

## DEVELOPMENT OF GOOGLE SITES-BASED INTERACTIVE MEDIA ON FOLKTALE MATERIAL FOR FIFTH-GRADE STUDENTS AT SD NEGERI TANGGUNGAN

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### ARTICLE INFO

#### Article history:

Received : Aug 05, 2025

Revised : Aug 30, 2025

Accepted : Sep 27, 2025

Available : Sep 30, 2025

#### Keywords:

Fairy tales, Google Sites, interactive learning materials, Merdeka Curriculum

### ABSTRAK

A goal of this research is to set up learning media suitable for folktales like Google Sites did. the fifth grader students at SDN Tanggungan will be better at telling stories after reading this material. In this study, we attempt to solve the lack of digital media that Merdeka Curriculum-Framework speaking poses to students' skills and endeavours. This paper reports on a study using expert validation as well as individual (3 students), small-group (6 students) and large-group (25 students) trials. The ADDIE model was followed, which guided each stage of media development: needs assessment, design, development or production of materials, installation and use, and evaluation. Data were collected through expert validation questionnaires and student practicality questionnaires. The medium scored 92% total on expert validation, with its contents, design and media elements all receiving excellent evaluations. Again, the practicality test showed a very high score of 97%, proving that students liked and found it useful in learning storytelling. They also felt the media helped them to understand the proper procedures greatly; most of them were able to tell their own stories after some guidance from training programs supported through use of this technology. These findings are consistent with previous studies that indicate Google Sites are very well received by users at an institute. The results offer new evidence of the usefulness and applicability to oral storytelling – an area heretofore underutilized within Indonesian language education. In conclusion, the Google Sites-based interactive multimedia materials developed in this investigation are very accessible and adaptable to the Merdeka Curriculum, helping nurture creativity, communications competencies and digital know-how in primary school children.

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### INTRODUCTION

The Merdeka School Curriculum is the brainchild of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to meet the challenges of 21st century learning. This curriculum refers to learning based on students and the Pancasila Student Profile. In addition, the OBE philosophy is designed to develop independence,

critical thinking, creativity, teamwork and effective communication among the students. One of the primary problems faced by many elementary schools in applying Merdeka Curriculum is a lack of creative and interactive teaching material (Fauziah & Rohmah, 2024).

One of less focused competencies in teaching Indonesian language is speaking skill especially telling a story. Storytelling contributes to verbal communication enhancement, character building and can boost students' imagination and creativity (Afandi et al., 2019). Folklores are an appropriate source materials for improving the skills as they are imaginative, easy to understand and interesting (Sufitri & Setyowati, 2019). These storytelling tasks have value because students learn to structure a story in a coherent way and also internalize values through the process of telling, such as truthfulness, courage, and responsibility.

Nevertheless, it is contrarily to the fact that through learning and observation, student fifth grade heading ability whose name is SDN Tanggungan storytelling skill students conclude score high when measured practically. That's clear from the 66 reported average on storytelling. Writers are sometimes shy and not self-assured to select their own words. This situation is compounded by the continued reliance on traditional modes of instruction that are teacher-centred and make little use of interactive digital media. Teachers frequently depend on verbal explanations without giving students ample opportunities to engage in active storytelling. In today's digital age such practices are elementary due to the fact that technology is supposed to be an engaging and meaningful learning tool (Ismawardah, 2023).

In response to these challenges, there is a need for innovative teaching materials that make students more involved, inspired and confident in their storytelling. One such medium is Google Sites, a web-based tool that helps teachers in organizing text, image, audio and video flow into an interactive learning page (Basori et al., 2024). Google Sites as learning media can improve student involvement and more attractive during teaching and learning process (Qona'ah et al., 2024). Thus, the creation of interactive learning media as based on folktale materials through Google Sites is a solution that is believed to effectively improve elementary school students' storytelling ability.

The primary issue investigated in this research is the absence of interactive digital learning materials that facilitate teaching and learning storytelling skills at a primary level. Story-telling while an integral part of oral language proficiency is often neglected by teachers who promote a traditional "i need help doing my homework lecturing and minimal oral practice" approach with - out beautiful, interactive digital media.

