

Development of Website-Based Learning Media Using Google Sites on the Topic of the Spread of Islam in Indonesia to Increase Students' Learning Interest at SMK Telkom 2 Medan

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Abstract: This study aims to develop website-based learning media using Google Sites on the topic of the Spread of Islam in Indonesia and to analyze its use in increasing students' learning interest at SMK Telkom 2 Medan. This study employed a Research and Development (R&D) method using the ADDIE development model, which consists of the stages of *Analysis, Design, Development, Implementation, and Evaluation*. Data were collected through observation, interviews, questionnaires, and documentation. The learning media and content were validated by expert validators, while trials were conducted with students to determine their responses and learning interest after using the website-based learning media. The results showed that the Google Sites-based learning media developed in this study was feasible for use in the learning process. The media presents learning materials in a more interactive, systematic, and accessible manner through digital devices. Its implementation also received positive responses from students and contributed to an increase in their learning interest in the topic of the Spread of Islam in Indonesia. Therefore, website-based learning media using Google Sites can serve as an alternative learning medium for Islamic Religious Education that supports engaging, flexible, and technology-oriented learning in the digital era.

Keywords: Website-Based Learning Media; Google Sites; Spread Of Islam in Indonesia; Learning Interest; Islamic Religious Education; Vocational High School.

Abstrak: Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis website menggunakan Google Sites pada materi Penyebaran Islam di Indonesia serta menganalisis penggunaannya dalam meningkatkan minat belajar siswa di SMK

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Telkom 2 Medan. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap *Analysis, Design, Development, Implementation*, dan *Evaluation*. Data penelitian diperoleh melalui observasi, wawancara, angket, dan dokumentasi. Validasi media dan materi dilakukan oleh validator ahli, sedangkan uji coba dilakukan kepada siswa untuk mengetahui respons dan minat belajar setelah menggunakan media pembelajaran berbasis website. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis Google Sites yang dikembangkan memiliki kelayakan untuk digunakan dalam pembelajaran. Media ini menyajikan materi secara lebih interaktif, sistematis, dan mudah diakses melalui perangkat digital. Penggunaan media juga menunjukkan respons positif dari siswa dan berkontribusi terhadap peningkatan minat belajar pada materi Penyebaran Islam di Indonesia. Dengan demikian, media pembelajaran berbasis website menggunakan Google Sites dapat menjadi alternatif media pembelajaran Pendidikan Agama Islam yang mendukung pembelajaran yang menarik, fleksibel, dan sesuai dengan perkembangan teknologi digital.

Kata Kunci: Media Pembelajaran Berbasis Website; Google Sites; Penyebaran Islam di Indonesia; Minat Belajar; Pendidikan Agama Islam; SMK

A. Introduction

Education is continuously influenced by changes in technology, society, and patterns of communication. The rapid development of digital technology has transformed the ways in which information is accessed, presented, and shared in educational environments. Digital technology provides opportunities for teachers to create learning experiences that are more flexible, interactive, and accessible to students. UNESCO (2023) emphasizes that digital technology has significant potential to transform education, although its implementation needs to be guided by clear educational objectives and appropriate pedagogical considerations.

The transformation of education in the digital era requires teachers to reconsider conventional approaches to learning media. Learning is no longer limited to printed textbooks, classroom lectures, and face-to-face explanations. Students can access learning materials through websites, digital platforms, videos, images, interactive exercises, and other online resources. Therefore, the integration of technology into

learning should not merely focus on the use of technological devices but also on how technology can support meaningful learning experiences and student engagement (Clark & Mayer, 2016).

Learning media play an important role in connecting instructional content with students' learning experiences. Appropriate media can help teachers present abstract concepts, organize information systematically, and provide students with opportunities to access learning materials independently. In this context, digital learning media can serve as an extension of classroom instruction because materials can be accessed beyond the limitations of classroom time and space. The effectiveness of digital media, however, depends on how well the media are designed according to learners' needs and the characteristics of the learning content (Clark & Mayer, 2016).

