

The Effectiveness of Google Sites-Based Digital Modules in Islamic Religious Education to Improve Students' Emotional Intelligence

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Abstract

This study aims to analyze the effectiveness of using Google Sites in Islamic Religious Education as an interactive learning media in improving the emotional intelligence of elementary school students. Emotional intelligence plays an important role in supporting students' academic and social success, which can be strengthened through integrating technology into learning. This study used a quantitative experimental method with a *Group Pretest-Posttest Design* involving 32 SD Negeri Genteng fifth-grade students. Data was collected through emotional intelligence instruments before and after using Google Sites, then analyzed using *paired sample t-test*. The results were analyzed with a value of $t = -16.244$ and significance $p < 0.001$, indicating a significant increase in students' emotional intelligence after the Google Sites-based intervention. This finding suggests that integrating Google Sites as a digital module can effectively improve the emotional intelligence of primary school students. This provides further insight into strategies for effectively integrating educational technology. Further research is needed to examine the long-term effectiveness of Google Sites on cognitive or affective aspects in a broader range of educational contexts and levels.

Keywords: Islamic Religious Education; Interactive Learning; Google Sites; Students' Emotional Intelligence.

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Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan Google Sites dalam Pendidikan Agama Islam sebagai media pembelajaran interaktif dalam meningkatkan kecerdasan emosional siswa sekolah dasar. Kecerdasan emosional berperan penting dalam mendukung keberhasilan akademik dan sosial siswa, yang dapat diperkuat melalui integrasi teknologi dalam pembelajaran. Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain

One Group Pretest-Posttest Design, melibatkan 32 siswa kelas V SD Negeri Genteng. Data dikumpulkan melalui instrument kecerdasan emosional sebelum dan sesudah penggunaan Google Sites, kemudian dianalisis menggunakan *paired sample t-test*. Hasil analisis dengan nilai $t = -16,244$ dan signifikansi $p < 0,001$, yang menunjukkan adanya peningkatan signifikan dalam kecerdasan emosional siswa setelah intervensi berbasis Google Sites. Temuan ini menunjukkan bahwa integrasi Google Sites sebagai modul digital secara efektif dapat meningkatkan kecerdasan emosional siswa sekolah dasar. Hal ini memberikan wawasan lebih dalam tentang strategi dalam mengintegrasikan teknologi pendidikan secara efektif. Penelitian lebih lanjut diperlukan untuk mengkaji efektivitas jangka panjang dari Google Sites terhadap aspek kognitif atau afektif dalam berbagai konteks pendidikan dan jenjang yang lebih luas.

Kata Kunci: Pendidikan Agama Islam; Pembelajaran Interaktif; Google Sites; Kecerdasan Emosional Siswa.

A. Introduction

In the digital era, technology has revolutionized the world of education, especially in learning approaches and strategies (Hartati et al., 2022). Advances in science in the 21st century have driven significant changes in teaching and learning methods (Kurniawati, 2017). Technology integration is necessary to improve learning effectiveness (Budiardjo, 2022; Indarta et al., 2022). However, the challenge is not only about academic achievement but also how technology can support the development of students'

emotional intelligence, a crucial non-cognitive aspect in this century.

Primary school students now face complex challenges due to the influence of digital media on their behavior and emotions. Free access to various digital platforms, such as social media, accelerates changes in behavior patterns. Shows with violence and harmful content negatively impact students' ability to recognize and manage emotions (Safitri & Wulandari, 2023). As a result, impulsive actions, undisciplined behavior, and weak social skills emerge. This condition demands an educational approach that does not

solely focus on cognitive but also consciously fosters students' emotional intelligence (Jenuri et al., 2025, 2024).

However, the current education system still focuses more on cognitive achievement without balancing it with the development of intellectual intelligence. As a result, aspects of emotional intelligence are often neglected, even though this aspect plays an important role in forming student character (Damayanti et al., 2021). In fact, according to Goleman (2015), intellectual intelligence only contributes about 20% to one's success, while other factors, including emotional intelligence, determine the remaining 80%. Students with good emotional intelligence will be able to recognize and manage their emotions, build social relationships, and show empathy that can motivate others (Papoutsis et al., 2021). Therefore, technology integration in education needs to be directed to improve academic outcomes and strengthen students' emotional intelligence (Amelia, 2023; Faqihuddin & Subakti, 2022).