Consequently, students are typically passive, they lack confidence, and find it difficult to organize and deliver stories coherently and expressively (Susilowati et al., 2022).

Hence, in this research an interactive folktale-based learning platform using Google Sites (GS) is developed to facilitate stage 1 Samelstudents of SDN Tanggungan grade V materializing their story while collaboratively writing it. In particular, this study is designed to develop feasible and effective interactive learning media based on expert validation. Furthermore, the project aims to develop concrete interesting and educational learning tools as reflected in the reactions of teachers and students at storytelling. This, in turn, makes the research project an opportunity to deliver a novel digital learning resource that promotes students' creativity, communication skills and interest in storytelling.

Past researches indicated that Google Sites were effective in learning tools both elementary and secondary levels. According to Hidayah et al. (n.d.) on students' views of Google Sites as an English Academic Diary were extremely positive and the platform was deemed effective, interactive and related to 21st-century needs in learning. Maghsoudi et al. (2022) showed that the integration of digital media and multimodal (text, images, audio, video, hyperlinks etc.) can strengthen EFL writing instruction. Likewise, Putri (2022) discovered that students have significantly improved writing ability when being taught by utilizing Google Sites in short story writing instruction. Supriatna et al. (2024) also showed that there is a change in behaviour among the elementary students when they engaged in an online learning through Google Sites. Japrizal & Irfan (2021) revealed the strong validity of media based on Google Sites, and Ashila et al. (2024) highlighted the way in which digital technology can support teaching and learning Bahasa Indonesia at elementary school.

Additionally, Trihandayani et al. (2024) found that materials on Google Sites and media have encouraged learning motivation of fourth grade students. Rahman and Indrawati (2023) discharged that media on the basis of Google Sites have very high quality, and Kamila et al. (2023) concluded that Online resources for science instruction were applicable and effective. In a review of the related research, Google Sites is commonly used in other subjects including science, mathematics and civics (Kamila et al., 2023; Batubara & Nurizzati, 2023; Aisyah & Sutisna, 2024). These types of studies demonstrate the merits of media to be feasible and effective in enhancing learning effects and motivation. But there is no R & D research to the best of our knowledge on possible impact of Google Sites on oral story telling skills. Current research usually lands on expert validation or only targets one of the dimensions (cognitive DM, affective DA, and

psychomotor DPS) in speaking. In addition, no study till now has created Google Sites media using text, audio, and student-made videos in elementary level's Indonesian language learning.

Internationally, research also indicates the necessity of providing innovative digital media for oral skills development. Moradi & Chen (2019) stated that interactive web-based platforms help elementary students develop their fluency and confidence in English storytelling. Meanwhile, Beardsley et al. (2021) pointed out the positive effects of multimedia materials (text, audio and video) to improve students' memory, creativity ability and oral expression. These results illustrate the value of new media outlets like Google Sites for reflective and digital-native storytelling skills building.

Therefore, this study attempts to address these challenges by creating interactive learning materials using Google Sites to improve the storytelling abilities of fifth grade elementary school students. The media does not only show folktale text, it also allows students to see examples of videos. This method is an innovative product of this research that applies technological, pedagogical and cultural knowledge to enhance students' oral communicative competence and digital literacies for the Merdeka Curriculum as well as meeting 21st century education demands.

Moreover, this study provides originality in three areas: the use of Google Sites as a technology for teaching storytelling; the adaptation of storytelling pedagogy to fit with Merdeka Curriculum; and the integration of multimodality and digital literacy into learning media developed.

Firstly our innovation utilizes Google Sites technology for storytelling exclusively. The portal is not a simple repository, but it becomes an interactive e-learning environment designed to develop narrative skills for primary school children. Second, the study combines narrative teaching pedagogy with Merdeka Curriculum orientations that require a student-oriented learning model through context- and character based learning towards Pancasila Student Profile. Third, the novelty resides in multimodal fusion, as influenced by the Cognitive Theory of Multimedia Learning (Mayer & Fiorella, 2020), but also aiming at developing literacy skills necessary for today's world (Setianingsih et al., 2018).