One important consideration in designing learning is students' interest in learning. Learning interest represents an important psychological condition that influences students' willingness to pay attention to, participate in, and engage with learning activities. Hidi and Renninger (2006) explain that interest can develop from a temporarily triggered situational interest into a more sustained and individual form of interest. Consequently, learning environments that stimulate curiosity and provide meaningful opportunities for interaction can contribute to the development of students' interest in particular subjects.

Learning interest is also closely associated with student engagement. Fredricks et al. (2004) conceptualize engagement as a multidimensional construct involving behavioral, emotional, and cognitive dimensions. Students who are interested in learning are more likely to participate actively, pay attention to instructional activities, and invest cognitive effort in understanding learning materials. Therefore, increasing learning interest should be considered an important objective when teachers design learning activities and select instructional media.

In contemporary education, website-based learning media offer one potential approach to creating learning environments that are accessible and flexible. A website can integrate different forms of instructional content, including text, images, videos, hyperlinks, assignments, quizzes, and other digital resources. Such integration allows

teachers to organize learning materials within a single digital environment. Consequently, website-based media can provide students with structured access to learning resources while encouraging them to explore materials according to their learning needs.

One platform that can be used to develop website-based learning media is Google Sites. Google Sites is a website creation platform that allows users to create and organize web pages without requiring advanced programming skills. In educational settings, teachers can use Google Sites to present learning materials, embed multimedia resources, provide links to external resources, and organize learning activities in a relatively simple manner. Its accessibility and ease of use make Google Sites a potentially useful platform for teachers who want to develop web-based learning media.

The use of Google Sites as a learning medium has received increasing attention in educational research. Aeni et al. (2024), for example, developed Google Sites-based learning media for Islamic Religious Education and demonstrated its potential to provide students with more interactive learning resources. Their study indicates that Google Sites can be adapted to instructional content and designed to support students' learning experiences.

Research has also examined the relationship between Google Sites and students' learning interest. Recent findings indicate that the implementation of Google Sites can contribute to increased student interest because digital learning environments can provide more attractive, interactive, and flexible learning experiences. Langgu et al. (2026), for instance, reported an increase in students' learning interest following the implementation of Google Sites-based learning media. These findings suggest that website-based learning environments may provide an alternative to conventional learning media when designed according to students' needs.

Similarly, Mbuik et al. (2026) investigated the influence of Google Sites as a learning medium on students' learning interest and found an improvement in students' interest following its implementation. Their findings reinforce the argument that digital learning media can create learning experiences that are more engaging than approaches that rely exclusively on conventional instructional resources. However, the effectiveness

of a particular medium remains dependent on subject matter, learning objectives, student characteristics, and instructional design.

The potential of Google Sites is particularly relevant to Islamic Religious Education (IRE), which includes cognitive, affective, and behavioral dimensions. Islamic Religious Education is not merely concerned with the transmission of religious information but also aims to develop students' understanding, attitudes, values, and practices. Consequently, learning media should be able to present religious knowledge in a manner that is understandable, contextual, engaging, and relevant to students' everyday experiences.

Islamic Religious Education also contains historical and cultural materials that can benefit from visual and digital presentation. Historical topics often involve chronological developments, geographical contexts, important figures, social interactions, and cultural transformations. When such materials are presented exclusively through textual explanations, students may experience difficulties in constructing a comprehensive understanding of historical processes. Digital media can address this challenge by integrating textual explanations with maps, photographs, timelines, videos, and other relevant resources.

One of the important topics in Islamic Religious Education is the spread of Islam in Indonesia. This topic introduces students to the historical process through which Islam developed and became an important part of Indonesian society. The subject involves discussions about the arrival of Islam, the channels through which Islam spread, the role of scholars and traders, the development of Islamic kingdoms, and the interaction between Islamic teachings and local cultures. Therefore, students need learning resources that can present these historical processes systematically and contextually.

