

The Utilization of Digital Media as a Learning Medium for *Akidah Akhlak*

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Abstract

Akidah Akhlak learning in the modern era demands the innovative utilization of digital media to overcome student boredom frequently caused by the dominance of conventional teaching methods. This study aims to examine the effectiveness of utilizing web-based digital media specifically using Google Sites as an interactive learning medium to boost students' learning outcomes. This quantitative research employed a pre-experimental design with a one-group pretest-posttest model. The research subjects involved 26 students of Class VIII E at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto, selected through the intact group technique. Data collection relied on learning outcome test instruments, which were subsequently analyzed using descriptive statistics and the Normalized Gain (N-Gain) test. Empirical data analysis proved a significant escalation in the students' average learning outcomes, surging sharply from 45.77 in the pre-test to 89.62 in the post-test. Furthermore, the effectiveness test yielded an N-Gain coefficient of 0.81, which is classified into the "High" category. Based on these findings, it is concluded that the utilization of digital media is proven to be highly effective, valid, and feasible as a learning instrument to optimize students' conceptual understanding and academic achievements in the *Akidah Akhlak* subject.

Keywords: *Akidah Akhlak, Digital Media, Effectiveness, Learning Outcomes.*

Abstrak

Pembelajaran *Akidah Akhlak* di era modern menuntut adanya inovasi pemanfaatan media digital untuk mengatasi kejenuhan siswa yang kerap muncul akibat dominasi metode pengajaran konvensional. Penelitian ini bertujuan untuk menguji efektivitas pemanfaatan media digital berbasis web—secara spesifik menggunakan Google Sites—sebagai media pembelajaran interaktif guna mendongkrak hasil belajar peserta didik. Penelitian kuantitatif ini menggunakan desain pre-experimental dengan model one-group pretest-posttest. Subjek penelitian melibatkan 26 siswa kelas VIII E di MTs Al-Ittihaad Ma'arif NU 1 Purwokerto yang dipilih melalui teknik intact group. Pengumpulan data mengandalkan instrumen tes hasil belajar, yang selanjutnya dianalisis menggunakan statistik deskriptif dan uji Normalized Gain (N-Gain). Analisis data empiris membuktikan adanya eskalasi yang signifikan pada rata-rata hasil belajar siswa, melonjak tajam dari angka 45,77 pada pre-test menjadi 89,62 pada post-test. Lebih lanjut, uji efektivitas menghasilkan koefisien N-Gain sebesar 0,81 yang diklasifikasikan ke dalam kategori "Tinggi". Berdasarkan temuan tersebut, disimpulkan bahwa pemanfaatan media digital terbukti sangat efektif, valid, dan layak digunakan sebagai instrumen pembelajaran untuk mengoptimalkan pemahaman konsep dan capaian akademik peserta didik pada mata pelajaran *Akidah Akhlak*.

Kata Kunci: *Akidah Akhlak, Efektivitas, Media Digital, Media Pembelajaran.*

INTRODUCTION

The subject of *Akidah Akhlak* in madrasahs plays a crucial role in shaping students who are faithful and possess noble character. This learning aims to create a harmonization between cognitive understanding and behavioral application in everyday reality. According to Jannah students are expected not merely to master the concepts of theology on a theoretical level, but to be capable of internalizing these moral values into real actions, mindsets, and social interactions.¹ Given this urgency, the instructional design of *Akidah Akhlak* must be structured to be effective, contextual, and adaptive. Such an innovative approach is highly necessary to remain relevant to the dynamic developments of the times, while simultaneously serving as a solution to address the moral degradation challenges faced by the current generation.

