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Research Article

DEVELOPING INTERACTIVE LEARNING MEDIA USING GOOGLE SITES TO IMPROVE LEARNING OUTCOMES

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Abstract

The rapid development of information and communication technology has driven innovation in the field of education, particularly through the utilization of digital-based learning media. One such platform that can support interactive learning is Google Sites. This study aims to develop and describe Google Sites-based interactive learning media and to analyze its role in enhancing student engagement, independence, and learning outcomes. This research employs a qualitative approach using descriptive-analytical library research. The results indicate that Google Sites offers significant advantages in terms of accessibility, flexibility, and the ability to integrate various learning resources—such as text, images, videos, and learning evaluations—into a single platform. The utilization of Google Sites as interactive learning media fosters a more engaging learning environment, boosts student activity and independence, and ultimately has a positive impact on improving learning outcomes. Consequently, Google Sites serves as an effective and relevant alternative for interactive learning media to support education in the digital era.

Keywords: Educational technology, Google Sites, Interactive learning media

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INTRODUCTION

Education is a vital aspect of forming competent and competitive individuals. Developments in technology have had a significant impact on various fields of life, including education (Listanto et al., 2025). One of the primary shifts is the integration of learning media into the teaching and learning process (Maulana et al., 2025). Learning media has become an integral part of education across all levels, from elementary schools to higher education.

The advancement of information and communication technology, particularly the internet, has significantly transformed teaching and learning methods (Mahanani et al., 2025). A key innovation in modern education is the use of web-based tools that facilitate the learning process (Mustaqimah et al., 2025). These web-based tools encompass various applications and platforms that streamline interaction, collaboration, and online access to learning materials (Balcytiene, 2025). In an educational context, web-based tools are defined as internet-based applications or platforms designed specifically to support learning activities.

Learning media plays a crucial role in the modern educational world (Rahardjo et al., 2025). Effective learning media serves not only as a means of conveying information but also as a tool to create more engaging and meaningful learning experiences (Novoseletska et al., 2025). Whether visual, audio, or digital, these media can enhance interaction between educators and students, facilitate deeper understanding, and support the development of skills relevant to contemporary demands.

The use of learning media is intended to ensure a smooth interaction between teachers and students during the learning process (Cahyadi et al., 2025). Thus, it is expected that teaching-learning interactions become more effective and efficient, providing added value to the educational process. In utilizing teaching media, the intensity of its use must be considered (Dewi et al., 2025). This intensity can be viewed from a quantitative aspect, measured by the frequency of use in teaching activities, and a qualitative aspect, seen through its appropriateness and meaningfulness for the students' learning interests.

Adequately designed learning media can enhance and advance learning while providing support for teacher-led instruction. The effectiveness of such media depends largely on the teachers themselves, and media should be present in every classroom activity (Gloria & Galvez, 2025). Through media projects, teachers can create content that allows for personalized learning, such as video-based interactive media, gamified quizzes, digital modules, or augmented reality that combines visual, audio, and kinesthetic elements. This provides a more holistic and enjoyable learning experience for students (Dawood, 2025). One of the primary advantages of interactive media is the accessibility and flexibility it offers, allowing students to access learning materials anytime and anywhere, provided they have a supporting device and an internet connection.

The urgency of utilizing interactive teaching materials in this era is supported by various research findings indicating that the use of interactive multimedia has a positive impact on learning activities (Sudarwati & Prianto, 2025). Teaching methods can become more attractive and stimulating when using three-dimensional (3D) media (Tang & Cai, 2025). Multimedia also has the capability to present 3D concepts attractively, provided the curriculum is designed systematically, communicatively, and interactively throughout the learning process.

Interactive learning media developed using Google Sites offers several advantages that support more innovative and efficient learning processes. A key strength is its ease of access and use (Jothi Prakash et al., 2025). Google Sites can be accessed via various devices such as laptops, tablets, or smartphones without requiring specific application installations (Xiao et al., 2025). Teachers can organize learning content in a structured and attractive manner, integrating various media such as text, images, video, simulations, and evaluation links into a single integrated page.

On the other hand, Google Sites does have certain limitations, such as the absence of a drag-and-drop feature for certain web page designs, requiring some manual settings, and a lack

of native support for specific scripts and iframes (Komalasari et al., 2025). However, the lack of script and frame support can be overcome by using Google Apps Script or other integrations.