In general terms, this study contributes to a new model of learning media on the teaching of Indonesian language in the form of digital technology, pedagogy and culture which incorporates story-telling activities (Nurulanningsih, 2024). The production of the online interactive media on Google Sites in this study is situated in Cognitive Theory of Multimedia Learning—emphasizing that cognitive processing can be maximized by

integrating necessary text, audio, and visual information – and also corresponds to Digital Literacy Framework, which encourages students' access, evaluate media content quality as well as produce and collaborate in digital environment.

The purposes of the study is to develop and test the interactive learning media with Google sites for fifth graders. In particular, this research guides us to create an interactive Google Sites-based learning media for teaching folklore material based on the ADDIE development model. Moreover, the possible application of developed media is proposed with expert validation method which includes media expert, material engineer and design expert. The second element of the study is to evaluate the usability of the media based on student and teacher feedback, collected through independent, small group, and large group testing. In addition, this research also aims to investigate the success of interactive media in enhancing students' learning performance and storytelling skills based on pretest and posttest scores analyses.

## RESEARCH METHOD

### Research Design

This study employs the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation), as recommended by Hidayat & Nizar (2021). The research uses a Research and Development (R&D) approach, selected for its suitability in creating and evaluating educational products. In this study, Google Sites is utilized as a platform to provide interactive learning materials for children, with the goal of improving the storytelling skills of fifth-grade elementary students. Due to limitations in time and resources, the study focuses on the development and evaluation stages, including expert validation and limited trials.

### Participants and Location

The participants of this research include fifth-grade students, the fifth-grade classroom teacher, and several experts who served as validators for the media. The study was conducted at SD Negeri Tanggungan, located in Gudo District, Jombang Regency.

**Table 1.** Product Trial Subjects

No	Trial Subject	Number	Description
1	Material Expert	1	UNUSA lecturer in UKIN and Storytelling Judge
2	Media Expert	1	UNIPA Surabaya lecturer
3	Design Expert	1	UNIPA Surabaya lecturer
4	Individual Trial	3	Fifth-grade students of SDN Tanggungan
5	Small-Group Trial	6	Fifth-grade students of SDN Tanggungan
6	Large-Group Trial	25	Fifth-grade students of SDN Tanggungan
7	Peer Trial	1	Teacher at SDN Tanggungan

## **Instruments**

In this study, instruments were used to examine the feasibility, practicality, and effectiveness of the developed learning media through limited trials. The instruments included: (1) an expert validation questionnaire and (2) a practicality questionnaire. The expert validation questionnaire aims to measure the validity of the learning media in terms of content, design, and media aspects used in storytelling learning. The respondents for this validation questionnaire consisted of a material expert, a design expert, and a media expert. The practicality questionnaire was used to assess students' responses regarding their experience in viewing and interacting with the developed interactive storytelling learning media.

## **Data Collection Procedure**

The data collection procedure consisted of the following steps:

- 1) Validity, which included ensuring that the expert validation questionnaires (media, design, and material) were complete, asking the expert team to fill in the questionnaires, and obtaining comments and suggestions for improvements to the developed media, followed by revisions to the product.
- 2) Practicality, which was carried out through a limited trial involving 25 fifth-grade students. During the learning process, students accessed the media and completed the practicality questionnaire provided.

## **Data Analysis Techniques**

The data analysis techniques in this study included validity analysis, which was carried out by summing the scores provided by the experts and determining the validity category based on the percentage of their assessments. All expert evaluations were then recapitulated and interpreted to determine the feasibility of the media. If the validation results showed percentages above 80%, the media was declared feasible with the possibility of minor revisions. In addition, the analysis results were visually presented through pie charts or bar charts illustrating the percentage of each expert's evaluation, as well as tables showing the validation profile for each assessment aspect.

