



The “Google Sites” as a Model Learning Start with a Question (LSQ) for the Students’ Questioning in Civics Department

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Abstract. This research aims to determine the benefits of using the Learning Start with a Question model by utilizing Google site for learning questioning skills. Currently, people need to do digital-based learning as educators according to the demands of the times, so this research needs to be done to measure the extent to which digital-based learning has an impact on improving learning, especially Pancasila learning. Education at PGRI Wiranegara University. The research method used is research and development. The data in the study were obtained from students who filled out a questionnaire after learning with the LSQ. The subject in this study is Google Sites and the LSQ model and the object in this study is the ability to ask Civics students. The findings of this study indicate that this research is feasible to do in learning in the Pancasila major, the ability to ask questions using the Learning Start with a Question model. The results of data analysis obtained a score of 82.5 and 85 for the expert test, while the score of 92.5 was the result of the user test. From these results, it can be concluded that research can be used as a reference by teachers in implementing digital learning.

Keywords: LSQ · Google Sites · Questioning Skills · Learning Model

1 Introduction

Currently, learning needs cannot be separated from digital learning [1, 2]. Not only in the world of education, but digitalization has also become a necessity in all aspects of life today. In this era, teachers are required to continue to innovate in preparing digital learning plans. The current implementation of the independent curriculum is also an effort by the government to welcome digitalization learning by utilizing the Merdeka Teaching Platform (Platform Merdeka Mengajar). With the Platform, teachers are more enthusiastic about learning by utilizing technology, but still effective and fun [3].

One of the specialties in the implementation of this independent curriculum can be seen in the student-centered learning process. Therefore, digital learning should also pay attention to this [4]. One of the characteristics of learner-centered learning is that we can see the initial competencies of these students to lead them to the learning strategies that will be carried out. In this case, To be able to see the initial competence of students, we

can provide a series of questions as an effort to measure the initial abilities of students [5].

Some research related to the use of technology in learning include: 1) Wiyadnyana in her research uses learning methods starting with questions that have a good effect on increasing student achievement at SD Negeri 4 Sidan which is marked by an increase in student learning completeness in each cycle; 2) Jari (2022) developed a Google site-based mathematics learning media; 3) Research by Nugroho & Hendrastomo (2021) conducted the development of learning media based on Google sites [6, 7].

From the several research above, there have been many studies that discuss the use of Google sites in learning, but several studies have focused on developing content or learning materials and strategies [6]. From the current research data, there is still no research and development that examines the use of learning media in improving learning outcomes the ability to ask questions as a form of curriculum implementation needs, in the effectiveness of learning. The ability to ask questions is very important in the curriculum concept. The selection of Google Sites as a learning medium is implemented by ordinary users because it is easy to create and maintain. Teachers can also use the Google site in digital learning in the implementation of the current independent curriculum [8].

Learning Start with a Question (LSQ) is learning that starts from a question as an active learning model to find out and independently learn new material [5]. The application of this model is expected to improve students' abilities in their learning activities, in this case, the ability to ask questions. In developing learning media, researchers used the Google site as a learning medium for the Civics department [9]. The media designed by the researcher has the name "Asking Room" which is intended to stimulate students' minds that the website is a place to ask as many questions as possible. Researchers also designed this website to be useful for students who tend to be insecure in asking questions so they can ask questions freely without having to speak in front of their friends. It is very important to do a research of developing learning media, especially for students in Civics Department [10]. For this reason, the research entitled this research "The "Google Sites" As a Model Learning Start with a Question (LSQ) for the Students' Questioning in Civics Department".

2 Methods

This research method uses Research and Development. Addie's research development model [11]. Based on the development model used, the research stages are carried out: 1) Analysis: analyzing student needs for Civics learning, especially in growing the ability to ask questions; 2) Design: designing a learning model using Google sites and the Learning Start with a Question (LSQ) model; 3) Development: developing learning design by the needs analysis, namely students in Civics learning, especially in developing the ability to ask questions through the "question room" in the LSQ model; 4) Implementation: testing the results of development with expert tests and user tests (students); 5) Evaluation: measuring the achievement of results by using a questionnaire: the questionnaire is used to observe student responses to learning by applying the Google Sites and Model (LSQ) in the ability to ask Civics students.

