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Integrating Notion as a Structured Learning Media in Creative Projects and Entrepreneurship Courses: A Feasibility Study

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Abstract
This study aims to develop and evaluate the feasibility of a Notion-based website as a structured learning medium for the Creative Projects and Entrepreneurship course in the Office Management program at SMK PGRI 1 Semarang. The study was motivated by the use of a manual, paper-based learning system and the distribution of learning materials through instant messaging applications, which were considered inefficient and poorly organized. This research employed a Research and Development (R&D) approach using the ADDIE model, limited to the development and feasibility evaluation stages of the product in the form of a Notion-based website. The feasibility of the developed media was assessed through validation by three media experts and three subject-matter experts using a four-point Likert scale questionnaire. The data were analyzed using descriptive percentage statistics to determine the feasibility level of the learning media. The results showed that the Notion-based website obtained a feasibility score of 94% from media experts and 90% from subject-matter experts, both categorized as highly feasible. These findings indicate that the Notion-based website is suitable for use as a structured learning medium that supports transparent attendance monitoring, project task management, and systematic delivery of learning materials in project-based learning at vocational high schools.

Keywords: Notion website; project-based learning; vocational education; learning media development

INTRODUCTION

The acceleration of digital transformation in education is encouraging educational institutions to integrate web-based platforms as more flexible, systematic, and organized learning media. In the modern era, the world of education is required to adapt to technological developments to stay ahead of global competition (Yudhistira et al., 2020). The use of technology today is no longer an add-on but has become a crucial part of improving the quality and efficiency of the learning process, particularly in vocational education in Vocational High Schools. Web-based digital platforms allow for structured presentation of materials, accessibility across multiple devices, and support task management and collaboration within a single, integrated system. A centralized learning system is considered capable of increasing the effectiveness of classroom management and the transparency of learning evaluations (Titova, 2025).

Vocational schools, as vocational educational institutions, are oriented towards competency mastery and work readiness. One subject that plays a strategic role in developing these competencies is Creative Projects and Entrepreneurship. In the Office Management class, this learning requires students to be able to design business ideas, develop business administration plans, manage project implementation, and systematically evaluate results. This process requires learning media that not only convey material but also support project documentation, task management, and assessment transparency. However, the use of conventional media, such as printed documents or the distribution of materials via instant messaging applications, still has various limitations, including the risk of document loss, limited device storage

capacity, and the lack of a structured management system (Sari et al., 2024)

The project-based learning approach applied to this subject requires digital media support that can accommodate students' work processes in a coherent and documented manner. One platform that has the potential to support this need is Notion, a web-based productivity application that offers database features, task management, multimedia integration, and real-time collaboration (Martha et al., 2024). In the context of education, the use of Notion in project-based learning is considered to have a good level of validity and feasibility based on expert evaluations and supports more interactive and dynamic learning (Mustakim et al., 2025). Ease of navigation, flexibility of access, and integration of collaborative features are also important factors influencing the effectiveness of using digital platforms in learning (Maslov et al., 2021).

Initial observations at SMK PGRI 1 Semarang indicate that Office Management classes are still dominated by manual, paper-based methods and assignment submissions via instant messaging applications that lack systematic documentation. This situation results in suboptimal project management, attendance, and assessment transparency. Furthermore, students' still-developing digital literacy poses a challenge in optimizing the use of learning technology. These issues underpin the development of the Notion website, a structured learning platform that integrates materials, digital attendance, project management, and evaluation within a single, centralized, web-based dashboard.

This research uses the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. However, in this study, development was limited to the analysis, design, and development stages, so the focus of the research was on the development and feasibility testing of learning media. Thus, the focus of this study is to assess the feasibility level of the Notion website as a structured learning medium in the Office Management class at SMK PGRI 1 Semarang.

This research is expected to produce technically and substantively feasible web-based learning media to support project-based learning in vocational education. Furthermore, the results of this study are expected to serve as a reference for schools and educators in developing and adopting digital learning media that are structured, adaptive to technological developments, and aligned with the competency needs of vocational high school students.

