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Article

**Development of Google Sites-Based Learning Media in Improving Writing Skills on Da'wah, Ceramah, and Tablig Materials in Class XI of Vocational High Schools**Yovi Carina Zenaida<sup>1</sup>, Kharisul Wathani<sup>2</sup>, Sugiyar<sup>3</sup><sup>1,2,3</sup>Institut Agama Islam Negeri (IAIN) Ponorogo, Ponorogo\*Corresponding Address: [yovi.carina.zenaida@iainponorogo.ac.id](mailto:yovi.carina.zenaida@iainponorogo.ac.id)**Article Info**

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**ABSTRACT**

The first revelation of surah Al Alaq verses 1-5 which commands to read and write, means that the educational process cannot be separated from reading and writing activities. However, it is still often found that students lack skills in writing. The purpose of this study was to determine the validity, practicality and effectiveness of the development of learning media based on google sites in improving students' writing skills. The research used in this study is Research and Development. By using the development method that refers to the 4D model. The subjects used in this study were students of class XI of one of the vocational schools in Dolopo sub-district. Based on the results of the analysis, it was found that: 1) Validation in terms of design and features showed a very good predicate of 95.83% and for material validation also showed a very good predicate of 90.62%. 2) In terms of practicality in a limited manner, the results obtained were 95.95% while in a broader manner the results obtained were 89.85% so that the product was declared very practical. 3) The results of the effectiveness analysis show that this product is effective in improving students' writing skills.

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**INTRODUCTION**

The teaching and learning process between teachers and students will form a communication that is carried out in achieving the success of learning objectives, the important goal of the learning process is to be able to produce students who can convey their ideas and ideas through speech or writing that is structured and can be well logical (Suprayogi et al., 2021). One of the steps in achieving successful learning goals is through writing. Writing is a series of steps in which ideas are transformed into written text (Rinawati

et al., 2020). Writing is not only copying text from one source to another, but through writing a person can convey his thoughts, ideas, ideas and even feelings which can be done through writing symbols or characteristics of the writing. So that through writing allows a writer to express what is in his mind to the reader (Hardianti & Asri, 2017).

The first revelation revealed to the Prophet Muhammad SAW was also a command to read and write. This proves that education does not escape the habit of reading and writing. The first revelation that was revealed to the prophet Muhammad SAW was surah Alaq verses 1-5:

أَفْرَأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ ۝ ٣ الَّذِي  
عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

From the verse above, Allah Swt uses the word 'ikra' (reading) with the word 'allama bilqalam' (writing). Allah commands the Prophet Muhammad that He is the substance and has taught humans through 'qalam' (pen or writing), this makes humans have knowledge gained from reading and writing (Yusuf et al., n.d.). Apart from being the first revelation of the Prophet Muhammad Saw. Writing is also a form of good deeds that will not be interrupted when it is still useful for people who read it. As in surah Al Qalam verses 1-3, namely:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝ ١ مَا أَنْتَ بِنِعْمَةٍ رَبِّكَ بِمَجْنُونٍ ۝ ٢ وَإِنَّ لَكَ لَأَجْرًا غَيْرَ مَمْنُونٍ  
٣

With these verses, writing is a good deed whose reward is uninterrupted, so writing skills need to be owned by a student. Writing skills are skills that combine the ability to compose sentences, understanding and applying elements that have been conceptualized (Syukriya, 2019). Writing skills can also include indicators including the ability to express content consisting of material or ideas put forward, sentence structure, using language styles, applying spelling and also the tidiness of the writing (Masitoh & Prihatmojo, 2022).

