

# Learning Sejarah Kebudayaan Islam through Google Sites : Empowering Students with Critical Thinking

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**Abstract;** This research aims to address the issue of students shunning SKI (Islamic Cultural History) due to its perceived boring nature and lecture-based teaching. The study suggests that educators should adopt a more student-centered approach, allowing for greater creativity and critical thinking. To facilitate this, the use of Google Sites is proposed as a tool for creating interactive and engaging teaching materials. The method used involves preparing students to access Google Sites and guiding them through its features and functions. The result shows that using Google Sites can make SKI more interesting and effective, and promote greater student engagement and participation. The research concludes by recommending the use of Google Sites as a valuable teaching resource for educators..

**Keywords:** SKI, learning media, Google Site.

## Introduction

Young Islamic generations are showing signs of needing to be more connected to the history, particularly the history of Islamic culture<sup>1</sup>. They should be familiar with various historical events, including Prophet Muhammad's (SAW) life. Historical knowledge is crucial for strengthening the foundation of faith among Muslim students, especially the future generations<sup>2</sup>.

In the current context, knowledge of history is essential for learning valuable lessons from the past<sup>3</sup>. The Qur'an emphasizes the importance of learning from the stories of past

<sup>1</sup> Muhammad Ali Rohmad, "THE ROLE OF ISLAMIC ART IN ENHANCING THE SPIRITUALITY OF INDONESIAN YOUNG GENERATION," *Teosofia: Indonesian Journal of Islamic Mysticism* (2020); Jihan Miranda, Marlya Fatira, and Muhammad Zuhirsyan, "Entrepreneurial Motivation of Islamic Young Generation," *Journal of Trends Economics and Accounting Research* (2020); Miftahur Rohman and Hairudin Hairudin, "Konsep Tujuan Pendidikan Islam Perspektif Nilai-Nilai Sosial-Kultural," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* (2018).

<sup>2</sup> Umi Wasilatul Firdausiyah, "Biografi Nabi Muhammad SAW Dalam Sejarah Perspektif Karen Armstrong," *Jurnal Ulunnuha* (2020); Syamsul Bakri, "WOMENS LEADERSHIP IN ISLAM: A HISTORICAL PERSPECTIVE OF A HADITH," *Indonesian Journal of Islamic Literature and Muslim Society* (2020); Alwi Alatas, Hassan Suleiman, and Sofiah Samsudin, "Nomadic and Sedentary Life in the Time of Prophet Muhammad," *Journal of Al-Tamaddun* (2020).

<sup>3</sup> Putut Wisnu Kurniawan and Sumargono Sumargono, "Development of History Learning Media Based on TPACK Assisted by Ms. PowerPoint Integrated with Ispring Suite," *International Journal of Multicultural and Multireligious Understanding* (2021).

generations. The use of technology in education has become prominent, and digitalization has influenced various aspects of society, including education.

Technology's impact on education has been significant, and the integration of technology is crucial for the future of education. There is a need for technological education to align with the demands of the workforce and to be accessible to all students, regardless of their academic path.

The COVID-19 pandemic has necessitated the adoption of online learning, prompting changes in teaching methods. Digitalization in various disciplines, including history, is essential for engaging students and making learning relevant to their lives.

The subject of SKI (Sejarah Kebudayaan Islam or Islamic Cultural History) is vital for shaping Muslim students' personalities, instilling love and admiration for Islam and its culture, and contributing to the development of Islam in contemporary society<sup>4</sup>. However, SKI needs to be more approachable to students due to traditional teaching methods and the lack of recognition of its value.

Efforts must be made to update teaching approaches, strategies, and media to match the students' cognitive development in the digital age, ensuring they achieve their full potential.

## Method

The research conducted aims to address the problem of students showing disinterest in SKI (Islamic Cultural History) due to its perceived monotony and lecture-based teaching approach. To overcome this issue, the researchers propose a more student-centered approach, encouraging creativity and critical thinking among the students. To implement this approach, they suggest using Google Sites as a tool to create interactive and engaging teaching materials.

The method employed in the research involves two main steps: 1) Preparing students to access Google Sites: Before implementing the student-centered approach, students are familiarized with Google Sites, an online platform that allows users to create and share web pages. They are given instructions on how to access and navigate the platform effectively. This initial step is essential to ensure that students are comfortable with using Google Sites for their learning. 2) Guiding students through its features and functions: Once the students are familiar with Google Sites, the researchers guide them in utilizing its features and functions effectively. They may be taught how to create visually appealing pages, add multimedia elements, incorporate interactive quizzes or activities, and encourage collaboration among students through the platform.