METHOD

Research Design and Type

This study uses a Research and Development (R&D) approach. The R&D approach was chosen because this study aims to develop a Notion website learning media while simultaneously testing the media's feasibility through the development model used, namely the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Amelia, 2023). However, in this study, development is limited to the analysis, design, and development stages, so the focus of the research is on the development and feasibility testing of the learning media through validation by media experts and material experts before being implemented with students. Systematically helping to design, develop, and evaluate technology-based learning products (Dwi Permata & Risma Nugrahani, 2023). The R&D approach has been widely used in educational research to produce valid, practical, and user-friendly products, especially in the development of technology-based learning media (Selvia Hijraningsih et al., 2024).

Location and Time of Research

This research was conducted at SMK PGRI 1 Semarang, specifically on the Creative Projects and Entrepreneurship subject in the Office Management expertise program. It was carried out from January 20, 2026, to January 23, 2026. The selection of the research location was based on the results of initial observations, which showed that the learning process in the Creative Projects and Entrepreneurship subject still used conventional media and had not utilized website-based learning platforms optimally.

Research Participants

Participants in this study consisted of media expert validators and material experts who were tasked with assessing the feasibility of the developed learning media products. There were three media experts,

namely Arif Widiyatmoko, S.Pd., M.Pd., Ph.D., Godham Eko Saputro, S.Sn., M.Ds., and Assa Saesar Nurdiansyah, S.Pd., who have competencies in the field of learning technology or digital media. Meanwhile, there were three material experts, namely Dr. Rina Rachmawati, S.E., M.M., Abdul Hakim Pamungkas Putra, S.Pd., and Vika Setyawati, S.Pd., who have competencies in the field of entrepreneurship learning or vocational education. The selection of participants was carried out using the technique of purposive sampling, namely the selection of respondents based on certain criteria that are relevant to research needs.

Research Instruments

The instrument used in this study was a questionnaire or validation sheet given to media and material experts to assess the quality of the developed learning media. The instrument was constructed using a four-level Likert scale with a score range of 1 to 4, reflecting the assessment level from very inadequate to very adequate. The development of this assessment instrument refers to and adapts an instrument from Chincyn Hidayah's research in the development of an E-Module on Shirt Making Material for Phase F Students of the Fashion Expertise Program at SMK Widya Praja Ungaran, which used validation from media experts and content experts to assess the feasibility of learning products. The instrument framework was compiled based on the assessment aspects developed in the research, then adapted to the characteristics and needs of the learning website development in this study. The assessment by media experts covered the following aspects of appearance, navigation, interface design, and website functionality:

Table 1. Expert Subject Matter Validity

Indicator	Sub Indicators	Item	No. Item
Material (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 (2016)	Guardtruth, accuracy, material updates, and support national education goals	3	1-3
	Using the correct source material theoretically and empirically	3	4-6
	Encouraging independence and innovation	2	7-8
	Able to motivate self-development	3	9-11
	Maintaining unity with respect diversity, mutual assistancemutual cooperation, and differences	1	12
Presentation of Material (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 (2016)	Material served in a wayinteresting so that the meaning is conveyed well	4	13-16
	Presentation material can stimulate to think critically, creatively, and innovatively	3	17-19
	Contains relevant contextual insights and encourages readers to implementing positive things	2	20-21

Table 2. Expert Subject Media Validity

Indicator	Sub Indicators	Item	No. Item
Graphics (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 (2016)	Weight according to age development and materials	2	1-2
	Harmonious skin element layout view and have unity	3	3-5
	Coloring layout elements harmonious and clarifies the function	3	6-8
	Usage letter And size adapted to age development	3	9-11
	The illustrations used make it clear the message conveyed	3	12-14

Indicator	Sub Indicators	Item	No. Item
Presentation of Material (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 (2016)	Illustration material is interesting to the reader. clarify the material and be polite	2	15-16
	The use of illustrations is free from elements of pornography, extremism, radicalism, violence, SARA, gender bias, and other deviations	3	17-19

The media expert's assessment covered aspects of the website's appearance, navigation, interface design, and functionality. Meanwhile, the content expert's assessment covered the material's suitability to the learning objectives, clarity of presentation, completeness of content, and suitability to the characteristics of project-based learning.