Seeing the importance of writing skills, even in Islam itself also explains the importance of writing, it is appropriate that writing skills need to be developed in every individual. However, in reality, students' interest in writing shows otherwise. Writing activities become less desirable, especially if a student realizes that he does not have the ability to write in a work or handwriting, it is not uncommon for students to simply photograph the writing that the teacher records on the blackboard. Likewise, in writing an essay, there are still many students who are less interested in writing activities. There are several factors that influence students' lack of interest in writing activities, including a lack of understanding of what material they want to write, feeling that they do not have the ability to write, and not having the enthusiasm to write (Kusmiati et al., 2021). The results of the research that researchers found were similar, from a total sample of 24 students from class 11 TSM (Teknik Sepeda Montor) only 12 students collected writing assignments. The lack of writing skills in this class is one of the factors due to the lack of understanding of the material presented by the teacher, the teacher only explains with the lecture method, besides that the learning media used by the teacher is only in the form of LKS books. So that learning media is needed that can facilitate students in improving writing skills.

Based on the results of previous research related to learning media in improving writing skills from Ezik Firman et al with the results of research on the effect of learning media on

improving student writing, before the use of learning media, namely face-to-face, the results were 7.248. After the learning media was carried out with the UEU e-learning application, it increased to 23,200 in short story writing skills (Firman Syah, 2020). The results of research from Sumarsih, the use of tourism website-based learning media conducted through google sites is needed by students, especially when students have graduated, besides that website learning media can effectively improve writing skills (Dirgeyasa et al., 2023). The results of Audi Yundayani's research also say that learning media has an influence on students' writing skills, students in the experimental group who use Canva learning media have fewer writing errors than the control class which is much more common (Yundayani, 2019).

Based on the results of previous research, it shows that the development of learning media has a great influence on students' writing skills. However, based on the observations of researchers, teachers still cannot utilize learning media properly. Based on the existing problems, researchers took the initiative to be able to develop a product, which later can be used and utilized by teachers in the learning process, so as to provide a varied learning environment. In addition, this product is still minimal to know at the high school level, so that with this product it can provide an introduction to website technology which so far most people think websites can only be used to introduce institutions, but this can be developed into learning media.

Google sites-based learning media can be used as an offer in this study. Google sites is a learning media that makes it easy for users to be able to access learning materials anywhere and anytime, besides that web-based learning media is an innovation that can provide contributions in the learning process, in the learning process no longer only hears explanations from teachers, but students can also observe, do, write, etc., in the learning process (Januarisman & Ghufro, 2016). The test results in previous studies showed that google sites-based learning media were feasible to use with 77% results (Mukhoyyarah et al., 2023). Google sites-based learning media can also add features that the teacher wants. For example, it can add video features, games, quizzes, applications that are in accordance with the material and so on. In this study, the use of google sites will be combined with Islamic religious education material and content with the topic of da'wah, sermon, and tablig material. The topic of material is very suitable if developed with google sites-based learning media, because google sites learning media can help students distinguish between how da'wah, sermons, and tablig are in accordance with the provisions, by displaying videos and text forms of examples of da'wah, sermons, and tablig. When students are able to distinguish between da'wah, sermon, and tablig the teacher can provide assignments as in the learning objectives, namely students can compile sermon texts with the theme of Islamic values rahmatan lil 'alamin with writing skills.

Therefore, the researcher took the initiative to introduce learning media products based on google sites which can be used as an alternative in developing learning media by compiling the research title "Development of Google Sites-Based Learning Media in Improving Writing Skills on Da'wah, Khotbah, and Tablig Materials in Class XI SMK". The purpose of this study was to determine the validity of learning media with google sites products, the practicality of learning media with google sites products, the effectiveness of google sites product learning media in improving writing skills.