In the context of learning Islamic Religious Education, the development of emotional intelligence is an essential aspect. Islamic Religious Education not

only aims to improve students' cognitive understanding but also shape their character and morals (Aiena K, 2023; Salisah et al., 2024). However, conventional learning methods are often monotonous, which makes students quickly bored and less motivated, which in turn can hinder the development of emotional intelligence (Faqihuddin, 2024; Susanti et al., 2024). The quality of Islamic Religious Education learning is less than optimal due to the use of monotonous teaching methods. Therefore, a more innovative approach is needed to enrich students' learning experience (Faqihuddin, 2024; Subakti et al., 2024).

The role of digital media in learning Islamic Religious Education is an interesting matter (Asela et al., 2020; Hyangsewu et al., 2024). Various studies have explored the various uses of different types of media that can improve students' emotional intelligence. For example, Arealya et al. (2022), in the results showed that Wordwall was effective in helping students recognize and manage their emotions during the learning process. In line with that, Sari & Pratama (2023), this study explored the impact of using interactive games in

learning temperature and heat material on students' emotional intelligence. The results showed an increase in students' ability to manage emotions and understand the concept of the material. Safitri & Wulandari (2023) This study examines the effectiveness of digital fairy tale media in improving the emotional intelligence of elementary school students. The results show that digital fairy tales can help students understand and manage their emotions through the stories told. Although the previous explanation is related to improving students' emotional intelligence by using learning media, the researcher is interested in using digital teaching materials to integrate technology into learning activities.

Google Sites is a web-based platform developed by Google and can be used as an interactive learning medium. Google Sites offers practicality in the learning process by providing quick, flexible, and accessible access to information anytime and anywhere for learners (Sosa et al., 2023). One of the main benefits of using Google Sites is that students no longer need to bring many books to study. They can directly access materials that have been compiled

by the teacher interactively by including text, images, videos, and interactive quizzes that can increase student engagement so that learning becomes more structured and easy to understand (Adzkiya & Suryaman, 2021). In addition, Google Sites also supports independent and collaborative learning so that students can practice managing emotions, increasing self-confidence, and developing social skills (Amaliah, 2023; Latifah & Rukmana, 2022). Google Sites can increase effectiveness in the learning process. Its use provides various benefits for both learners and educators. According to Mukti et al. (2024), Google Sites can make the learning process more interesting and enjoyable for students. Through Google Sites, teachers can present assignment announcements and other important information separately, making it easier for students to access and understand.

Research related to using Google Sites as a digital module to improve the emotional intelligence of elementary school students is still limited. To fill the gap, this research explores how Google Sites can be used as an interactive learning medium that not only improves students' understanding of Islamic

Religious Education materials but also contributes to the development of emotional intelligence. The primary focus of this research is to analyze the effectiveness of Google Sites as an interactive learning strategy in improving students' emotional intelligence by reviewing whether there are significant changes in students' emotional intelligence after using Google Sites modules in Islamic Religious Education learning. The results of this study are expected to contribute to the development of technology-based learning strategies that not only improve students' cognitive understanding but also strengthen emotional aspects.

B. Methods

This research falls into the category of experimental research, which is a research method that applies a quantitative approach (Syahrizal & Jailani, 2023). In this method, researchers intervene in certain variables to measure their effects systematically and objectively. Quantitative research is a research method that has systematic, organized, and structured characteristics from the planning stage to the design of

the research design (Zakariah et al., 2020). In this approach, the data collected, analyzed, and presented are generally in the form of numbers, thus allowing researchers to measure, interpret, and present research results objectively and measurably (Wada et al., 2024).

This study uses an experimental method with a *pre-experimental* design using the *One Group Pretest-Posttest Design model*. Because external variables still influence it, this design is not yet a pure experiment, so the results obtained do not depend solely on the independent variable (Adnan & Latief, 2020). This design is only for one group that will be tested before and after being given Treatment to see the effect of the intervention provided.

