Development of Google Sites-Based Learning Media Using the Merdeka Approach to Increase Interest in Learning Pancasila Education Among Seventh Grade Students at SMP Negeri 21 in South Tangerang City

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Abstract

Pancasila Education is essential for shaping students' civic responsibility and national identity; however, at SMP Negeri 21 in South Tangerang City, preliminary observations indicate that only 35% of seventh-grade students actively engage in learning, with most relying on rote memorization due to conventional teacher-centered methods. Previous studies have suggested the potential of Google Sites as an interactive medium to enhance students' motivation, but its application in combination with the Merdeka learning approach in Pancasila Education has not been sufficiently explored. Previous studies have suggested the potential of Google Sites as an interactive medium to enhance students' motivation, but its integration with the Merdeka approach in Pancasila Education remains underexplored. This study aimed to develop and evaluate Google Sites-based learning media using the Merdeka approach to improve seventh-grade students' learning interest at SMP Negeri 21 South Tangerang City. Employing a Research and Development (R&D) design with the ADDIE model, the study involved expert validation and classroom implementation. The validation results indicated significant improvement after revisions: media experts rated 94.04% (very feasible), material experts 92.8% (very feasible), and language experts 94.4% (very feasible). Pre-implementation surveys showed students' learning interest was categorized as "weak" with an average score of 35.2%, reflecting low enjoyment, limited engagement, and lack of motivation. After implementing the developed media, the score increased to 71.7%, classified as "strong," with consistent improvement across indicators such as enjoyment, interest, acceptance of peers' opinions, and active participation. These findings highlight that Google Sites-based media not only enhanced visual appeal but also fostered participatory, contextual, and meaningful learning experiences through interactive features like videos, quizzes, and reflective activities. It can be concluded that the developed media is effective and feasible for enhancing students' learning interest in Pancasila Education and provides practical implications for fostering digital and character-based learning in junior secondary schools.

Keywords: interactive media; digital learning; interest in learning; google sites

1. INTRODUCTION

Pancasila Education plays a critical role in shaping the character of Indonesia's young generation, as it provides students with civic values and moral principles that, according to character education theory, contribute to the development of responsible and ethical behavior (Lestari & Kurnia, 2022). As the state's foundation as well as the nation's worldview, Pancasila embodies the values of morality, democracy, and social justice that serve as guidelines in both individual and

societal life (Rahman et al., 2025). Within the national education curriculum, Pancasila is not only positioned as a subject, but also as a medium for cultivating citizens who are characterized, religious, and democratic (Anugrah & Rahmat, 2024). As various recent studies have stated, Pancasila Education plays a strategic role in shaping citizens with strong character, integrity, and a high sense of national awareness(Nur et al., 2023).

The material in Pancasila Education is not limited to delivering normative knowledge of Pancasila principles but is intended to instill the nation's core values through continuous internalization. In this study, learning interest is defined operationally as students' observable enthusiasm and active participation in learning activities; Google Sites–based learning media refers to digital instructional materials designed and delivered through the Google Sites platform; and the Merdeka Belajar approach is defined as a learner-centered framework that emphasizes autonomy, differentiated instruction, and contextualized learning about the principles of Pancasila, but is also directed at instilling the nation's noble values through a continuous process of internalization (Ismi et al., 2025). Thus, Pancasila Education should not be limited to cognitive mastery, but should also encourage the development of attitudes, values, and behaviors that reflect national identity (Santika, 2023).