## **METHODS**

The method used in this research uses the type of R&D (Research and Development) research. The R&D method is research conducted to produce products or conducted to improve existing products (Saputro, 2011). In determining the results of the R&D method, there are three important things that must be included in it, namely there are problems or important issues that will be the topic of discussion, there is a process of research and product

development or stages to be achieved, there are research results that can be used as a solution to the problems discussed (Anam et al., 2023). The development model used is the 4D model, which is a development model that goes through four stages, namely define through defining, design through designing, develop through developing, and disseminate, namely dissemination (Ramadhani & Aristiawan, 2023). The initial stage in research by collecting data such as problems that occur to determine the variables to be achieved, the material to be discussed, then the type of product development needed. At the design stage, the researcher begins to design the product to be developed, namely designing the contents of google sites that are in accordance with the learning material that will be used as a product trial. The next stage is development, namely by making learning media based on google sites from what has been designed, after completion is made and then deployment is carried out. However, before the distribution is carried out, a product validation test is carried out by learning media experts such as PAI lecturers at the Ponorogo State Islamic Institute and PAI teachers.

Data analysis techniques used in research with questionnaires that have been validated by validators. Then the data obtained is summed up, divided by the highest total score obtained multiplied by 100. In testing the validity of the product, the validator assessment percentage (PPV) formula is used by determining the interval length class based on the predetermined PPV value. The percentage interval assessment of design validation results, features, and materials is as follows:

**Table 1.** Percentage of Assessment Interval  
Results of Design Validation, Product Features and Materials

Interval	Assessment Criteria
84% - 100%	Very good
69% - 84%	Good
52% - 69%	Good enough
36% - 52%	Not good
<36%	Very unfavorable

Meanwhile, to determine the percentage of the results of the product practicality trial, a limited trial was conducted involving 1 PAI teacher and 15 students and product trials. Then wide distribution to 25 students. As for determining the results with a percentage of the assessment interval of the practicality test results in the following table:

**Table 2.** Percentage of Assessment Interval  
Product Practicality Results

Interval	Assessment Criteria
84% -100%	Very Practical
69% - 84%	Practical
52% - 69%	Practical enough
36% - 52%	Not Practical
<36%	Not Very Practical

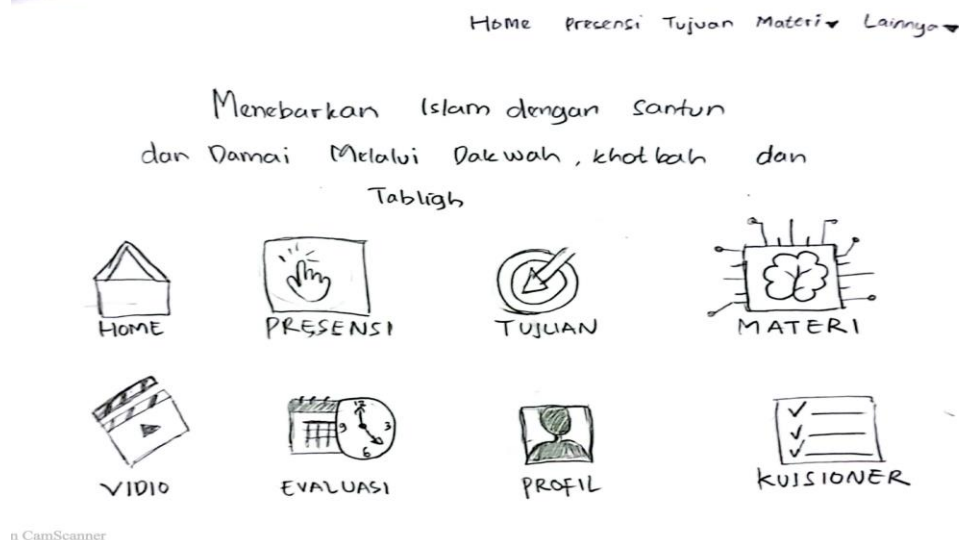
To analyze the results of the effectiveness of google sites learning media products on student writing skills using a quantitative approach, because in obtaining data analysis through quantitative data. The method used is experimental research with control group with the results of the assessment of writing skills of control class and experimental class. As for finding the hypothesis of the results of data on the effectiveness of google sites learning media on student writing skills, with the Independent Sample t-test test approach, namely to determine the difference in the average of two free groups, namely groups that do not have to be paired, meaning that the source of data from different subjects. The requirements in the independent sample t-test test data must be normal and homogeneous (Norfai, 2022). So that the data from the assessment of the writing skills of the control class and the experimental

class were tested for normality and homogeneity first and then the Independent Sample t-test was carried out.

