Google Sites: *Maharatul Istima* Learning Innovation in Madrasah Tsanawiyah Class 7

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Abstrak

Dalam era digital seperti sekarang, integrasi teknologi dalam proses pembelajaran di Madrasah Tsanawiyah menjadi semakin penting guna meningkatkan kualitas pembelajaran dan keterampilan siswa dalam memanfaatkan teknologi. Tujuan penelitian ini adalah untuk membantu pendidik dan peserta didik dalam memanfaatkan media *google sites* dalam membantu proses belajar dan mengajar, menjelaskan langkah-langkah penggunaan google sites dan mengetahui kelebihan dan kekurangan dari *google sites*. Metode yang diterapkan dalam penelitian ini adalah metode studi pustaka atau kajian literatur. Hasil penelitian ini menunjukan bahwa Media pembelajaran bahasa Arab berbasis Google Sites dalam meningkatkan *maharotul istima* dapat dimanfaatkan sebagai penunjang pembelajaran bahasa Arab (*maharotul istima*) untuk membantu peserta didik belajar secara mandiri. Media pembelajaran bahasa Arab berbasis Google Sites ini bersifat fleksibel karena dapat diakses melalui smartphone, laptop, maupun tablet.
**Kata Kunci*:* *Google Sites*, Maharotul Istima, *Learning Innovation*.

Abstract

In the current digital era, the integration of technology in the learning process at Madrasah Tsanawiyah is becoming increasingly important to improve the quality of learning and students' skills in utilizing technology. This research aims to help educators and students utilize Google Sites media to assist the learning and teaching process, explain the steps for using Google Sites, and find out the advantages and disadvantages of Google Sites. The method applied in this research is the literature study method or literature review. The results of this research show that Google Sites-based Arabic language learning media in improving maharotul istima can be used as a support for Arabic language learning (maharotul istima) to help students learn independently. This Google Sites-based Arabic language learning media is flexible because it can be accessed via smartphone, laptop, or tablet.
Keywords: Google Sites, Maharotul Istima, Learning Innovation.

INTRODUCTION

In the context of globalization, Arabic language skills are becoming increasingly important, especially for students at Madrasah Tsanawiyah. Arabic is not only used in the context of the Islamic religion but also the field of study of Arabic science and culture. In Indonesia, language learning has been accommodated at several levels of education, with adjustments to achievement at each level (Tajuddin 2017). However, in practice, learning Arabic in Indonesia cannot be separated from existing problems.

Madrasah Tsanawiyah (MTs) is one of the levels of secondary education in Indonesia which has an important role in shaping students' character and knowledge. In the current digital era, the integration of technology in the learning process at Madrasah Tsanawiyah is becoming increasingly important to improve the quality of learning and students' skills in utilizing technology (Kurniawan 2019).

Arabic language education aims to improve students' ability to use the language orally and in writing. Students must master four language skills, both verbally and in writing before they can learn Arabic successfully. Listening (maharah al istima), speaking (maharah al kalam), reading (maharah al qiro,'ah), and writing are the four skills. The relationship between these four language skills is very close because one of them cannot function alone without the support of the other skills. Therefore, Arabic language education is given in a hierarchy, starting from listening skills to writing skills (Hijriyah et al. 2022).

Maharah istima' can be achieved by getting used to listening to Arabic words or sentences with the correct makhraj, either directly from native speakers or through recordings (Lutfiyatun 2022). The essence of Maharah Istima is that students can understand the content of the conversation, comprehend it critically, and conclude the main points. Therefore, Maharah Istima is a very important learning experience for students to help them develop the maharah of the Arabic language (Kalsum and Taufiq 2023).

Maharotul Istima learning is one of the subjects in grade 7 Madrasah Tsanawiyah, of course, its implementation requires an innovative and interactive approach to increase students' understanding of the material being taught. In this context, the use of the Google Sites platform is an innovation that has the potential to be implemented.