The practicality analysis was carried out by administering a Likert-scale questionnaire to students based on their experience using the media, covering indicators such as ease of use, appearance, clarity, engagement, and usefulness. All student responses were compiled in a recap table and categorized into response levels ranging from very positive to less positive. Furthermore, item and aspect analyses were conducted

to identify which indicators represented the strengths of the media and which areas required improvement. The results of the analysis were then presented visually through bar charts, pie charts, and score distribution heatmaps, providing a comprehensive overview of the media's practicality for students.

## RESULTS AND DISCUSSION

The focus of this study is to develop an interactive learning media based on Google Sites that is not only feasible to use technically and didactically, but also practical for improving storytelling skills in folktale material for fifth-grade students at SD Negeri Tanggungan.

### 1. Expert Validation Results

#### a. Design Expert Validation

**Table 2.** Design Expert Validation

No	Assessment Aspect	Average	Percentage per Aspect	Overall Percentage
1	Layout	5	100%	93%
2	Color combination	5	100%	
3	Typography	5	100%	
4	Illustration and images	5	100%	
5	Design consistency	4	80%	
6	Interactivity	4	80%	

From the design validation table, the feasibility percentage obtained is 93%. Therefore, the design used in this interactive learning media is categorized as **highly feasible** for use in learning.

#### b. Material Expert Validation

**Table 3.** Design Expert Validation

No	Assessment Aspect	Average	Feasibility Percentage (%)	Overall Percentage
1	Suitability of the material	5	100%	98%
2	Clarity and accuracy of content	4.7	98%	
3	Relevance to learning objectives	5	100%	
4	Integration with the media	5	100%	
5	Educational and character values	5	100%	

From the material validation table, the feasibility percentage obtained is 98%. Thus, the material used in this interactive learning media is categorized as **highly feasible** for use in learning.

## c. Media Expert Validation

**Table 4.** Media Expert Percentage

No	Assessment Aspect	Average	Feasibility Percentage (%)	Overall Percentage
1	Visual appearance	3.5	70%	
2	Design suitability with student characteristics	4	80%	
3	Navigation and interactivity	4.7	93.3%	84%
4	Integration of design and material	4.5	90%	
5	Design consistency	4	80%	

From the media validation table, the feasibility percentage obtained is 84%. Therefore, the media used in this interactive learning resource is considered **highly feasible** for use in learning.

**Table 5.** Feasibility Level Calculation

Validator	Number of Validators	Total Validation Score	Percentage
Media Expert	1	46	84%
Material Expert	1	54	98%
Design Expert	1	56	93%
Total	3	156	
Average		52	
Percentage		92%	

Based on the overall assessment from the expert validation results shown in the table, a total score of 156 was obtained, with an average of 52, which was converted into a percentage of 92%. This means that, overall, the development of the Google Sites-based interactive learning multimedia for the Indonesian Language subject (Folktale material) for fifth-grade elementary students is categorized as highly feasible for use in the learning process.

## 2. Practicality Test Results

The practicality test was conducted through individual trials, small-group trials, large-group trials, and peer evaluation, as shown in the table below:

**Table 6.** Practicality Test Results

Respondent	Number of Respondents	Total Assessment Score	Percentage
Individual group	3	146	97%
Small group	6	290	97%
Large group	25	1214	97%
Peer reviewer	1	60	92%
Total		1710	97%
Average		427.5	
Percentage		97%	

Based on the overall assessment from the individual, small-group, large-group, and peer evaluation trials shown in the table, a total score of 1710 was obtained, with an average of 427.5, which was converted into a percentage of 97%.

This means that the development of the Google Sites-based interactive learning media for the Indonesian Language subject (folktale material) for fifth-grade elementary school students is categorized as "Very Practical" for use in improving students' learning outcomes.

## DISCUSSION

Based on the expert validation results, the feasibility level of 92% indicates that the Google Sites-based interactive learning media is highly suitable for use in folktale learning for fifth-grade students at SDN Tanggungan. The practicality test results also show that students found the Google Sites-based interactive learning media very easy and practical to use. This aligns with Mayer's theory, which states that learning becomes effective when students can access multimedia content through a simple interface.