However, in practice, a gap persists between the ideal objectives of Pancasila Education and its implementation in the local context. Preliminary observations at SMP Negeri 21 South Tangerang City indicate that student engagement in Pancasila Education remains low, with classroom monitoring and teacher interviews showing that only a minority of seventh-grade students actively participate in discussions or complete reflective tasks. These local empirical findings demonstrate that the challenges widely reported in the literature are also present at the research site, thereby underscoring the urgency of developing more interactive learning media. As shown in research conducted by (Dewi et al., 2025; Fitriani et al., 2025; Susanti et al., 2025), the learning model used is still dominated by conventional approaches, such as one-way lectures, rote memorization tasks, and written test-based evaluations. This pattern makes students less actively involved in the learning process, thereby reducing their level of interest in the subject. If this condition persists, the effectiveness of Pancasila Education in shaping a young generation with strong character may not be achieved optimally. Therefore, a clear research problem emerges: seventh-grade students at SMP Negeri 21 South Tangerang City demonstrate low learning interest in Pancasila Education, as indicated by limited participation during lessons and low completion of reflective tasks

based on preliminary observations. This condition suggests that existing instructional media and approaches are not sufficiently engaging, thereby necessitating the development of interactive and contextual digital learning media to address these shortcomings, one of which is through the use of interactive and contextual digital media.

This condition illustrates that conventional learning approaches have not been fully able to meet students' needs in an increasingly complex and digital era (Abayomi & Shahriar, 2024). Therefore, more innovative and adaptive learning strategies are required to suit the characteristics of today's generation. The use of technology in education offers a promising alternative, as it not only presents material in a more interactive and engaging way, but also provides opportunities for students to be actively involved in the learning process.

One digital platform that conceptually supports the Merdeka Belajar approach is Google Sites, whose features enable student autonomy, differentiated access to learning materials, and flexible, self-paced exploration. These characteristics align with the core principles of Merdeka Belajar, which emphasize learner-centeredness, independence, and contextualized learning, thereby making Google Sites a relevant medium for implementing this pedagogical framework (Yaasmin & Subrata, 2024). This platform enables teachers to design learning materials interactively by integrating text, images, videos, links, and other multimedia features. Recent studies have demonstrated the effectiveness of Google Sites in supporting the learning process. As highlighted in a study conducted by (Ekosantoso et al., 2025; Febrian & Nasution, 2024), Google Sites helps students access materials flexibly and encourages active engagement in discussions.

Another study by (Ihsan Basyori, 2025; Yaasmin & Subrata, 2024) found that the integration of multimedia content through Google Sites was able to enhance students' learning motivation, particularly in science learning. The advantages of this platform lie in its ease of use, wide accessibility, and its ability to accommodate diverse learning styles (Said et al., 2023; Wahyudi et al., 2023). Nevertheless, research conducted by (Tahir et al., 2024) showed that the use of Google Sites media could increase students' interest in learning ICT subjects in Grade X at SMAN 6 North Gorontalo. Furthermore, a study by (Efendi & Insani, 2024) that implemented a Google Sites-assisted e-module with a Problem-Based Learning (PBL) model in social studies demonstrated a positive impact on both students' learning interest and learning outcomes.

However, a broader review of the existing literature shows that research on Google Sites has been concentrated

predominantly in ICT and Social Studies, with only a limited number of studies applying this platform to Pancasila Education particularly at the junior high school level. The scarcity of empirical evidence regarding its effectiveness in supporting value-based and character-oriented learning confirms that this area remains insufficiently explored and warrants further investigation, so the application of Google Sites in the context of Pancasila Education, particularly at the junior high school level, has not yet been widely explored. Based on this gap, the present study aims to develop Google Sites–based learning media integrated with the Merdeka Belajar approach to increase students' interest in learning Pancasila Education in Grade VII at SMP Negeri 21 South Tangerang City.

This context was chosen because students in the early phase of junior high school are undergoing a transition from a highly structured elementary learning environment to a more independent form of learning. At this stage, fostering learning interest becomes crucial so that students do not merely perceive Pancasila Education as a memorization subject, but rather as a means of character building and internalizing national values.