Google Sites is a free-to-use Google product to help people learn. Google Sites, released in 2008, is a website that allows users to easily create web pages for schools, classes, and other websites. Google Sites makes accessing information easy and fast. The site can include documents and data from other Google applications, such as Google Docs, Sheet, Calendar, Forms, and Awesome Table, and can also include text, files, photos, maps, forms, graphics, links, and YouTube videos, among others. They can even be designed with a variety of interesting themes (Amaliah 2023).

Information technology, especially the internet, has opened unlimited access to learning resources. Platforms such as Google Sites offer convenience in creating and managing learning materials online (Anih 2016). Google Sites is an easy-to-use platform that can be accessed from a variety of devices, including laptops, tablets, and smartphones. This allows students to access learning materials anytime and anywhere according to their needs.

Google Sites allows the integration of various types of media, such as text, images, audio, and video. In this way, learning material can be presented more interestingly and interactively, which can increase students' interest and motivation in learning (Darmawati, Cahyadi, and Yaqin 2023). Through Google Sites, teachers can easily assign assignments, collect student work, and provide direct feedback. This enables a student-centered learning process, where they can receive quick and accurate feedback to improve their speaking abilities (Melati et al. 2023).

Several studies have been conducted regarding Google Sites as an innovation in learning. One of them is research conducted by Dilla Safira Adzkiya and Maman Suryaman, this research states that (1) Google sites have an influence on online learning, are easy to use by fifth-grade elementary school students

(2) According to the results of learning observations and interview results, students interested in Google Sites media because this media is very practical (3) There is a relationship between Google Sites and students' interest in studying English subjects, students are more comfortable learning using Google Sites which can present material in the form of colored text, images, video, and audio (Adzkiya and Suryaman 2021).

Other research conducted by Widya Mutiara Mukti, Yudhia Bella Puspita N, and Zanetti Dyah Anggraeni, this research states that web-based learning media using Google Sites can be used to support online learning during the Covid-19 pandemic to help students learn independently through Learning from Home. Also, the learning media using Google Sites is very flexible because it can be accessed via smartphone, laptop, or tablet (Mukti, Puspita, and Anggraeni 2020).

Research conducted by Yushtika Muliana Pubian and Herprawati, this research explains that Google Sites can be used as a media or learning method in the classroom, especially in the 21st century and the technological industrial revolution. With the presence of the Google Site media or method, it is hoped that students will be more interested in participating in the learning process. at the elementary school level (Pubian and Herpratiwi 2022). Furthermore, research conducted by Septhiana Indra Kusumaningtyas, in this research stated that Google Sites is very helpful in carrying out the teaching and learning process. The existence of this application helps teachers in learning, including Google Sites being able to make it easier for teachers to share material in the form of video files or images, apart from that Google Sites can display assignments, rubrics, or create survey forms. From the student's perspective, students can absorb the material easily and improve problem-solving skills. Meanwhile, from the teacher's point of view, apart from being able to improve the ability to master technology and information, it is also able to improve teachers' pedagogical abilities indirectly (Kusumaningtyas 2022).

The results of previous research explain a lot about the advantages of using Google Sites-based learning media. This is because Google Sites is very flexible and can be accessed with anything, whether in the form of a smartphone, or computer, and Google Sites can integrate many learning models, both in the form of videos and files or images. However, not many people explain the steps for preparing learning media based on Google Sites and explain the advantages and disadvantages of using Google Sites media.

As explained above, in this research, the researcher wants to see how Arabic Language Learning Media Based on Google Sites can help design interactive and flexible learning media to help students and educators increase independence in learning. The focus of this research is to explain and analyze how Google Sites media helps and facilitates educators and students in designing interactive and flexible learning media. And also explained that Google Sites-based Arabic language learning media can be used as a support for Arabic language learning (maharotul istima) to help students learn independently. This research also aims to explain the advantages and disadvantages of Google Sites.