The topic of the spread of Islam in Indonesia is also relevant to the development of students' appreciation of Indonesia's Islamic historical heritage. Understanding the history of Islam in Indonesia can help students recognize the diversity of approaches through which Islamic teachings interacted with local communities and cultures. Such understanding can contribute to the development of historical awareness and religious

literacy. Consequently, the teaching of this topic should move beyond memorizing names, places, and dates toward encouraging students to understand historical processes and their significance.

However, historical and religious learning can become less engaging when students are exposed primarily to teacher-centered explanations and static learning materials. Students may perceive historical information as a collection of facts that must be memorized rather than as a meaningful narrative that can be explored. This condition may affect students' attention and interest during learning activities. Therefore, teachers need to consider instructional strategies and media that can transform historical content into a more engaging learning experience.

Digital learning media provide an opportunity to address this challenge by presenting historical materials in multiple formats. Through a website-based learning environment, students can explore chronological information, images, maps, videos, and supplementary materials within a single platform. Such features can support different forms of representation and provide students with opportunities to revisit learning materials independently. Mayer's multimedia learning perspective suggests that appropriately designed combinations of words and visuals can support meaningful learning by engaging learners' cognitive processing (Mayer, 2021).

Nevertheless, the use of technology in education should not be viewed as automatically producing better learning outcomes. UNESCO (2023) notes that robust evidence regarding the added value of educational technology remains limited in many contexts. Technology becomes educationally meaningful when it is aligned with learning objectives, teacher competencies, content characteristics, and students' needs. Therefore, the development of Google Sites-based learning media should involve systematic instructional design rather than simply transferring conventional materials into a digital format.

A systematic development model is necessary to ensure that digital learning media are educationally appropriate. One widely used model is ADDIE, which consists of five interconnected stages: Analysis, Design, Development, Implementation, and Evaluation. Branch (2009) describes ADDIE as an instructional design framework that provides a

systematic process for developing learning resources. The model enables developers to identify learning needs, design appropriate solutions, develop instructional products, implement them with learners, and evaluate their quality.

The ADDIE model is particularly relevant to the development of Google Sites-based learning media because website development requires attention to both technological and pedagogical aspects. During the analysis stage, students' learning needs and existing instructional problems can be identified. During the design and development stages, the structure, content, visual elements, navigation, and interactive components of the website can be planned and created. Implementation allows the media to be tested in an authentic learning environment, while evaluation provides information for subsequent improvement.

Previous research has demonstrated the feasibility of applying Google Sites in Islamic Religious Education. For example, Madhani and Susilo (2023) investigated the implementation of online learning using Google Sites in Islamic Religious Education and focused on its potential to increase students' learning interest. Their study demonstrates that Google Sites can be incorporated into Islamic Religious Education learning as an online instructional resource.

Other studies have also demonstrated the potential of Google Sites for Islamic learning content. Asruddin (2025) reported that Google Sites can function as an accessible and practical web-based medium for Islamic Religious Education. Similarly, research on Google Sites-based multimedia in Islamic Religious Education has shown potential in improving students' learning experiences and learning outcomes. These studies provide an important foundation for further development of Google Sites media in different educational levels and subject contexts.

Despite these developments, a research gap remains regarding the development of Google Sites-based learning media specifically for the topic of the spread of Islam in Indonesia at the vocational high school level. Existing studies have examined Google Sites in various subjects, including Islamic Religious Education, Indonesian language, Arabic, and other disciplines. However, relatively limited attention has been given to developing a website-based medium that specifically integrates historical Islamic

content with the objective of increasing students' learning interest in a vocational school context.

The context of vocational education is important because vocational high school students have diverse academic backgrounds, learning preferences, and practical orientations. Learning media should therefore be designed to provide accessible and relevant learning experiences that can connect theoretical knowledge with students' broader educational experiences. A website-based medium may provide flexibility for students to access learning resources using devices that are already familiar to them, while also allowing teachers to organize content in a structured and visually engaging format.