Research Procedures

The research procedure was conducted through several development stages based on the simplified ADDIE model. This research procedure refers to the simplified ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. However, this research was limited to the Analysis, Design, and Development (ADD) stage. This limitation was made because the research objective focused on product development and feasibility testing through expert validation, without continuing to the implementation and evaluation stages of product effectiveness (Rizqullah et al., 2025).

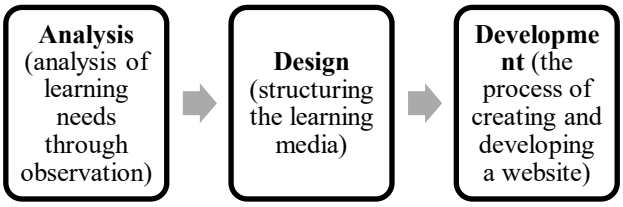

Figure 1. Research Procedure Flow

The first stage is analysis, which involves analyzing learning needs through observation of the learning process and identifying any problems that arise. The second stage is design, which involves designing the learning media structure, including the creation of a dashboard, student database, digital attendance, and learning materials in the form of videos and animations. The third stage is development, which involves creating and developing a learning website using the Notion platform. At this stage, the developed product is then validated by media and content experts to determine the feasibility of the resulting learning media.

Data Collection Techniques

Research data was obtained through instrument assessment sheets provided to validators. A questionnaire was used to collect assessment data related to the quality of the developed learning media. Furthermore, documentation was used to support the data collection process, including screenshots of the website design, menu structure, and learning features available on the developed media.

Data Analysis Techniques

The data obtained from the validator's assessment results were analyzed using descriptive statistical analysis in percentage form to determine the feasibility level of the learning media. The scores obtained from each assessment indicator were calculated, then converted into percentages using the feasibility percentage formula. The percentage results were then interpreted into feasibility categories such as very feasible, feasible, quite feasible, or not feasible (Haerunnisa et al., 2021). This analysis was used to determine whether the Notion website-based learning media developed met the feasibility standards as a

structured learning medium for the Creative Project and Entrepreneurship subject. The feasibility percentage was calculated using the formula:

$$\mathbf{P} = \frac{\mathbf{\Sigma x}}{\mathbf{\Sigma xi}} \times \mathbf{100}\%$$

Information:

P	: Percentage
Σx	: Respondent Score
Σxi	: Maximum Score
100%	: Permanent

ΣX is the sum of the scores obtained from all validators, and ΣXi is the maximum score that can be obtained. The percentage results are then categorized based on feasibility interpretation guidelines, such as very feasible, feasible, fairly feasible, and not feasible. This analysis technique is widely used in learning media development research to determine the level of validity and feasibility of a product before its widespread implementation (Rahmawati et al., 2023).

RESULTS AND DISCUSSION

Notion Media Development

The planned research and development were successfully implemented through all stages of the study and yielded satisfactory results. The following is a detailed explanation of the research results.

Analysis

The analysis phase was conducted to identify learning needs in the Creative Projects and Entrepreneurship course at SMK PGRI 1 Semarang, specifically in the Office Management class. Observations showed that the learning process was still dominated by paper documents and the delivery of materials via instant messaging applications. This situation caused several obstacles, such as easily lost assignment documents, limited storage space for students' devices, and a lack of systematic management of learning materials.

Furthermore, attendance and grade management processes are still performed manually, making them less efficient in supporting learning transparency. Based on these conditions, digital learning media are needed that can integrate various learning components into a single, structured system. Website-based media are considered a potential solution because they can provide a centralized digital learning space, making it easier for teachers and students to manage materials, assignments, and learning activities.

Research shows that web-based learning platforms can improve the efficiency of learning management by providing an organized and easily accessible system for users. Digital platforms can also increase student engagement in the learning process by enabling more flexible interactions between students and teachers. Research shows that the use of web-based learning platforms can improve the effectiveness of learning management and provide students with more flexible access to learning materials (Al-Fraihat et al., 2020).