METHODS

The method applied in this research is the library study method or literature review and is based on optimizing the use of Google Sites as a learning medium and explaining it based on a literature review of various sources. The method applied in this research is the literature study method or literature review. The literature study method is a series of activities related to collecting data from various library sources, reading and recording relevant information, and managing research materials (Zed 2008). The literature review was carried out by reading, studying, and evaluating books containing Arabic material as well as journals related to the development of web-based learning media using Google Sites.

In the context of this research, the data used comes from secondary data sources. Secondary data is a data source that does not directly provide data to data collectors (Sugiyono 2019). Secondary data refers to data sources that are not obtained directly by researchers, but are the result of notes or documents such as

books, literature, and materials from various media, websites, or other sources that support the aspects of the research being studied.

The data analysis technique used in this research is the Miles and Huberman model which states that activities in qualitative data analysis are carried out interactively and continue continuously until completion. This analysis is carried out through several steps, namely data reduction, data submission, and drawing conclusions/verification (Sugiyono 2019).

RESULTS AND DISCUSSION

Madrasah Tsanawiyah is a first-level Islamic educational institution. Grade 7 is the first level at Madrasah Tsanawiyah and is an important stage for forming students' basic knowledge and skills. Maharotul Istima learning is a learning approach that focuses on developing students' listening skills.

Google Sites is a platform that allows users to easily create websites without requiring programming skills. The use of Google Sites in this context is an innovative tool because of its ease of creating, editing, and sharing content online, as well allowing interaction between teachers and students outside the classroom. This is in line with what Novitawati and Hendro Yulius said that Google Sites can function as a means for teachers and students to share knowledge and information in an interesting form. Google Sites can also be used as a means for teachers to communicate learning progress and student documentation to parents. Parents can visit Google sites created by teachers periodically to find out information about their children's learning. This is a form of collaboration between teachers and parents in achieving joint learning goals (Novitawati 2023).

Google Sites is a service offered by Google that allows the creation of personal or group websites for people and organizations. Google offers an easy-to-use website that helps with online learning. Google Sites were created to function as a learning medium in the Internet era (Kadafi 2021). Google Sites is integrated into Maharotul Istima learning by creating a website containing lessons in Arabic, audio istima readings, interactive assignments, and additional resources such as online dictionaries and learning videos. The site allows teachers to convey information, assign assignments, and provide feedback to their students.

The benefits of using Google Sites include increasing the accessibility of learning materials for students, facilitating collaboration between students and teachers, and strengthening students' digital skills. This is in line with what Rifqi Pratama et al said in their research which said that learning with Google Sites has benefits for teachers and students, including: 1) Google Sites can provide separate announcements regarding the tasks given and can also provide announcements about other information. 2) students can upload assignments that have been given. 3) Google Sites can be used to place teaching materials from the beginning of the meeting to the end of the meeting, then students can read the material that has been placed on Google Sites many times without fear of losing the material, 4) Google Sites can store material that has been placed on Google Sites. uploaded by the teacher then the material can be downloaded by students whenever and wherever the students are, 5) Google Site can attract students' interest in learning (Pratama et al. 2023). However, challenges that may be faced include the availability of adequate technological infrastructure, limited internet access in some areas, and the need for training for teachers in the use of technology.

The use of technology in education has become an important focus in developing more effective and innovative learning experiences (Lestari and Kurnia 2023). In this research, researchers created one learning media, namely web-based learning media using Google Sites. Google Sites as an interactive learning platform provides tools and features that facilitate interaction, accessibility, and collaboration in Arabic language learning. In the context of Madrasah Tsanawiyah, learning innovation through Google Sites can help improve the quality of learning, develop students' digital skills, and prepare them to face challenges in the digital era. In this case, Google Sites is used as a platform to present Maharotul Istima learning materials interestingly and interactively.