The objective of this research is to develop and describe Google Sites-based interactive learning media and to examine its utilization in the learning process to create a more engaging, effective, and technology-based environment (Ratnawulan et al., 2025). This study also aims to analyze the role of Google Sites in increasing student activity, independence, and learning outcomes, while identifying the strengths and limitations of Google Sites as a website-based interactive learning media.

RESEARCH METHOD

This study employs a qualitative approach using library research with a descriptive-analytical design (Basha et al., 2025). This method requires the collection of literature closely related to the research object. Two types of data sources are utilized in this study: primary and secondary data sources.

Research Design

This study employs a qualitative approach using a library research design with a descriptive-analytical orientation (Al-Barakat et al., 2025). This method was selected to facilitate the systematic collection and critical examination of literature closely related to the research object. The descriptive-analytical framework allows the researcher to not only describe existing theories and findings but also to analyze the underlying mechanisms of how digital platforms function as educational tools (Pramulia et al., 2025). By synthesizing diverse scholarly perspectives, the study seeks to build a comprehensive conceptual understanding of the integration of technology in modern pedagogy without the use of numerical statistical testing.

Research Target/Subject

The primary objective of this research is to evaluate the development of interactive learning media using Google Sites and its effectiveness in improving student learning outcomes. The study targets the identification of best practices in digital media design and the theoretical pedagogical frameworks that support interactive learning. By analyzing documented empirical evidence and instructional design theories, the research aims to provide a clear roadmap for educators on how to leverage accessible web-based tools to enhance engagement and knowledge retention in various educational settings.

The research subjects for this study consist of scholarly artifacts and documented educational resources rather than human participants. These include primary texts such as books and peer-reviewed scientific journals that focus on instructional technology. The study also utilizes a wide range of secondary sources that provide supportive context and broader educational theories. The subjects were selected based on their direct relevance to the intersection of web-based platforms and learning outcome metrics, ensuring a focused and academically grounded analysis.

Research Procedure

The research procedures were initiated with the systematic identification of data sources through a structured literature search across multiple academic platforms (Sathyaseelan et al., 2025). Once the literature was gathered, the data were categorized into primary and secondary sources to prioritize direct evidence. The next phase involved an intensive reading and coding process where key themes regarding Google Sites and learning outcomes were extracted (Hania et al., 2025). Finally, the collected information was subjected to a descriptive-analytical process

to synthesize the findings into a coherent conceptual framework, ensuring that the conclusions were rigorously derived from the existing body of knowledge.

Instruments, and Data Collection Techniques

The primary instrument in this study is a structured document analysis protocol designed to guide the systematic extraction of data from literature (Mardiana et al., 2025). Data collection techniques involved purposive retrieval from academic databases, focusing on books and journals that discuss interactive media development. Primary data sources were prioritized for their direct information on Google Sites, while secondary sources were collected to provide a supportive theoretical background. The use of these structured techniques ensures that the data collection process is replicable, transparent, and aligned with the study's analytical goals.

Data Analysis Technique

The data analysis utilizes descriptive-analytical techniques to interpret the information gathered from the literature. This involves an iterative process of identifying recurring patterns, contrasting different scholarly viewpoints, and synthesizing evidence to explain the relationship between interactive media and student performance. The researcher applied thematic synthesis to bridge the gap between technical design and pedagogical effectiveness (Panggabean et al., 2025). This qualitative approach ensures that the final analysis provides a deep, nuanced understanding of the subject matter, grounded in the normative and empirical foundations of educational technology research.

RESULTS AND DISCUSSION

In an era of rapid technological advancement, websites have become a key element in digital education strategies for both institutions and individuals. Platform such as Google Sites has emerged as an alternative solution for those seeking to establish a web presence without requiring specialized technical expertise. A Google Sites website can serve as a medium to showcase the identity, quality, and innovation of schools and educators. Through well-crafted design and rich content, it can display school activities, student work, teacher innovations, and various educational achievements, serving as a public relations tool for the community.