The development of the Notion website as a structured learning medium for the Creative Project and Entrepreneurship subject can be examined considering the theory of experience-based learning and the associated learning approach. project-based learning (PjBL). In the experiential learning theory of the Creative Entrepreneurship Project subject, students build their understanding through direct involvement in learning activities and a continuous reflection process. Features in Notion, such as a project database, task progress tracking, and a digital reflection space, help students document business ideas, develop business plans, and consistently evaluate their work. This aligns with the characteristics of PjBL, which emphasizes work processes, collaboration, and the production of tangible products as learning outcomes. Integrated web-based media like this have been shown to increase student engagement by providing a neat and well-documented digital workspace (Ina Meyliathi et al., 2022).

Design

The next stage is designing the learning media to be developed. At this stage, researchers design the structure and appearance of the website-based learning media that will be used in the learning process.

The learning media was designed using the Notion platform, which offers various database-based information management features and a digital workspace. The learning media is structured systematically to facilitate student access to the various learning components available. The learning media design consists of several main sections, namely:

a) The main learning dashboard functions as the main navigation page
b) Student data database to manage student identities and project groups
c) Digital presence that allows online attendance
d) Multimedia learning materials in the form of videos, text, and animations
e) Practice questions and learning evaluations to measure student understanding

The menu structure is systematically designed to allow students to easily access each learning section. The learning media interface design also considers instructional design principles, such as simplicity of appearance, consistency of layout, and readability of text. This ensures that the learning media is easy for students to understand and use.

Research shows that simple interface design and clear navigation are important factors in improving user experience on digital learning platforms (Maslov et al., 2021). This is important because user experience (user experience) is one of the factors that determines the success of implementing learning technology.

Development

The development phase involved creating website-based learning media using Notion. At this stage, all learning components developed in the design phase were then implemented in the form of a website that could be accessed online.

The main advantage of this medium is its web-based access, allowing students to access learning materials through various devices, such as laptops and smartphones, without the need to install additional applications. This cloud-based system also allows all learning data to be centrally stored, facilitating teacher management. Research shows that the use of web-based learning systems can increase learning flexibility and provide broader access to digital learning resources (Bryant et al., 2019).

The development of learning media in this study was also based on several previous research references regarding the use of digital technology in learning. Previous research has shown that the use of web-based learning platforms can increase student engagement and simplify the management of learning activities.

The integration of digital technology into learning is also considered capable of supporting project-based learning because it allows students to systematically document the learning process and project progress. Digital platforms with a database and collaboration features can also help students manage learning assignments in a more structured manner. Research shows that the use of integrated digital learning systems can increase learning effectiveness and provide a more interactive learning experience for students (Mayer & Fiorella, 2021). Learning media are designed in an engaging manner, using simple language and engaging presentations to capture students' attention.