The subjects in this study were grade XI students at SMK Ma'arif Dolopo involving 2 classes, grade XI majoring in RPL (Replika Perangkat Lunak) as the experimental class, and grade XI majoring in TSM (Teknik Sepeda Montor) as the control class. The material used in this study is spreading Islam through Da'wah, Khutbah, and Tabligh, the selection of material is adjusted to the material that the teacher will deliver in class, besides that the material is also very related to the needs of each student in worship problems. As for the selection of this school because of the lack of student interest in writing skills, one of the causes is the lack of varied learning media used by PAI teachers, so it is necessary to introduce learning media based on google sites which incidentally has never been introduced by PAI teachers. In addition, it also provides an introduction to PAI teachers, that not only general lessons can be developed through google sites learning media, but PAI teachers can also develop in PAI learning every day.

## RESULTS AND DISCUSSION

Before testing the validity of the product, the practicality of the product, and the effectiveness of the product, the researcher visited the research location that would be used as a test site for the product, namely SMK Ma'arif Dolopo. After seeing the problems and solutions that PAI teachers should do, researchers tried to offer google sites product development. The selection of google sites product development is due to the suggestion of PAI teachers to try to make learning media that can improve students' abilities, both abilities in terms of cognitive, affective and psychomotor aspects. After deciding on the material to be used in product development, researchers began designing the learning media to be used, namely google sites. Here is the beginning of the product by creating a wireframe on the home menu:



**Figure 1.** Product Design

After designing the google sites product, then product development is carried out, by making the product design results directly into google sites. The results of the development can be accessed at the link <https://sites.google.com/iainponorogo.ac.id/dakwahkhotbahdantabligh/home>. The following is an image of the product development results on the home menu:



Figure 2. Product Developpe

Then before conducting widespread distribution, researchers tested the validity of google sites product learning media, the practicality of google sites-based learning media, and the effectiveness of google sites-based learning media. The following is a detailed discussion:

### Product Validity

After the development of learning media products was carried out, the researchers then conducted validity testing by involving expert validation as many as 6 validators. The 2 validators are PAI lecturers at the Ponorogo State Islamic Institute who are experts in the field of learning media as well as PAI and character building materials with aspects tested for design and material validity, while the material aspects were tested for validity by 3 PAI teachers.

The aspects used in the validation assessment of feature and design development are usability, function, design, text and language. While in the development of the material, the aspects assessed are the content in product development, connectedness with teaching materials, educational value, and language. In testing the validity of the product, the validator assessment percentage (PPV) formula is used by determining the interval length class based on the predetermined PPV value (Ramadhani & Aristiawan, 2023). The following are the results of the design and feature validation test on google sites products.

Table 3. Design and Feature Validation Test Results

No	Aspects	Indicator	Score
1	Usability	Ease of accessing learning media	6
		Presence menu can be used	8
		Learning Objectives menu can be used	8
		The Learning Materials menu can be used	8
		The Learning Videos menu can be used	8
		The Evaluation menu can be used	8
		The Profile menu can be used	8
		The Questionnaire menu can be used	8
		All Submenus can be used	8
2	Function	All menus, videos, and Quiz questions work	8
3	Design	Attractive design and features	4
4	Text/Writing	The size and font used are appropriate and attractive	4
5	Language	The language used in the learning media is easy to understand	6
		Total Validator Answers ( $\sum$ TVA)	92
		Total highest score that can be obtained ( $\sum$ SH)	96
		Validator Assessment Percentage (VAP) (%)	95,83

Based on Table.3, the results of the product validity test that has been made there are five aspects with 12 indicators that are considered from the validity and feasibility of products that can be used in teaching. The assessment of 2 expert validators from 2 IAIN Ponorogo lecturers showed a score of 95.83% which can be concluded that the validity score is included in the excellent category in the design and feature aspects, because the score is included in the interpretation score range of 84%  $\bar{x}$  100%.