Data collection techniques in this study were carried out through observation, documentation, and distribution questionnaire. The research instruments are observation

sheets, documentation, and questionnaire sheets (Google form). Data analysis techniques in this study are qualitative and quantitative data analysis techniques. Data collection can be obtained from observations and questionnaires on student needs, as well as validator suggestions the steps in qualitative data analysis, are as follows: 1) Data collection (questionnaire of student needs in learning Pancasila education with Google sites media (difficulty, learning barrier) 2) Data reduction (classifying data using an instrument in the form of a questionnaire); 3) Presentation of data (data presented in the form of a brief description); 4) Conclusion.

Quantitative data analysis techniques in research function to see the feasibility of a media and learning model that has been developed. This data was obtained from 2 types of questionnaires, namely user questionnaires and validation (expert tests) using the formula:

$$p = \frac{Ex}{N} \times 100\%$$

“p” symbolizes the acquired percentage of validators and user. While “Ex” refer to total score, and “N” was the number of ideal scores.

3 Findings and Discussion

The findings in researchers are the development of Google sites as learning media using the Learning Stars a with Question modern which produces an “Asking room” feature as a digital learning medium to develop students’ questioning skills, especially students in the Civic department. As for the results of this study, it was found that data on the analysis of student needs needed models and digital learning media to develop the ability to ask students of the Civic department. From these results, learning designs were carried out using Google sites and the LSQ model by developing a “question room” feature that could be accessed by students independently. That way students can independently develop the ability to ask questions without any reluctance or fear of teachers and other students. After designing and developing the media and learning models, the next step is to conduct an expert test (expert of learning media and learning content). The last stage in this research is to evaluate, to what extent this research and development are feasible to be used and applied in learning. The following are the results of the design and development of the use of Google sites with the LSQ model.

The existence of the questioning room is clear evidence that the application of the Learning Start with a Question model can be done digitally. This question room website can be accessed via the link <https://sites.Google.com/view/insHalamaionindonesiaclassx/h-alaman-utama> which can be accessed via mobile or PC. The following are the results of the ask room website design.

Figure 1 displays the main screen (home page) on the question room website. Here are four images where images have meaning in each type of image. If you start from the far left, it is an animated paper image where there is a checkmark at the bottom right, and if you touch it will go to the learning objectives page. Followed by the next image, which is a ticked data board image where when touched an achievement indicator page will appear. The third image that is designed in the form of a pile of books when touched



Fig. 1. Main Display of Media Asking Room

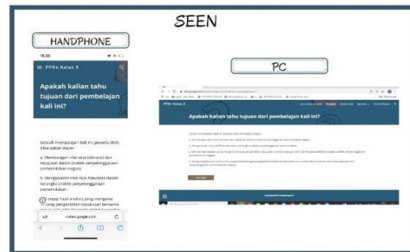


Fig. 2. Display of Learning Objectives in the Media Asking Room

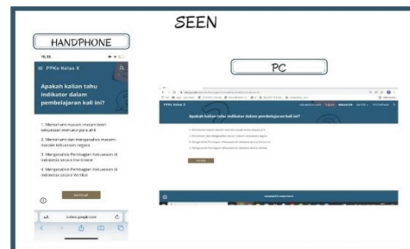


Fig. 3. Display of Indicators in Media Question Room

will enter the material page. Finally, if you touch the brown tick balloon, it will take you to the question room page.

Figure 2 displays the page of learning objectives that will be implemented. Here students are expected to first know the learning objectives before entering the next stage, especially in terms of reading the material. So, by knowing the learning objectives, it is expected that students will try as much as possible by the objectives that have been understood.

Figure 3 explains this learning achievement indicator. Students are expected to know the indicators of learning achievement related to the material of State power before reading the material that has been in the next stage. With knowledge about learning achievement, it is expected that students can maximize the learning process and if later at the time of learning it is not by the achievement indicators, it will be used as evaluation material.