In the context of SMK Telkom 2 Medan, the development of website-based learning media using Google Sites represents an effort to respond to the need for learning innovation in Islamic Religious Education. The proposed media is designed specifically for the topic of the spread of Islam in Indonesia and is expected to provide students with more accessible, structured, and engaging learning resources. By combining text, images, videos, links, and other digital components, the media is expected to create a learning environment that can stimulate students' attention and interest.

The novelty of this study lies in the development of a Google Sites-based learning medium that focuses specifically on the spread of Islam in Indonesia and is oriented toward increasing students' learning interest at SMK Telkom 2 Medan. Rather than treating Google Sites merely as a repository of learning materials, this study positions the website as an integrated instructional medium that organizes historical content into a structured and interactive learning environment. This approach is expected to contribute both practically to Islamic Religious Education learning and academically to the growing body of research on technology-enhanced Islamic education.

Based on the discussion above, this study aims to develop website-based learning media using Google Sites for the topic of the spread of Islam in Indonesia and to examine its potential to increase students' learning interest at SMK Telkom 2 Medan. The study is expected to produce a learning medium that is feasible, practical,

accessible, and relevant to students' learning needs. Furthermore, the findings are expected to provide an alternative model for teachers and researchers seeking to integrate simple web-based technology into Islamic Religious Education while maintaining pedagogical relevance and meaningful student engagement.

B. Research Methodology

This study employed a Research and Development (R&D) approach aimed at developing website-based learning media using Google Sites for the topic of the Spread of Islam in Indonesia. The development process adopted the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model was selected because it provides a systematic framework for identifying learning needs, designing instructional media, developing and validating the product, implementing it with students, and evaluating its feasibility and effectiveness. The research was conducted in the context of Islamic Religious Education learning at SMK Telkom 2 Medan.

The analysis stage was conducted to identify problems, learning needs, student characteristics, and the availability of learning resources related to the topic of the Spread of Islam in Indonesia. Data were collected through preliminary observations and interviews with the Islamic Religious Education teacher and students. The analysis focused on the learning process, instructional media currently being used, students' difficulties in understanding historical materials, access to digital devices, and students' learning interest. The results of this stage were used as the basis for determining the content, features, and design of the Google Sites-based learning media.

The design stage involved developing the structure and content of the website-based learning media. The learning materials were organized according to the learning objectives and curriculum, including the arrival and development of Islam in Indonesia, the channels of Islamic propagation, the role of scholars and traders, Islamic kingdoms, and the interaction between Islamic teachings and local culture. The website was designed to include text, images, videos, hyperlinks, learning activities, and evaluation questions. The design also considered ease of navigation, visual presentation,

accessibility, and the characteristics of vocational high school students to create an engaging learning environment.

The development stage involved creating the learning media using Google Sites based on the previously prepared design. The completed product was then subjected to expert validation involving material and media experts. The material expert assessed the accuracy, relevance, completeness, and organization of the Islamic Religious Education content, while the media expert assessed the visual design, navigation, accessibility, functionality, and technical quality of the website. Suggestions and comments obtained from the validators were used to revise and improve the product before it was implemented with students.

The implementation stage involved testing the revised Google Sites-based learning media with students at SMK Telkom 2 Medan. Students were introduced to the website and guided in accessing and using the learning materials independently and during classroom activities. Data were collected using student response questionnaires and learning-interest questionnaires. The learning-interest instrument measured several indicators, including students' attention to learning activities, enjoyment of the learning process, willingness to participate, curiosity, and involvement in learning activities. The collected data were then analyzed descriptively to determine students' responses to the developed media and changes in their learning interest.