The scheme of this research design is as follows.

$$O_1 \rightarrow X \rightarrow O_2$$

Description:

O_1 = Measurement of students' emotional intelligence before intervention (pretest)

X = Treatment in the form of using Google Sites to learn Islamic Religious Education

O₂ = Measurement of students' emotional intelligence after intervention (posttest)

This research was conducted for 6 weeks in 2025. The location of this research is SDN Genteng. The sample selection used *a nonprobability sampling* technique, namely *purposive sampling* (Asrulla et al., 2023). The sample of class V with 32 students was chosen because it was considered to have a level of cognitive and emotional maturity.

Data collection techniques were carried out through *pretest* and *posttest* instruments with a Likert scale used to evaluate students' perceptions of the effectiveness of Google Sites in improving students' emotional intelligence. The data obtained were analyzed using quantitative methods with the statistical technique of *paired sample t-test*. Data analysis was conducted using SPSS software to ensure the accuracy of the research results. With this approach, the research is expected to provide empirical evidence regarding the effectiveness of using Google Sites in improving students' emotional intelligence in learning Islamic Religious Education.

C. Results and Discussion

1. Integration of Google Sites-Based Digital Modules in Islamic Education Learning

The first step in applying Google Sites as a learning medium is the planning stage. Teachers need to design Islamic Religious Education materials that are aligned with learning objectives so that students can access information easily; the page structure in Google Sites must be arranged systematically and clearly (Islanda & Darmawan, 2023).

The main page is an introduction that provides an overview of the subject and usage guidelines. Meanwhile, the "objectives" page explains the competencies expected after students complete the material. With this page, students can understand the learning direction and assess their understanding independently. This feature helps teachers monitor the achievement of learning objectives and guides students to reflect on their learning outcomes.

The "Materials" page is organized systematically to support the learning process, including text and images relevant to the topic being studied. The learning materials are integrated with PowerPoint, which allows for interactive and engaging visual

presentation. This integration makes it easier for teachers to deliver the material in stages so that students can understand each part more effectively.

In addition, the "video" page contains learning videos that can help students understand concepts in a more visual and engaging way. The integration of videos with platforms such as *YouTube* provides students with easy access, allowing them to watch whenever and wherever they need. Video media also offers flexibility, as it can be repeated to deepen understanding of the material.

As a final step, an Evaluation page is provided to measure student understanding through quizzes or practice questions. With this organized structure, it is expected that learning will become more and more interesting for students.



Figure 1. Google Sites Home Page view

2. Implementation of Google Sites Digital Module in Islamic Education Learning

Implementing digital media such as Google Sites in learning Islamic Religious Education provides a more interactive and flexible learning experience for students. Google Sites is a platform that allows teachers to develop various learning media features as needed (Choirunnisa & Widiyanti, 2023). Interactive features in Google Sites also allow students to access materials independently, understand concepts better, and develop more active learning skills (Febrian et al., 2024). This technology-based learning also provides students with the opportunity to explore their understanding in greater depth (Qona'ah et al., 2024), which ultimately contributes to improved emotional intelligence.

In addition to improving cognitive aspects, digital approaches to learning Islamic Religious Education also impact the development of students' emotional skills (Kulsum & Muhið, 2022). Through more reflective interactions on digital platforms,

students can practice managing emotions, increasing empathy, and building more effective communication in learning. Thus, Google Sites is not only an academic tool but also a means of increasing emotional intelligence in Islamic Religious Education.



Figur 2. Implementasi of PAI Learning Using Google Sites Digital Modules

3. Effectiveness of Google Sites Digital Module on Emotional Intelligence

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Sebelum_Gsites	32	54	68	62.69	3.126
Sesudah_Gsites	32	70	82	75.94	2.663
Valid N (listwise)	32				

Table 1. Descriptive Statistics Results

The mean emotional intelligence score increased from 62.69 to 75.94 after the intervention, indicating a substantial change. The decrease in standard deviation from 3.126 to 2.663 indicates a more homogeneous distribution of scores after using Google Sites. This means that there is an increase and an

equal distribution of emotional intelligence abilities among students. This reinforces the notion that structured digital media can bridge the gap between individuals in terms of non-cognitive competencies, in line with the view of Indarta et al. (2022), who state that technology can expand access and quality of learning equally.