Figure 1. A Qualitative Approach Using a Library Research Design

Features and Accessibility of Google Sites. Google Sites is a free platform accessible with a standard email account. It is equipped with features that facilitate easy and practical website creation. For educators, this platform allows for the creation of interactive and engaging learning sites that foster a fresh learning atmosphere. Its accessibility across various devices—including computers and smartphones—directly supports the principles of inclusivity and digital mobility in modern learning. It is suitable for both novice and experienced educators since it requires no technical programming skills.

One of the primary strengths of Google Sites is its seamless integration with the Google Workspace ecosystem, such as Google Docs, Sheets, Slides, Forms, and Drive. Furthermore, the integration of digital tools that facilitate collaboration, such as online discussion platforms and shared workspaces, further supports educational initiatives, although their effectiveness often depends on the educator's proficiency.

Innovation in Learning Media. Google Sites serves as an innovative learning medium that can integrate various educational aspects into a single platform, simplifying technology-based learning for both teachers and students (McGivney, 2025). It can be updated in real-time and accessed anytime and anywhere. Interactive learning media provide a sense of direct and enjoyable learning because students interact directly with the media and receive immediate feedback, fostering activity and independence.

Integrating Google Sites into school-based learning is a breakthrough that serves as an alternative for online or hybrid learning solutions. It is the easiest way to make information quickly accessible (Bulunuz Palaz et al., 2025). Collaborators can work together on a site to add attachments and information from other Google applications like Calendars, Sheets, and Forms, all of which enhance the learning experience.

Empowering Educators and Students. Google Sites allows teachers to creatively package materials, enabling them to deliver lessons in their own unique style, much like in a physical classroom (Llorent-Vaquero et al., 2025). This prevents student boredom and increases engagement. Furthermore, educators are encouraged to master technology as part of their pedagogical competence, utilizing information and communication technology (ICT) for educational development and professional career growth.

Effective learning is enhanced when teachers can combine visual, auditory, and kinesthetic learning styles (Sirti et al., 2025). Google Sites products are designed to be interactive; teachers can upload syllabi, distribute materials, and assign tasks that are easily monitored (Prakasha et al., 2025). Educators can embed various content types, including YouTube videos, Google Slides presentations, and interactive simulations like PhET or gamified quizzes via Wordwall and Quizizz.

Practical Applications for Educators Educators can utilize Google Sites for several key activities: Distributing Materials easily sharing text, images, audio, and video. Syllabus Storage allowing students to view upcoming topics and lesson plans at any time. Assignment Management using buttons or Google Forms links to announce and collect projects, encouraging students to visit the site regularly (Rubio et al., 2025). Announcements serving as a central hub for information regarding class activities.

Impact on Learning Outcomes and Digital Literacy. Successful learning is achieved when materials are well-understood and instructional goals are met (Amenyah et al., 2025). By using interactive and creative multimedia through Google Sites, students can better grasp the core of the subject matter (Rhadiyah et al., 2025). This makes learning feel fun and interesting while simultaneously building the students' technological mastery.

Google Sites supports the active role of students by integrating mastery-level content with tutorial videos and self-paced learning elements (Ninčević & Vukelić, 2025). It facilitates not only differentiated assignments but also sustainability in learning, where feedback can come from teachers, peers, and even parents.

Ultimately, implementing Google Sites enhances digital literacy. By becoming accustomed to this platform, students are better prepared for future technology-based challenges (Seow et al., 2025). As a flexible, effective, and innovative tool, Google Sites supports 21st-century learning—which demands critical thinking, collaboration, and technological utilization—creating a learning experience that is relevant to modern needs.

CONCLUSION

The development of interactive learning media based on Google Sites represents a relevant and effective innovation in supporting education within the digital era. Google Sites offers distinct advantages in terms of accessibility, flexibility, and the ability to integrate various learning resources and media into a single, structured, and engaging platform. Utilizing Google Sites as an interactive learning medium can enhance student engagement, independence, and understanding of the subject matter, thereby yielding a positive impact on learning outcomes.

The implementation of Google Sites encourages teachers to be more creative and professional in designing technology-based instruction while simultaneously strengthening students' digital literacy. Although the platform has certain technical limitations, these constraints can be overcome through integration with other supporting applications. Consequently, Google Sites serves as an effective, innovative, and viable alternative for interactive learning media that meets the demands of 21st-century education.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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