomes after participating in instruction using interactive learning media. The results obtained were influenced by the students' initially low proficiency levels; consequently, during the learning process, students remained focused on understanding basic concepts.

Table 4. Results of the t-Test Calculations

T	Df	Sig. (2-tailed)
-17.531	32	0.001

Based on the results of the t-test analysis, a t-value of -17.531 was obtained, with 32 degrees of freedom (df) and a significance level (two-tailed) of 0.001. This significance value is less than 0.05 ($0.001 < 0.05$), so it can be concluded that there is a significant difference between the results before and after the treatment. This proves that the use of Google Sites-based interactive learning media contributes to an improvement in students' learning outcomes

3.5 Evaluation of Interactive Learning Media Using Google Sites

The evaluation stage is the final step in the entire process of developing interactive learning media using Google Sites. The evaluation was conducted after all stages of development were completed, from the needs analysis stage to the implementation of the product in classroom learning activities. Final evaluation data were obtained through teacher and student response questionnaires following the use of Google Sites as an interactive learning medium for news text material.

Table 5. User Response Results

Responses	Total Score	Category
Teachers	100%	Very Practical
Students	95%	Very Practical

The results of the teacher and student response surveys indicate that the interactive learning media developed has a very high level of practicality. Teacher responses reached 100%, and student responses reached 95%, both of which fall into the “very practical” category. This indicates that the learning media is easy to use, aligns with learning needs, and is capable of increasing students’ interest and engagement in the learning process. The findings indicate that students’ learning outcomes improved after the implementation of the Google Sites-based interactive learning media.

4. CONCLUSION

The conclusions of this study indicate that the development of interactive learning media based on Google Sites is able to address the learning needs related to news texts, which had not previously been optimally integrated. The validation results show a very high level of feasibility (content 99%, media 98%, language 80%), with high practicality based on responses from teachers (100%) and students (95%). The effectiveness of the media is evident from the improvement in learning outcomes, with an N-gain of 0.63 (moderate category) and a significant t-test ($p < 0.05$). In addition to improving comprehension, this medium also supports the strengthening of cultural literacy through contextual and interactive learning, encouraging students’ active engagement in interpreting information more critically. Based on these findings, several recommendations are proposed. First, teachers are encouraged to integrate Google Sites into text-based and project-based learning activities, particularly in teaching news texts, by utilizing its features to combine instructional materials, videos, and formative assessments within a single platform. This integration can support more structured and interactive learning experiences, especially in facilitating students’ understanding of news text elements and their ability to construct texts independently. Second, future researchers are recommended to expand this study by involving larger and more diverse samples, extending the duration of implementation, and incorporating more advanced interactive tools or external platforms to enhance user engagement. Further studies may also explore the effectiveness of similar media in different subjects or investigate its impact on other competencies, such as critical thinking and digital literacy, to strengthen the generalizability and contribution of the findings.

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AUTHOR CONTRIBUTIONS

Conceptualization, N.T.S., E.S., S.T., and R.E.; Methodology, N.T.S.; Software, N.T.S.; Validation, N.T.S., E.S., S.T., and R.E.; Formal Analysis, N.T.S.; Investigation, N.T.S.; Resources, N.T.S.; Data Curation, N.T.S.; Writing – Original Draft Preparation, N.T.S.; Writing – Review & Editing, N.T.S., E.S., S.T., and R.E.; Visualization, N.T.S.; Supervision, E.S., S.T., and R.E.; Project Administration, N.T.S.; Funding Acquisition, N.T.S.

INFORMED CONSENT STATEMENT

Informed consent was obtained from all participants involved in this study. Prior to the implementation of the research, students were provided with a clear explanation of the study’s objectives, procedures, and learning activities using the developed media. This study was conducted after the researcher obtained official permission from the university through a formal research authorization letter, which was subsequently followed by written approval from SMPN 2 Babakan Madang. In addition, the research activities were carried out with the knowledge and permission of the subject teacher, as evidenced by an official report document signed by the Indonesian language teacher. All students voluntarily agreed to participate in the study.

CONFLICTS OF INTEREST

The authors declare no conflict of interest. The study was carried out independently, and no external funding sources influenced the design, data collection, analysis, interpretation, or publication of the research.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

During the preparation of this work, the authors used ChatGPT and DeepL to assist in language translation and drafting of certain sections. After using these tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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