Usage *Gogle Sites* Improving Islamic Religious Education Learning Outcomes

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Abstract

This research discusses the use of Google Sites in improving Islamic Religious Education learning outcomes in class XI SMAN 6 Barru. This type of research is using the Quasi Experimental Design model with the form of Pretest-Posttest Control Group Design which was carried out in Barru. The main instrument of this research is a test supported by research instruments with data collection in the form of documentation, with a research sample of 21 people divided into 2 classes, namely a sample of 10 people as the control class and 11 people as the experimental class. The sampling technique used is purposive sampling.The results of this research show that what improves student learning outcomes in using Google Sites is providing convenience to students in the teaching and learning process in the classroom and outside the classroom, including the following: (1) accessibility of learning materials, (2) interactivity and collaboration, (3) personalization of learning, and (4) increasing student motivation and involvement in the teaching and learning process. The learning outcomes of Class -average (mean) is 72.27 in the experimental class while 68 in the control class. Based on the results Paired Sample T-Test obtained a significance value of 0.000, which means sig, 0.05, so H_O rejected and H_a accepted. It can be concluded that there are differences in student learning outcomes before and after using Google Sites in Islamic Religious Education learning.

Keywords: Google Sites, Islamic Religious Education Learning, Student Learning Outcomes

1. Introduction

In general, in the school environment, learning is generally held through face-to-face meetings, where teachers and students gather together in the classroom at the same time. The learning process is defined as the interaction that occurs

between students, teachers, and learning resources in a particular context (Moh Suardi, 2018). In this interaction, the teacher's role is considered as a facilitator who helps students achieve various learning goals, including the attainment of knowledge (cognitive aspect), mastery of skills (psychomotor aspect), as well as the formation of attitudes and values (affective aspect). (Candrasari et al., 2024)

Teachers have an important role in the teaching and learning process with the ability to influence the quality and quantity of teaching. So teachers need to plan and organize the teaching system carefully, and make every effort to ensure that students are interested and enthusiastic in studying the subject matter provided. (Yani, 2023)

Education is a crucial element in planning for the future, holding a significant role in introducing new skills to individuals, so that they are able to meet the demands of a dynamically changing society. (Damsar, 2011) In general, education is organized to meet the needs of society, and after graduating, it is hoped that children can contribute to the development of society or participate in meeting needs for the welfare of society. (Yani & Fattah, 2023)

One form of education is Islamic Religious Education (PAI), which not only provides knowledge about Islam, but also aims to instill love for Islam in learners, until they own views that are in accordance with the values of Islamic teachings. In this way, they will have strong beliefs in religion and be able to change values and attitudes that are not in accordance with the Islamic teachings they are studying. (Noviasmy, 2022)

In its implementation, Islamic Religious Education (PAI) subjects often experience various challenges, one of which is students' low interest in learning. This can be seen from the low student learning outcomes, as well as the large number of students who are not active in participating in PAI learning activities. One factor that can cause students' low interest in learning is teachers' conventional learning methods. Conventional learning methods, such as lectures, often make students feel bored and uninterested. This of course can have an impact on students' incomplete learning outcomes. (Fachriya & Yani, 2024)

In the generation Z era, students have different characteristics from previous generations. Generation Z students have a high interest in technology and digital media. So the use of digital media in learning can be an alternative to increase students' interest in learning, including in PAI learning. (Yani, 2022)

Learning is essentially a conscious effort by an educator to teach students (directing students' interactions with other learning resources) in order to achieve the expected goals. (Noer, 2016) In other words, educators try to create learning situations that can stimulate students to interact with various learning sources, including the teacher himself, textbooks, online learning materials, and so on. Through this interaction, it is hoped that students can achieve the desired understanding in accordance with the learning objectives that have been set. This means that learning is directed at the process of understanding and mastering material which can shape students' holistic development. (Rama, 2021)

Effectiveness is an important aspect of management objectives that focuses on the results, goals and targets to be achieved. (Aan Komariah, 2015) As educators who are aware of their responsibilities, it is important for us to strive to increase students' understanding in PAI learning by applying various methods.

