Tlatah Panyucen: Exploration of Website-Based Understanding of Wudhu' Materials in Students

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Article Information	Abstract
	This research aims to develop a product as a learning media based on the Google site (website) to increase students' understanding of wudhu' material at SMPN 1 Ponorogo. This research uses a type of development research or research and development (R&D) with the ADDIE style, which is divided into five procedures: analysis, design, development, implementation, and evaluation. Data collection techniques are conducted through interviews, observation, and questionnaires. The research results show that the website media developed by researchers is very effective. This is proven by the significant influence between the results of the pre-test and post-test scores in the experimental class of 0.00 > 0.05, and there is a substantial difference in scores between students' understanding of the wudhu' material in the experimental class and the control class of 0, 00 > 0.05. Then, website media are practical, as proven by the results of student questionnaire answers: 23.1% delightful, 42.1% happy, 30.8% quite exciting, and 0% not enjoyable. All the data results above show that the website media developed by this researcher is very effective and practical to use as a learning medium at SMPN 1 Ponorogo. Penelitian ini bertujuan untuk mengembangkan produk sebagai media pembelajaran berbasis situs Google (*website*) untuk meningkatkan pemahaman siswa pada materi wudhu di SMPN 1 Ponorogo. Penelitian ini menggunakan jenis penelitian pengembangan atau *Research and Development* (R&D) dengan gaya ADDIE yang terbagi dalam lima prosedur yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan angket. Hasil penelitian menunjukkan bahwa media

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website yang dikembangkan peneliti sangat efektif. Hal ini dibuktikan dengan adanya pengaruh yang signifikan antara hasil skor *pre-test* dan *post-test* pada kelas eksperimen sebesar 0,00 > 0,05, serta terdapat perbedaan skor yang cukup besar antara pemahaman siswa terhadap materi wudhu pada kelas eksperimen dengan kelas kontrol 0,00 > 0,05. Kemudian media website praktis terbukti dari hasil jawaban angket siswa: 23,1% menyenangkan, 42,1% senang, 30,8% cukup seru, dan 0% kurang menyenangkan. Seluruh hasil data diatas menunjukkan bahwa media website yang dikembangkan oleh peneliti ini sangat efektif dan praktis untuk digunakan sebagai media pembelajaran di SMPN 1 Ponorogo.

I.   INTRODUCTION

The development of technology and information cannot be avoided in educational circles. Besides technology having a negative impact, technology also has a positive effect. One of the positive impacts is technology as a learning medium for teachers and educators. Suppose a teacher can keep up with the times and optimise technology as a learning medium. In that case, there is a strong possibility of creating enjoyable and high-quality learning conditions (Saputra et al., 2023). In the 21st century, teachers are required to be more creative and innovative, especially in the use of technology. To apply technology to learning, teachers need to hone skills that have yet to be considered (Aulia & Khalid Riefani, 2021).

The reality is that many teachers and educators still need to utilise technology as a learning medium. This eliminates the possibility that the learning process will become monotonous and students will get bored quickly. For this reason, learning cannot run optimally because the learning objectives are too complicated to achieve (Akyürek et al., 2024; Ikhwan, 2021b). There are still a few teachers who can design and use learning materials using technology. Hence, teachers still use simple learning materials that do not attract students' attention during the learning process. The learning resources used are still conventional, and the methods used are still the same as in the past, namely using whiteboards, markers, paper, and sending packages (An, 2021; Anwar, 2023; Pomichal, 2024).

So, in this case, teachers need to make breakthroughs in delivering material in the form of learning media (Murtado et al., 2023). Media comes from medius,

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which means "middle," intermediary, or introduction. Meanwhile, media is a tool designed to be as attractive as possible to help teachers convey material in the teaching and learning process (Adegbija & Fakomogbon, 2013; Deni & Alfurqan, 2023). In other words, media is a tool used by educators to channel messages so that they can stimulate students' thoughts, attention, feelings, and interest in learning. Learning media is very important to attract and improve student learning outcomes, especially in Islamic religious education subjects because Islamic religious education lessons are very urgent lessons for developing students' potential both morally and intellectually (Hanbali, 2023; Ikhwan, 2019; Siddiq & Mustafa, 2023).