In practice, the implementation of *Akidah Akhlak* learning is still hindered by several problematic issues. The teaching approaches applied by educators often lack innovation and variety, resulting in a monotonous classroom climate that places excessive emphasis merely on rote memorization and theoretical mastery. This condition directly implies a decline in students' learning interest; they frequently perceive this subject as boring because the materials concerning the values of akidah, ethics, and morals are delivered in a highly conceptual manner, lacking a grounded connection to their daily realities.²

The success of an instructional process is highly determined by the accuracy in selecting and integrating learning media.³ These instruments act as catalysts for information delivery, which effectively capture attention, foster interest, and simultaneously stimulate the critical thinking and affection of students.⁴ Beyond merely visualizing materials concretely, the utilization of relevant media has been proven to boost the effectiveness and efficiency of teaching and learning activities. Its presence not only drives students' enthusiasm to learn but also breaks down the boundaries of space and time in the educational dimension.⁵ Entering the era of technological disruption in the 21st century, the educational paradigm has transformed massively, shifting from conventional patterns towards a digital learning ecosystem that offers boundless flexibility and interactivity.⁶

One highly relevant alternative for digital-based learning media is Google Sites.

¹ Miftahul Jannah, "Peran Pembelajaran Aqidah Akhlak Untuk Menanamkan Nilai Pendidikan Karakter Siswa," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 4, no. 2 (2020): 423, <https://doi.org/https://doi.org/10.35931/am.v4i2.326>.

² Miftahul Husna Muhammad Riduan Harahap, Dirja Hasibuan, "Problematika Pembelajaran Aqidah Akhlak Masa Pandemi Covid-19 Di Mts Alwashliyah Pantai Cermin Kabupaten Serdang Bedagai," *Tajribiyah: Jurnal Pendidikan Agama Islam* 1, no. 1 (2022): 07–15.

³ Sopan Adrianto, "Mengapa Media Pembelajaran Itu Penting?," Jawa Barat:PT Elex Media Komputindo, 2022, https://www.google.co.id/books/edition/Mengapa_Media_Pembelajaran_itu_Penting/bmJzEAAA%0AQBAJ?hl=ms&gbpv=1&dq=Mengapa+Media+Pembelajaran+itu+Penting%3F&pg=PA37&prints%0Aec=frontcover.

⁴ Larasati Nur Indah Prawesti, *Media Pembelajaran*, in *Lakeisha* (2024).

⁵ Dewi Surani, *Konsep Dasar Media Pembelajaran* (Cendikia Mulia Mandiri, 2024).

⁶ Ferny Margo Tumbel and Femmy Roosje Kawuwung, *Media Pembelajaran* (Selat Media, 2023).

This platform offers educators the convenience of designing and managing instructional materials professionally without requiring complex programming or coding expertise.⁷ As a web-based medium, Google Sites facilitates the integration of various multimedia content variants ranging from text, visuals, and videos to external links into a single, systematic interface that is easily accessible to students. This flexibility and integrative characteristic make Google Sites an ideal instrument to support students' independent learning while simultaneously expanding the reach of material access beyond the limitations of formal classroom hours.⁸

Several previous studies have explored the implementation of digital media in the context of religious education. First, research by Fitriyani (2022)⁹ focused on the use of interactive PPT to improve *Akidah Akhlak* learning outcomes, emphasizing visual engagement. Second, a study by Pratama (2021)¹⁰ examined the use of Moodle as an LMS in Madrasahs, highlighting its structured management but noting its complexity for casual users. Third, Hidayat (2023)¹¹ investigated Google Sites for Fiqh subjects, concluding that web-based media significantly enhances student accessibility. Fourth, Sari (2024)¹² explored the use of Canva-based infographics for moral education, which focused more on static visual content. Fifth, Fauzi (2023)¹³ utilized YouTube-based video learning to improve students' interest in *Akidah Akhlak*, showing effectiveness in audio-visual stimulation.

Most previous research has primarily positioned Google Sites as a simple file repository or information board. In contrast, this study offers novelty by positioning Google Sites as an interactive ecosystem that integrates diverse multimedia specifically designed to bridge the gap between abstract moral theories and students' daily behaviors. This research emphasizes the 'contextual-interactive' aspect of the platform, which is not only accessible but also specifically structured to address the decline in learning motivation. This distinction is crucial to ensure that digital transformation in Madrasahs does not merely digitize materials but also transforms the quality of student engagement and character development.