Reviewing the way Islamic Religious Education is taught in public schools, especially at SMAN 6 BARRU, shows that the teacher's response and learners learning needs to be improved. One way to ensure that the Islamic Religious Education teaching process can run efficiently and be easily understood by students is to use a good system and a combination of teaching methods. (Kumala, 2022)

One learning media that can be used to improve student learning outcomes is by using the Google Sites application. Google Sites is a learning media that has the advantages of being quick and easy to prepare, free of charge, and flexible. Based on the background above, researchers are interested in conducting research on the effectiveness of using Google Sites in improving Islamic Religious Education learning outcomes in class XI at SMAN 6 Barru. This research aims to find out whether the use of Google Sites can improve the learning outcomes of Islamic Religious Education students, as well as what factors influence the effectiveness of using Google Sites in improving Islamic Religious Education learning outcomes..

2. METHODS

This research applies an experimental approach, which is described as a very complete quantitative research approach, fulfilling all the requirements for finding out the relationship between cause and impact. (Neti Fihani, 2021) The experimental research design that researchers will use is a quasi experimental design. Because experimental research is conducted under careful control of confounding factors other than those being investigated, it is the most valid and scientifically credible type of research.

This research was conducted at SMA Negeri 6 Barru which is located on Jalan Pramuka No. 83, Tuwung Village, Barru District, Barru Regency. The selection of SMAN 6 Barru as a research location was based on the existence of adequate technological infrastructure, including the availability of computer equipment and a stable internet connection.

The most useful research approach is experimental research because, if carried out correctly, this approach can answer hypotheses, especially about causal correlation (Sugiyono, 2014). In this study, the population is all class XI students at SMAN 6 BARRU who are registered in 2023/2024, consisting of 4 classes and totaling 111 students. The sample taken in this research consisted of two random classes, namely class 1 consisting of 11 students as an experimental class which applied Google Sites-based learning methods and class 2 consisting of 10 students as a control class which applied conventional learning methods.

Data collection techniques use observation, tests, documentation, learning implementation plans. The instruments in this research are learning outcomes tests, student activity observation sheets, implementation observation sheets. The data analysis technique in this research uses *Test* N-Gain, classical assumption test, descriptive analysis, hypothesis testing, experimental procedures. (Muallifin, 2019)

3. RESULT AND DISCUSSION

Usage Google Sites in class XI at SMAN 6 Barru

The author applies the use of Google Sites in Islamic Religious Education learning at SMAN 6 Barru, namely recitation and cooperative learning models through several stages:

a. The teacher conveys all the learning objectives to be achieved in the lesson to the students and motivates them to learn.

b. Presenting information, The teacher stimulates students by providing

questions and answers regarding PAI learning.

c. Forming a learning class, the teacher explains the learning media to use *Google Sites* and provide materials to all class representatives.

d. Giving assignments, the teacher gives assignments to study text, audio or video that has been prepared in *Google Sites* with the principles of learning by using *cell phone* and a laptop connected to the internet for access and then reciting or summarizing it.

e. Submitting the work results of each class, the teacher asked each student class representative to present the results of their work.

f. Discussion and questions and answers, the teacher gives students time to discuss and ask questions about the material about the Beauty of Sharing with Alms, Grants and Gifts.

g. Discussion and conclusion of learning material, the teacher discusses and concludes the learning material that has been implemented in order to strengthen the material that has been studied by students.

Tests and evaluations, teachers provide tests and evaluations to students both in writing and directly to students

Student PAI Learning Outcomes

During the process of providing intervention in the experimental class and learning activities in the control class, it was carried out based on the learning process plan that had been prepared by the researcher as a subject teacher who carried out the task of educating class XI at SMAN 6 Barru. The teaching and learning process in PAI lessons runs based on a learning process plan that has been prepared so that the implementation of learning can run systematically so that the learning outcomes achieved by students are maximized. Based on the learning objectives to be achieved including initial tests and final tests from two different classes. experimental class in class XI PAI learning using learning media *Google Sites* with a total of 11 students and the control class in PAI learning uses conventional forms of learning.

