Development of Google Sites-Based Websites as A Learning Media for Indonesian Language in Elementary Schools to Enhance Pancasila Students Profiles

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Abstract: This research aims to develop Google Sites as a learning media for Indonesian language instruction to enhance the Pancasila Student Profile in elementary schools. The study employed a Research and Development (R&D) method with the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. The research subjects were elementary school teachers and students using this web-based learning media. Data were collected through interviews and observations with respondents. The data analysis included qualitative methods, such as data reduction, presentation, and quantitative analysis, supported by data triangulation to compare findings from various sources. The research showed that 84.6% of respondents strongly agree, and 15.4% agree, that this Google Sites-based platform effectively increased student engagement and interest in learning Indonesian. This learning medium allows students to study independently, search for necessary materials flexibly, and access engaging and interactive learning resources, positively impacting their understanding and learning outcomes. Additionally, the media received a feasibility score of 3.75. The content and language feasibility score of 3.75 also indicates an enhancement in the characteristics of the Pancasila student profile. Features such as discussion forums, collaborative project assignments, and materials aligned with Pancasila values help students develop skills in collaboration, critical thinking, and national values. Students are encouraged to actively participate and collaborate with peers, fostering cooperation and responsibility.

Introduction

Google Sites media is one of the elements that integrate learning services in schools as an implementation of the Merdeka Curriculum. The integration of Google Sites is a benchmark for learning quality oriented towards the enhancement of the Pancasila student profile. This concept is stated by the essence of 21st-century education, that learning takes advantage of the role of technological advancement, information, and communication is a cutting-edge development factor (Hanifa et al., 2024). The Google Sites media application has an impact on the learning patterns actualized by teachers to students (Hainey, 2020). Quality learning in Indonesian teaching materials can be developed through the integration of Google. Sites media. This effort is based on the advantages of Google Sites as a practical and multifunctional digital application program (Nur Alimah & Sumardi, 2023).

Google Sites is one of the features contained in the internet developed by the Google License under the auspices of Microsoft and other well-known companies in the field of word processing application services, websites, and numbers (Reinhardt, 2019). The Google Sites application can be accessed by users for free in creating *a website* for the desired purpose. One of them is as a medium for learning Indonesian in elementary schools (Panah et al.,

2022). The use of digital-based learning media through Google Sites is focused on teaching materials and student backgrounds. This situation provides consideration to get maximum results by implementing Google Sites media in learning (Halimatusyadiah & Disman, 2023). However, please note that the development of Google Sites can be done in various stages.

Elementary school is an educational program that involves students between the ages of 6-12 years old (Al-Ma'ruf et al., 2024). Such an age requires teachers to develop the learning process by integrating effective and interactive media. The use of Google Sites media which contains exposition text material with the theme of global diversity is one of the main teaching materials in Indonesian elementary schools. Thus, it is necessary to continuously update the learning process by teachers, so that students can have optimal language competence by the Pancasila student profile value indicators.

The update to the Google Sites program, which contains learning materials, is intended to represent critical thoughts from media experts and materials based on experiments with learning media products (Ayu et al., 2023). This makes it easy for students to follow the learning process carefully and to master all the expected learning indicators as an appreciation of the existence of the Pancasila student profile value in elementary school. One of the materials that can be contained on the Google site is the structure of the exposition text and how it is written with the theme of global diversity (Pasidya & Murugan, 2023). This material is a characteristic of material that requires a critical and deep thinking process in learning Indonesian in elementary school.

The value of the Pancasila student profile is the most important part of the independent curriculum. The focus of the material contained in the Pancasila student profile is character development based on Pancasila values which are classified into six different but interrelated dimensions (Ayu et al., 2023; Yahia, 2024). The essence of the Pancasila student profile includes faith and devotion to God Almighty, critical reasoning, independence, global diversity, creativity, and cooperation. These dimensional components are expected to be lived by students through the learning process of exposition text structure with the theme of global diversity using Google Sites media. The urgency of the problem that is used as an option for integrating Google Sites media in learning is the lack of understanding of students in understanding and writing exposition texts properly and according to the criteria in the Raden Mas Said Karanganyar cluster in Central Java, Indonesia. The learning outcome that teachers want through learning indicators is that students can understand the intrinsic elements contained in the exposition text, and that students can mention one part of the exposition text that contains the content of the Pancasila student profile.