Based on a preliminary study conducted at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto on June 20 and September 29, 2025, it was identified that the implementation of *Akidah Akhlak* learning in the eighth grade remains dominated by conventional

⁷ Humaira Aliya, "Pelajari Google Sites, Web Builder Yang Ramah Untuk Semua Kalangan," Glints Blog, 2021.

⁸ Muhammad Agil Febrian dan Muhammad Irwan Padli Nasution, "Efektivitas Penggunaan Google Sites Sebagai Media Pembelajaran Kolaboratif: Perspektif Teoritis Dan Praktis," *Al-I'tibar: Jurnal Pendidikan Islam* 11, no. 2 (2024): 152-159.

⁹ Fitriyani N, "Pengembangan Media Pembelajaran PowerPoint Interaktif Dalam Meningkatkan Hasil Belajar *Akidah Akhlak* Di Madrasah Tsanawiyah," *Jurnal Teknologi Pendidikan* 14, no. 2 (2022): 112–25.

¹⁰ R. D. Pratama, "Efektivitas Learning Management System (LMS) Berbasis Moodle Dalam Pengelolaan Pembelajaran Daring Di Madrasah," *Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2021): 89–103.

¹¹ M. R. Hidayat, "Implementasi Google Sites Sebagai Media Pembelajaran Berbasis Web Pada Mata Pelajaran Fiqih Untuk Meningkatkan Aksesibilitas Materi," *Edu-Religia: Jurnal Pendidikan Islam* 6, no. 3 (2023): 201–15.

¹² P. W. Sari, "Penggunaan Infografis Berbasis Canva Sebagai Media Visual Dalam Penanaman Nilai-Nilai Akhlak Pada Generasi Z," *Jurnal Inovasi Pembelajaran* 10, no. 1 (2024): 12–26.

¹³ Fauzi A, "Pemanfaatan Media Pembelajaran Berbasis Video YouTube Untuk Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran *Akidah Akhlak*," *Jurnal Pendidikan Islam* 9, no. 1 (2023): 5–58.

approaches. Educators have not optimally utilized the available instructional media instruments. The lack of variation in the teaching and learning process has direct implications for the students' low motivation and the suboptimal achievement of learning objectives. Stemming from these issues, strategic innovation in the development of instructional methods and media is urgently needed to build a more active, interactive, and enjoyable classroom ecosystem.

Drawing upon the aforementioned rationale, this research holds significant urgency in providing empirical evidence regarding the implementation of digital media in *Akidah Akhlak* learning. This study is projected to elucidate and affirm the tangible contribution of Google Sites as an innovative instrument that effectively boosts students' learning motivation and optimizes their academic outcomes.

METHOD

This study applies a quantitative approach. A quantitative approach is a research method that emphasizes the collection and analysis of numerical data to test hypotheses and examine relationships among variables through statistical procedures.¹⁴ Furthermore, quantitative research is grounded in positivistic philosophy and is used to examine specific populations or samples by employing research instruments and statistical data analysis. This study applies a quantitative approach utilizing a pre-experimental design with a one-group pretest-posttest framework. The selection of this design aims to measure the significance of changes in students' learning outcomes before and after receiving the intervention, which entails the application of Google Sites-based learning media. The research was conducted in January of the 2025/2026 academic year at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto, specifically focusing on the *Akidah Akhlak* subject. The research subjects included the intact group of Class VIII E, consisting of 26 students, who were fully involved without any specific selection criteria. The data collection procedure commenced with the administration of a pre-test to map the students' baseline abilities. This was followed by the instructional phase utilizing the Google Sites instrument, and concluded with a post-test evaluation to analyze the improvement in learning outcomes post-intervention.