One learning medium that can be used as teaching material is website media (Susanti et al., 2023). A media website, or Google site, is one of Google's products as a tool for creating sites. The facilities on Google sites include features that can be visited as interesting teaching materials (Takdir et al., 2023). The visiting site is managed as a website containing attendance, text material, student worksheets, games, videos, and others. So, in this case, students will be more enthusiastic and not get bored quickly in the learning process. Using Google Sites is easy and straightforward because it can be accessed anywhere and anytime; only students should prepare a cellphone or laptop and a data package (Sevtia et al., 2022).

For this reason, Google sites are a medium that can support teachers in increasing students' understanding (Sabandar & Ramadhani, 2023). Comprehension comes from the word understand, which means understanding something. Another term for understanding is a person's ability to understand something that has been explained and then be able to interpret it again with the same meaning. So, understanding can be interpreted as the ability to grasp the essence of the material and then express it again in the form of writing, words, or symbols. Each student certainly has a different understanding, but students can understand when they can explain again, explain in their own words, summarise, give examples, and conclude (Fatkhulloh & Mardiyah, 2023).

Based on interviews and researchers' observations regarding students' understanding of the wudhu' material in class VII Junior High School (SMPN) 1

Ponorogo, they still need to reach the maximum score. This can be seen in the ability of students who do not yet understand the definition of wudhu' itself, such as the pillars of wudhu', the sunnah of wudhu', the requirements for wudhu' and even the practice of wudhu' (Faishol, 2022). Meanwhile, the researcher responds that wudhu' material is essential to students because wudhu' is a legal requirement for someone to perform prayers (Zulkarnain & Yanto, 2022). So, in this case, the researcher tried to apply Google Sites media to test the feasibility and effectiveness of increasing students' understanding of wudhu' material. This website can make it easier for teachers to convey material and be an exciting and fun learning medium for students.

Regarding the development of website media, several previous studies, such as Samsuri Untung Wahyu, have carried out research; the results of the research show that the development of learning media based on Google Sites can increase students' learning motivation in learning Indonesian, the significance between students' scores proves this before using website media and after using website media (Wahyudi et al., 2023). Zean Nuraini, the research results show the validity and appropriateness of website media for social studies learning (Nuraeni et al., 2023). According to Siti Alfiyana's research, there is a significant influence between the use of Google Sites learning media and SBDP class IV learning at SD 1 Dasan Geres, as proven by testing the validity and suitability of the media (Rahmatillah & Sutiah, 2023). Based on the literature above, this research is different from previous research. This research focuses on developing website media to increase students' understanding of wudhu' material at Junior High School (SMPN) 1 Ponorogo. So, the novelty of this research is the development of website media, which is carried out through analysis of effectiveness and practicality, which previous researchers have never done.

II.   METHODS

This research uses a type of development research, or Research and Development (R&D), with five ADDIE styles, namely (analysis, design, development, implementation, and evaluation) or analysis, design, development,

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implementation, and evaluation (Winaryati, 2021). Researchers used this method to determine the effectiveness and practicality of the website media being developed. Data collection techniques were used through interviews, observations, and questionnaires (Anggito, 2018; Ikhwan, 2021a). This research was conducted at Junior High School 1 Ponorogo, with the research subjects being students in classes VII-C and VII-D. The total population of both classes was 63 students, the sample was 33 students, and the sampling technique used was a questionnaire. The data collection instrument was proposed by giving multiple choice questions to class VII-C students with a pre-test and post-test based on the same questions. Data analysis used SPSS 23 with one-tail T-test and two-tail T-test measurements. A one-tail T-test (pre-test & post-test) was carried out to measure the extent of students' understanding before and after using website media in the experimental class.

Meanwhile, the two-tailed T-test is used to measure the difference in scores between the experimental and control classes. The experimental class is class VII-C, while the control class is class VII-D. Finally, the website media practicality test was conducted by filling out a student questionnaire in the feature box and suggestions section. This was done to see the extent to which students responded to using website media as a learning medium.