The development carried out on a media or product based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) has clear and measurable criteria according to its stages (Candy, 2024; Nwangwu et al., 2024). The analysis carried out can delve into the problems that are being faced, the design made tried to overcome the problems that occur with the contribution of users, development is based on known weaknesses in limited trials in schools, implementation focuses on the achievement targets of product development, and evaluation is based on the results of assessments by experts as evidence of the effectiveness of the use of google sites media. These criteria will be a benchmark for the success of the use of Google Sites media in Indonesian learning as an effort to support the creation of an independent learning curriculum in elementary schools (Anita et al., 2024).

The results of research relevant to this study have been carried out by previous researchers but with different research objectives and content. One of them departs from the results of research by Afifa & Astuti, (2024) showing that there is an element of novelty that

makes students' interest in learning Indonesian increase by exploring intrinsic elements in news texts that make google sites media interesting. The results of the study by Nurhuda et al., (2023) have an urgency relevant to this study, that Google Sites makes an effective contribution that makes students' thinking more active focusing on the use of language in fictional stories. The results show a positive impact related to learning behavior and student learning outcomes. In addition, the use of Google Sites as an Indonesian learning medium provides a real meaning that the quality of the learning process can be supported by the use of information and communication technology media in sustainable education in the independent curriculum (Widyastuti, 2022).

The main focus that is expected from the use of Google site media in learning in elementary schools is that students can communicate politely and communicatively between friends and become an effective learning resource by prioritizing the good and correct use of Indonesian (Wasimin, 2022). This is included in the content of enhancement character education based on Pancasila values. This study aims to develop Google Sites as an Indonesian learning medium as an enhancement of the Pancasila student profile in elementary schools and develop a practical guide to Google Sites as an Indonesian learning medium to enhance the Pancasila Student Profile in elementary schools.

Research Method

This research used the Research and Development (R&D) method, which aims to develop and produce effective and valid learning media products. With the ADDIE stage model, Analysis, Design, Development, Implementation, and Evaluation have interrelated roles, ranging from analyzing needs to determine appropriate strategies and media, designing specifications according to the results of the analysis, to developing, implementing, and evaluating products to ensure their effectiveness in strengthening the profile of Pancasila students.
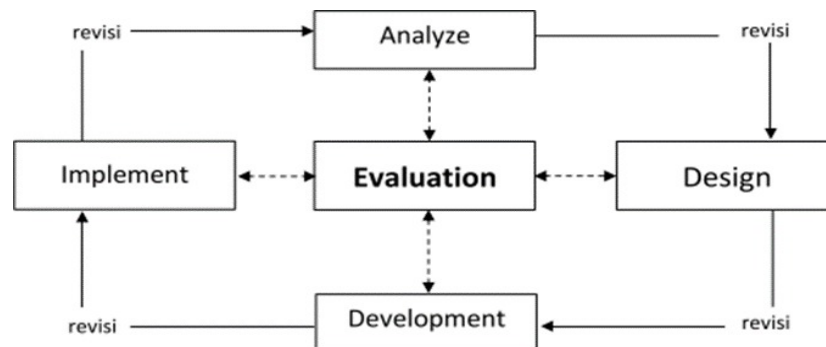

Figure 1. Research Stages

The product developed was Google Sites Learning Media. As a product trial subject, the trial stage was carried out in small groups of 5 students. Furthermore, it was piloted in a larger group, namely students from elementary schools who are members of KKG Dabin 1 Raden Mas Said Karanganyar. Research instruments include questionnaires, observations, interviews, and learning tests or assessments. The data analysis technique involved qualitative and quantitative analysis and triangulation of data.

Results and Discussion
Analysis Stages

At this stage, several steps are carried out starting from observation and interviews. At the observation stage, the researcher made various efforts aimed at identifying problems as the basis for the development of Google Sites media in learning Indonesian exposition text

material. The steps are as follows. Identify the content of exposition text writing material with the theme of global diversity in the teaching modules of grade V and grade VI or at stage C of elementary school. Analyze learning outcomes based on the content of the teaching materials that each student is expected to master skills and understand the teaching materials. This process is carried out by compiling practice questions obtained from the presentation of teaching materials for writing exposition texts with the theme of local wisdom based on Bloom's taxonomy.

