

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON GOOGLE SITES FOR PERSONNEL ADMINISTRATION SUBJECT

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Abstract (English)

The aim of this research is to develop website-based interactive learning media using Google Sites media in the Civil Service OTK class XII SMKN 14 Jakarta and to determine the level of feasibility and practicality of the learning media that has been produced. The method employed in this research is Research and Development (RnD) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research subjects include three validators (subject matter experts, media experts, and instructional design experts) and 36 students from grade XII OTKP. Data analysis includes expert validation tests, with subject matter experts achieving 96%, media experts achieving 92%, and instructional design experts achieving 96%, all categorized as highly feasible. Practicality testing was conducted in three stages with 36 students, resulting in an overall score of 92%, categorized as highly practical. The findings of this research indicate that the interactive learning media based on Google Sites for the Personnel Administration subject at SMKN 14 Jakarta is highly feasible and practical, and ready to be implemented in the learning process.

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Learning Media, Google Sites, ADDIE Model, Personnel Administration

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Tujuan dari penelitian ini adalah untuk mengembangkan media pembelajaran interaktif berbasis website menggunakan media Google Sites pada pelajaran OTK Kepegawaian kelas XII SMKN 14 Jakarta serta untuk mengetahui tingkat kelayakan dan kepraktisan dari media pembelajaran yang telah dihasilkan. Penelitian ini menggunakan metode Research and Development (RnD) dengan model pengembangan ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Subjek studi ini melibatkan 36 siswa di kelas XII OTKP dan tiga validator (ahli materi, ahli media, dan ahli desain pembelajaran). Analisis data mencakup uji validasi ahli, dengan hasil ahli materi mencapai 96 % berkategori sangat layak, ahli media mencapai 92 % juga dikategorikan sangat layak, dan ahli desain pembelajaran mencapai 96 % yang juga sangat layak. Hasil penelitian menunjukkan bahwa media pembelajaran interaktif yang digunakan di SMKN 14 Jakarta untuk pelajaran OTK Kepegawaian telah terbukti sangat layak dan praktis, serta siap di implementasikan dalam proses pembelajaran

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INTRODUCTION

The world of education is required to always carry out updates in all aspects, notably for the area of education, notably in the area of education system. Not because the previous system was not good, but to create a good system in every aspect of education. Good for teachers, students, and for the school itself. A learning method that is implemented by a school greatly influences the education system so that it runs well and is in accordance with what is desired (Nasution et al., 2023). Therefore, learning methods must not be stuck or hampered in their development. A teacher's role as an educator and instructor must be accustomed to being able to create interesting learning in the classroom so that students are able to concentrate and take an interest on the learning process.

In delivering material to students, the use learning media is necessary to ensure that learning is carried out effectively and achieves the desired goals. Learning media functions as

a tool that supports the overall learning process (Cahyo Nugroho & Hendrastomo, 2021). Learning media is not limited to books, PowerPoint slides and whiteboards, but they can also be made into webpages that students can visit using their smartphones or laptops to support independent learning. (Saputra et al., 2022) say that media acts as a tool to convey information or messages from one location to another, as well as as a tool to stimulate students so that the process learning occurs.

The background to this research was because several obstacles were found that occurred during the learning process, including that during learning, students could only rely on material provided directly by the teacher, causing students' lack of knowledge of the lesson to be limited to what they heard from the teacher. This is due to the lack of availability of teaching materials and also students' awareness of independent learning is still very low. Therefore, there is a great need for learning media that is certainly interesting for civil service learning. The Civil Service OTK subject is one of the subjects that is quite important for vocational high school students, especially for students who plan to immediately look for work after graduating (Fabiana Meijon Fadul, 2019). Because in this civil service subject they will be taught about the labor hierarchy, how the relationship between each part of a company is, and how a company operates.