III.   FINDINGS AND DISCUSSION

This research uses research and development (R&D) with the ADDIE model: analysis, design, development, implementation, and evaluation (Fitri & Haryanti, 2020). The following are the five procedures performed:

ADDIE analysis: Analysis, Design, Development, Implementation, and Evaluation

1. Analysis

This analysis stage consists of a needs analysis, where SMPN 1 Ponorogo is a state school under the Ministry of Education and Culture. Based on a statement from one of the Islamic Religious Education (PAI) teachers, he explained that Junior High School 1 Ponorogo uses an independent curriculum. In the current

independent curriculum, wudhu' material in class VII, especially in junior high school, is no longer discussed. This has become a criticism of researchers regarding the independent curriculum because learning wudhu' is an important part that must be given to students even though it has been taught at the previous level (elementary school) (Wahyuni et al., 2023). From there, the researchers pre-tested students in classes VII-C and VII-D to determine the student's understanding of wudhu'. After the researchers conducted a pre-test, it turned out that many of the students needed help understanding the wudhu' material. This is proven by the students' mastery and understanding of wudhu' material, which is only 60% of the total 64 students. From this need, teachers need a learning media.

2. Design

Google Sites is part of the Google Web, which can be used as a learning medium by educators to make it easier to convey material so that they can achieve learning objectives (Shobri & Rifqi, 2023). In essence, the website was designed by researchers in such a way as to attract students so that they are more enthusiastic about learning and stay energised (Aminah et al., 2021). The researchers designed these websites in approximately two weeks because creating them requires precision, perseverance, and patience. Website media can be used by teachers and students anywhere and anytime (Sarman & Asradi, 2022). So, students do not have to bring cellphones or laptops to school; they can access or do assignments from home. The urgency of this website is expected to make it easier for teachers to convey material so that the learning process runs well and is enjoyable. The following is the initial design (wireframe) of the website media that researchers will develop.
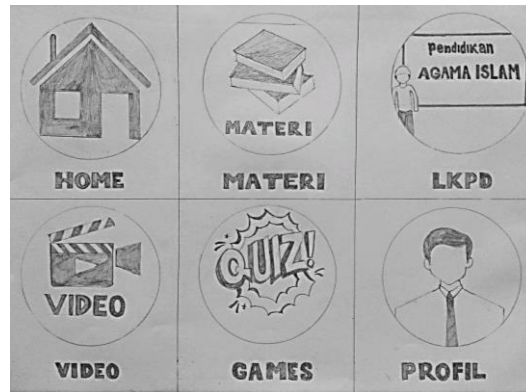
Figure 1. *Wireframe*

3. Development

After carrying out the design, the researchers developed the Google Sites product systematically (Sangkalibu & Saputra, 2022). Where to use this website is very easy; users can directly access the website without using a password. The teacher will send the website link directly to students so they can immediately use it. To exit the website, students can press the home button and then the back button, and then they will automatically exit the website. The media website is equipped with several features; of course, each feature has a different function. The following is the menu available on the website:
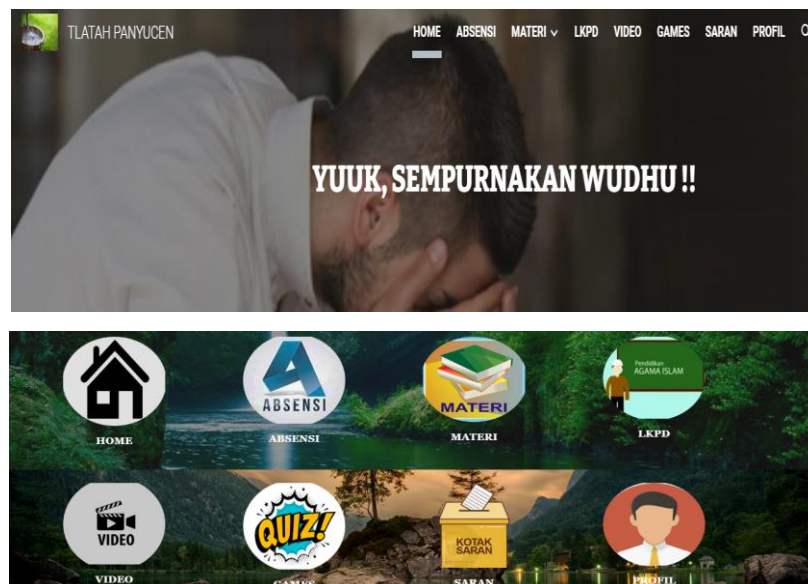