Design Stages

The stages carried out to design Indonesian learning media for writing exposition texts based on Google sites are carried out with several steps oriented to student understanding that are integrated with elements of the Pancasila student profile in the Merdeka Curriculum. Teachers prepare Indonesian learning materials to write exposition texts with the theme of global diversity, teachers explain visual and auditory materials by paying attention to the estimated time in classroom learning. Teachers conduct learning using Google site-based learning media and problem-based learning models. This is to provide meaningful experience to students that scientific problem solving is an effective learning process capable of realizing the image of students who are in harmony with the noble values in Pancasila.
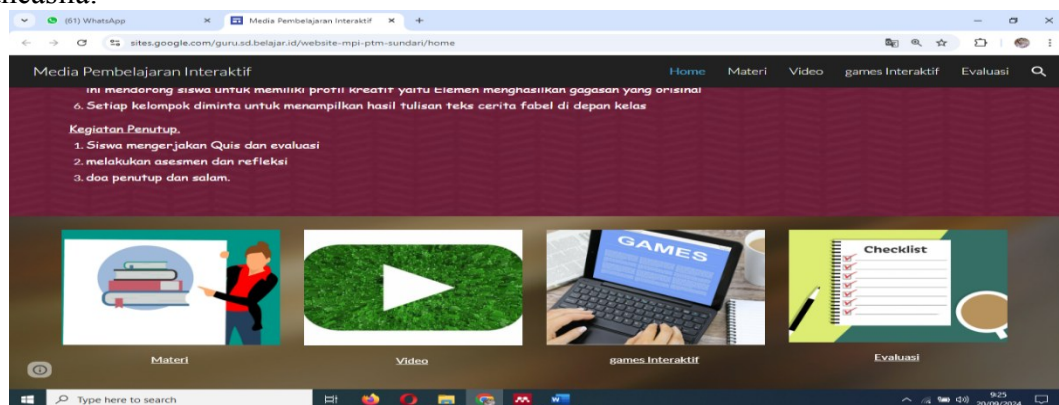

Figure 2. Design of Google Site-based Website

The purpose of this process is to design the whole so that visualization and auditory function properly when the teacher leads the course of Indonesian learning based on the Google Sites website. This is expected to provide optimal understanding to students both practically and theoretically (Fong et al., 2012). The design steps for creating a Google site are as follows (1) have a Google account, (2) create a new website on the Google Site page, (3) design the website according to your wishes through the selection of visualizations and auditory available, (4) give your website a unique name by filling in the site document name, site name, and page title, (5) choose a layout for the visually presented features, (6) choose a background according to the desired nuances to attract students' interest in learning, (7) Google Sites is ready to be published to the public.

Development Stages

In the development of Indonesian learning media using the Google site website, teachers compile an Indonesian teaching module to write exposition texts which contain the use of Google sites media which is focused on presenting exposition text writing material with the theme of global diversity. Teachers also apply a scientific approach using a problem-based learning model. This makes an effective contribution to students in learning to write exposition texts with the theme of global diversity through the presentation of material on Google sites that have been created. The development of this learning media departs from

the learning activities of students in writing exposition texts consisting of problem introduction steps, organization of teaching materials, guided investigation, presentation of works, and continuous evaluation. The goal is to ensure that the student's learning development is optimal, marked by a syntax that can be fulfilled by underarm students learning in the classroom. The content of the material presented is associated with the feasibility of a learning media as follows.

Table 2. Elements of Media Eligibility

No	Media Aspects	Information
1.	Practical feasibility	Relevant to the condition of the student's background, the availability of facilities and infrastructure, and the estimated time in learning
2.	Technical feasibility	a. Feasibility of the message (according to the learning objectives/objectives, clarity of teaching structure, effectiveness of use, and systematics of content) b. Visual quality consists of attractiveness, simplicity oriented to practice, harmonization, and balance.
3.	Cost feasibility	Efficiency and relative demand by users in the field of education

Implementation Stages

The implementation of Indonesian learning media through a Google sites-based website is based on students' understanding of writing exposition texts with the theme of global diversity. The understanding obtained by students is associated with the elements of the Pancasila student profile as a source of realizing an Merdeka Curriculum that focuses on student character. This is obtained by students when participating in a series of Indonesian learning processes to write exposition texts using *the problem-based learning model.*