Then the two classes will be tested with an instrument in the form of a multiple choice test which is first tested for validation and level of difficulty. The data from the test results for the two classes will be tested using a normality test. If

both data from the control class and the experimental class have a normal distribution, it will be continued with the t test. After conducting research on the control class and experimental class, calculations will then be carried out to obtain the final results. Increased understanding of PAI learning is measured by a multiple choice test of 40 questions which is prepared during the learning process so that the results of the final test evaluation can be maximized. From the results of the final test evaluation that has been carried out in the control class and experimental class, it can be seen to what extent the level of effectiveness of the intervention in this case is the use of *Google Sites* in Improving Religious Education Learning Outcomes on the material of the Beauty of Sharing with Alms, Grants and Gifts. More specifically, it can be seen in the following table:

Table 1 Distribution of Student Learning Outcome Categories

NO	CATEGORY	FREQUENCY			
		CONTROL CLASS		EXPERIMENT CLASS	
		Pre Test	Post Test	Pre Test	Post Test
1	Very good	0	0	0	2
2	Good	0	4	0	3
3	Pretty good	0	3	4	3
4	Not so good	10	3	7	3
5	Very less	0	0	0	0

In the table above, in the control class it can be seen that at *pre test* the majority of students obtained learning outcome scores in the poor category, but at *post test*, the students' learning outcomes reached the good category. Meanwhile, when compared with the experimental class, it can be seen in *pre test* if students get learning outcome scores in the not good and quite good categories, but at *post test* It can be seen that the learning outcomes are in the very good category. Based on the categorical differences between the control class and the experimental class, it has been explained that the intervention provided is in the form of use *Google Sites* in Improving Religious Education Learning Outcomes on the material The Beauty

of Sharing with Alms, Grants and Prizes in the experimental class has shown better improvement when compared to the control class.

To find out more clearly and specifically about the extent of the effects of use *Google Sites* in Improving Religious Education Learning Outcomes on the material The Beauty of Sharing with Alms, Grants and Prizes on the level of effectiveness of the learning process in the control class can be seen in the following table:

Table 2 Comparison of Student Learning Outcomes

No.	Category	Control Class		Experimental Class	
		Rate-rate	The number of students	Rate-rate	The number of students
1	Pre Test	56,2	10	56,36	11
2	Post Test	68	10	72,27	11
Increased Value		11,8		15,91	

Based on the table above, it is known that the comparison of the average values *pre test* between the control class and the experimental class, namely 56.2: 68, it can be seen that the average value is not significantly different. As for value *post test* between the control class and the experimental class, namely 56.36 : 72.27, it can be seen that there is a significant difference. Increased control class value of *pre test* and *post test* namely 11.8, while in the experimental class the increase in value was 15.91. Based on these data, it can be concluded that the greater increase in scores in the experimental class indicates that the treatment given was in the form of use *Google Sites* in Improving Religious Education Learning Outcomes on the material The Beauty of Sharing with Alms, Grants and Gifts has a significant positive effect compared to the control class.

From the research data that has been analyzed, the findings obtained show that students' initial abilities regarding learning PAI with the material The Beauty of Sharing with Alms, Grants and Prizes that were tested did not experience low results even though in general students had not studied it. In taking this initial test, students basically create this discourse just by guessing. After being given treatment

in the form of learning by using *Google Sites* A final test is held which results in an increase in learning outcomes, because students create discourse based on the knowledge they have learned from the learning treatment that has been given.

In the control class which was given learning using conventional media, the average initial test score given was 60. As in the experimental class, students generally answered this initial test by just guessing because they had not yet learned the material being tested. Meanwhile, the final test results are given after students receive learning treatment using *Google Sites*, obtained the highest score of 90, which means an improvement compared to the initial test results.

When comparing the average initial test scores of the two study classes, it can be seen that the learning results of the experimental class have improved compared to the learning results of the control class. This can happen because in the experimental class, media is used *Google Sites* during learning, where students have additional facilities in understanding the material in the learning process.

In the control class, students experience learning activities using traditional media so that students generally only listen passively in receiving lessons. Students' activity is mostly in note-taking activities and occasionally asking questions. With activities that only listen and take notes, it causes boredom for students, which results in students' lack of attention to the lessons being taught.

Facts in the field show that so far the learning process carried out by teachers, especially PAI learning, requires various innovations to motivate students' interest in learning. There are still many teachers who carry out learning only emphasizing cognitive aspects, without paying attention to other aspects, and in learning teachers also pay less attention to the use of learning media.