The final stage was evaluation, which was conducted to determine the feasibility, practicality, and contribution of the developed media to students' learning interest. Evaluation was carried out based on expert validation results, student responses, observations, and learning-interest questionnaire data. Quantitative data from the validation and questionnaires were analyzed by calculating percentages using the obtained score compared with the maximum possible score, while qualitative data from observations and suggestions were analyzed descriptively. The results of the evaluation were used to determine the final quality of the Google Sites-based learning media and to identify aspects requiring further improvement. The development process therefore resulted in a website-based learning medium that was expected to provide an accessible,

interactive, and engaging alternative for teaching the Spread of Islam in Indonesia in Islamic Religious Education.

C. Results and Discussion

Results

The development of website-based learning media using Google Sites was conducted through five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The development process was directed toward producing learning media for the topic of the Spread of Islam in Indonesia in Islamic Religious Education at SMK Telkom 2 Medan. The product was designed to provide students with learning materials that were more accessible, systematic, visual, and interactive than conventional learning resources. The use of ADDIE provided a systematic framework for identifying learning needs, developing the product, implementing it, and evaluating its quality (Branch, 2009). The ADDIE model has also been applied in recent research on Google Sites-based Islamic Education media.

The first stage was the analysis stage, which focused on identifying the learning conditions and needs of students. The analysis indicated the importance of providing learning resources that could accommodate students' familiarity with digital technology. The learning process requires media that can present historical and religious content in a more attractive and accessible manner. This finding is consistent with research showing that information technology-based media can improve students' attention, motivation, and active engagement in Islamic Religious Education learning (Miftahurohman & Fatimah, 2025).

The analysis also focused on the characteristics of the learning material concerning the Spread of Islam in Indonesia. The material contains historical information related to the arrival and development of Islam, the channels of Islamic propagation, the role of scholars and traders, Islamic kingdoms, and the interaction between Islamic teachings and local culture. Because the material includes chronological and contextual information, it requires an instructional presentation that allows students to understand relationships among events rather than merely memorize

historical facts. Therefore, digital media were considered appropriate for organizing the material into interconnected sections.

The second stage was the design stage. At this stage, the structure of the Google Sites website was planned according to the learning objectives and characteristics of the subject matter. The website consisted of several components, including an introductory page, learning objectives, learning materials, visual resources, videos, supporting links, learning activities, and evaluation questions. The organization of these components was intended to provide students with a clear learning path. Such organization is important because digital media should not simply transfer printed materials to an online platform but should provide a structured learning experience.

The learning materials were subsequently developed by integrating textual explanations with visual and multimedia resources. Images, illustrations, videos, and hyperlinks were incorporated to provide students with different representations of historical information. The integration of multiple forms of information is consistent with the principles of multimedia learning, in which appropriately designed combinations of verbal and visual information can support students' cognitive processing and understanding (Mayer, 2021). Therefore, the website was designed not only to make the material visually attractive but also to facilitate students' understanding of the historical content.

The third stage was the development stage, during which the initial design was transformed into a functional Google Sites-based learning medium. The website was developed using features available on Google Sites, allowing learning materials to be arranged into pages and subpages. The platform also made it possible to integrate videos, images, documents, and external links. Previous research has demonstrated that Google Sites can be used to develop Islamic Education learning media that are accessible and interactive (Aeni et al., 2024).

After the initial product had been developed, validation was conducted to determine the quality and feasibility of the media. The validation process involved assessment of both the learning content and the media design. Material validation focused on the accuracy, relevance, completeness, clarity, and organization of the

content, while media validation focused on visual appearance, navigation, functionality, accessibility, and consistency of presentation. The results of these validation processes were used as a basis for revising the product before its implementation.

Based on the validation process, the developed media underwent several improvements in terms of content presentation, language, visual organization, and navigation. These revisions were important because the quality of digital learning media depends not only on the availability of technological features but also on the quality of instructional content and ease of use. Previous research on Google Sites-based Islamic Education media has similarly emphasized the importance of expert validation before implementation with students (Aeni et al., 2024).