One solution that can be used to raise students' enthusiasm for learning is a change in technology-based learning methods. Using Google Sites-based website media is one way to leverage technology to integrate learning approaches since using a website, information can be accessed more easily and without time constraints (Lestari & Safitri, 2023). Not only that, when using learning methods with the help of a website the teacher can provide material directly and not only material given in assignments can also be provided via the website. Another alternative is to use a learning method using application media, but this method requires making an application which is relatively complicated and the cost of making it is also quite expensive.

In this case, the researcher has something new in making this research, namely wanting to create learning media using the help of media Google Sites, which media is used to create a website that students can access anywhere and anytime. The website will later contain various civil service learning materials for class XII majoring in OTKP. In the future, the website will not only contain material but will also contain evaluations and questions in each chapter which students can use to practice the knowledge that has been taught by previous educators. This can be strengthened by research (Putri, 2021) which claims that using Google Sites-based learning materials is intriguing since they are simple to use and can grab students' interest in the material they are studying. Then in research (Adzkiya & Suryaman, 2021) also conducted research on the development of Google Sites media. From the narrative, the results state that learning using Google Sites media is more fun than using a conventional system which is monotonous and seems boring.

LITERATURE REVIEW

Development of Teaching Materials

Teaching material development is an effort to prepare learning materials by teachers, both in written and unwritten form, to aid in the classroom's teaching and learning process. In developing teaching materials, educators and curriculum developers need to pay attention to various factors such as student characteristics, applicable curriculum standards, and the latest developments in technology and information. The process of developing teaching materials also involves regular evaluation and revision stages to ensure that the material presented is based on meeting students' learning needs and can achieve the learning goals that have been set (Safrina, 2018) . Apart from that, developing teaching materials can also utilize various supporting resources such as textbooks, interactive learning media, digital applications, or

other online learning resources. The use of information and communication technology can help enrich students' learning experiences and increase accessibility to learning materials.

Well-developed teaching resources are those that are arranged in a tidy and orderly manner. According to (Pubian, 2022) several criteria regarding good teaching materials include criteria for presentation, directing teaching materials to be presented in a way that is attractive to students and can also be arranged systematically by providing learning instructions. Then you also need to pay attention to criteria regarding physical quality, It implies that in order for pupils to easily see instructional materials, they must be properly printed, covered, and use a suitable typeface. Then the content of the material is also the most important thing in preparing teaching materials. The content of teaching materials must be appropriate to the learning objectives and also have comprehensive coverage and be accompanied by an index or bibliography.

Instructional Media

To produce effective learning, several components are needed that support each other. (Nuraeni & Dkk, 2020) explain that in the process of learning the connection between teachers and students, learning materials, learning aids, students, and learning objectives are the five key elements that can enhance the learning process. Among these five elements, the use of learning media is one that is crucial to assisting the process of learning. The definition of learning media (Rahmawati, 2019) is a method or method used by a teacher for support the learning process so that a good and efficient learning environment can be created. Learning media is a solution used by a teacher to overcome several obstacles when distributing academic information to students.

Website

In its simplest form, a website is a compilation of web pages that the have been put into a subdomain or domain that is located on the World Wide Web (www). Websites are usually

located on at least one web server and can then be found via the internet network. A website is a page containing information that has been provided using internet access so that it can be used by anyone throughout the world as long as the user is connected to an internet network (Laily, 2022). The components on a website consist of text, sound, images, and so on so that it becomes an information medium that looks interesting to look at.

A website has a main function, namely as a provider of information. With this information, this website can later turn a site visitor into a prospect (Bakri, 2023). By converting site visitors into leads, a web administrator can set up a form for visitors to allow them to enter their email addresses and other information, so they can be identified as leads.

Google Sites

Google Sites is a service on Google that is used to facilitate the development of a site or website (Aprilia, 2022). Google Sites can be said to be an application or a site that can be used practically and is also an organized or structured application. Managing a website might be simpler using Google Sites, especially for novice users. Users can control access easily without needing any programming knowledge or skills because it is very easy to create, only requiring drag and click. According to the narrative conveyed by (Salasa & Hasanudin, 2023) Google Sites has significant benefits for achieving learning success. One of the benefits is that it can be used to store and present learning material and allows students to access it many times without worrying about losing/missing the material.

