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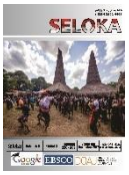

Development Of Google Sites-Based Procedural Text Teaching Materials for Class VII

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Abstract

This study was conducted based on a lack of variation, content, and learning indicators in procedural text teaching materials, so it is necessary to develop teaching materials based on Google Sites that can add variety to teaching materials, contain various types of content in the form of visual, audio, and audiovisual, and also contain all learning indicators. This study describes the stages of development and feasibility of Google Sites-based procedural text teaching materials for class VII. This study used the research and development method of the Borg and Gall model, which was adapted from ten stages to seven stages according to the needs, capabilities, and scope of the study. The results showed that 1) the stages of development of Google Sites-based procedural text teaching materials for class VII began with the potential and problem analysis stage conducted by unstructured interviews with teachers and analyzing the shortcomings of teaching materials used by teachers in learning activities. The next stage is data collection in the form of needs analysis, product design stage, product validation stage by material expert validators, media design, and subject teachers, product revision stage, product trial stage in the form of student responses, and the final product. 2) the feasibility of Google Sites-based procedural text teaching materials has obtained a score from the material expert validator of 88.33%, a score from the media design expert validator of 87.5%, as well as the assessment scores of subject teachers and product trial scores in the form of responses students who each gave a result of 90% and 87.75%. The "very feasible" category is given when the scores obtained from the validator and trials are more than 80%. Based on these results, it can be concluded that Google sites-based procedural text teaching materials for class VII are valid or suitable for use in learning.

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INTRODUCTION

Nurfadzilah & Sudarmaji (2022) stated that currently every line of society have high enthusiasm for used technology because it can make it easy various needs. Furthermore, new technologies that can be used to support improving the quality of education. The rapid growth of technology impacts the quality of education because considered capable of meeting educational needs, so that technology can increase the effectiveness of learning in schools and management of the education system (Nalasari et al., 2021). Through technological developments, an environment created that facilitates the needs and learning styles of students, so the quality of learning increases (Yuliana, 2021). Therefore, today's technology supports an interactive learning process for students and teachers in the classroom.

In addition to supporting the learning process, technological developments affect student learning styles. Taufik (2022) state that technological developments used in the learning process, such as the use of Zoom Meetings, have a significant favorable influence in accelerating the learning process. Interact directly during the learning process using Zoom Meeting affects new learning styles for students. In addition, Taufik et al. also stated that the use of technology affects learning styles that can help students to improve learning outcomes.

One component in learning is teaching materials. The selection of teaching materials can be adapted to the characteristics, learning styles, and environment of students. Teaching materials divided into several types, one of which is interactive multimedia teaching materials (Amri and Ahmadi, 161). Not only gaining knowledge related to learning, digital teaching materials in interactive multimedia can also help students hone their skills in using the latest technology.

One platform that can help teachers design digital teaching materials in the form of interactive multimedia is Google Sites. The website that can be used for free. Google Sites can designing and producing attractive web-based teaching materials that can be used by students through smartphone or others devices flexibly (Nalasari, et al, 2021).

The development of teaching materials using Google Sites was carried out by Novita Indriani and Hermanto (2021) with an average score of 85.5 (very feasible) in the Indonesian subject of procedural texts for class XI. In addition, Muhamad Khabib Cahyo Nugroho and Grendi Hendrastomo (2021) used Google Sites to develop learning media and obtaining an average score of 4.62. Furthermore, the development of teaching materials based on Google Sites was also carried out by Melissa Ananda Tambunan and Pargaulan Siagian (2022), and obtained valid criteria in "very Good" category based on scores by material experts, media experts, teachers, and students trials.