Table 3. Pre Test Scores

Interval		Frequency	Percent	Category
30	40	8	62%	Enough
41	60	4	30%	Keep
61	100	1	8%	Good
Sum		**13**	**100%**	

Students' understanding of the exposition text structure material and the results of its writing still showed a sufficient category with a percentage of 62%. Thus, further efforts are needed to update the quality of the content focused on exposition text material based on global diversity. This aims to enhance students' understanding in studying the value of the Pancasila student profile contained in it as a form of success in learning. This situation is included in the real appreciation related to the values of Pancasila.

Table 4. Post Test Scores

Interval		Frequency	%	Category
<	70	1	7%	Enough
71	80	2	15%	Keep
81	100	10	78%	Good
Total		**13**	**100%**	

Based on the score data that shows the level of understanding of students in understanding the structure of exposition texts with the theme of global diversity and the results of their writing, it can be concluded that the majority of students already have an optimal understanding of details of students being can to solve problems, organize teaching materials, conduct guided investigations, present works, and assess the appropriateness of results and sources of information on an ongoing basis in the teaching materials of exposition texts with

the theme of diversity global content in Google Sites. The results of this development research include the effectiveness of learning media and strengthening the profile of Pancasila students.

Evaluation Stages

The evaluation stages are carried out comprehensively referring to each result in the stages based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Each stage obtained the result that the application of Google site-based website media can provide optimal understanding for students in writing exposition texts with the theme of global diversity. The results of writing exposition texts meet the effective criteria which already show the context of the topic with global diversity, active and cohesive sentence structure, clear compatibility between paragraphs, consistent letter writing, clear use of punctuation, and the existence of a language style that explains an event.

The design created in the Google site website already reflects the use of Good and correct Indonesian by its function as the language of instruction in education. The component of the material is integrated with the value of the Pancasila student profile as the basis for character formation, visualization, and auditory has been marked by learning activities to write exposition texts that are carried out in a guided manner starting from the introduction of problems, organization of teaching materials, guided investigation, presentation of works, and continuous evaluation. Thus, the actualization of Google sites-based website learning media can show maximum results so that it can be declared effective as a digital learning medium in learning Indonesian writing exposition texts. This is an effort to support the implementation of the learning Curriculum in elementary schools continuously. The assessment table for the feasibility of Google Sites products as an interactive learning medium in supporting the Merdeka Curriculum in elementary schools is in Table 5.

Table 5. Material Validation Results

No	Criteria	Validator	Information
1.	Content Quality	4	Excellent
2.	Design and Structure	4	Excellent
3.	Ease of Use	4	Excellent
4.	Compatibility with Pancasila Student Profile	3	Good
Value		**15**	
Average		**3,75**	
Criterion		**Excellent**	

Table 6. Results of Learning Media Validation

No	Criteria	Validator	Keterangan
1.	Visual Quality	4	Excellent
2.	Message Eligibility	4	Excellent
3.	Language Eligibility	4	Excellent
4.	Can be used repeatedly	3	Good
Value		**15**	
Average		**3,75**	
Criterion		**Excellent**	

Table 7. Teachers' Responses to Learning Design

No	Teacher's Response	Number of Respondents	Percentage
1.	Strongly Agree	11	84,6%
2.	Agree	2	15,4%

3.	Disagree	-	
4.	Strongly disagree	-	
Total		**13**	**100%**

Discussion
The Google Sites as an Indonesian learning medium as an enhancement of the Pancasila student profile in elementary schools