Data Collection Techniques

Data collection in this study was carried out through learning outcome tests administered in two stages, namely the pre-test and post-test. This evaluation aims to measure the students' baseline abilities prior to the intervention, as well as to evaluate their cognitive achievements after engaging in Google Sites-based *Akidah Akhlak* learning. The evaluation instrument was structured in the form of multiple-choice questions, specifically formulated based on the basic competencies in the chapter "Exemplary of the Ulul Azmi Prophets and Their Privileges".

Research Instrument

The research instrument serves as the primary measurement tool to capture students' learning outcome data. In this study, the applied instrument was an objective multiple-choice test aligned with the indicators and instructional goals of the *Akidah*

¹⁴ Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)* (Alfabeta, 2019), hlm. 431.

Akhlak subject. To guarantee the quality and precision of the measuring tool, the instrument first underwent an empirical feasibility calibration phase, which included validity tests, reliability tests, discriminating power analysis, and the level of item difficulty.

Data Analysis Techniques

Data analysis was conducted using a quantitative descriptive statistical approach combined with the Normalized Gain (N-Gain) test. Descriptive statistics were utilized to represent the central tendency of learning outcomes including the mean, median, and mode at both the pre-test and post-test stages. The comparison of these two datasets was then further analyzed using the N-Gain test to measure the degree of effectiveness of utilizing Google Sites. The resulting score improvements were subsequently classified into effectiveness criteria (low, medium, or high). The entire computation and data processing procedure was operated using Microsoft Excel software to ensure the accuracy of the statistical analysis results.

RESULTS AND DISCUSSION

Baseline Data (Pre-test)

Referring to the series of research stages conducted at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto, specifically in the *Akidah Akhlak* subject for Class VIII E, the researcher has compiled the students' baseline data prior to the intervention. The detailed acquisition of these pre-test scores is comprehensively represented in the following distribution table:

Table 1. Pre-test Descriptive Statistics

Pretest	
Mean	45,77
Standard Error	3,05
Median	50
Mode	60
Standard Deviation	15,54
Sampel Vaiance	241,38
Kurtosis	-0,54
Skewness	-0,74
Range	60
Minimum	10
Maximum	70
Sum	1190
Count	26

Referring to the data presentation in Table 1, the descriptive statistical analysis of the pre-test results reveals that the students' mean score stands at 45.77, with a median of 50 and a mode of 60. The score range obtained from the total of 26 respondents is quite wide, with a maximum score reaching 70 while the minimum score is at 10. Furthermore, the standard deviation of 15.54 indicates a significant variation in the distribution of students' initial abilities. Overall, these empirical data confirm that the students' initial

understanding of the *Akidah Akhlak* subject prior to the intervention of Google Sites-based media is still classified within the low category.

Table 2. Pretest Frequency Distribution

Score Range	Frequency	%F
0-59	14	53,85
60-69	10	38,46
70-79	1	3,85
80-89	0	0,00
90-100	0	0.00
Total	26	100.00

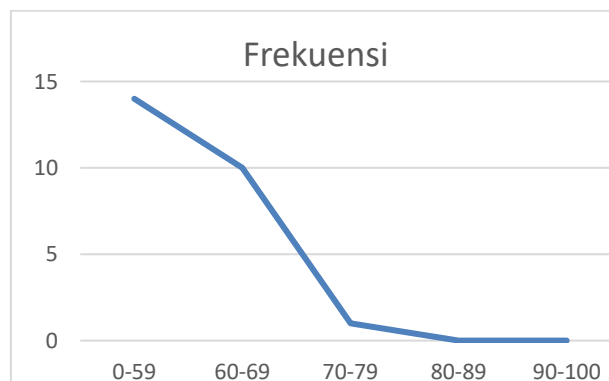


Figure 1. Pre-test Scores Chart

Final Ability Data (Post-test)

Following the implementation of the learning sequence utilizing Google Sites-based media, the research proceeded to the phase of measuring the students' final competencies through a post-test instrument. The learning outcome data for Grade VIII E students in the *Akidah Akhlak* subject at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto have been recapitulated and detailed in the following distribution table:

Table 3. Posttest Descriptive Statistics

Posttest	
Mean	89,62
Standard Error	1,78
Median	90
Mode	100
Standard Deviation	9.08
Sampel Vaiance	82,45
Skewness	-0,31
Kurtosis	-0,98
Range	20
Minimum	80
Maximum	100
Sum	2330
Count	26

Referring to the table presented above, the descriptive statistical analysis of the post-test instrument reveals a surge in students' academic achievement, with an average score (mean) of 89.62. The median is recorded at 90, while the most frequent score (mode) reaches a perfect 100. Out of the 26 participating respondents, the score range has narrowed positively, with the maximum score hitting 100 and the minimum score at 80. Furthermore, the standard deviation of 9.08 indicates that the disparity in scores among students is relatively small. This signifies that the improvement in students' understanding and learning outcomes is more evenly distributed. Comprehensively, these empirical findings prove a significant escalation in learning outcomes for the *Akidah Akhlak* subject following the implementation of Google Sites-based learning media.

Table 5. Posttest Frequency Distribution

Score Range	Frequency	%F
0-59	0	0,00
60-69	0	0,00
70-79	0	0,00
80-89	9	34,62
90-100	17	65,38
Total	26	100.00

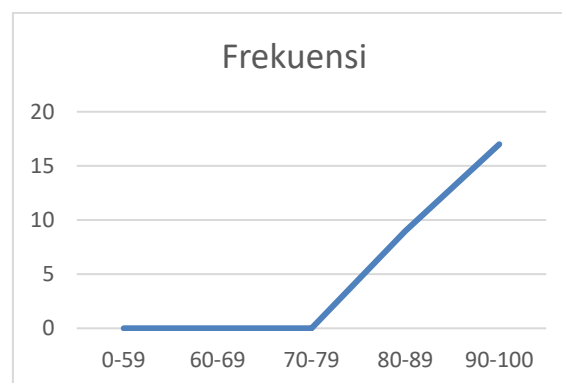


Figure 2. Post-test Scores Chart

Data Analysis

Based on the comprehensive computation and data processing results, the implementation of Google Sites as an instructional media instrument has proven to deliver an effective positive impact on the quality of *Akidah Akhlak* learning in Class VIII at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto. The measurement of this effectiveness level was thoroughly examined through the statistical analysis of the Normalized Gain (N-Gain) test. This test is formulated to evaluate the significance of the score improvement margin between the pre-test and post-test, which simultaneously serves as an empirical representation of the escalation in students' comprehension post-intervention. The detailed recapitulation of the N-Gain test computation results is represented in the table 5.

Referring to the computation results of the N-Gain test represented in Table 5, a coefficient of 0.81, equivalent to a percentage of 81%, was obtained. Based on the N-Gain interpretation guidelines, this achieved score is absolutely classified into the "High"

category. This figure provides an empirical justification that the use of Google Sites-based learning media is proven to be highly effective in boosting students' comprehension of the *Akidah Akhlak* material.

Table 5. N-Gain Calculation Results

Pretest Mean	Rata-rata Pretest	Posttest Mean	N-Gain Score (%)
45,7	89,6	0,81	81%

This section presents a comprehensive discourse to answer the primary research question, namely the extent to which the utilization of digital media specifically the website-based platform, Google Sites effectively boosts students' learning outcomes in the *Akidah Akhlak* subject. Beyond merely measuring cognitive achievement, this study also analyzes the contribution of Google Sites in stimulating students' learning motivation. This is driven by the urgency in the field, where conventional instructional approaches still dominated by lecturing methods have proven to trigger passivity and boredom in the classroom. To formulate precise and empirical conclusions, this research applied a one-group pretest-posttest design, which systematically compared the students' baseline abilities prior to the intervention with their final achievements following the learning process using the integration of Google Sites media.