Based on the identified gap and the need for developing interactive and contextual learning media, this study aims to design and validate a Google Sites based learning resource aligned with the Merdeka Belajar approach to enhance students' learning interest in Pancasila Education. This model was chosen because it provides a systematic framework for designing, testing, and refining learning media according to real classroom needs. The unit of analysis in this study was Grade VII students at SMP Negeri 21 South Tangerang City, whose level of learning interest served as the primary indicator for evaluating the effectiveness of the developed media.

Thus, this research is expected to address the urgent need for innovation in Pancasila Education that is not only oriented toward knowledge transfer but also toward fostering students' interest, motivation, and commitment to internalizing the values of Pancasila. Through the development of Google Sites–based media using the Merdeka Belajar approach, Pancasila Education can be packaged in a more engaging, interactive, and relevant way, aligned with the digital world that closely connects to students' lives.

II. METHODS

This study employed a Research and Development (R&D) approach by adopting the ADDIE framework (Analyze, Design, Develop, Implement, Evaluate). This model was chosen because it is systematic and proven effective in producing learning products that are valid, practical, and suitable

for classroom use (Wibawa et al., 2021). In this research context, the developed product was a Google Sites based learning medium using the Merdeka approach for Pancasila Education. The research instruments included a learning-interest questionnaire using a Likert scale and a performance test, both administered before and after the implementation of the media. The questionnaire measured indicators such as students' attention, participation, and motivation, while the test assessed their conceptual understanding of Pancasila Education. Thus, this study not only produced an innovative product but also tested its applicability in real learning situations.

The Analysis stage was carried out by identifying the learning needs of students and teachers, learners' characteristics, and the alignment of learning materials with the Merdeka Curriculum. In the Design stage, the researcher structured the learning media, including its layout, content, and supporting elements in Google Sites. The Development stage realized the design into a tangible product, which was then validated by media experts, subject matter experts, and language experts to ensure content accuracy, technical quality, and linguistic clarity. This assessment covered conceptual correctness, visual feasibility, language clarity, and material readability. Feedback from experts was used as the basis for revisions to ensure the learning media met academic and pedagogical standards.

The Implementation stage involved testing the media on Grade VII students at SMP Negeri 21 South Tangerang City. At this stage, the teacher acted as a facilitator, while students were directed to use the media both independently and collaboratively (Laksana, 2023). Student responses, engagement levels, and changes in learning interest became key indicators at this stage. Finally, the Evaluation stage was conducted to assess the effectiveness of the media through analysis of learning outcomes as well as observations of the learning process. The evaluation results were then used to revise and refine the media, so that the final product was not only validated by experts but also practical and effective in increasing students' interest in learning Pancasila Education.

III. RESULT AND DISCUSSION

The development research on Google Sites–based learning media with the Merdeka Flow approach in Pancasila Education for Grade VII students at SMP Negeri 21 South Tangerang City showed that the resulting media was feasible and effective for increasing students' learning interest. These results were obtained through a series of expert validations as well as limited classroom implementation.

In the initial validation stage, the media received varied assessments. From the media expert, the score obtained was 49 out of 84 (58.3%), categorized as "Fairly