The use of multimedia, such as images, audio, and video, can help students understand concepts better. Interactive features, such as online quizzes, interactive questions, or discussion forums, can increase student engagement in the learning process. Thus, Google Sites as a Maharotul Istima learning innovation at Madrasah Tsanawiyah can be directed at optimizing student learning experiences through a technology-based approach. The process of selecting/developing Arabic language learning media and resources at Madrasah Tsanawiyah class 7 through Google Sites also utilizes Canva, gameshows, and YouTube as other innovations for learning materials.

Planning for Creating Learning Media Based on Google Sites

The planning stages for creating Google Sites as an interactive learning medium in improving maharatul istima are as follows:

1. Learning Objectives

   Determine the learning objectives you want to achieve through the use of Google Sites. The Maharotul Istima learning objectives that students want to achieve are being able to mention, demonstrate, identify, copy/rewrite, and re-express (tell) the content of the discourse they have heard.

2. Create a Google Sites Account

   After determining the learning objectives, then register and create a Google Sites account. If you already have a Google account, just log in with that account or you can also log in from Google Drive by selecting new add features, then selecting others, and the Google site will appear, then select login.

3. Choose a Theme and Design

   Choose a theme or layout that suits your needs and preferences. Google Sites provides a wide selection of themes and designs that can be tailored to your learning style and goals. In selecting the theme feature click then click "Select template" which will display various theme and layout options. Click on the theme you want to see a preview view. If we have found a suitable theme, click the "Select" button in the lower right corner of the theme preview display. After selecting a theme, you will be redirected to the site editing page with the selected theme. If we want to see additional layout options, clicking the "Show more" button at the bottom of the "Select template" window will make more layout options. Scroll down to see it. Click on the layout you want to see a preview view. If you find a suitable layout, click the "Select" button in the lower right corner of the layout preview view. After selecting a layout, we will return to the site editing page with the selected theme and layout.

4. Create Pages and Sub-Pages

   Create a main page and sub-pages that are appropriate to Maharotul Istima learning. For example, we created "هيا نتعلم اللغة العربية"

5. Add Learning Materials

   The learning material that will be presented via Google Sites is sourced from the 2013 Scientific Approach Arabic language book for class VII Madrasah Tsanawiyah with the theme "My house" which will also be equipped with material summaries, pictures, and videos that are appropriate to the Maharatul Kalam learning material.

6. Instructional Media

   In designing the Maharatul Istima learning design based on the Google site, researchers used color variations according to the content of the material. Apart from that, several images needed were downloaded via the google.com site and made learning videos in Canva and then uploaded to YouTube. The video can be uploaded directly to Google Drive and then entered into the Google site, but in this case, the author chose to upload it to YouTube and then enter it in the form of a link to the Google site. As for selecting the evaluation, the author took another innovation, by creating questions on the gameshow and

then inserting them in the form of a link to the Google site. When designing a product, researchers create a menu. Required pages include the home page, materials, quizizz, book downloads, and discussions.

7. Evaluation

To measure student progress in maharatul istima we create questions in the game show. Through Gameshow we test their understanding of the concepts they have learned. The game show is deliberately designed in the form of a competitive and fun game so that they are more motivated and participate actively in the evaluation.

Analysis of Maharatul Istima Learning Media Based on Google Sites

1. Home page

Initial placement when opening a Google Site link that has been developed. The Home page consists of information on objectives, indicators, text, and video material, as well as evaluation. (https://sites.google.com/view/media-maharatul-kalam/halaman-muka)

Picture 1. Home Page

2. Destination Page

On this page, there are the objectives of the maharatul istima' learning process.

Picture 2. Destination Page

3. Indicators Page

On the indicator page, there are steps in the maharatul istima' learning process.

**Picture 3. Indicators Page**

4. Materials Page

On the material page, there is material in the form of text for learning maharah istima' which is sourced from the Arabic language book Scientific Approach to the 2013 curriculum for Class VII Madrasah Tsanawiyah.