In addition to testing the validity of the design and features, the next stage is to test the validity of the material in the product, which in this case involves 5 expert validators, namely 2 IAIN Ponorogo lecturers and 3 PAI teachers with the following results:

**Table 4.** Material Validation Test Results

No	Aspects	Indicator	Total Score
1	Contents	The material contained is appropriate and feasible	18
		Relevant to the topic of the material	18
2	Connectedness to learning	Clarity of learning objectives	18
		Suitability of material content with learning objectives	18
		Clarity of material flow	18
		The use of videos and quiz questions in accordance with the subject matter	19
3	Education value	Learning media can improve students' writing skills	18
4	Language	Language is in accordance with EYD	18
		Total Validator Answers ( $\Sigma$ TVA)	145
		Total highest score that can be obtained ( $\Sigma$ SH)	160
		(Number of Validators x Highest Score x Number of Questions)	
		Validator Assessment Percentage (VAP) (%)	90, 62
		$VAP = \frac{(\Sigma TVA)}{(\Sigma SH)} \times 100$	

Based on table.4, the results of the product validity test with 4 aspects with 8 indicators that are taken into consideration in seeing the results of the validity of the material obtained 90.62% which states that the product has a score range between 84%  $\bar{x}$  100% very good category. This means that the material contained in the product is declared very good and feasible by the validator.

The importance of paying attention to design and features in a learning product should not be ignored at all. The quality of a learning product has a major influence on the effectiveness of delivering learning materials. Learning media whose design and features are less than optimal can result in reduced student interest, motivation and enthusiasm for learning. To arouse interest, motivation and enthusiasm for learning, the first step is to design attractive designs and features so that users are interested in trying them out. Sudjana and Rivai also share this view, highlighting that teaching using attractive learning media can increase students' learning motivation because it will attract their attention (Ramadhani & Aristiawan, 2023).

From a theoretical perspective, it is important to consider the design and feature aspects of existing products. The results of product validation using google sites show a validity level of 90.62% in the design and feature aspects. Based on the criteria used, it can be concluded that the validity of the product in terms of design and features can be said to be very good and very feasible to use in the learning context. For product makers, it is important to pay maximum attention to the substance of the material presented. The results of the validity assessment on the material aspect of this Google Sites product show a very satisfactory figure, reaching a validity score of 90.62%. When referring to the assessment criteria used, it can be

concluded with confidence that the validity of this product in terms of material can be said to be very good, and this product is very feasible to use in the context of learning.

### Product Practicality

After making revisions from the validator, the next step is to test the practicality of the product by involving 1 PAI teacher and 15 students in one class. The PAI teacher and 15 students will be asked to test this product by opening the link that has been sent independently. They will access the website and then be able to click on the available menus. After going through this stage, the PAI teacher will be asked to give his/her opinion on the practicality of this product, with the aim of knowing the advantages and disadvantages of the product when used directly in the classroom. Meanwhile, students will also be asked to fill out a product practicality evaluation sheet which aims to assess the suitability and disadvantages of the product when used in direct learning.

The trial results showed a positive response from PAI teachers after they opened the link provided and used the product on their android. PAI teachers consider this product easy to use, besides that it can be accessed anytime and anywhere, especially on cellphone devices, besides that it can also be accessed via laptop. The material presented is also considered very good and in accordance with the material or topic to be delivered. The PAI teacher suggested that this product could be accessed online. After receiving input from the PAI teacher, the product was also tested on fifteen students who were selectively chosen. The involvement of students in this pilot test is an important step because the product will be used by them in the future. The following are the results of the practicality test conducted by students during the limited trial of the product, using the practicality evaluation form.