Based on unstructured interviews with teachers, needs analysis for students in class VII-9 at SMPN 4 Medan, and analysis of the shortage of procedural text teaching materials, the problem include: first, the teaching materials used only came from teaching materials made by the teacher, provided by the Ministry of Education and Culture, and Solatif books, which contained only questions. This makes students feel bored and less motivated to learn procedural texts. Students also want a learning process that uses electronic media so that learning procedural text is exciting and makes students not feel bored. Research conducted by Percival and Ellington (in Supriadi, 2015) stated that using various learning resources is needed so that the learning process does not lead to conventional models, which could make learning objectives unachieved, and students tend to get bored and saturated. Second, teachers have never created and used teaching materials in the form of multimedia because teachers have difficulty creating teaching materials in the form of interactive multimedia, which can make students more interested in learning procedural texts and can cover all learning objectives due to limited abilities and time. Third, based on the results of the analysis of the teaching materials

used by the teacher in learning procedural texts according to indicators achievement of competence. The teaching materials do not meet the indicators of procedural text learning, which is the indicator 3.6.2 and 3.6.4 analyze the structure and linguistic aspects of the procedure text about how to do and how to make something heard. In this case, the teacher said there were no teaching materials created by the teacher that contained these indicators because the teacher considered the teaching materials used to be sufficient and prioritized practical activities of doing or making something.

Based on the explanation above, there is potential for developing Google Sites-based procedural text teaching materials for class VII to achieve all learning indicators. This is expected to be a solution for students and teachers to create interactive and exciting learning because the products produced are online and use electronic devices, so that it is expected to generate curiosity and a good response from students when studying procedure texts and achievement of learning objectives. Therefore, this study discusses the stages of development and feasibility of Google Sites-based procedural text teaching materials.

METHODOLOGY

The study subjects were 31 students of class VII-9 at SMP Negeri 4 Medan. The object of this study is Google Sites-based procedural text teaching materials for class VII. The research validators consisted of material expert, media design expert, and grade VII-9 Indonesian teachers at SMP Negeri 4 Medan. This study designed using R&D methods with the Borg and Gall model. The R&D stages of the Borg and Gall model are modified from 10 stages to 7 stages because it adapts to the needs, capabilities, and limited research scope.

Data collected through unstructured interviews, questionnaires, and documentation. The study instrument consisted of a needs analysis questionnaire, expert validation, and a study teacher, as well as student response questionnaire. The score on the questionnaire uses a Likert Scale calculation that applies a scale of 1-4. Data analyzed by 1) calculating the total score for each assessment, 2) calculating the average feasibility score in the form of a percentage, and 3) interpreting the average score obtained based on the answer category, according to Arikunto (2009) in the following table.

Table 1. Percentage of Feasibility Teaching Materials

Percentage (%)	Category
$\chi > 80\%$	Very Feasible
$61\% \leq \chi \leq 80\%$	Feasible
$41\% \leq \chi \leq 60\%$	Adequate
$21\% \leq \chi \leq 40\%$	Inadequate
$\chi \leq 20\%$	Very Inadequate

.

RESULTS AND DISCUSSION

1. Stages of Development of Google Sites-Based Procedural Text Teaching Materials

a. Potential and Problems

At this stage, unstructured interviews were conducted with teachers and analysis the lack of existing teaching materials. The teacher stated that the students were not very active and less motivated when studying. Teachers also only use printed learning resources. Susilawati et al. (2015) states that there is an influence from learning resources on the effectiveness of the learning process and are supported by other components. It can be concluded that the variety of teaching materials used by teachers in learning has an influence on students' activeness and motivation in learning. In addition, students also find it challenging to write procedural texts, so the teacher directs the learning activities of writing procedural texts to practical activities of

making or doing something. Arnesih (2021), state that students' ability to write procedure texts is still relatively low, because the learning is still conventional, and teachers use less variety of learning resources.

Apart from the results of interviews with teachers, researchers also analysis the lack of teaching materials used previously. According to Anggraini, et al. (2022), the analysis of learning resources aims to determine the weaknesses and strengths of learning resources. The shortcomings of the teaching materials used previously were: 1) the procedural text teaching materials do not meet competency achievement indicators by essential competencies. 2) there are no examples of structural and linguistic analysis of procedural texts that can help students to analysis procedural texts. 3) materials of procedural texts are less detailed and less able to guide students in making procedural texts. 4) the material contained is too general and less related to students' daily life. 5) lack of variety of tasks and stimulus given to help students ability to write procedure texts. 6) exercises does not meet competency achievement indicators, and 7) the presentation of material that is too monotonous.

b. Data collection

Based on the results of the interview, the teacher said that the teacher had never prepared teaching materials in the form of interactive multimedia and assessed that essential to develop teaching materials in the form of interactive multimedia. Elvira et al. (2020) stated that digital teaching materials could attract students' interest in learning because they have components such as images, links, animations, videos, and practice questions designed with feedback. The Needs analysis also carried out by distributing questionnaires to 31 students in class VII-9 of SMPN 4 Medan contained in the following table.