Personnel Administration Subject

Personnel Management Automation is one type of subject within the scope of the Office Management Automation department. In general, automation of personnel management is a series of administration related to the scope of personnel in a company. According to the book Personnel Administration, (Mayamin, 2022) means that personnel is a number of people employed in a particular organization or body, whether in the private or government/state sphere.

Based on this definition, automation of personnel management is a series of activities related to the organization and arrangement of employees to achieve certain goals. Other sources describe personnel administration as a series of activities related to the use of employees as labor to achieve desired goals. Thus, it can be said that automation of personnel management is a form of activity that is related to management or the use of employees to achieve certain benefits. If learning about automation of personnel management takes place in a vocational high school, then students will have their own picture of the rules regarding personnel in a company when they enter the world of work.

METHOD

The research being conducted is a research and development. The ADDIE model of development is applied in research and development, or R&D. The simplicity of the ADDIE Development Model which does not need the usage of a programming language makes it a popular choice for research and educational material development. Other than that, the ADDIE model's stages are straightforward, well-organized, and user-friendly. There are five steps in this model: Analysis , Design , Development , Implementation , and last Evaluation .

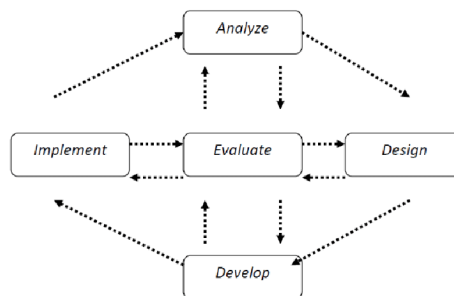


Figure 1. ADDIE Model Stages

Data analysis consists of two stages, namely evaluating the feasibility and evaluating the practicality of learning media. Feasibility evaluation was carried out by three expert validators, namely material experts, media experts, and learning design experts. Meanwhile, a practical evaluation was carried out by 36 students from SMK Negeri 14 Jakarta majoring in OTKP. Data collection techniques use questionnaires or evaluation sheets containing statements to be filled in by expert validators and students. The result score from the evaluation are then calculated using an index formula and the results are interpreted into categories based on the following table :

Table 1. Product Eligibility Category

Results	Category
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81% - 100 %	Very Feasible / Very Practical
61% - 80 %	Feasible / Practical
41% - 60 %	Quite Decent / Quite Practical
21% - 40 %	Infeasible / Impractical
0% - 20%	Very Infeasible / Very Impractical

RESULTS AND DISCUSSION

Results

Analysis

In the first stage, the researcher conducted unstructured observations at SMK Negeri 14 Jakarta, creating pre-research questions aimed at class XII OTKP students. The findings of these observations demonstrate that the school's use of teaching materials for Civil Service OTK classes only consists of textbooks and PowerPoint presentations. In fact, textbooks are only owned by educators, in this case teachers. This indicates that the teaching materials used are less varied.

Design

The next stage is designing a Website product which will be developed based on the results of previous analysis, namely by formulating material that follows Basic Competencies (KD), Core Competencies (KI), and Learning Indicators. After formulating the material, product design then begins, where in this design a design sketch is made to support the creation of learning media. Apart from designing design sketches, this stage also begins to determine the choice of media design, starting from choosing the color contrast to be used, font type and size, images and learning videos that are in line with the content of the material, as well as logos or button icons that match the theme of the media. the learning.

Development

At this point, the developed product is turned into a physical form and put through a validation procedure. Publishing it online for teachers and students to access is the first step. This learning media application has menus for the main page, learning materials, assessment, games, creator profile, and bibliography. The learning resources that were produced using the Google Sites website are displayed in Figures 2, 3, 4, 5, 6, and 7.

The display on the main page / home menu contains the title of the lesson material, tutorial or instructions for using learning media and also contains information about the school address.