Statistic analysis

    1) Test *N-gain*

Data on student learning outcomes based on the revised Bloom Taxonomy cognitive level reference includes: memorizing (*remember*), understand (*understand*), applying (*applying*), analyze (*analyzing*), evaluate (*evaluating*), and create (*create*). Student learning outcomes are captured using a multiple choice question instrument to obtain a raw score *pretest* and *posttest* from the experimental class and the control class. Based on scores *pretest* and *posttest* This can then be

seen as an increase in assessment *pretest* the *posttest* by looking at and comparing values *N-Gain* from the experimental class and the control class. As for value *N-gain* from the experimental class and control class are presented in table 4.12 below:

Table 3 Test Result Data *N-gain* Experimental Class and Control Class

Class	N	Pre-test Value		Post-test scores		N-Gain	
		Rate-rate	Division Standards	Rate-rate	Division Standards	Rate-rate	Division Standards
Experiment	11	56,4	7,354652	72,2	11,481210	0,390620	0,197907
Control	10	56,2	4,709329	68	12,516656	0,272605	0,262343

Based on the data in table 4.12, it can be seen that the test calculation results *N-gain score* shows that the average value *N-gain score* for the experimental class it was 0.39, which means it was included in the medium category. Meanwhile, the average value *N-gain score* control class is 0.27, which means it is included in the low category. Thus it can be concluded that the use *Google Sites* further improve student learning outcomes in learning.

2) **Classic assumption test**

   a. **Normality test**

   Testing the normality of the data in this study uses a test *Kolmogorov-Smirnov* with a significance level of 0.05 in the experimental class and control class. The results of the normality test for student learning outcomes are presented in table 4.13 below:

Table 5 Normality Test Results of Student Learning Results

Class	Statistics	Df	Say.
Experiment	0,191	11	0,200
Control	0,231	10	0,139

Based on the data in table 5, it is known that the sig value for the experimental class is 0.200 and the control class is 0.139. Because the sig value for both groups is greater than 0.05 (0.200 > 0.05), it

means that it is concluded that the student learning outcomes data for the control class and the experiment is normally distributed.

b. Homogeneity Test

This research's homogeneity test used the Levene test with a significance level of 0.05 in the experimental class and control class. The results of the homogeneity test of learning outcomes are presented in table 4.14 below:

Table 4 Results of Homogeneity Test of Student Learning Outcomes

Class	Uji Levene's Test			
	Levene Statistic	df-1	df-2	Say
Experiment	0,128	1	19	0,724
Control	0,023	1	19	0,879

Based on the data listed in table 4, the significance value (sig) for the experimental class was 0.724. This value is greater than the specified significance level, namely 0.05 (0.724 > 0.05). This shows that the variance in the experimental class is homogeneous. Likewise, for the control class, a significance value (sig) of 0.879 was obtained. This value is also greater than the significance level of 0.05 (0.879 > 0.05), so it can be concluded that the control class is also homogeneous. This means that the variance in the control class is uniform, which supports the assumption of homogeneity of variance required to perform a valid statistical test.

3) Hypothesis testing

After calculating the score *N-gain* and test classical assumptions on research data on student learning outcomes, then the next step is to test the hypothesis. This test is carried out using Test *Independent Sample T-Test* with a significance level of 0.05, the results of which are presented in table 4.45 below:

Test Results Table *Independent Sample T-test*

Data	T	df	One. (2-tailed)	Mean difference	Std difference. Error

N-gain Learning Outcomes	-8,050	10	0,000	-16,363636	2,032789

Based on the data listed in table 4.45, it is known that the significance value (2-tailed sig) is 0.000. This value is smaller than the specified significance limit, namely 0.05 (sig 0.000 < 0.05). Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be concluded that there is a significant difference between the average learning outcome scores between the control class and the experimental class.

This significant difference shows that the intervention or treatment given to the experimental class had a real influence on student learning outcomes compared to the control class which did not receive the same treatment. These results indicate that the learning methods or strategies applied in the experimental class are more effective in improving student learning outcomes compared to the methods used in the control class

4. CONCLUSION

There are striking differences in use *Google Sites* in Islamic Religious Education learning, namely generally increasing learning outcomes in experimental classes that use *Google Sites* amounting to 15.91 higher than the control class which was only 11.8. Another interesting thing is that all students in the experimental class experienced an increase in their learning outcomes, whereas in the control class there was one student who actually experienced a decrease in their learning outcomes. Learning outcomes of Class XI students at SMAN 6 Barru before treatment (*pretest*) consumption *Google Sites* obtained average (*mean*) of 56.36 and after treatment *(posttest)* usage *Google Sites* obtained average (*mean*) of 72.27. Based on the results *Paired Sample T-Test* obtained a significance value of 0.000 which means sig, 0.05 then H_O rejected and H_a accepted. This can be concluded that there are differences in student learning outcomes before and after using it *Google Sites* on the learning of Islamic Religious Education.

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