Figure 2. *Website*

The image above is a prominent display of the website developed by researchers. The website has eight features: home, attendance, materials, worksheets (LKPD), videos, games, suggestions, and profiles. Home is one of the

features created by researchers as a first display; its purpose is to return to the initial display if, at any time, a problem or error occurs on the website.
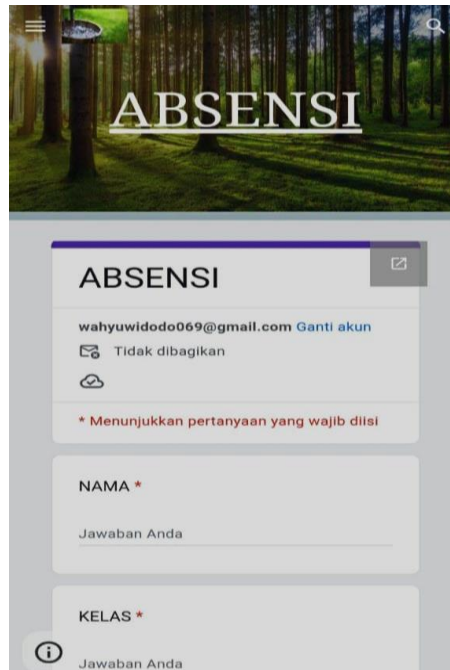

Figure 3. *Attendance sheet*

Figure 4. *Teaching materials*

The second menu item is attendance. The attendance register determines which students are present, absent, on leave, or sick. On this website, students can take attendance after pressing the attendance button. Then, students will be directed to enter and fill in their name, class, school, and attendance (Megawati et

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al., 2022). The third feature is material; in a lesson, material is one of the things that should be included as teaching material for teachers and students. The material features are the meaning of wudhu', the pillars of wudhu', the sunnah of wudhu', the requirements for wudhu', substitutes for wudhu', and the water used for wudhu'. From this material, students will gain knowledge about wudhu'.
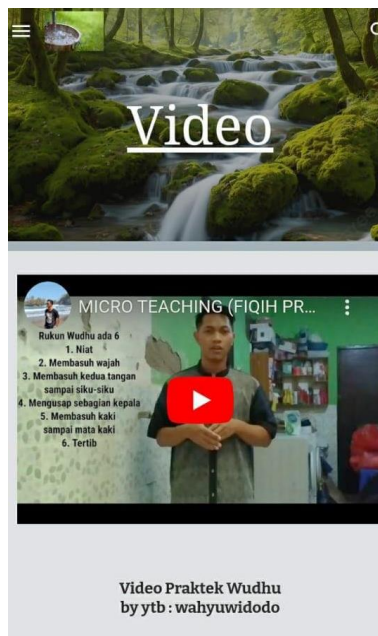

Figure 5. *Worksheet (LKPD)*

Figure 6. *Video*

Then the fourth feature is the student worksheet (Figure 5). This feature is used as a teacher assessment of students when carrying out assignments.

Meanwhile, the task in this case is that students are asked to make a video of wudhu' practice' in Figure 6 (Munawaroh & Sholikhah, 2022). Then, this feature shows a video about the proper and correct procedures for practising wudhu'. The aim is for students to see and understand the proper and correct wudhu' procedures before practising wudhu' (Abdillah, 2023).

Figure 7. *Games*

The fifth feature is games (Figure 7). This game aims to test students' mastery of the material and understanding of answering questions about the wudhu' material. So, from the grades or scores of these games, it will be seen to what extent the students understand the wudhu' material. Through these games, researchers become a benchmark in determining students' understanding so that students' mastery of the material is truly tested. Students must answer 15 multiple-choice questions (Silvanus & Ridwan, 2022).
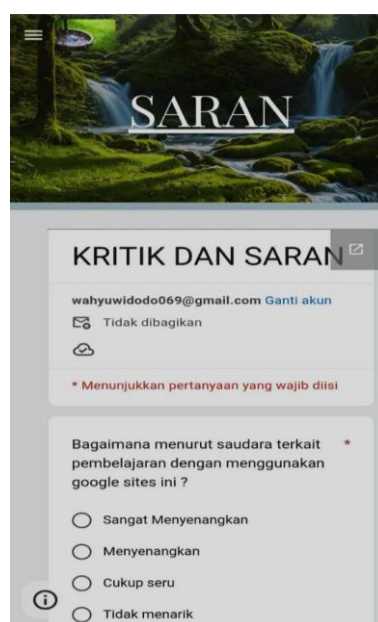