Table 2. Analysis of Student Needs

No	Questions	Frequency		
		Answer		%
1	I have difficulty learning procedure text	Yes	26	83.87%
		No	5	16.12%
2	I am less motivated when studying procedure text	Yes	30	96.77%
		No	1	3.22%
3	The time used by the teacher to explain the procedure text is not sufficient	Yes	22	70.96%
		No	9	29.03%
4	The teacher only uses printed teaching materials	Yes	31	100%
		No	0	0
5	I am looking for books/sources other than textbooks to understand procedural text material	Yes	16	51.61%
		No	15	48.38%
6	The school has facilities in the form of Wi-Fi and a computer labs	Yes	31	100%
		No	0	0
7	I am very enthusiastic to learn procedure text	Yes	25	80.64%
		No	6	19.35%
8	The use of electronic devices / Smartphones can make learning more interesting and fun	Yes	31	100%
		No	0	0
9	I need teaching materials that are more interesting and interactive to learn procedure texts	Yes	30	96.77%
		No	1	3.22%
10	I need interactive multimedia teaching materials based on Google Sites for procedural text teaching materials	Yes	30	96.77%
		No	1	3.22%

Based on the needs analysis, teaching materials are needed to help students overcome their difficulties in learning procedural texts. In addition, teaching materials are also needed that are more interesting, interactive, based on electronic devices, and can be used independently by students to make them more interesting and sufficient learning time. Gusman, et al. (2021) states that digital teaching materials are innovation so that students are interested in participating learning activities because suitable for students needs and easier for students.

c. Product Design

At this stage, pre-production and production activities were carried out on teaching materials based on Google Sites class VII.

1) Preproduction

This stage contains several activities as follows:

a) collect all materials that will be included in teaching materials from reference sources such as journals, books, and YouTube, then adjust them to KD, indicators achievement of competence, and learning objectives.
b) determine the website used to create assignments or practice questions on teaching materials. The assignments or exercises are designed using Google Forms and the Form to Chatbot application.
c) determine the design using colours, icons for buttons on the website, and illustrations in teaching materials.

2) Production

This stage contains several activities as follows:

a) design any content or materials in the form of images, files, or a question-and-answer platform using the Canva application. In this study, the researchers designed the headings, sub-titles, study guides, KD, IPK, learning objectives, and bibliography into images, the subject matter into PDF files uploaded to Drive, and the exercise or assignment sections into Google Forms and the Form to Chatbot application.
b) enabling the access permissions for everyone to see locked files, such as PDF files in Drive.
c) Embed or include all materials that have been designed into Google Sites according to the structure of teaching materials. The initial section is intended as a homepage containing the title, menu button, and author's identity. The second section contains study instructions; the third has KD, GPA, and objectives; the fourth contains teaching materials with PDF files and YouTube videos embedded via links; the fifth includes exercises in Google Forms; and the sixth has a bibliography. Each section contains "Back" and "Next" buttons to make accessing teaching materials easier.
d) Publish teaching materials so that everyone can see them through the available links.

d. Product Validation

Material validation were carried out by Ms. Safinatul Hasanah Harahap, S.Pd., M.Pd., a lecturer at the Department of Indonesian Language and Literature, while the percentage score obtained was 88.33% (very feasible). Media design validation was by Mr. Burhan Raden SND, S.Pd., M.Ds., lecturer at the Department of Fine Arts, Universitas Negeri Medan; the percentage score obtained was 87.5% (very feasible). The study teacher assessment was by Ms. Krista Purba, S.Pd., an Indonesian teacher at SMPN 4 Medan; the percentage score obtained was 90% (very feasible). Based on the validation results above, Google Sites-Based procedural text teaching materials for class VII are appropriate for use in the learning process.

e. Product Revision

Product revisions were carried out after the validator and the teacher provide comments or suggestions on the teaching materials being developed. The suggestions for Google Sites-based procedural text teaching materials are as follows:

1) material revision in the form of suggestions to reinforce the second material related to the steps for writing procedural text.
2) revision of media design in the form of suggestions to change the font type to a sans serif so that it is comfortable to read and change the writing background so that it contrasts and can be read clearly.

f. Product Trials

Product trials were carried out in collaboration between teaching material designers, teachers, and students. The teacher directs students to bring gadgets to school. During product trials, the teacher distributes link of teaching materials to students. The students open teaching materials through a smartphone. Teachers and researchers collaborate to direct students for used these teaching materials. After that, the researcher distributed product trial questionnaires to 31 students so obtain student responses for the teaching materials they used.

