



DEVELOPMENT OF GOOGLE SITES APPLICATION OF DIVERSITY THROUGH CHILDREN'S DOLANAN TEMBANG IN CIVICS LEARNING

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Abstract

Interactive multimedia development in elementary schools is significant, and the current technological progress has progressed very rapidly. The development of interactive multimedia based on the Google Sites application is significant because the development of appropriate learning will trigger students to be active and creative. This web-based Google Sites media is considered a simple learning media that teachers and students use and understand. In particular, it makes it easy for learners to understand the material during online learning. Tembang dolanan anak as a learning medium is very appropriate because it is easy to learn, and students are more entertained learning while singing. The Diversity that discusses the various cultural differences of Indonesia requires development in learning so that students are more interested and understand the material better. This activity analyzes how the online learning process uses Google Sites. The material presented is Civics Learning for grade IV SD. The activity method used is the descriptive qualitative method. The sample in this study was 15 students who had personal smartphones. The 15 students consisted

of 10 male and five female students, targeting grade IV students at SDN Keputran A. The results of this activity are 1) Google sites an effect on online learning, 2) According to the result of learning observation and interview results, students are interested in Google Sites Media because this media is efficient, 3) Students feel comfortable with the media of children's folk song or tembang dolanan anak because during learning students are entertained and can be presented in the form of coloured text, images, video and audio.

Keyword: Google Sites, Children's songs, Diversity, Primary Civics Learning

INTRODUCTION

Learning is a process of learner development that seeks unknown knowledge. In the learning process, students and teachers together look for suitable media so that students understand the material presented. In determining learning media, teachers need to have skills in using technology in addition to teaching (Ike Yustanti, 2019). Currently, there are many interactive media in various media. Teachers develop various existing media to convey learning materials to students well.

According to Sugiyono (Isnaini Sara Aprili, Eka Supriatna and Andika Triansyah, 2020: 3), the development activity method is used to produce specific products and examine the effectiveness of these products. Sujadi (Tatik Sutarti and Edi Irawan, 2017: 6) says that activity and development is a process for developing a new product and improving existing products that can be accounted for. Creativity development can be done in various ways. Richardson and Punya (2018) say that developing a learning environment that supports students' creativity. Kaycheng (2017) also revealed

that social modelling, reinforcement, and classroom ecology could enhance learners' creativity. The importance of developing creativity must be balanced with improving the quality of human resources.

Just like the concept expressed by Ki Hajar Dewantara (2011) about Tri N, namely Nirokake, Niteni and Nambahi. The Tri N concept aims to develop a learning model so students can more easily understand learning materials. In essence, development is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, organized and responsible for introducing, growing, guiding, and developing a balanced—essential knowledge and skills.

To have a good character, prioritize togetherness, not be arrogant or lazy, get along with others, and like to help others. Previously, information about traditional culture was considered old-fashioned, disliked, and widely abandoned. Nowadays, with interesting packaging and presentation and the influence of social media, children's games are starting to appear again.

Riyadi (2022), in a journal sourced from PGRI, also said that children's songs have didactic and social properties. Didactic nature means that the song has a meaning, as well as the expertise of the Javanese who convey messages in the form of parables, while social means that the song has a social relationship and fosters the growth of tolerance among others.

In the teachings of Tamansiswa tembang dolanan, children can be associated with character education in the form of wiraga, wirama and wirasa. Wiraga is the physical ability or skill in movement, and wirama is the ability to understand the song's rhythm, the weight, and the shallowness of the voice. At the same time, wirasa is the ability to be ethical, feel and live the song or tembang.

Tembang dolman anak is characterized by the titi laras (rhythm), cengkakan and cakepan (poetry), a short and straightforward language that aligns with the age level of elementary school children. Tembang-tembang dolanan anak is very helpful in the learning process. Learners can play, chatter and talk happily; of course, by playing, learners will better understand learning materials. Tembang dolanan can also train children's visual spatial intelligence and revive traditional dolanan children's games.

The internet has begun to develop rapidly and penetrate various social, cultural, economic and political human lives. With the internet, humans can easily access multiple kinds of information. Likewise, in education, the internet is an essential tool for learning. One of the media currently used in learning is Google Sites. Google Sites is an interactive media platform consisting of various data in one place, including videos, presentations, attachments, readings, animations, sounds, and more.

Civics learning in elementary schools has an essential meaning for students in forming personal citizens who understand and can carry out their rights and obligations to become intelligent, skilled and characterized Indonesian citizens. According to Soemantri (2001: 154), Civics Education is an effort by students to provide basic knowledge and abilities regarding the fundamental relationship between citizens and the state and preliminary education for state defence as a form of state defence efforts. The theme of building identity in Diversity demands objective evidence in the form of images and videos. Hence, the development of Google Sites' media is essential.