Feasible." The feedback highlighted the need for consistency in design across pages, better text color contrast, and more user-friendly navigation for beginners. From the subject matter expert, the score obtained was 44 out of 56 (78.5%), categorized as "Feasible," with suggestions for additional explanations, concrete examples, and a more systematic arrangement of subtopics. Meanwhile, the language expert gave a score of 25 out of 36 (69.4%), categorized as "Feasible," with notes on sentence effectiveness, terminology consistency, and adjustments to make the language more communicative for junior high school students. As shown in the following figure:
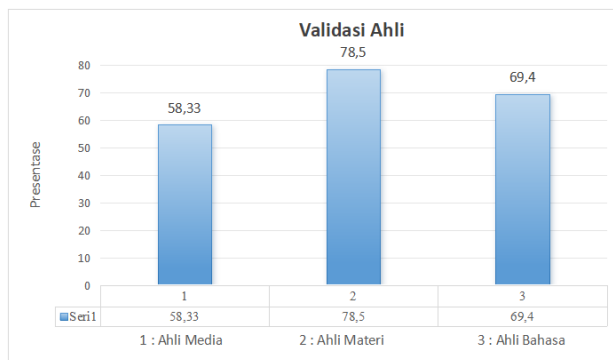
expert validation scores indicates improvements in the media's appearance, content, and language. However, the interpretation of these results should be approached critically, as expert judgments may contain subjectivity and do not fully guarantee the pedagogical feasibility of the media (Kartika & Umbu, 2024). Furthermore, the relationship between expert validation and the increase in students' learning interest needs to be examined through classroom trial data, so that the media's effectiveness can be assessed not only in terms of visual and technical aspects but also in its contribution to achieving learning objectives. This can be illustrated in the following diagram:
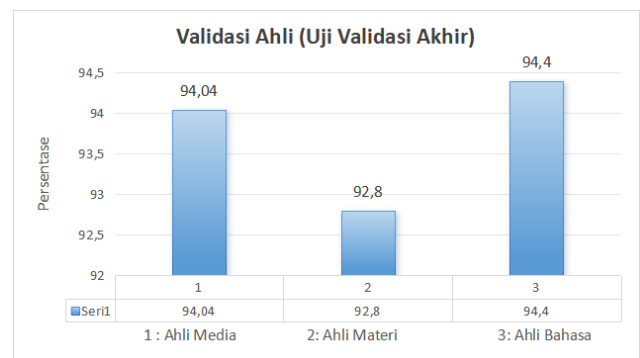

Figure 1 Initial validation test

Based on the feedback, the researcher carried out revisions and refinements of the product. The results of the final validation test showed a significant improvement in all aspects. The media expert gave a score of 80 out of 84 (94.04%), which falls into the "Highly Feasible" category. The subject matter expert provided a score of 52 out of 56 (92.8%), while the language expert gave a score of 34 out of 36 (94.4%). The increase in

Figure 2 Final Validation

In order for the results of the student learning interest questionnaire to be analyzed, it is necessary to interpret the data so that relevant conclusions can be drawn in line with the objectives of the study. The interpretation of results was carried out by converting the students' total scores into percentages, namely by comparing the obtained scores with the maximum possible

scores (Sila, 2025). The final values were then categorized into five levels of learning interest classification based on the percentage scores, referring to the classification criteria developed by Riduan as cited (Pratiwi & Bernard, 2021). The classification criteria are presented in the following table :

Table 1 Classification of Learning Interest

No	Kriteria (%)	Klasifikasi
1	$0 \leq NA \leq 20$	Sangat Lemah
2	$21 \leq NA \leq 40$	Lemah
3	$41 \leq NA \leq 60$	Cukup
4	$61 \leq NA \leq 80$	Kuat
5	$81 \leq NA \leq 100$	Sangat Kuat

Then, before the Google Sites learning media based on the Merdeka Flow was implemented in the learning process, the researcher first measured students' learning interest. This measurement was carried out through a learning interest questionnaire that was developed based on several indicators, namely: 1) Enjoyment; 2) Interest; 3) Acceptance of others' opinions; and 4) Active involvement in the learning process. The following presents the data from students' responses to the learning interest questionnaire before the implementation of the learning media:

Table 2 Learning Interest Before Using Google Sites Learning Media

No	Indikator	Jumlah Pernyataan	Total Skor	Persentase (%)	Kategori
1	Perasaan Senang	8	453	35,3	Lemah
2	Ketertarikan	8	460	35,9	Lemah
3	Penerimaan terhadap pendapat orang lain	8	445	34,7	Lemah
4	Keterlibatan aktif dalam proses pembelajaran	8	447	34,9	Lemah
	Total	32	1.085	35,2	Lemah

Based on the measurement data of students' learning interest in class VII.4 through a questionnaire consisting of 32 items and involving 40 respondents, a total score of 1,085 was obtained out of a maximum score of 5,120. Thus, the overall level of learning interest falls into the "Weak" category with an average percentage of 35.2%. Looking more closely at each indicator, the four aspects measured Enjoyment (35.3%), Interest (35.9%), Acceptance of Others' Opinions (34.9%), and Active Involvement in the Learning Process (34.9%) all fall into the "Weak" category.