Figure 2. Main Page

Furthermore, the material page contains 10 submenu displays for each chapter contained in the Civil Service OTK learning. The submenu display here is adjusted to the title of the material or the title of the chapter being studied. The sub-material of each chapter

contains learning objectives, the contents of the entire material, learning videos and learning summaries which are published in power point form. The material is also accompanied by several images that support and are appropriate to the material being studied.

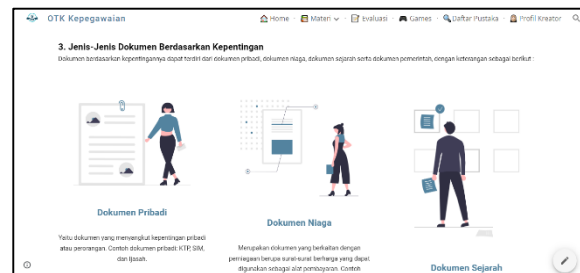


Figure 3. Material Page

The next is evaluation page. This evaluation page is also similar to the material display, which contains 10 submenu displays for each chapter contained in the Civil Service OTK learning. The submenu display here is adjusted to the title of the material or the title of the chapter being studied. However, when you click on this evaluation page, it will immediately connect to a Google Form page consisting of 10 questions that are in line with the material in each chapter.



Figure 4. Evaluation Page

There is a games page which contains 4 choices of learning games consisting of word guessing games, picture matching, quizzes and crossword puzzle games. Games in this media certainly contain questions that are related to personnel learning material. In word guessing games, picture matching and crossword puzzles in this media use media assistance by connecting to the wordwall page. Meanwhile, the quiz games are connected to the quizizz page.



Figure 5. Games Page

The bibliography page contains reference sources used by researchers in searching for material and content contained in learning media. The references listed on this page consist of

references to material obtained, images or icons used, as well as videos of learning materials listed on the material page.

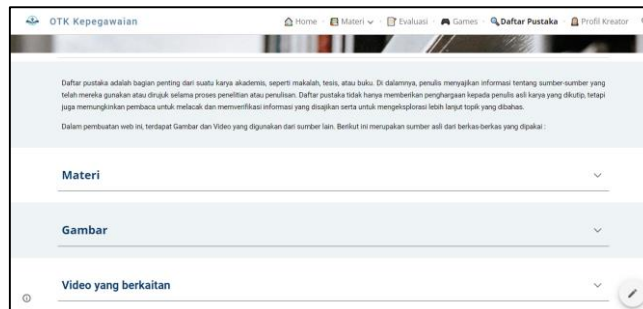


Figure 6. Bibliography Page

The final page contains the Creator's Profile with content regarding the identity and contact person of the media creator, which in this case is the researcher. This means that if at any time there are problems with the use and operation of the media, the audience can contact the creator so that follow-up can be carried out immediately.



Figure 7. Profil Kreator Page

After the media creation process, the product's level of feasibility will be tested in the following phase. Several validators who are specialists in various fields evaluate this learning material by offering insights derived from both theory and practice. Three categories of expertise validators: material experts, media experts, and learning design experts. With a score of 96%, the material expert validation test results were deemed highly appropriate and didn't require change. In the meantime, the evaluation by media experts scored 92% in the Very Feasible category and with several revisions, including removing the poster section and replacing it with a usage tutorial, changing the image on the dafpus menu, and removing the toggle switch on the games menu. Furthermore, the assessment from the learning design expert obtained the same score as the material expert, namely 96% and without any revisions.

Table 2. The Percentage of Validator Experts

No	Experts	Score	Percentase	Category
1.	Material Experts	72	96%	Very Feasible
2.	Media Experts	69	92%	Very Feasible
3.	Learning Design Experts	72	96%	Very Feasible
	Total	213	95%	Very Feasible

Implementation

This stage is a continuation of the Development stage. At this stage, all learning media designs that have been prepared are implemented and implemented after undergoing a revision process. Students can use developed Google Sites to access interactive instructional materials. Three stages were used in this testing with 36 pupils. The initial phase involves doing a one-on-one evaluation with three students of varying ability levels. This was then followed by a small group trial stage of 10 randomly selected students, and the final stage was carried out on 23 students who had not been involved in the previous trial. The results of trials on students are described in the table 3.