Obtained an average overall score of 87.75% (very feasible). Based on the results of student responses, responses related to the attractiveness of teaching materials received the highest score of 119 and the response with the second highest score about the material presented made the lesson feel fun with a total score of 116. As for responses about "There are no confusing sentences" got the lowest score of 99.

During the product trial implementation, there is two main obstacles were founded, namely: 1) some students did not have a network connection. 2) some devices had default browser applications so students could not open teaching materials with the proper display, because the display of the material teaching based on Google Sites will be better if opened in the Google application or Google Chrome.

g. The Final Product

Google Sites-based teaching materials can be accessed at the following link: https://sites.google.com/view/bahan-ajar-teks-prosedur-kelas/

Google Sites-based teaching materials for grade VII procedural text materials can also be accessed via the code (QR Code) below.

Figure 1. QR Code for Teaching Materials

2. Feasibility of Google Sites-Based Procedural Text Teaching Materials

The values obtained from the result of expert validation, assessment by subject teacher, and student responses interpreted according to the category of the percentage eligibility of teaching materials. Based on the percentage categories, it can be concluded that the feasibility or infeasibility of Google Sites-based procedural text teaching materials for class VII. The feasibility results contained in the chart below.

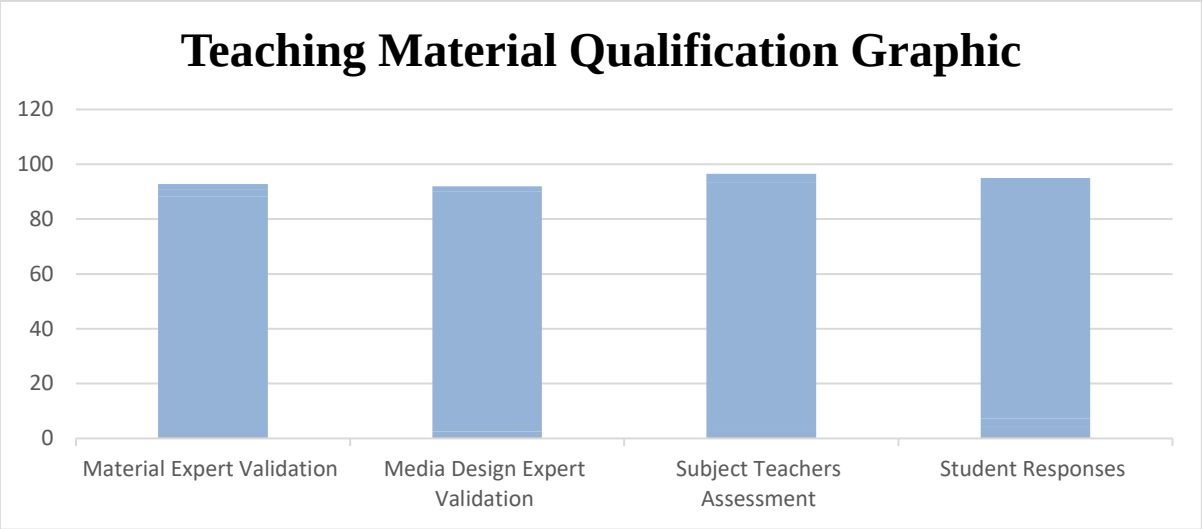

Chart 1. Feasibility Results of Teaching Materials

Based on the chart above, the feasibility of Google Sites-based procedural text teaching materials for class VII get a value above 85% consisting of the validation results of material experts and media design who each gave a result was 88.33% and 87.5%, assessment of subject teacher was 90%, and the results of student responses was 87.75%. If adjusted to the table feasibility percentage of teaching materials according to Arikunto (2009), then expert validation, teacher assessment, and student responses are in the "very feasible" category. Therefore, Google Sites-based procedural text teaching materials are very feasible to use in the learning process for class VII in schools.