The results of the research findings began from the observation of the use *of* Google Sites-based website media as an Indonesian learning medium in supporting the Merdeka Curriculum, including the learning process which includes active, creative, and fun criteria. The learning carried out an effective contribution to the independence and activeness of students who developed rapidly, focused on teaching materials for writing expository texts with the theme of global diversity. The students were able to fulfill the aspects of exploration, collaboration, and confirmation carried out through learning to write exposition texts with the theme of local wisdom. These were three aspects carried out by students by listening to and identifying the content of videos and text presentations as a form of exploration in learning. The elaboration stage began with compiling an essay, an essay, focusing on global diversity. Finally, at the confirmation stage, each student presented the results of the assignment to write an exposition text with the theme of local wisdom as a result of P5. This implies that the Google site website media developed with the ADDIE model has the advantage of having attractive, flexible, and transparent visualization as a learning medium, practical editing concepts, and interesting features that can be accessed offline and online (Afifa & Astuti, 2024; Anita et al., 2024). In addition, Google Sites provides various visual and auditory needs that teachers can develop to create learning media by learning objectives (Nurhuda et al., 2023). This is in line with the results of Widyastuti, (2022) that the use of relevant Google Sites website media is collaborated with the application of problem-based and project-based learning models. The learning results are in the form of a deep understanding accompanied by works related to exposition texts that have a diversity of titles as a real action from the implementation of the Independent curriculum in realizing education that is independent, consistent, responsible, and in line with the values of Pancasila (Alanur et al., 2023).

This has implications that the use of Google sites-based website media can make an effective contribution to the learning process by running communication, cooperation, understanding, and interest in learning (Waruwu et al., 2024; Zainuri, 2022). As explained by Ni'matussyahara et al., (2023) the development of children's mindset begins to develop if they get stimuli from visual objects contained in *the* Google Sites website. Students' understanding develops because children's curiosity is growing to get relevant answers. This is in line with the results of research by Rina & Mahmudah, (2023) that using *G*oogle sites-based website media increases students' attitudes and skills continuously. These skills include asking, identifying problems, formulating problems, presenting hypotheses, solving problems, and drawing conclusions related to all events that occur in videos and text presentations on Google Sites (Ramdani et al., 2020; Srirahmawati & Hunaifi, 2022). Thus, the use of Google site-based website media has an important role in developing an Indonesian language learning system that is oriented to the content of Pancasila student profiles to foster the character of lifelong learners.

A practical guide to Google Sites as an Indonesian learning medium to the enhancement of the Pancasila student profile in elementary schools.

The results obtained in the form of student independence in learning are also realized by using the Google Sites website media in learning Indonesian writing exposition texts. Critical and analytical thinking skills are evident in learning to write expository texts. This is in line with the results that website media *can* provide students with a deep meaning that each event shows its diversity. One of the material contents presented in the exposition text is the character of the character (Budiyono, 2020). This situation shows positive implications in the school and family environment to the surrounding environment, the goal is to enhance the Pancasila student profile sustainably to support the independent learning curriculum (Culajara, 2022; Jusriati et al., 2023).

The findings show implications for teachers who continue to try to develop all their competencies, one of which is through the development of web-based media. Google Sites provides advantages in increasing student learning interest, learning activity, and student learning outcomes. The increase that has occurred provides clear evidence that the use of Google Sites is a relevant and multipurpose learning medium, especially in Indonesian lessons (Abdjul, 2023; Ernest & Suyanta, 2024) In addition, students have meaningful experiences related to efforts to form themselves through the character contained in the content of the Pancasila student profile (Maryani et al., 2022) Elements that stand out based on research findings are critical reasoning, creativity, independence, and cooperation. The embodiment of the element is shown by a positive attitude as a learner who will later become the next generation of the nation. This starts from the integration of digital-based teaching materials through the Google Sites website media (Al-Ma'ruf, 2024; Azizah & Sukardi, 2024).

Conclusion

The research shows that 84.6% of respondents strongly agree, and 15.4% agree, that this Google Sites-based platform is effective in increasing student engagement and interest in learning Indonesian. This learning medium allows students to study independently, search for necessary materials flexibly, and access engaging and interactive learning resources, positively impacting their understanding and learning outcomes. Additionally, the media received a feasibility score of 3.75. The content and language feasibility score of 3.75 also indicates an enhancement in the characteristics of the Pancasila student profile. Features such as discussion forums, collaborative project assignments, and materials aligned with Pancasila values help students develop skills in collaboration, critical thinking, and national values. Students are encouraged to actively participate and collaborate with peers, fostering cooperation and responsibility.

Recommendation

In the future, teachers are expected to optimize digital learning media, integrate Pancasila values into learning materials, and enhance their digital competencies. School policymakers support this by providing digital infrastructure, offering training and assistance to improve digital skills, and conducting regular monitoring and evaluation.

Acknowledgment

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