These findings indicate that students tended to have a low interest in learning Pancasila Education before the implementation of the Google Sites learning media based on the Merdeka Pathway approach. The low scores across the four main indicators reflect boredom, a lack of active engagement, and minimal interest in both the subject matter and the learning process. Therefore, innovation in learning media and approaches that are more interactive and contextual is needed to improve students' motivation and engagement in classroom learning. Subsequently, after the implementation of learning using Google Sites based on the Merdeka Pathway, the researcher conducted another measurement to determine students' level of learning interest post-implementation (Santika et al, 2024). Data collection was carried out using the same questionnaire instrument as in the previous stage, consisting of 32 items covering the four main indicators of learning interest. The detailed results of this

measurement are presented in the following table:

Table 3 Learning Interest after Using Google Sites Learning Media

No	Indikator	Jumlah Pernyataan	Total Skor	Persentase (%)	Kategori
1	Perasaan Senang	8	927	72,4	Kuat
2	Ketertarikan	8	912	71,2	Kuat
3	Penerimaan terhadap pendapat orang lain	8	918	71,7	Kuat
4	Keterlibatan aktif dalam proses pembelajaran	8	917	71,6	Kuat
	Total	32	3.674	71,7	Kuat

Based on the questionnaire data after the implementation of the Google Sites learning media based on the Merdeka flow, a total score of 3,674 was obtained out of a maximum score of 5,120, with an average percentage of 71.7%. This percentage indicates that students' learning interest falls into the "Strong" category. The four main indicators measured were enjoyment (72.4%), interest (71.2%), acceptance of others' opinions (71.6%), and active involvement in the learning process (71.7%). Each indicator reflects a key aspect of learning interest in Pancasila Education: enjoyment and interest capture intrinsic motivation, acceptance of others' opinions relates to social and civic competencies, and active involvement indicates engagement in learning activities. Although the indicators show relatively high percentages, their individual contributions to overall learning interest warrant further analysis. These findings align with existing theories of learning interest, which emphasize the multidimensional nature of student engagement and motivation. Thus, it can be stated that all indicators fall into the "Strong" category. This indicates that students responded positively to a learning process that is digital, visual, and interactively structured.

The classroom implementation of the media also showed positive results. Students' learning interest before using the media was 35.2% ("Weak"), which increased to 71.7% ("Strong") after using the Google Sites learning media based on the Merdeka approach. While this increase suggests a positive effect, the analysis remains descriptive. To scientifically support the claim of effectiveness, statistical tests such as a paired t-test or Wilcoxon test should be conducted to determine whether the increase is statistically significant and not due to chance. Additionally, reporting variability and score distribution would strengthen the validity of the conclusion. This increase was consistently observed across various indicators of learning interest, including enjoyment in participating in learning, interest in the material, openness to others' opinions, and active involvement in discussions and learning activities. The comparison of learning interest can be illustrated in the following figure:
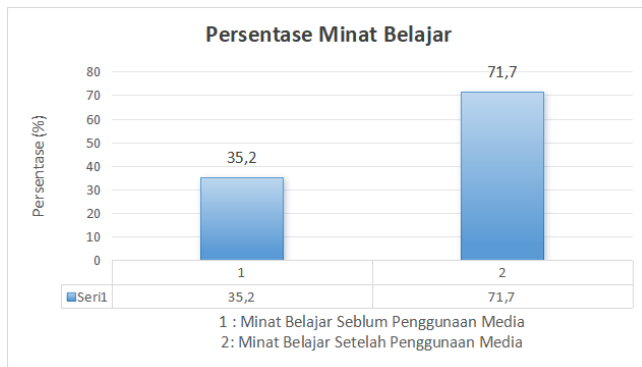
Figure 3 Comparison of Learning Interest Before and After the Use of Google Sites Media