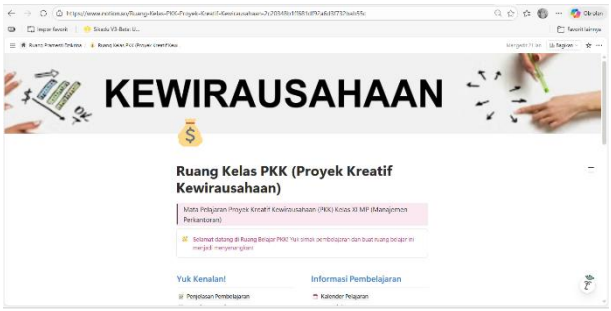

Figure 2. Initial View

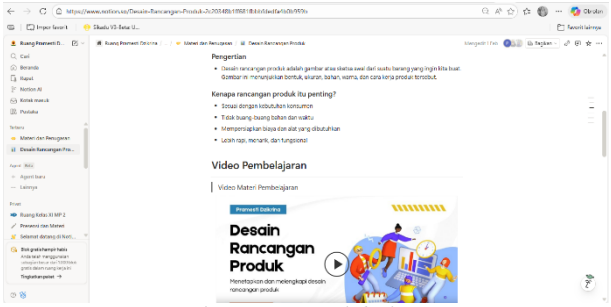

Figure 3. Material View

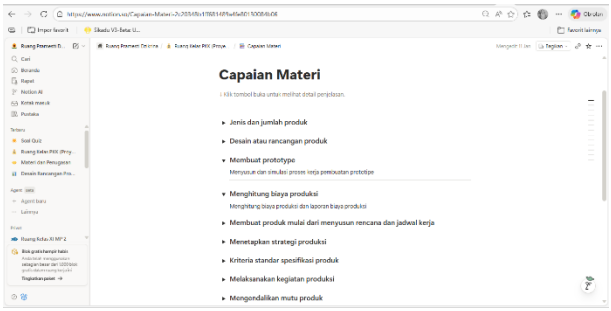

Figure 4. Display of Material Achievements

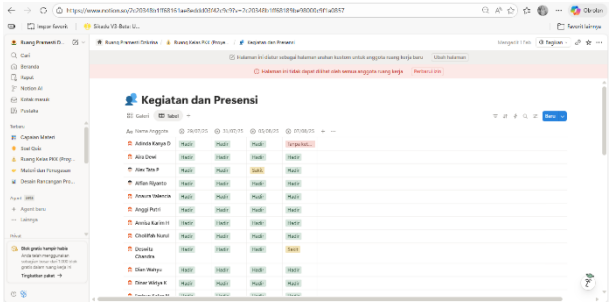

Figure 5. Student List and Attendance Display

After the learning media were developed, the next stage was validation by experts. Validation was conducted by three media experts and three material experts to assess the feasibility of the developed learning media. The validation results showed that the developed learning media received a score of 94% from the media experts and 90% from the material experts, which is considered very suitable for use in the learning process. These percentages indicate that the learning media have good quality in terms of design and suitability of the learning materials.

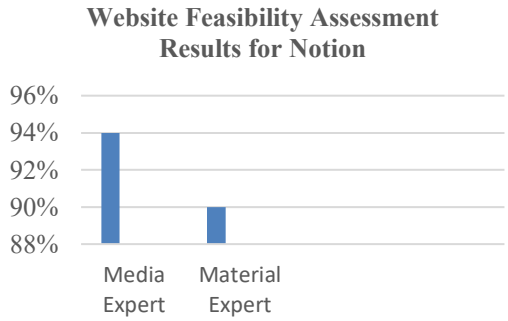

Figure 6. Notion Website Feasibility Assessment Results

Media Expert Evaluation Results

Media expert validation was conducted by three validators with expertise in educational technology and digital learning media. The assessment used a Likert-scale questionnaire with several assessment indicators, namely:

a) Display design
b) Website navigation
c) Layout consistency
d) Content readability
e) System functionality

Based on the results of data analysis, an average feasibility value of 94% was obtained, which is included in the very feasible category.

Table 3. Media Expert Assessment Percentage Results

Σx (Respondent Score)	181
Σxi (Maximum Score)	192
Percentage	94%

Based on the recapitulation of media expert assessments presented in Table 3, a percentage of 94% of the maximum achievable score was obtained. Media aspects assessed included design appearance, layout consistency, ease of navigation, text readability, feature integration, interactivity, and ease of access via laptops and smartphones. A percentage of 94% indicates that the Notion website is included in the Very Adequate category, which means that technically, the media has met the quality standards for digital learning design. Validators assessed that the systematic structure, use of a database for managing assignments and attendance, and ease of web-based access are the main advantages of this medium. These results indicate that from a technical and visual perspective, the media has met the principles of effective instructional design anduser friendly.

Based on input from validators, several revisions were made, including:

a) Add illustrations to clarify the material concept.
b) Font replaced with Sans serif.
c) The main cover page is designed to be presentable and elegant.
d) Text explanation page created card button so as not to be monotonous

The assessment results showed that the visual design of the learning media was deemed quite engaging and easy for students to understand. The structured content layout also helped students understand the learning flow more clearly. Research shows that good visual design in digital learning media can increase learning motivation and help students process information more effectively.

