Google site as digital learning media in contemporary fiqh courses: a needs analysis

Sitti Maryam Gani[1]**, H. Syahruddin Usman**[2]**, H. Andi Achruh**[3]**, & H. Andi Akmal**[4]

[1,2,3,4]Universitas Islam Negeri Alauddin Makassar
Correspondence Email: maryamaydisyam78@gmail.com

ABSTRACT

This study aims to identify students' needs for using Google Sites as a digital-based learning medium in the context of Contemporary Fiqh courses. Data were obtained from 56 students and lecturers in charge of the DDI Mangkoso Islamic Boarding School, South Sulawesi course through surveys and interviews. Based on data analysis, research findings indicate that Google Sites have significant potential as a platform for storing and distributing learning materials. Students also stated that learning materials were easier to understand through the Google Site, and there was a great need for access to Contemporary Fiqh learning materials through this platform. In addition, the Google Site is also considered to have the potential to facilitate interaction and Discussion, but there are still varying views regarding its effectiveness. Respondents also expressed a high need for clear and easy-to-understand guidelines for using Google Sites. However, in terms of ease of use, perception has some differences. Students indicated a great need for easy-to-use learning media, while some respondents reported difficulties navigating and using the Google Site. The results of interviews with lecturers also revealed the advantages of Google Sites in distributing learning materials, facilitating communication and interaction, and assessing and providing feedback—further research involving wider educational institutions, various data collection methods, and involving various stakeholders.

Keywords: Google site; contemporary fiqh; learning media; student needs

1. INTRODUCTION

Technology has become an inseparable part of everyday life in today's digital era. Particularly in education, technology has opened new avenues in the learning process

(Azis, 2019; Colbert et al., 2016). One of the technologies used in education is Google Site, a website creation platform that allows users to create and share learning materials online (Adzkiya & Suryaman, 2021; Dariyadi et al., 2021). Google Site-based learning media offers some benefits, including flexibility in time and place and greater accessibility to various sources of information. However, it is important to understand how and to what extent these media can meet the specific needs of different courses and educational contexts.

This study aims to analyse the need for using Google Site-based learning media in Contemporary Fiqh courses at the DDI Mangkoso Islamic Boarding School. Contemporary Fiqh is a course that discusses Islamic law in a modern and contemporary context, often requiring a deep and critical understanding (Hasram, 2019; Nasuha, 2017; Sofwan, 2023). Given its complex and dynamic nature, the role of technology in delivering and receiving learning materials is very important. This research seeks to answer how Google Site-based learning media can be integrated into Contemporary Fiqh teaching to support an effective and efficient teaching and learning process at the DDI Mangkoso Islamic Boarding School.

The importance of this analysis is based on several reasons. First, so far, limited research has focused on using Google Sites in teaching Contemporary Fiqh, especially in Islamic boarding schools. Second, by understanding the need for using this media, education at the DDI Mangkoso Islamic Boarding School can be adjusted to maximise the benefits of digital learning technology. Finally, the results of this research can help develop strategies and learning approaches that are more innovative and effective in Contemporary Fiqh courses.

Therefore, the main objectives of this research are to: 1) understand the specific needs in the use of Google Site-based learning media for Contemporary Fiqh courses; 2) analyse the potential and obstacles in implementing Google Site-based learning media in teaching Contemporary Fiqh; and 3) propose strategies that can be implemented to integrate this learning media in the curriculum and teaching practices at the DDI Mangkoso Islamic Boarding School.

The educational context of Islamic boarding schools adds complexity to this study. On the one hand, *pesantren* have a rich and unique educational tradition, which may require a different approach to applying educational technology. On the other hand, Islamic boarding school students must also be equipped with skills and knowledge relevant to the digital era, including the ability to learn effectively using digital media (Bali, 2017; Hidayat et al., 2018).

However, several challenges can arise in implementing Google Sites as learning media, including technical challenges, curriculum, and teaching approaches. For example, there can be barriers regarding access to and expertise in technology or challenges adapting Contemporary Fiqh teaching content and methods to digital formats (Surahman et al., 2020). Therefore, it is necessary to carry out a comprehensive analysis to understand the needs, potentials, and obstacles to using Google Site-based learning media.

This research is expected to contribute to digital education, especially in teaching Contemporary Fiqh at the DDI Mangkoso Islamic Boarding School. In addition, the results of this study are also expected to be used as a reference for similar educational institutions interested in integrating technology into their teaching and learning process.

Overall, this study aims to encourage innovation in Contemporary Fiqh teaching practices and to support the development of inclusive, effective, and sustainable digital education at the DDI Mangkoso Islamic Boarding School.

2. METHODS

a. Research design

This study employs a mixed methods research design, integrating both quantitative and qualitative approaches (Creswell & Creswell, 2017). The primary rationale for selecting this design lies in the fact that the study encompasses elements that necessitate objective measurement and assessment, such as satisfaction and the frequency of Google Sites usage, which are addressed through quantitative methods. Conversely, the study also aims to delve into subjective and contextual aspects, such as individual challenges and preferences concerning the utilization of Google Site-based learning media, which are explored using qualitative methods. This mixed research design enables a comprehensive understanding of phenomena, facilitates in-depth and extensive data collection, and effectively and efficiently addresses research questions. In essence, this design paints a more holistic picture and encompasses various dimensions of the needs associated with the use of Google Site-based learning media.

b. Research subject

The subject of this research involved 56 students and lecturers of the Contemporary Fiqh course at Ma'had Aly Pondok *Pesantren* DDI Mangkoso, South Sulawesi.

c. Data collection technique

The data collection procedure in this study involved two main methods: surveys and interviews (Sugiyono, 2017).