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<sup>4</sup> Nurotul Faidah and Muhammad Anas Maarif, "Literacy-Based Islamic Cultural History Learning at Islamic Elementary School," *Jurnal Pendidikan Islam Indonesia* (2022); Yuyun Yunita, Muhammad Ali, and Novita Herawati, "ISLAMIC CULTURAL HISTORY AS A LIFE PARADIGM," *Nizham Journal of Islamic Studies* (2022).

## Result and Discussion

### Implementation of Google Sites

Google Sites is used to implement website-based learning, and some features within Google Sites support blended learning activities (a mix of synchronous and asynchronous learning)<sup>5</sup>. Using Google Sites for learning with media content is practical and effective, as educators only need to prepare materials to be inserted into Google Sites. During the learning process, teachers can focus on providing relevant stimuli related to the taught material to stimulate students' thinking. The rest of the learning can be conducted through Google Sites, where students can access and read the content themselves.

To ensure effective and optimal learning, Google Sites is designed as an open platform accessible to all members of the community easily, affordably, and comfortably. After creating Google Sites as a learning medium, the next step involves evaluation using technology, such as quiz applications like Quizizz, Kahoot, and others.

Before delving further into Google Sites, it's essential to understand various forms of digital-based learning. First, synchronous learning refers to face-to-face learning supplemented with electronic facilities. Even with distant face-to-face interactions, it is not a significant barrier, as the reference is internet support for synchronizing technology in computers to establish video links.

Second, asynchronous learning. In the current era of technology, learning resources for children are easily accessible from various platforms, such as YouTube, Classroom, and many others (often for free). Some platforms may require payment, such as Ruangguru or SmartSchool. Asynchronous learning is often used when traditional school-based learning is not entirely effective, and to cater to the varying abilities of students, asynchronous learning is employed to supplement incomplete materials.

Third, blended learning. Effective learning involves combining synchronous and asynchronous approaches, recognizing the need to keep up with the times. By integrating various elements of teaching methods, both classic and modern, some teachers have successfully combined face-to-face and computer-based learning with internet access. This type of learning is called blended learning or hybrid learning, as it combines elements of synchronous and asynchronous learning.

In summary, Google Sites is a valuable tool for creating interactive and engaging learning experiences that align with the principles of blended learning, providing both synchronous and asynchronous elements in the learning process.

Google Sites is indeed one of the tools provided by Google, and it promotes a platform that is "easy to use and enjoyable for everyone." As with any tool, it has its advantages and disadvantages. While every creation has its pros and cons, Google Sites is known to have very few shortcomings, making it an attractive option for educators to choose as their teaching method.

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<sup>5</sup> Riza Harani Bangun, Jubliana Sitompul, and Hesti Fibriasari, "Google Sites as Learning Media in the Material Development of Advanced Reading Comprehension," *International Journal of Research and Review* (2022); Lilis Suparti Suparti, Poni Poni Poni, and Pranichayudha Rohsulina Rohsulina, "Use Google Sites to Increase Interest Learning Geography High School in Sukoharjo," *Journal of Geography Science and Education* (2021); Robiul Khasanah and Siti Miftahul Muflihah, "Online Learning Management Using Google Sites on Relations and Functions in Pandemic Conditions," *Journal of Education and Learning Mathematics Research (JELMaR)* (2021).

### ***Steps to Use Google Sites:***

For the use of Google media, there are several steps that need to be understood and considered, including:

First, Preparation before students access Google Sites: a) As blended learning is utilized with a website-based approach, educators must prepare relevant materials and sites that align with what will be presented so that students can access them during the learning process. B) Syllabus, Lesson Plans (RPP), and other necessary materials are uploaded to the Google Sites account. This practical learning method ensures that teachers stay focused as the main points are covered in the syllabus, Lesson Plans, and other learning materials, making students more engaged as they tend to prefer learning that is purely based on their teacher's initiative and work. C) Web pages within the Google website should be designed to align with the students' preferences in class, including images, background appearance, color, font size, and shape. This creates a sense of appropriateness and feasibility for the students, tailored to their age group. D) After completing blended learning with web-based media using Google Sites, the next step is to evaluate the material presented. This can be achieved by creating weighted questions ranging from LOTS (lower order thinking skills), MOTS (middle order thinking skills), to HOTS (higher order thinking skills), with a quiz site like Quizizz or others. This evaluation helps the teacher gauge the level of students' understanding of the blended learning material. Additionally, an internet-based evaluation provides feedback to measure what needs improvement and enables teachers to understand students' responses to this web-based learning method. Using Google Sites for blended learning with a website-based approach allows educators to create interactive and engaging learning experiences that cater to students' preferences. Teachers can ensure effective learning and obtain valuable student feedback by incorporating various media elements and evaluating their understanding through internet-based quizzes.