Table 3. The Percentage of Student Trials

No	Stage	Score	Percentase	Category
1.	One to one evaluation	136	91%	Very Practical
2.	Small group	670	89%	Very Practical
3.	Final Stage	72	94%	Very Practical
	Total	878	92%	Very Practical

Evaluation

At this final stage, an assessment of the ultimate outcomes of the learning media development that has been completed is completed. Based on validation assessments from three validators and trials on class, This learning website can be easily used by students and teachers, and helps increase students' enthusiasm for learning. Even though it has undergone several revisions, researchers have made improvements so that the website learning media meets the expected feasibility and practicality criteria. The following is the address that links to the learning resource <https://sites.google.com/view/otkepegawaian12/>

Discussion

Eligibility of Learning Media

Based the outcomes attained, this Google Sites-based interactive It is possible to declare learning media suitable for use if it has passed the validation test process carried out by several experts. This research shows that the Google Sites-based interactive learning media developed by researchers has been assessed as suitable or suitable for use, as proven by validation analysis by experts. The evaluation includes material experts with an agreement level of 96% in the very feasible category, media experts with of 92% who are also in the very feasible category, and learning design experts with an agreement level of 96% in the same category.

Overall, from the evaluation of three validators, the average score reached 95% with a very feasible category. This demonstrates how ideal Google Sites-based interactive learning materials are for use and testing. Although there are still several revisions that need to be corrected by researchers so that learning media can comply with standards, both in terms of material, media, learning design.

Practicality of Learning Media

Google Sites based interactive learning media that has been created can be considered practical if it has gone through practicalization tests involving student participation. The practicalization trial was carried out on 36 class XII OTKP students at SMKN 14 Jakarta. Where the trial here was carried out in three stages, including: the one to one evaluation stage where the trial was carried out by 3 students with a percentage result of 91%, a small group

trial with 10 students produced a percentage of 89%, and a group trial large with the participation of 23 students and a percentage of 94%.

From the results, the findings of the three test stages revealed an average percentage value of 92%, indicating a Very practical category. This demonstrates that learning media based on Google Sites is ideal for use in learning activities. Although there are several revisions that need to be corrected by researchers, such as adding a click feature to the title of the learning material.. Although there are several revisions that need to be corrected by researchers, such as adding a click feature to the title of the learning material.

CONCLUSION AND RECOMMENDATION

Conclusion

This study aims to create Google Sites based learning media for the Personnel Administration Subject for Grade XII, which is suitable and practical for use. Based on the research and development conducted, it can be concluded that the interactive learning media using Google Sites for Personnel Administration Subject is valid, user-friendly, and effective. This conclusion is drawn from validation tests and trials involving 36 students.

According to the validation results from various experts such as subject material experts, media experts, and learning design experts, the interactive learning media based on Google Sites developed by the researcher achieved an average percentage of 95%, categorized as highly suitable. Therefore, the Google Sites-based interactive learning media for Personnel Administration Subject at SMKN 14 Jakarta is highly suitable for use and has been tested with students.

Meanwhile, in the practicality test involving 36 Grade XII OTKP students, the researcher's Google Sites based interactive learning medium, which involved one-on-one, small- and large-group trials, received an average percentage score of 92%, classifying it as very practical.. Hence, the Google Sites-based interactive learning media for Personnel Administration Subject at SMKN 14 Jakarta is highly practical for use in learning activities.

Recommendation

After knowing the conclusions in this research, the recommendation given for the developing Google Sites based learning media for future researchers is that the preparation of observation instruments for students will be made in a more structured manner so that it can produce data that is more relevant to the research being carried out. Then, in its development, it can be enriched with more interesting and interactive features so that it can stimulate student activity and encourage higher learning motivation. Apart from that, the scope of material in the media can also be expanded and become more comprehensive and comprehensive in order to produce media that is more interesting and valid.

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