The results of this study affirm that the developed learning media is not only visually appealing but also capable of fostering students' enthusiasm for learning through the integration of interactive features such as instructional videos, online quizzes, visual illustrations, and reflective activities. The implementation of the Merdeka Learning Flow approach guides students to participate in a more contextual and meaningful learning process. This approach aligns with constructivist learning theory, which emphasizes active engagement and knowledge construction. In the context of Pancasila Education, combining the Merdeka approach with Google Sites-based media facilitates interactive and student-centered learning, which can enhance learning interest more effectively than conventional methods by promoting autonomy, collaboration, and real-world relevance.. Thus, the learning experience is no longer one-way, but instead encourages active interaction between students and the material, as well as among students themselves, allowing Pancasila

values to be understood more deeply and applied in daily life (Santika & Tripayana, 2025).

Based on these findings, it can be concluded that Google Sites based learning media with the Merdeka Flow approach is feasible and effective to use in increasing students' learning interest in the subject of Pancasila Education for Grade VII students at SMP Negeri 21 South Tangerang City. The integration of simple yet interactive technology has proven to be a practical solution to address the challenge of low student engagement in conventional learning. This aligns with the goals of national education, which not only emphasize knowledge mastery but also the development of attitudes, skills, and national character.

These research findings are reinforced by the study of (Amin & Nurhidayah, 2024), which showed that the development of Islamic Cultural History teaching materials assisted by Google Sites significantly increased students' learning interest. In that study, the use of Google Sites based media provided a more interactive and relevant learning experience suited to students' needs, while also facilitating contextual independent learning. This indicates that Google Sites can be adapted across various subjects as an effective learning tool to enhance motivation and learning outcomes.

Similarly, research conducted by (Pubian & Herpratiwi, 2022) also emphasized

that the use of Google Sites in elementary school learning improved students' learning effectiveness through the presentation of material that was more systematic and easily accessible. The consistency of results from various studies shows that Google Sites has great potential as a digital learning medium that is inclusive, adaptive, and supportive of the Merdeka Belajar implementation.

Thus, this study not only provides practical contributions to innovation in Pancasila Education learning but also strengthens empirical evidence regarding the relevance of integrating digital technology to enrich students' learning experiences at both primary and secondary education levels.

IV. CONCLUSION

Based learning media with the Merdeka Flow approach is proven to be feasible as an innovation in Pancasila Education learning for Grade VII students at SMP Negeri 21 South Tangerang City. The Based on expert validation by media, subject-matter, and language specialists, the Google Sites–based learning media using the Merdeka Flow approach is considered suitable for Grade VII Pancasila Education. The revisions led to improved feasibility scores; however, this improvement is descriptive and has not been confirmed through statistical testing, so the conclusion regarding its effectiveness should be interpreted cautiously. This confirms that

the developed media has met the feasibility standards in terms of visual design, content substance, and language, thereby supporting the learning process optimally.

Furthermore, the implementation of the media in the classroom demonstrated that the use of Google Sites with the Merdeka Flow approach significantly increased students' learning interest, from the "weak" category (35.2%) to the "strong" category (71.7%). This improvement was evident in aspects of enjoyment, interest, openness, and active participation of students in the learning process. Thus, this media not only functions as a tool for delivering material but also as a pedagogical instrument that encourages participation, independence, and a more meaningful learning experience.

These findings demonstrate that Google Sites–based learning media using the Merdeka Flow approach can concretely enhance students' interest and engagement in Pancasila Education by providing interactive, student-centered learning. This contribution extends previous research by showing that simple digital platforms, when integrated with the Merdeka Learning Flow, can effectively support both content understanding and civic competencies, and it opens opportunities to explore similar applications in other.

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