The descriptive statistical analysis reveals a highly significant escalation in student learning outcomes following the implementation of Google Sites-based learning media. This is quantitatively evidenced by the sharp surge in the pre-test mean score of 45.7, which rose to 89.6 in the post-test phase. These empirical data confirm a transformation in student comprehension; wherein during the pre-intervention phase, the mastery of *Akidah Akhlak* material was classified as low, but after receiving the treatment through Google Sites media, the mastery level improved drastically, reaching the "Very Good" category. From a pedagogical perspective, these findings underscore that the integration of digital media is capable of facilitating the internalization of *Akidah Akhlak* concepts more effectively, deeply, and meaningfully for students.

The existence of Google Sites as a digital learning instrument offers comprehensive advantages, particularly in terms of accessibility and its capability to integrate various multimedia elements including text, visuals, audio-visuals, and document links into a single centralized platform ecosystem.¹⁵ Its intuitive and user-friendly interface design ensures the optimal utilization of this media by both educators and students. This interactive digital ecosystem has been proven to stimulate independence and active student participation in exploring the substance of the *Akidah Akhlak* materia.¹⁶ Furthermore, the utilization of Google Sites breaks down the boundaries of space and time by presenting spatial and temporal flexibility, thereby granting autonomy for students to access learning resources asynchronously according to

¹⁵ Ayu Aprilya & Indah Lestari Mariatun, "Pengembangan Multimedia Berbasis Google Sites Dalam Meningkatkan Pemahaman Siswa Pada Mata Pelajaran Ekonomi," *Nusantara: Jurnal Pendidikan Indonesia* 4, no. 4 (2024): 957–74.

¹⁶ Ela Islanda dan Deni Darmawan, "Pengembangan Google Sites Sebagai Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa.," *Jurnal Teknodik* 27, no. 1 (2023): 51–62.

their personal rhythms and needs.¹⁷

Although Google Sites has proven to have a significant positive implication as an instructional medium, its empirical optimization remains contingent upon several technical determinants. These crucial factors encompass the availability of device infrastructure, the stability of internet connectivity, and the digital literacy proficiency possessed by the students.¹⁸ In practical terms, a fraction of students still encounters accessibility hurdles when faced with inadequate supporting facilities or during the adaptation process to an online learning ecosystem they are not yet fully accustomed to (Cahyo & Hendrastomo, 2021).¹⁹ Nevertheless, the comprehensive findings of this study affirm that, in aggregate, the students possess a robust adaptability to the Google Sites platform. This is tangibly represented through the high escalation of their enthusiasm and active involvement throughout the teaching and learning process.

The significance of the findings in this research demonstrates a strong coherence and linearity with the postulates of previous studies initiated by Eko & Effendi.²⁰ The study empirically concluded that the implementation of Google Sites as an educational instrument has been proven to possess exceptional validity, practicality, and effectiveness in accelerating students' cognitive comprehension. Further comparison with the research by Wahyuni & Kamilah echoes a similar conclusion, wherein Google Sites-based learning media was deemed to meet an outstanding feasibility standard while simultaneously garnering positive resonance and responses from the learners.²¹ The consistency and convergence of these comparative findings convincingly fortify the premise that Google Sites is highly representative, adaptive, and viable for implementation across various educational contexts, unequivocally including the optimization of the *Akidah Akhlak* learning ecosystem at the Madrasah Tsanawiyah level.

Consequently, the implementation of Google Sites-based learning media serves as a strategic alternative solution to escalate the effectiveness of *Akidah Akhlak* learning. This platform facilitates the presentation of material that is not only engaging and contextual but also offers high accessibility for students. Therefore, it is highly recommended for educators to optimize the utilization of this web-based digital media. Its orientation should not be limited merely to an instrument for material transmission, but rather directed as a constructive effort to create learning interactions that are more active, dynamic, and prioritize a student-centered learning approach.

¹⁷ Zulfa Dwi Anggraeni Wimudi Mario Mukti, Yuli Budi Puspita, "Media Pembelajaran Fisika Berbasis Web Menggunakan Google Sites Pada Materi Listrik Statis," *Webinar Pendidikan Fisika 2020* 5, no. 1 (2020): 51–59, <https://doi.org/https://jurnal.unej.ac.id/index.php/fkip-epro/article/view/21703/9143%0Ahttps://sites.google.com/view/fisikakuyess>.