**Table. 5** Results of Limited Practicality Test

No	Aspects	Indicator	Score				Total Score
			1	2	3	4	
1	Efficiency	Efficiency of media use			2	13	58
		Efficiency of use of all menus			1	14	59
		Efficiency in presenting the material			2	13	58
2	Learning	The material in the product is in accordance with what is in the book			4	11	56
		The product can improve understanding			5	10	55
		Products can improve writing skills			2	13	58
		Fun product			1	14	59
Total Validator Answers ( $\Sigma$ TVA)					20	92	403
Total highest score that can be obtained ( $\Sigma$ SH)							420
(Number of Validators x Highest Score x Number of Questions)							
Validator Assessment Percentage (VAP) (%)							95,95
$\text{VAP} = \frac{(\Sigma \text{TVA})}{(\Sigma \text{SH})} \times 100$							

The results from Table 5, it can be concluded that the percentage of practicality assessment by students is at 95.95%. If based on the interval class that has been made, the value is in the 84% - 100% category, meaning that it is very practical. After conducting a limited trial, then the researchers conducted a broad trial which was conducted in 1 class, namely class XI RPL majors totaling 25 students. As for the revision of the google sites



learning media, there are still some materials whose writing is not neat. After the researchers improved the writing on the material, they were ready to develop the research product widely by conducting a broad practicality test. The following are the results of the product practicality test on a broad scale involving 25 students.

**Table. 6** Practicality Test Results Broad Practicality

No	Aspects	Indicator	Score				Total Score
			1	2	3	4	
1	Efficiency	Efficiency of media use		2	10	13	86
		Efficiency of use of all menus			6	19	94
		Efficiency in presenting the material			10	15	90
2	Learning	The material in the product is in accordance with what is in the book			9	16	91
		The product can improve understanding			5	20	95
		Products can improve writing skills		2	13	10	83
		Fun product			10	15	90
Total Validator Answers ( $\Sigma$ TVA)				4	20	108	63
Total highest score that can be obtained ( $\Sigma$ SH)						700	
(Number of Validators x Highest Score x Number of Questions)							
Validator Assessment Percentage (VAP) (%)						89,85	
$VAP = \frac{(\Sigma TVA)}{(\Sigma SH)} \times 100$							

Based on table.6, the results of the product practicality test with 2 aspects with 7 indicators obtained a result of 89.85% which states that the product has a score range between 84% - 100% very practical category. This means that learning media products based on google sites are very practical.

Previous research also said that google sites-based learning media is very practical with a mean value of 170.95, this is because there are elements of material that are presented in an interesting, clear and more detailed manner, such as there are steps in carrying out the learning process (K.A. Nalasari et al., 2021). Google sites-based learning media can provide convenience for students who experience learning problems, by being able to access anytime and anywhere so that it can provide independence to students to be able to learn on their own (Muliani et al., 2023).

### Product Effectiveness

To analyze the results of the effectiveness of google sites learning media products on student writing skills using a quantitative approach. Data from the assessment of writing skills of the control class and experimental class were tested for normality and homogeneity as a prerequisite for the Independent Sample t-test. At the normality test stage, researchers used the Kolmogrov Smirnov normality test, based on the results of data analysis using SPSS 23. The criteria in normality testing are if (SIG) >0.05, then the data is normally distributed. Meanwhile, if the number (SIG) <0.05, then the data is not normally distributed as well as in testing homogeneity data (Santoso, 2010). Based on the results of the normality test, SIG 0.181 was obtained for the control class, and SIG 0.200 for the experimental class. This means that the significance value is greater than 0.05 so that the data is declared normal. As

for the homogeneity test, the SIG value is 0.172, which means that the significance value is greater than 0.05, so the data is homogeneously distributed.