The fourth stage was implementation. The revised Google Sites-based learning media was introduced to students at SMK Telkom 2 Medan during the learning process on the Spread of Islam in Indonesia. Students were given access to the website and instructed to explore the learning materials, view supporting multimedia resources, and complete the activities and evaluation provided on the website. This implementation allowed the researcher to observe students' responses to the digital learning environment and identify aspects of the media that supported or hindered learning activities.

The implementation results showed that the website provided students with easier access to learning materials. Students could access the material through digital devices without being limited to printed textbooks or classroom explanations. The accessibility of learning resources is one of the potential advantages of Google Sites because learning materials can be organized in a single online environment. Similar findings have been reported in Islamic Religious Education research, where Google Sites facilitated students' access to materials both inside and outside the classroom (Majid et al., 2024).

Student responses also indicated positive engagement with the website-based learning environment. The availability of images, videos, and organized learning materials provided students with alternative ways to interact with the topic. Rather than receiving information exclusively through teacher explanations, students were able to read, observe, watch, and complete learning activities through the website. This finding is consistent with Madhani and Susilo (2023), who reported that students became more

actively involved in reading materials, watching videos, and completing quizzes when Google Sites was used in Islamic Education learning.

The fifth stage was evaluation. Evaluation was conducted based on expert validation, student responses, observations, and learning-interest questionnaires. The evaluation was intended to determine whether the developed media met the expected criteria and whether it could support students' learning interest. The results of this stage were also used to identify aspects that could be improved in subsequent versions of the learning media. The evaluation stage is an essential component of the ADDIE model because development should be followed by systematic reflection and improvement (Branch, 2009).

Discussion

The development results indicate that Google Sites can function as an alternative digital learning medium for Islamic Religious Education, particularly for historical material. The platform allows teachers to combine different learning resources within one website and organize them according to the learning objectives. This characteristic is particularly useful for the topic of the Spread of Islam in Indonesia because the material contains chronological, geographical, cultural, and historical dimensions that can be represented through text, images, videos, and links.

The use of Google Sites also provides an opportunity to shift learning from a predominantly teacher-centered model toward a more student-oriented learning experience. Students can access the material independently, review sections they do not understand, and explore supporting resources. This flexibility can encourage students to become more responsible for their learning process. Research by Fitroh et al. (2025) similarly found that Google Sites-based learning in Islamic Religious Education could support students' understanding while increasing enthusiasm and motivation during learning activities.

The positive response toward the developed media can also be understood from the visual characteristics of the website. Historical information is often perceived as difficult when presented primarily through lengthy textual explanations. By integrating images, videos, and other visual resources, the website can make the material more

concrete and easier to explore. In this respect, the media does not replace the teacher's role but functions as a complementary instructional resource that supports explanation and independent learning.

Another important finding concerns students' learning interest. Learning interest can be reflected through students' attention, enjoyment, curiosity, participation, and willingness to engage with learning activities. The use of a digital website provides students with an environment that differs from conventional learning materials. The combination of structured content and multimedia resources can stimulate curiosity and encourage students to interact with the material. This interpretation is supported by research demonstrating that information technology-based learning media can increase students' focus, attention, motivation, and engagement in Islamic Religious Education (Miftahurohman & Fatimah, 2025).

The findings are also supported by previous research specifically examining Google Sites and learning interest. Madhani and Susilo (2023) found that Google Sites-based Islamic Education learning increased students' interest, partly because students considered the platform easy to use and were attracted by the presence of images, videos, and quizzes. Similarly, Amin and Nurhidayah (2024) reported that Google Sites-based teaching materials for Islamic Cultural History produced an increase in students' learning interest, demonstrating the potential of website-based resources for historical Islamic learning.