Picture 4. Materials Page

5. Video Page

On the video page, there is learning material in the form of learning videos from YouTube designed by Canva for learning maharah istima' which is sourced from the text of the Arabic language book on the scientific approach to the 2013 curriculum for class VII Madrasah Tsanawiyah.
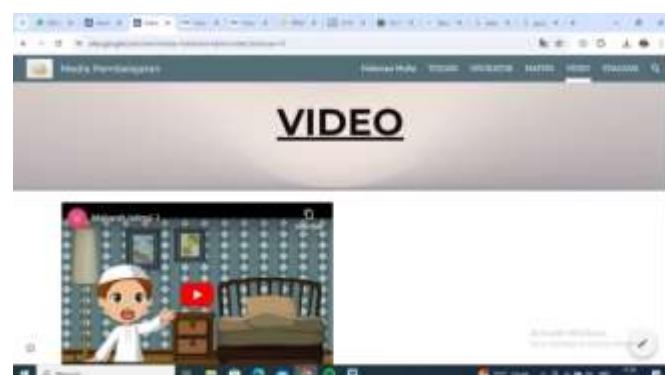
Picture 5. Video Page

6. Evaluation Page

    On the evaluation page, there are maharah istima' practice questions with web-based "game show quizzes" which consist of multiple choice quizzes with time pressure, number of lives, and a bonus round.

Picture 6. Evaluation Page

Advantages and Disadvantages of Maharatul Istima Learning Media Based on Google Sites

The advantages of web-based learning media using Google Sites include:

1. A simple drag-and-drop feature allows users to easily add various content, such as text, images, videos, and files.
2. Google Sites is a platform that can be accessed for free by anyone without requiring payment for licensing or hosting. This makes Google Sites an attractive option for teachers and schools who have limited budgets in developing learning media.
3. Websites created through Google Sites can be accessed freely, anytime and anywhere, via devices connected to the internet. This feature provides students with the opportunity to study with flexibility, both outside class hours and in various locations as they wish.
4. Google Sites has comprehensive integration with various other Google Apps services, such as Google Drive. With this integration, users can easily add content from the Google Apps service to their website. For example, users can insert video files from Google Drive.
5. Google Sites provides several theme options, fonts, and color palettes that can be customized according to user needs and preferences. Users can add images, videos, and other multimedia elements to create attractive and interactive websites. While not as skilled as professional web design platforms, Google Sites provides users with sufficient flexibility in creating websites that suit their learning goals.

The disadvantages of web-based learning media using Google Sites include:

1. To access and use Google Sites, a stable internet connection is required. This can be an obstacle for users who do not have adequate internet access or live in areas with unstable internet connections.
2. Although Google Sites is easy to use, it still requires an understanding of some basic skills in using technology, such as operating a web browser, uploading files, and editing text. Users who do not have basic digital skills may need additional training or assistance to use Google Sites effectively.
3. Although Google Sites embeds various types of multimedia content, such as text, images, and videos, its interactivity is limited compared to learning platforms specifically designed for direct interaction between teachers and students, such as virtual classroom platforms or learning management systems.
4. Lack of direct practical training because learning Maharotul Istima requires direct practical training, such as speaking or listening practice directly with the teacher or fellow students. Google Sites may not be able to provide this experience directly and requires special customization to integrate this hands-on exercise.

CONCLUSION

The use of Google Sites as an innovation in Maharotul Istima learning at Madrasah Tsanawiyah Class 7 has great potential to improve the quality of learning and prepare students to face challenges in the digital era. By utilizing technology effectively, Islamic education can become more relevant and responsive to student needs and current developments. Google Sites-based Arabic language learning media in improving maharotul istima can be used as a support for Arabic language learning (maharotul istima) to help students learn independently. Google Sites-based Arabic language learning media is flexible because it can be accessed via smartphone, laptop, or tablet.

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