Material Expert Assessment Results

In addition to media validation, this study also involved three subject matter experts who assessed the appropriateness of the learning content on the website. The assessment included several indicators,

namely:

a) Suitability of the material with the curriculum
b) Clarity of presentation of material
c) Completeness of materials
d) Compliance with project-based learning

Table 4. Results of the Percentage of Material Expert Assessments

Σx (Respondent Score)	43
Σxi (Maximum Score)	48
Percentage	90%

Meanwhile, the expert validation results, with a score of 90%, indicate that the learning content aligns with the learning outcomes and characteristics of the Creative Projects and Entrepreneurship subject. The material is presented in a structured manner in the form of text, instructional videos, and interactive animations that can be directly accessed through embedded links (embedded content). This presentation allows students to understand the material in a more contextual and engaging way. Furthermore, at the end of each lesson, practice questions and online assessments are provided to gauge students' understanding of the topics covered. This structure supports a project-based learning approach that emphasizes the process, documentation, and ongoing reflection on learning.

Discussion

The data presented in tables and diagrams shows that the feasibility scores for both aspects are in the very feasible category, with a relatively small percentage difference between the media and material aspects. This indicates that the Notion website excels not only in technical design and functionality but also in relevant and systematic content quality. This finding aligns with research on website-based learning media development, which states that good visual design integration and curriculum alignment are key factors in determining the success of digital learning media (Rustandi & Darmawati, 2025).

The development of the Notion website as a structured learning medium for the Creative Project and Entrepreneurship subject can be examined in light of the theory of experience-based learning and the associated learning approach. project-based learning (PjBL). In experiential learning theory, students build their understanding through direct involvement in learning activities and a continuous process of reflection. Notion features such as a project database, task progress tracking, and a digital reflection space help students document business ideas, develop business plans, and consistently evaluate their work. This aligns with the characteristics of PjBL, which emphasizes work processes, collaboration, and the production of tangible products as learning outcomes. Integrated web-based media like this have been shown to increase student engagement by providing a neat and well-documented digital work (Ina Meyliathi et al., 2022).

From an instructional design perspective, the systematic menu structure includes the main dashboard, digital presence, value database, multimedia materials, and online evaluations, reflecting the application of the principlessystematic instructional design. Development frameworks such as ADDIE emphasize the importance of alignment between user needs, display design, and learning objectives (Rustandi & Darmawati, 2025). The implementation of this principle on the Notion website demonstrates that learning media functions not only as a distribution tool for materials but also as an integrated learning management system. Thus, this media has semi-functional characteristics. Learning Management System (LMS) that is adapted to the school context.

Pedagogically, the integration of learning videos, animations, and online evaluation based practice questions strengthens the principle of multi-modal learning. Presenting the material in various formats helps accommodate visual, auditory, and kinesthetic learning styles. Additionally, the assessments available at the end of each material support the concept of assessment for learning, namely, evaluation as part of the learning process, not just as a final measurement. Research (Trajaya et al., 2025) shows that interactive learning media with online evaluation can increase student motivation and understanding

because it provides faster and more measurable feedback.

However, there are several implications that need to be considered. The successful implementation of web-based media is highly dependent on the readiness of the infrastructure and the digital literacy of users. Teachers and students still need guidance during the initial stages of use to ensure optimal use of available features. Therefore, the development of digital learning media should be accompanied by ongoing training and evaluation to ensure the sustainability of the innovation.

Overall, this discussion confirms that the Notion website is not simply an alternative medium, but rather a structured learning system that supports a project-based approach, assessment transparency, administrative efficiency, and the strengthening of digital literacy. With the support of systematic instructional design and the use of web-based technology, this platform has significant potential for further development as a digital learning model in vocational education.

CONCLUSION

This research was conducted to design and assess the feasibility of using the Notion website as a systematically structured learning medium for the Creative Project and Entrepreneurship subject at SMK PGRI 1 Semarang. Based on the assessment results from media experts and material experts, the developed product was declared to be in the very feasible category, both in terms of appearance and ease of use as well as in terms of the suitability of the content to the learning objectives. These results indicate that the use of Notion can be an alternative solution to the previously manual and poorly documented learning system. This platform provides an integrated system that facilitates material distribution, project management, attendance recording, monitoring of assignment progress, and transparency of assessments in one web-based service that can be accessed through various devices without the need for application installation. In terms of implementation, the use of this media has the potential to increase the effectiveness of learning management, develop students' digital literacy, and strengthen the application of project based learning in vocational high schools. Further research is recommended to test the effectiveness of the use of this media in increasing student motivation and learning outcomes in entrepreneurship learning at vocational high schools.

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