The present development is particularly relevant because the subject matter focuses on the Spread of Islam in Indonesia. Historical Islamic material requires students to understand processes, actors, places, and interactions over time. Google Sites provides an opportunity to organize these components into interconnected learning pages. For example, information about the channels of Islamic propagation can be presented together with relevant images and videos, while information about Islamic kingdoms can be connected to historical maps and supplementary resources. Such organization can help students develop a more comprehensive understanding of the topic.

The findings further demonstrate that digital learning media should be developed according to pedagogical needs rather than technological trends alone. The effectiveness of Google Sites does not automatically result from the use of the platform itself. Its educational value depends on the quality of content, clarity of navigation, appropriateness of multimedia, relevance to learning objectives, and teacher facilitation. This is consistent with the broader principle of instructional design that technology should be integrated systematically with instructional objectives and learner characteristics (Branch, 2009).

The results are also consistent with recent research conducted in Indonesian Islamic Education contexts. Aeni et al. (2024) developed Google Sites-based media for Islamic Education and reported positive student responses, while emphasizing that the media should be designed according to learners' needs and characteristics. More recent research by Ritonga et al. (2025) also reported that Google Sites-based digital learning media in Qur'an and Hadith learning achieved high feasibility and practicality and supported student motivation and cognitive outcomes. These findings strengthen the argument that Google Sites has potential as a flexible platform for Islamic Education learning.

The results also indicate the importance of developing learning media that are appropriate for students in the vocational education context. Students at vocational schools are expected to develop technological competencies alongside academic knowledge. Integrating digital technology into Islamic Religious Education can therefore help connect religious learning with students' broader digital experiences. The use of Google Sites does not only provide access to learning materials but also introduces students to an organized digital learning environment.

The development of this media contributes to the diversification of learning resources in Islamic Religious Education. Conventional textbooks remain important, but they can be complemented by digital resources that allow students to access material more flexibly. The developed Google Sites media therefore functions as a supplementary learning resource that can be used during classroom instruction and for independent learning. This finding is in line with research showing that Google Sites

can facilitate accessibility, personalization, interactivity, and student involvement in Islamic Religious Education learning (Majid et al., 2024).

Overall, the results demonstrate that website-based learning media using Google Sites have potential to support students' learning interest in the topic of the Spread of Islam in Indonesia at SMK Telkom 2 Medan. The media provides a combination of accessibility, structured content, multimedia presentation, and learning activities that can create a more engaging learning experience. However, the effectiveness of the media should be interpreted within the context of the research setting and participants. Further research involving larger samples, different schools, and comparative experimental designs is necessary to determine the broader effectiveness of the developed media.

D. Conclusion

This study concludes that the development of website-based learning media using Google Sites provides a relevant alternative for Islamic Religious Education learning, particularly in teaching the topic of the Spread of Islam in Indonesia at SMK Telkom 2 Medan. The development process was carried out systematically using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. Each stage contributed to producing learning media that were aligned with students' learning needs, learning objectives, and characteristics of the subject matter.

The developed Google Sites-based learning media integrates textual materials, images, videos, hyperlinks, learning activities, and evaluation questions into an accessible digital learning environment. This integration makes historical Islamic material more structured, visual, and interactive. The media also provides students with greater flexibility to access learning materials through digital devices, both during classroom learning and independently outside the classroom.

The implementation of the media indicates that Google Sites has the potential to increase students' attention, curiosity, participation, and interest in learning the Spread of Islam in Indonesia. The combination of multimedia resources and systematic content presentation provides a learning experience that is more varied than conventional

learning resources. These findings are consistent with previous studies showing the potential of Google Sites-based learning media to support student interest and engagement in Islamic Religious Education.

Therefore, Google Sites-based learning media can be utilized as an alternative and complementary medium in Islamic Religious Education learning at the vocational high school level. However, the effectiveness of the media should be further examined through broader research involving larger numbers of participants and experimental or quasi-experimental designs. Future studies are also recommended to investigate the impact of Google Sites on other learning outcomes, such as learning achievement, critical thinking, digital literacy, and students' independent learning skills.

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