Figure 8. *Suggestion*

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Next is the box and suggestions menu (figure 8), where in this feature, there is a questionnaire that students must answer regarding the use of the website as a learning medium. The questionnaire has four questions: delightful, enjoyable, exciting, and unattractive. The results of the questionnaire answers will later be used as a reference for researchers to see the practicality of websites as learning media. Apart from that, there are short answers that students may need to fill in regarding suggestions to product makers. The aim is that if there are weaknesses in the website, they can be corrected by the next researcher. Lastly is the profile menu (Figure 9), which is evidence that researchers developed the website media. The personal identity in the profile feature includes name, campus agency, email, and Instagram social media account.

4. Implementation

At this implementation stage, the aim is to test the Google Sites media developed by researchers and implemented with students in class VII-C SMPN 1 Ponorogo. This implementation was conducted to test website media's effectiveness in understanding wudhu' material for class VII-C students. The first test is a one-tail T-test (pre-test and post-test) in the experimental class or class VII-C. The pre-test is a test before being given website media, while the post-test is carried out after using website media. The questions provided are multiple choice questions with the same questions, where the pre-test is via paper question sheets while the pre-test is via games on the website. Data analysis in this study used SPSS 23.

Based on the results of measuring one-tail T-test data (pre-test and post-test) on increasing understanding of wudhu' material in class VII-C students using SPSS 23 analysis, the following data Table 1 were obtained:

Table 1. Paired samples test

| | Paired Differences | | | | | | | |
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-Test & Post-Test	-6.303	1.776	.309	-6.933	-5.673	-20.384	32	.000

Then, after carrying out the one-tail T-test, the next step is the two-tail T-test, which is a test carried out to measure the difference in scores between the experimental and control classes. Based on the results of the data in the field related to the two-tail T-test, the following data Table 2 was obtained:

Table 2. Independent samples test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error | 95% Confidence Interval of the Difference | |
									Lower	Upper
Learning outcomes	Equal variances assumed	2.518	.117	18.024	64	.000	6.061	.336	5.389	6.732
	Equal variances not assumed			18.024	57.436	.000	6.061	.336	5.387	6.734

Based on the results of the one-tail T-test or pre-test and post-test in the experimental class above, there are significant results in students' understanding of the wudhu' material before and after using website media. This can be seen from decision-making: the sig (two-tailed) value of 0.00<0.05. This one-tail T-test shows that the website media developed by researchers to increase students' understanding of the wudhu' material can be effective. After using the website, students can stimulate and understand all the existing material. This can be proven by students being able to master all the material and answer questions about wudhu', such as the pillars of wudhu', the sunnah of wudhu', the conditions for wudhu', the invalidation of wudhu' and others. The website media supports students' understanding of the wudhu' material. Therefore, based on the information above, website media dramatically increases students' knowledge of the wudhu' material at Junior High School (SMPN) 1 Ponorogo.

Then, based on the two-tail T-test or website test for the experimental class and control class, it was discovered that scores were significantly different between the experimental class using the application and the control class not using the application. This is proven by decision-making: a sig (two-tailed) value of 0.00 < 0.05. Apart from that, it can be seen from the difference in the average number of students in the experimental class and the control class as follows:

Table 3. Group statistics

	Class	N	Mean	Std. Deviation	Std. Error
Learning outcomes	Post-test experiment	33	14.12	1.111	.193
	Post test control	33	8.06	1.580	.275

Based on the average value above, the average value of the experimental class is 14.12, while the control class is 8.06. This means that students' understanding of the wudhu' material in class VII-C using the website is superior to that in class VII-D not using the website. Therefore, the website media is very effective as a learning medium. After using the website, it turns out that students not only understand the material related to wudhu' but can also practice it properly and correctly. The website has a video menu that students can watch regarding the practice of wudhu'. After that, students must make a video of wudhu' practice, which is uploaded via the student worksheet (LKPD). So all the information above shows that Google Sites media is very effective in being used as a learning medium in improving wudhu' material at Junior High School (SMPN) 1 Ponorogo.