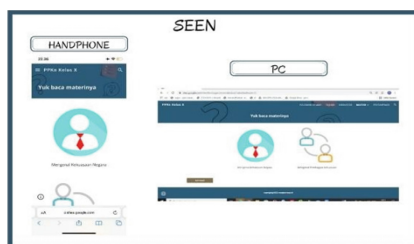


Fig. 4. Display of Material Pages in Question Room Media.



Fig. 5. Power Material Page Display on the Question Room Media

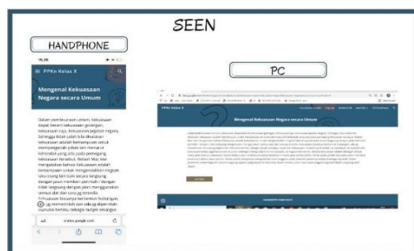


Fig. 6. Display of Material on Understanding State Power in General in the Media Question Room

Figure 4 displays the material page on the web ask room where the material is divided into 2 discussions, namely knowing state power (left image) and recognizing state power distribution (right image). The material on this website is discussed briefly so that students are enthusiastic about asking questions because the reading on this website is not too long. But, it is packaged briefly, concisely, and clearly.

Figure 5 displays power material pages in the media room asking questions with two sub-discussions, namely state power in general and state power according to experts.

Figure 6 displays presentation of materials on understanding State Power in general in the Media Room Questioning State Power in General. It is also hoped that students can gain general knowledge and questions that can be asked at the end of this web opening session.

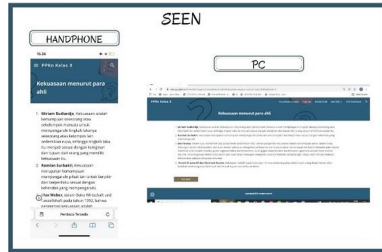


Fig. 7. Power Material Display According to Experts in the Media Question Room

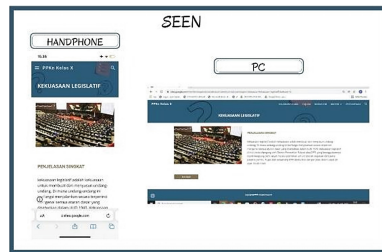


Fig. 8. Display of Indonesia's Power-Sharing Concept in the Media Question Room

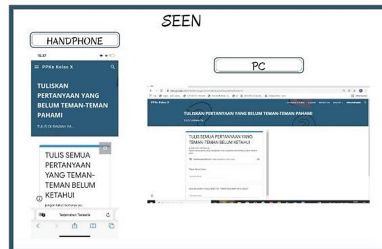


Fig. 9. An example display of one of the power-sharing materials in Indonesia, namely Legislative Power in the Media Question Room

Figure 7 displays the view on the resource page according to experts. With this material, students are expected to be able to know various kinds of opinions of experts about state power. If the power of the state according to experts is very difficult for students to understand, then they can ask questions at the end of the website page.

Figure 8 displays the power-sharing page where there are six power divisions. Each number on this page can be touched so that it goes to the explanation page.

Figure 9 shows an example of one of the six numbers that can be touched and switch pages, namely the legislative power contained in number one. The explanation on this page is very short and clear and it is hoped that if there is confusion, students can immediately ask questions at the end of the session on the website page of the questioning room [12].

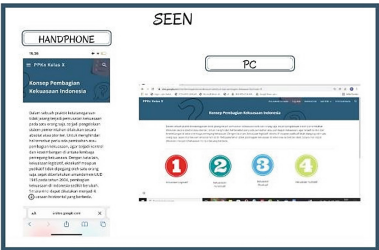


Fig. 10. Where to Ask Students in the Media Asking Room

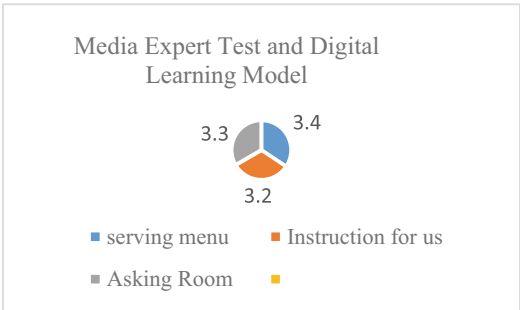


Chart 1. Media Expert Test and Digital Learning Model (LSQ) with “Using Room”

This is the last and final page of the inquiry room website. Here students are allowed to ask anything and as much as possible on the material that has been studied independently. After the material is sent and received by the educator, the teacher can sort the material so that it gets a systematic discussion by sorting out the questions according to the sub-discussions. The existence of these questioning at the beginning of learning can train students’ critical thinking by asking questions to educators through the website. Educators can also find out how much they understand and do not understand about the material or a summary of the material that has been made (Fig. 10).