The findings of this study are consistent with Supriatna et al. (2024), who found that Google Sites effectively improved learning outcomes in fifth-grade classes. These results also support Putri (2022), who reported that Google Sites enhances students' literacy and engagement in writing activities.

Different from previous studies that mainly focused on writing skills and motivation, this study provides a new contribution by demonstrating that Google Sites can also improve storytelling skills – an aspect that has been less developed in Indonesian language learning. The results of developing the Google Sites-based interactive learning media for the storytelling material are as follows:

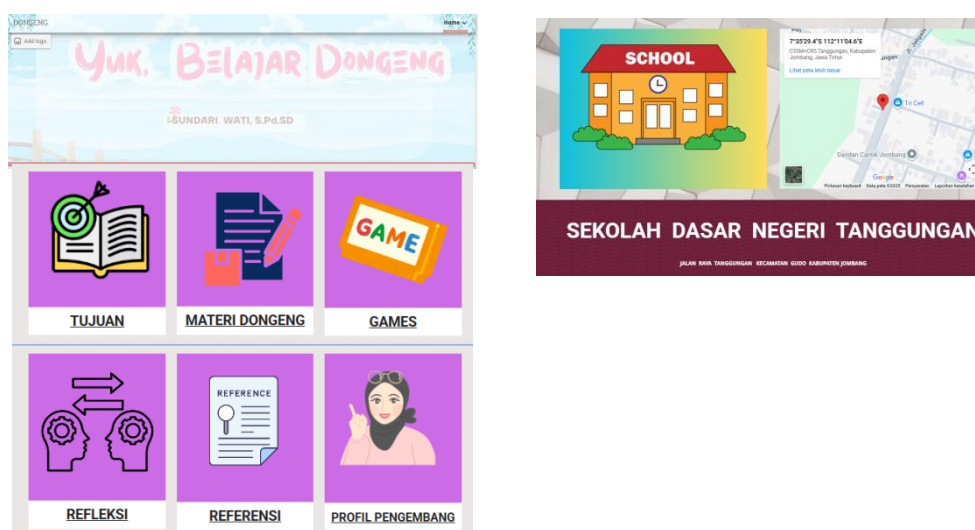


Figure 1. Front Display of the Google Sites Media for Fairy Tale Material

## CONCLUSION

After analyzing the results of the pilot operation, this study came to the conclusion that the interactive learning media created from Google Sites is both highly doable and highly suitable for teaching implementation in a classroom setting. The expert appraisals brought an overall feasibility percentage of 92%, showing that in terms of design, contentedity and integration with multimedia media reach excellent standards. Personal, small group, large group and partner-in-practice experiments for practical testing produced a practicality ratio of 97%, meaning that the media was so easy to use in students's opinions that they used it every day, fully engaged with their learning process.

The Google Sites made its use possible to facilitate the development of student storytelling competence by integrating all of text, images, audio and video. This is in harmony with May's Cognitive Theory of Multimedia Learning, which suggests that in their learning material students understand even better if the multimedia that they possess can be comprehended via an easy and intuitive interface. The same result has been demonstrated in previous research posts (Putri, 2022; Supriatna et al., 2024): Google Sites excel in promoting learning outcomes, as well as nurturing student interest in digital literacy.

For another aspect, Google Site training can result in higher levels of English storytelling capabilities; just like the other language skills emphasized in traditional TTT (Task-Based Teacher Training), it is an area that has received so little attention from previous research while difficulty creates continually difficult dilemmas for language learners. The integration between interactive features, student-created videos and audio narrations not only nourishes creativity and confidence but is also in line with the goals of both Muluki Curriculum and the Pancasila Students Problue.

What can we say about the existing development of our media also features two words of a bass graffiti font which appear one behind other along with this? "this Google Sites--based interactive learning academy is a good selection" fifth-his Respects under teachers. In addition, our media provides a creative digital learning resource which supports 21 century skills, reinforces literacy and offers children in primary schools a unique storytelling-based learning that is culturally relevant while keeping to the letter of Indonesian tradition.

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