5. Evaluation

At this final development stage, an evaluation was conducted to test the website's suitability as a learning medium for class VII wudhu' material at SMPN 1 Ponorogo. Here, the researcher tested the questionnaire using a box and suggestions that all students had to fill out on the website. After that, the researcher will get answers to the responses from students, where in the questionnaire, four answers must be chosen, namely delightful, enjoyable, quite exciting and not engaging. Apart from that, there are short answers that students may need to fill in regarding criticism or suggestions from website media that have been produced and developed by researchers. If there are suggestions for the

website product, they can be used as improvements by researchers in developing the following website.

Based on the results of data in the field related to the feasibility test for using websites for class VII-C students, the following data was obtained:
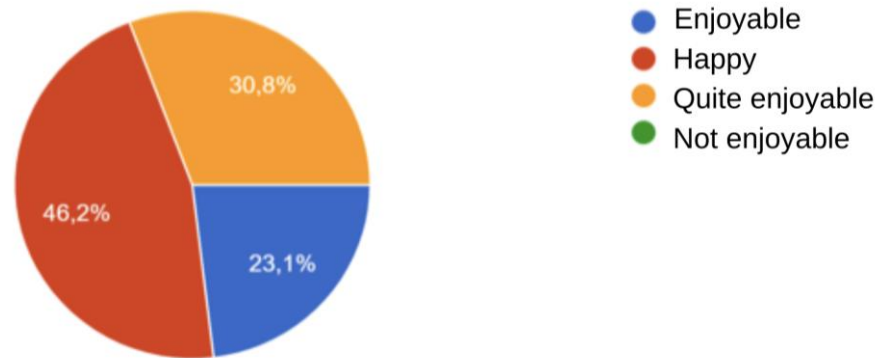

Diagram 1. *Website feasibility test results*

The diagram above shows three points or scores from students' answers to the questionnaire researchers gave regarding using websites as teaching materials for wudhu' in class VII-C Junior High School (SMPN 1) Ponorogo. The three points are blue, red, and orange, with different scores. The blue colour is marked with a score of 23.1% in the enjoyable category, the red colour has a score of 46.2% in the happy category, and the orange colour has a score of 30.8 in the quite exciting category. In contrast, the green colour in the unattractive category is not enjoyable, meaning 0 %.

Based on the diagram above, it can be concluded that Google Sites media is one of the learning media that is interesting and liked by students because it is very practical to use as a learning medium. Starting from simple use, it can be used anywhere and at any time and is equipped with various complete features to support students' enthusiasm for learning. So that learning is not just monotonous, and students do not get bored quickly. This can be proven from the survey results; no one answered that it was not enjoyable. All the information above the website media developed by researchers to increase students' understanding of the wudhu' material at Junior High School 1 Ponorogo can be very effective and practical.

IV. CONCLUSION

The development of technology and information cannot be avoided in educational circles. Technology can provide positive benefits if it can be optimised and utilised well. Google Sites is a web part that can be used as a learning medium. Based on the data findings above, the website media developed to increase students' understanding of the wudhu' material at Junior High School 1 Ponorogo is very effective. This is proven by the significant influence between the pre-test and post-test results in the experimental class of $0.00 > 0.05$. Then, scores significantly differed between the students' understanding of the wudhu' material in the experimental class (class VII-C) and the control class (class VII-D), proven by the average value of the experimental class of 14.12 and the control class of 8.06. The two website media used as learning media for wudhu' material at Junior High School 1 Ponorogo are efficient. This is proven by the results of the student scores or answers of 23.1% enjoyable, 42.1% happy, 30.8% answered quite exciting and 0% not enjoyable. Therefore, this website media has a significant impact on teachers and students. Students can enjoy learning in a fun and pleasant way. Meanwhile, teachers can make it easier to convey material to students. It is hoped that this website media can contribute to Islamic religious education (PAI) teachers as a learning medium in the following years.

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