The results of the design and development are then carried out by expert trials. In this study, the expert test used was the media and learning model test and the content expert test or Pancasila education learning material. The following are the results of expert tests in this study:

Based above on Chart 1, the media expert test and learning model stated very good results, it can be seen from the average response of each assessment aspect, namely: 3.3 for the serving menu, 3.2 for instruction for us, and 3.4 for Asking room. The next expert test is the content or material test.

The findings of the data obtained an average of 3.3 from the validator’s assessment. With an ideal score of 82.5. It can be interpreted from the expert test that has been carried out. The development is feasible to use in learning.

Based on Chart 2, we can see in the trial assessment for the content aspect, namely: 3.5 for the results of the assessment on the Pancasila learning material aspect, 3.6 for the test results on the learning aspect, and 3.2 for the linguistic aspect. The average of

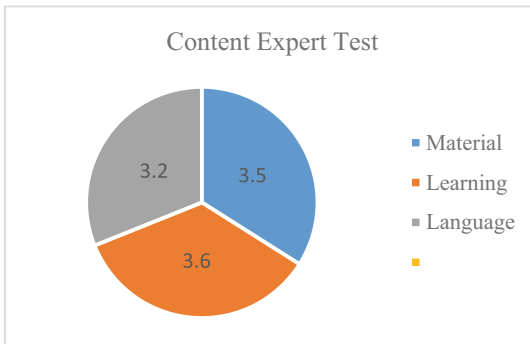


Chart 2. Content Expert Test

Table 1. Google Sites User Questionnaire with the LSQ model

Aspect	Score	Average	Category
Google sites help me to ask questions independently	99	3,6	Very good
Asking room helps me in terms of asking questions related to the subject	85	3,2	Good
The appearance of Google sites is very interesting so I want to study independently	92	3,4	Good
Asking Room on the Google site helps me to communicate with teachers	94	3,5	Very good
Total	370	13,7	
Average	92,5	3,4	Good

the results of the media and model test assessments is 3.4 with an ideal score of 85. In other words, from the results of expert tests on media and learning models, and expert tests on the content of research and development results, it is feasible to carry out further user trials.

From the finding of the study based on the scores obtained from the use of Google sites questionnaire with the Learning Stars with a Question (LSQ) model, the research data findings can be seen in the Table 1.

The research data is based on the distribution of user questionnaires as many as 27 respondents who come from students. 92.5 responded very well to the use of Google sites with the LSQ model in the ability to ask Civics students. A total of 7.5% responded well to the use of the Google site with the LSQ model in the ability to ask Civics students with an ideal score of 95. The ideal score can be described as that the development is feasible to be used in the learning process [13]. Several previous studies have focused on the use of Google sites, while in this study the emphasis is on developing the LSQ model on Google sites [14, 15].

4 Conclusion

Various efforts of teachers in designing effective and fun learning, as well as meeting the demands of the times are a must. We are currently in the era of digital learning, which has been explained by the researchers above that there has been a lot of research on digital learning, including the use of Google sites. The Google site does have many advantages, namely in the ease of application. It doesn't stop there, the researchers want to further develop the use of the Google site as a learning medium with the Learning Start with a Question (LSQ) model by adding the “Question Room” feature as a student media in terms of increasing the ability to ask questions related to material related to educational courses Pancasila. The results of this research and development using Google Sites with the LSQ Model are very feasible to be applied in the digital learning process, especially in improving students' questioning skills. This can be seen from the results of the research data Expert test with a score of 82.5 for the content test and a score of 85 for media and model tests, and 95 results for the user test.

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