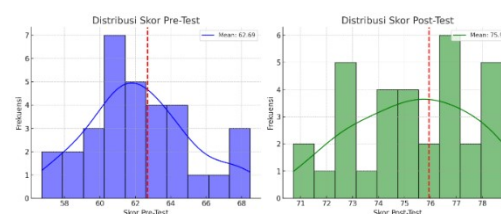


Table 2. Histogram of Pretest and Posttest Score Distribution

Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sebelum_Gsites	.134	32	.156	.959	32	.263
Sesudah_Gsites	.138	32	.129	.977	32	.719

a. Lilliefors Significance Correction

Table 3. Normality Test Results

In this study, the normality test was conducted using the Shapiro-Wilk method because the number of samples used was less than 50 ($n < 50$), so this method is more sensitive in measuring data distribution in small samples. The Shapiro-Wilk test results show that before the use of Google Sites, the significance value was 0.263, while

after the use of Google Sites, the significance value increased to 0.719. Since both values are greater than 0.05, it can be concluded that the data in this study are typically distributed, so parametric tests such as the *paired sample t-test* can be used to test the research hypothesis.

Hypothesis Test

Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Sebelum_Google Sites Setelah_Google Sites	-13.250	4.614	.816	-14.914	-11.586	-16.244	31	<.001

Table 4. Hypothesis Test Results t-test (paired sample t-test)

Based on the results of paired samples t-test analysis, there is a significant difference between students' emotional intelligence scores before and after the application of Google Sites learning media. The average score difference was recorded at -13.250, with a standard deviation of 4.614 and a standard error of the mean of 0.816. The 95% confidence interval range of the score difference is between -14.914 and -11.586, which does not cross zero. This indicates a statistically significant difference. The calculated t value is -16.244 with a degree of freedom (df) of 31 and a significance level of $p = 0.000$ (<0.05), so the null hypothesis (H_0) is

rejected, and the alternative hypothesis (H_1) is accepted. Therefore, there is a significant change in students' emotional intelligence after they learn to use Google Sites.

The significant average difference of 13.25 points indicates that Google Site learning media is able to encourage fundamental changes in the aspects of students' emotional intelligence. Based on Goleman's (2015) theory, emotional intelligence includes the ability to manage emotions, empathy, and social skills components that can be honed through reflective and collaborative interactions (Goleman, 2015). Google Sites, with its video features, interactive materials, and reflective quizzes, acts as a medium that not only conveys information but also creates learning experiences that involve students' affective aspects. This finding is in line with Safitri & Wulandari's (2023) study, which shows that technology-based learning can be an effective tool in character building and emotional development.

N-Gain Test

Variabel	Mean Pre	Mean Pos	Mean N-G
Kecerdasan Emosional	62,6875	75,9375	0,349373

Table 5. N-Gain Test Results

N Gain Value	Category
$g > 0,7$	High
$0,3 < g < 0,7$	Medium
$g < 0,3$	Low

Table 6. Division of N-Gain Score

Based on the *N-Gain* test results of 0.349373, this value is in the range of $0.3 < g < 0.7$, so the increase in emotional intelligence in this study is in the moderate category. Even so, these results still show a positive impact of using Google Sites. Compared to Kurniawati's (2017) study, which showed a high N-Gain on improving cognitive learning outcomes through multimedia, this result confirms that non-cognitive aspects such as emotional intelligence may require a more personalized and sustainable approach. This suggests that although digital media makes a positive contribution, the role of the teacher in building direct emotional connections and creating an empathic environment is still very much needed.

D. Conclusion

The results showed that the use of Google Sites as a digital module in Islamic Religious Education is effective in improving the emotional intelligence of elementary school students. This is

proven through *paired sample t-test* analysis, which shows there is a significant difference between pretest and posttest scores ($p < 0.001$), as well as an N-Gain value of 0.34, which is included in the moderate improvement category. The integration of Google Sites can create interactive learning that not only supports students' cognitive understanding of the material but also contributes to the development of affective aspects. Nonetheless, the limitations of this study lie in the short duration of the intervention and the limited sample size in one school. Future research is recommended to examine the long-term effectiveness of the Google Sites module on cognitive or affective aspects in a broader range of educational contexts and levels.

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