Second, during students' access to Google Sites, there are several activities and challenges that educators may encounter, including: a) Addressing Student Behavior: Educators may need help with students' understanding of navigating the internet responsibly, as some may wander off to unrelated websites or engage in mischief and curiosity, especially among primary school-aged children. To address this, teachers should conduct periodic checks during the learning process to ensure that students visit the Google Sites links created by each teacher. One effective tool for tracking the number of visitors is Google Analytics, which is available for free and can be easily implemented. B) Encouraging Task Completion: Some students may show reluctance in completing tasks assigned by their teachers, possibly due to mischievous or curious behavior. However, in web-based learning using Google Sites, students can complete tasks through tools like Google Forms, allowing teachers to easily assess their understanding of the presented material. C) Utilizing Google Forms for Evaluation: Google Forms not only serve as a means to measure students' comprehension of the material, but they can also be utilized as an evaluation tool for assessing the process, strategies, methods, and web-based learning media created by the teachers.

By addressing these challenges and incorporating Google Forms as an assessment and evaluation tool, educators can effectively monitor and enhance their students' learning

experience during their access to Google Sites. Integrating various Google tools in the web-based learning process provides valuable insights for teachers and students, leading to improved learning outcomes.

**Access Google Sites:** Go to the Google Sites website and log in with your Google account credentials.

1. **Create a New Site:** Click on the "+ Create" button to start creating a new site.
2. **Choose a Template:** Google Sites offers various templates to choose from. Select the one that best suits your needs, or you can start with a blank template and design the site from scratch.
3. **Edit Site Content:** Customize the site by adding text, images, videos, and other media elements. Use the editing tools to format the content as desired.
4. **Organize Pages:** Create multiple pages within the site to organize the content. You can add new pages and arrange them in a hierarchical structure.
5. **Set Page Permissions:** Control who can view and edit the site by adjusting the page permissions. You can make the site public, private, or limit access to specific individuals.
6. **Collaborate:** If you're working with a team, you can collaborate on the site by inviting others to edit or provide feedback.
7. **Publish the Site:** Once you're satisfied with the content and design, click on the "Publish" button to make the site live and accessible to others on the web.
8. **Update and Maintain:** Continuously update and maintain the site to keep the content relevant and engaging for your audience.

Using Google Sites is a straightforward process that allows you to create and manage websites easily without the need for extensive technical skills.

### **Implementation of Learning Based on Google Site**

Implementing Google Sites for SKI (Sejarah Kebudayaan Islam) can be a useful and effective way to engage students and enhance their learning experience. Here are the steps to implement Google Sites for SKI:

1. **Content Planning:** Plan the content you want to include in your SKI Google Site. This could be information about the history and culture of Islam, important events, significant figures, or any other relevant topics.
2. **Create a Google Site:** Go to Google Sites and create a new site. Choose a suitable template or start from scratch.
3. **Organize Pages:** Organize your SKI content into different pages on the Google Site. For example, you could have separate pages for different historical periods, figures, or cultural aspects.
4. **Add Multimedia:** Enhance the learning experience by adding multimedia elements such as images, videos, and interactive elements to your pages. This can make the content more engaging and memorable for students.

5. **Include Text and Descriptions:** Provide clear and concise text descriptions for each topic you cover. Use language that is easy to understand and relevant to your students' level of knowledge.
6. **Incorporate External Resources:** Link to external resources like reputable websites, articles, or videos related to SKI to provide additional context and depth to the subject matter.
7. **Interactive Activities:** Include interactive activities such as quizzes, polls, or discussion forums to encourage student participation and critical thinking.
8. **Mobile-Friendly Design:** Ensure that your Google Site is mobile-friendly, as many students access content through their smartphones or tablets.
9. **Share with Students:** Once your SKI Google Site is ready, share the link with your students. You can share it through Google Classroom, email, or any other suitable communication platform.
10. **Encourage Exploration:** Encourage your students to explore the Google Site regularly and use it as a resource for studying SKI topics. You can assign specific sections as homework or use it during classroom discussions.
11. **Collect feedback from your students about their experience with the SKI Google Site.** This will help you make improvements and cater better to their needs.
12. **Regular Updates:** Regularly update your Google Site with new content, resources, or activities to keep the learning experience fresh and exciting.

By implementing Google Sites for SKI, you can create an interactive and accessible platform for students to explore Islam's rich history and culture. The versatility of Google Sites allows you to present information in various engaging formats, making learning more enjoyable and effective for your students.

## **Conclusion**

Based on the criteria of suitability levels from the descriptions above, the implementation of learning using Google Site-based media for the experiment of SKI (Islamic Cultural History) subjects has a sufficiently high level of validity and is suitable for use as teaching material for students.

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