METHOD AND PROSEDURE

This activity uses a qualitative descriptive approach. According to Nana Syaodih Sukmadinata (2021), descriptive qualitative activity is intended to describe and describe existing phenomena, both natural and human engineering, which pay more attention and recognize the characteristics, quality, and interrelationships between activities. This type of activity describes the conditions and the data obtained according to the original conditions. Qualitative Descriptive Activity emphasizes meaning in the results. Qualitative activity departs from data, utilizes theory as explanatory material and ends with a theory. Data collection techniques are obtained from various sources and are inductive; data is developed and becomes a hypothesis. (Sugiyono, 2020:3) The steps in qualitative descriptive activity include problem formulation, selecting data, selecting data collection techniques and conclusions.

The activity was conducted from February to May 2024 in one of the elementary schools with the initial 'K' in Kraton District, Yogyakarta City. The object of this activity is the development of Google Sites' application of diverse material through children's songs in Civics class IV elementary school.

The main instrument in this activity is the activityer himself, so the activityer analyzes the data systematically and continuously. Data was obtained through observation, interviews, and documentation. Observation is made to observe students' learning process in creative activities and creativity. Interviews are needed to add to the treasury of data directly on students. Observations and interviews then become the primary data. Documentation is additional or secondary data to support and strengthen the data.

RESULTS AND DISCUSSION

In this study, activityers conducted observations and interviews before developing the Google Sites application, which was carried out in learning in class IV SD "K" Yogyakarta. At the beginning of the observation, the activityer asked 15 students, consisting of 10 male students and five female students, about Civics and learning the material of Diversity. In the students' handbook, Civics Learning on Diversity discusses various kinds of diversity, both at home, school and in society, as well as multiple forms of diversity in Indonesia. In Civics learning, students have great difficulty understanding learning because it is not accompanied by real examples that can be shown to students, so activityers try to find a way out so that students can understand learning. Of course, the less conducive conditions will affect the learning outcomes of Civics subjects.

This study uses qualitative descriptive activity methods to understand teachers' experience implementing google sites and children's songs as learning media. Based on qualitative data analysis, it can be seen as follows: (1) First, teachers gain experience using Google sites associated with children's songs. Learners perceive the google sites application as an effective tool to increase

learners' involvement in the learning process. Teachers feel that the interactive features provided by Google Sites, such as videos, images, and web-based activities, motivate and facilitate understanding of the material. (2) Second, using Dolan songs applied to Google sites makes learners more engaged in the learning process. To observe the learning process. Students feel comfortable because they learn while watching videos and singing according to the material provided. (3) Third, using interactive features in Google Sites allows teachers to present learning materials more visually and interestingly. Of course, students are more involved in learning and understand the material more effectively. In addition, the collaboration in Google Sites also encourages interaction between friends to work together.

The process of designing a Google Sites-based website starts with determining complete specifications to provide an overview of the website's characteristics to be developed. This includes selecting materials, covers, images, and menus and determining the type of font, size, and colour.

On the main page, several menus are available, such as learning objectives, materials, videos, exercises, and developer profiles. The following are the results of the final design of the Google sites-based website media that has been developed:

Learning 1



Figure 1. Home view



Figure 2. Home footer



Figure 3. Objective display



Figure 4.



Figure 5 Display of learning video



Figure 6. Evaluation display

The results of learning through the Google Sites application with Tembang Dolanan media in learning Civics at school "K" grade IV will be presented in a table. Civics learning outcomes before innovation and after innovation to 15 students.

Table 1 Civics learning outcomes before innovation and after innovation

No	Description	Total	Percentage	Total	Percentage
1	Not yet developed	8	53%	0	0
2	Starting to develop	4	27%	0	0
3	Developing as expected	1	7%	11	73%
4	Developing as expected	2	13%	4	27%
5	Total Students	15	100%	15	100%

The table above shows that the learning model through the Google Sites application and Tembang Dolanan can improve Civics learning. There were eight students before the innovation of

undeveloped students; with the application of Google Sites application learning, there was a change in the development of 11 students as expected and four students as well. With such proof, learning through Google Sites with Javanese songs or songs is needed in class IV Elementary School.

CONCLUSION

As the purpose of this study is to determine the understanding of Civics learning with diverse material through the application of Google sites with Javanese dolanan song media in grade IV elementary schools, it can be concluded that this learning is said to be successful because, based on activity observations from 15 students, all of them can develop and understand the material well.

Learning through this google sites application is an alternative to increasing the creativity of students and as a means of understanding Civics learning. Through tembang, students can learn to be creative in creating Javanese songs that anyone quickly understands. This activity hopes that Civics learning can be done through the google sites application and songs, and other learning can also be learned quickly through the google sites application.

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