¹⁸ Salman Al Faris Sri Nurwanti, Risdiana Andika Fatmawati, "Pengembangan Media Ular Tangga Pada Pembelajaran IPAS Kelas V SDN 41 Sungai Raya," *Jurnal Edukasi* 6, no. 2 (2024): 349–62, <https://doi.org/https://doi.org/10.60132/edu.v2i6.367>.

¹⁹ Mu'in, *Langkah Tepat Meningkatkan Hasil Belajar Siswa Menggunakan Video Pembelajaran* (Penerbit P4I, 2024).

²⁰ Hansi Effendi Eko Yolanda Saputra, "Pengembangan Media Pembelajaran Menggunakan Google Site Pada Mata Pelajaran Instalasi Motor Listrik Untuk Kelas XI Titl Di SMKN 2 Payakumbuh," *Ranah Res. J. Multidiscip. Res. Dev* 3, no. 4 (2021): 252–57.

²¹ Dwi Ratnasari Sri F Kamilah, Indria Wahyuni, "Pengembangan Media Pembelajaran Interaktif Berbasis Website Menggunakan Google Sites Pada Materi Ekosistem Kelas X SMA," *Biodik*, 9, no. 3 (2023): 176–81.

Despite the significant positive findings presented, this study acknowledges certain inherent methodological limitations, particularly regarding the utilization of a pre-experimental design without a control group. The absence of a comparison variable implies that the escalation in student learning outcomes cannot be absolutely attributed as the sole impact of the Google Sites intervention. Therefore, it is highly recommended for future investigations to adopt a more robust experimental design such as a quasi-experiment involving a control group. This methodological step is crucial to minimize internal bias and to yield comparative conclusions that are far more profound, valid, and comprehensive.

In a broader pedagogical perspective, the findings of this study also indicate that the utilization of digital media through Google Sites does not merely function as a technological substitution for conventional media, but rather as a transformative instrument that reshapes the learning paradigm itself. The integration of interactive web-based platforms encourages a shift from teacher-centered instruction toward a more student-centered and autonomous learning environment. Within the context of *Akidah Akhlak*, this transformation is particularly significant, as value-based education requires not only cognitive comprehension but also reflective engagement and meaningful internalization. Digital media, when systematically designed and pedagogically aligned, can serve as a bridge that connects abstract theological concepts with students' real-life experiences. Therefore, the effectiveness demonstrated in this research should not be interpreted solely as a statistical improvement in scores, but also as an indication of the potential for digital ecosystems to enrich moral and character education in Islamic learning contexts.

CONCLUSION

Based on the comprehensive data analysis and discussion, this study concludes that the integration of Google Sites as a learning medium for *Akidah Akhlak* in Class VIII at MTs Al-Ittihaad Ma'arif NU 1 Purwokerto is proven to be significantly effective in escalating student learning outcomes. This effectiveness indicator is empirically confirmed through the surge in mean scores from the pre-test to the post-test, as well as the N-Gain index achievement which falls into the "High" category. These findings affirm the feasibility of Google Sites as a strategic digital alternative to create a learning ecosystem that is more interactive, flexible, and student-centered.

The novelty of this study lies in its quantitative approach focusing on effectiveness testing based on learning outcome achievements, transcending mere feasibility analysis or media product development. Furthermore, this study reinforces the urgency and validation of utilizing web-based digital media within the specific context of *Akidah Akhlak* learning.

Nevertheless, this research is not without methodological limitations, including the use of a pre-experimental design without a control group, a limited sample size, and an evaluation orientation that predominantly focuses on the cognitive aspect. Therefore, future research is highly recommended to adopt a more robust experimental design, expand the sample scope, and explore other dimensions holistically, such as motivation, independent learning, and the internalization of attitudes and student character building.

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