Based on the feasibility of Google Sites-based procedural text teaching materials for class VII, the product are expected to be able to support learning materials, become learning resources that can provide new learning experiences for students, help the effectiveness of teaching and learning activities, and help achieve all learning objectives. Gusman, et al (2021) states that utilizing technology in the education sector can help realize an effective and efficient learning process because it can influence on the learning environment and the dynamics of learning.

Material Expert Validation

The material was validated by a lecturer at Department of Indonesian Language and Literature, Universitas Negeri Medan, namely Ms. Safinatul Hasanah Harahap, S.Pd., M.Pd. The results of the material expert validation are contained in the table below.

Table 3. Material Expert Validation Results

No	Rating Items	Score	Criteria
I. Content Feasibility Aspect			
1	Achievement of material with KD demands	4	Very good
2	Material suitability with learning indicators	4	Very good
3	The material is presented in full	4	Very good
4	The material is presented systematically	3	Good
5	Accuracy of concepts and definitions	4	Very good
6	Example accuracy	4	Very good
7	Question accuracy	4	Very good

8	HOTS-based questions	4	Very good
9	Accuracy of images, videos, and illustrations	4	Very good
10	Reasoning	3	Good
11	Material attractiveness	3	Good
12	Actual pictures, illustrations, and videos	4	Very good
13	Library updates	4	Very good
II. Presentation Feasibility Aspects			
14	Concept confusion	4	Very good
15	Questions at the end of the activity	4	Very good
16	Student engagement	3	Good
17	The linkage of learning activities/sub-learning activities/paragraphs	3	Good
18	The arrangement is following the structure of teaching materials	3	Good
III. Aspects of Language Feasibility			
19	Accurate sentence structure	3	Good
20	Sentence effectiveness	3	Good
21	Understanding of messages or information	4	Very good
22	Ability to motivate students	3	Good
23	In accordance with the intellectual development of students	3	Good
24	Grammatical accuracy	3	Good
25	Spelling accuracy	3	Good
IV. Aspects of Contextual Assessment			
26	The link between the material being taught and the real-world situation of students	4	Very good
27	The ability to encourage students to make connections between the knowledge students have and its application in everyday life	4	Very good
28	Finding	3	Good
29	Studying together	4	Very Good
30	Asking	3	Good
Total score		106	
Average Score (%)		88,33%	
Category		Very Feasible	

Material validation of the teaching materials obtained a score of 106 with an average percentage of 88.33%. If adjusted to the category of the feasibility percentage of teaching materials, then the average percentage obtained is included in "very feasible" category.

Media Design Expert Validation

Media design was validated by Mr. Raden Burhan Surya Nata Diningrat, S.Pd., M.Ds., lecturer at the Department of Fine Arts, Universitas Negeri Medan. The results of the media design validation are contained in the following table.

Table 4. Media Design Expert Validation Results

No	Rating Items	Score	Criteria
I. Display Aspect			
1	The title of teaching materials is clear and balanced with other components	3	Good

2	Clarity of pictures and writing	4	Very good
3	Accurate selection of text color, background, and other components	4	Very good
4	Sequential menu layout according to function	4	Very good
5	Attractive menu design	3	Good
6	The illustration of each icon that is used is creative, innovative, and in accordance with the function	3	Good
7	Ease of reading letters contained in teaching materials	4	Very good
II. Aspects of Material Presentation			
8	The material presented is orderly, clear, and easy to read	4	Very good
9	Systematic and clear video presentation	3	Good
10	Audio or video can be heard clearly	3	Good
11	Content is presented communicatively and interactively	4	Very good
12	The images presented are clear and in accordance with the material	4	Very good
III. Programming Aspect			
13	Teaching materials are easy to use	4	Very good
14	Conformity of teaching materials with the knowledge and abilities of students	3	Good
15	Interesting variety of website features	3	Good
16	Website features function according to their use	3	Good
Total score		56	
Average Score (%)		87,5%	
Category		Very Feasible	

Based on the data in the table above, the results of the validation of media design for Google Sites-based procedural text teaching materials for class VII obtained a score of 56 with an average percentage of 87.5%. If adjusted to the category of feasibility percentage, the average percentage obtained is included in "very feasible" category.