After the data is declared normal and homogeneous, then the Independent Sample t-test is conducted, to see significant differences in the effectiveness of learning media based on google sites on students' writing skills in classes that use learning media, namely experimental classes and classes that do not use learning media, namely control classes. The sample in the experimental class was 25 students in class XI RPL, and the control class sample was 12 students in class XI TSM, this number is different because the control class out of 24 students only 12 students did the writing assignment. As for making basic decisions in the Independent Sample t-test, namely if the significance value (2-tailed) <0.05, then Ho is rejected and Ha is accepted, while if the significance value (2-tailed) >0.05, then Ho is accepted and Ha is rejected. The formulation in the hypothesis Ho: if there is no significant difference between the writing skills of students who use google sites learning media and the writing skills of students who do not use google sites learning media. Ha: if there is a significant difference between the writing skills of students who use google sites learning media and the writing skills of students who do not use google sites learning media. Or it can be written  $H_0 : \mu_1 = \mu_2$ ,  $H_1 : \mu_1 \neq \mu_2$ .

**Group Statistics**

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Nilaimenulis	Kelas Eksperimen	25	81,80	12,406	2,481
	Kelas Kontrol	12	62,92	8,649	2,497

**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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilaimenulis	Equal variances assumed	1,948	,172	4,733	35	,000	18,883	3,990	10,784	26,983
	Equal variances not assumed			5,364	30,031	,000	18,883	3,520	11,695	26,072

**Figure 3.** Independent Sample T-test Results

Based on the data from the Independent Sample T-test test results, sig (2-tailed) 0.000 <0.05 is obtained, so Ho is rejected and Ha is accepted. So there is a significant difference between the writing skills of students who use google sites learning media and the writing skills of students who do not use google sites learning media. This means that google sites-based learning media products can effectively improve students' writing skills. The average score in the class that uses google sites learning media products is 81.80. While the average in classes that do not use google sites learning media products is 62.92. This effectiveness is due to the fact that on google sites-based learning media products there is a video menu so that students can see examples of videos and sermon texts on google sites and then can be developed in their own sermon text writing skills according to student abilities. This research is in line with the research of Putu Agus, et al that there is a significant difference in the results of English writing skills with the application of the flipped classroom perintrucstur learning model with the help of google sites obtained an average score of 81.62, while those using the direct instruction learning model obtained an average of 68.68. This means that any learning model to be used if using google sites-based learning media can be more influential in improving writing skills (Putu Agus Primandana et al., 2023).

Google sites learning media is one of the recommendations for learning media that can be applied in the learning process, because this learning media can provide more complete

clarity of the material to be conveyed (Kadafi, 2021). Learning media based on google sites can be used as an alternative learning media that can be applied in the 21st century and the technological industrial revolution like today, with the existence of learning media based on google sites, it is hoped that all students can be interested in participating in the learning process so that independent learning can be realized and can keep up with the times that are all sophisticated. (Murniasih & Nurlina, 2023).

The last step in the research method is broad product development, where the product has been tested for validity, practicality and effectiveness, but due to limited time and cost in this study the product can only be developed within the scope of the school where the researcher conducted the research. However, the researcher took the initiative in the future to develop the product widely, given the usefulness of learning media based on Google sites. In addition, seeing the need to innovate in learning that can be done one of them through technology-based learning media in the 21st century (Aulia & Khalid Riefani, 2021).

## CONCLUSION

Based on the results of the study, the researchers concluded that to improve writing skills, one of the steps that teachers can prepare is through the learning media. Google sites-based learning media can be one solution in improving writing skills. Based on the development of learning media based on google sites, the validation results from experts on design and features are 95.83%, meaning that the product is declared very good in terms of design and features, while the validation results in terms of material obtained 90.62% so that the material is declared very good. In terms of practicality, the limited results obtained were 95.95%, while the broader results obtained were 89.85% so that the product was declared very practical. From the results of the effectiveness analysis, the product was declared effective in improving students' writing skills. This effectiveness is due to the fact that on google sites-based learning media products there is a video menu so that students can see examples of videos and sermon texts on google sites and then can be developed in their own sermon text writing skills according to student abilities.

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