Study Teacher Assessment

The study teacher assessment was carried out by Ms. Krista Purba, S.Pd., who is a class VII-9 Indonesian teacher at SMPN 4 Medan. The results of the subject teacher assessment are contained in the following table.

Table 5. Results of The Study Field Teacher's Assessment

No	Rating Items	Score	Criteria
1	The material presented is in accordance with KI, KD, indicators, and learning objectives	4	Very good
2	Teaching materials developed can support the presentation of the material	3	Good
3	The material presented is precise, clear, and easy for students to understand	4	Very good
4	Study guides and instructions for use can be understood and applied appropriately	4	Very good
5	Clarity of images, audio, and video	4	Very good
6	Layout consistency	3	Good
7	Clarity of language used	3	Good
8	Language suitability with the emotional maturity of students	3	Good

9	The suitability of the grammar used	4	Very good
10	Google Sites-based interactive teaching materials	4	Very good
11	Completeness of teaching materials	4	Very good
12	The order of the arrangement of teaching materials	4	Very good
13	Clarity of display of material and exercises	4	Very good
14	Accuracy of examples, practice, and competence	4	Very good
15	Appropriateness between exercises and materials	4	Very good
16	HOTS-based questions	4	Very good
17	The suitability of the use of colours and letters so that it is easy to read	3	Good
18	Teaching materials help students to understand procedural text material either in groups or independently	3	Good
19	Teaching materials help teachers and students to achieve learning goals	3	Good
20	Ease of using Google Sites-based teaching materials in the learning process	3	Good
Total score		72	
Average Score (%)		90%	
Category		Very Feasible	

Based on the data in the table above, the subject teacher assessment of Google Sites-based procedural text teaching materials for class VII obtained a score of 72 with an average percentage of 90%. If adjusted to the category of feasibility percentage, the average percentage obtained is included in "very feasible" category.

Trial Student Response Products

The result of product trial in the form of student responses to the teaching materials that have been developed can be seen in the following table.

Table 6. Student Response Results

No	Rating Items	Score	Average Percentage
1	Instructions for use are easy to understand	101	81.45%
2	Appearance of interesting teaching materials	119	95.96%
3	The features contained in the teaching materials are varied and interesting to me	107	86.29%
4	Study guides can be applied	111	89.51%
5	Teaching materials are not confusing for me	113	91.12%
6	The instructions for working on the questions are clear and easy to understand	101	81.45%
7	The questions are presented in an interesting and not boring way	110	88.70%
8	The language used is understandable	106	85.48%
9	No confusing sentences	99	79.83%
10	Google Sites-based teaching materials procedural text materials can be used easily and practically	113	91.12%
11	The material presented adds to my knowledge regarding procedural text	112	90.32%
12	The material presented makes the lesson feel fun	116	93.54%
13	I can repeat the learning material that I want	108	87.09%
14	I can study independently	102	82.25%
15	I find this Google Sites-based teaching material very interesting for	114	91.93%

	procedural text material		
16	I don't feel bored using teaching materials based on Google Sites procedural text materials	107	86.29%
17	Google Sites-based teaching materials procedural text materials help me understand procedural texts	111	89.51%
Total Overall Score		1850	
Average Overall Score (%)		87.75%	
Category		Very Feasible	

Based on the table above, the results related to student responses to Google Sites-based procedural text teaching materials for class VII obtained an overall score of 1850 with an overall average percentage of 87.75%. If adjusted to the category of feasibility percentage, the average percentage obtained is included in "very feasible" category.

CONCLUSION

This study used seven stages of research and development the Borg and Gall model, namely potential and problem analysis, data collection, product design, product validation, product revision, product trial, and the final product. The feasibility of Google Sites-based procedural text teaching materials for class VII was obtained from the validation of material experts, media design experts, subject teachers, and product trials in the form of student responses. The results of the validation of material experts were 88.33%, media design experts were 87.5%, subject teacher assessment were 90%, and students responses were 87.75%. If adjusted for the range of eligibility percentages, then the feasibility percentage of Google Sites-based procedural text teaching materials is included in the x value range <80%, meaning that each feasibility percentage obtained belongs to the "very feasible" category.

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