1) Survey

An online survey was conducted on university students as part of the data collection process. This survey was conducted via Google Forms, taking advantage of the convenience and speed of digital data collection. This survey includes structured questions based on a 5-point Likert scale to measure students' perceptions of their need to use Google Sites as learning media. These questions are created based on pre-determined indicators, including the availability of learning materials, interaction and collaboration, ease of use, and support for distance learning. The validity of this survey instrument was checked and confirmed by education and information technology experts.

2) Interview

Apart from surveys, in-depth interviews were also conducted with lecturers of contemporary fiqh courses. This interview aims to gain a deeper understanding of the lecturer's perspective and needs for the Google Site as a learning medium. Interview questions were structured based on pre-determined indicators, including management of learning materials, ability to interact with students, assessment and feedback, integration with other tools, ease of use, online teaching support, and security and privacy. This interview was conducted online via video call, with the consent and convenience of the informant. All conversations were recorded (with permission of the informants) and then transcribed for further analysis.

d. Data analysis technique

In order to produce valid and reliable research results, this research applies a series of systematic and thorough data analysis techniques (Firman, 2018; Sugiyono, 2017). It initially describes how students see their need for the Google Site as a learning medium. Student survey responses received via Google Form were compiled and analysed using statistical tools. After data has been collected through surveys and interviews, the first step in analysis is to prepare the data for this process. First, perform a descriptive analysis to understand the frequency distribution of the survey responses.

In this study, data on the needs results were obtained from a questionnaire using a Likert scale of 1-5. Descriptive statistical analysis was carried out using the class interval

method to analyse the data. This method allows researchers to gain an in-depth understanding of the pattern and distribution of data on the needs of respondents regarding the use of Google Sites as a learning medium. The analysis was performed using Microsoft Excel software, which provides tools and functions that can be used to calculate descriptive statistics. Thus, through this statistical analysis, researchers can numerically describe the level of needs of respondents in each indicator and see the variability and trends in their responses.

Transcriptions from interviews with lecturers were analysed through qualitative content analysis methods. First, we read and examined the transcripts carefully to understand the perspectives and experiences of the interview subjects. Then, we mark and categorise their responses based on pre-determined indicators. It allows us to identify emerging themes and patterns and how they relate to faculty needs for Google Sites.

During the entire research process, we follow ethical research standards. All study subjects provided their written informed consent before participating in the study, and they were informed that they could withdraw from the study at any time without consequence. In addition, all data collected is kept confidential and only used for this research.

3. RESULTS AND DISCUSSION

a. Results

This research involved the participation of 56 students at Ma'had Aly Pondok *Pesantren* DDI Mangkoso, South Sulawesi. Participants consisted of students who were at various semester levels, namely semester 2 (35.7%), semester 4 (30.4%), semester 6 (14.3%), and semester 8 (19.6%). The diverse composition of the participants provides a comprehensive picture of students' needs and perceptions of using the Google Site as a learning medium. By involving participants from various semester levels, this study represents a variation in students' learning experiences and knowledge in the context of Contemporary Fiqh courses.
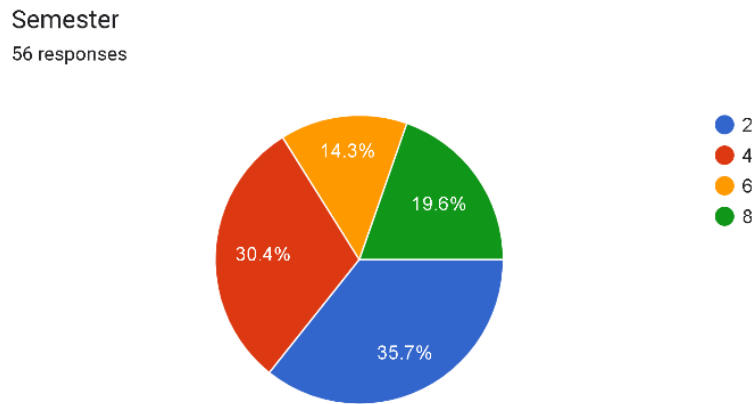
Semester
56 responses

Figure 1. Composition of Respondents

This study uses a needs analysis questionnaire with six indicators to collect data regarding student needs using Google Sites as learning media. These indicators include Availability of Learning Materials, Collaboration and Interaction, Assessment and Feedback, Guidelines and Instructions, Ease of Use, and Suitability for Learning Needs. Each indicator measures the level of student needs in terms of access to learning materials, collaboration and interaction, assessment and feedback, guidelines for use, ease of use, and suitability for learning needs.

Table 1. Indicators of Availability of Learning Materials

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1	The potential of Google Sites as a place for storing and distributing learning materials.	1	3	29	13	11	3.59	Great Potential
2	Learning materials are easier to understand through the Google Site.	1	5	19	21	12	3.79	Agree
3	The need for access to Contemporary Fiqh learning materials via Google Site	2	5	13	22	17	4.00	Great Need

Based on the survey results that have been conducted, it appears that the Google Site has significant potential as a storage and distribution platform for learning materials. With an average score of 3.59 on a scale of 1 to 5, most respondents expressed confidence that the Google Site could accommodate their needs regarding the provision and accessibility of learning materials. This value indicates that the Google Site is considered to have sufficient technical capacity to aid in the teaching and learning process and support user needs in obtaining, understanding, and utilising learning materials.

In addition, the average score of 3.79 for the statement that learning materials are easier to understand through the Google Site indicates a positive preference for using this platform in an educational context. These results indicate that most respondents feel that using Google Sites facilitates their understanding of learning materials. It may be related to the Google Site's ability to present information structurally and interactively, thus facilitating the internalisation and understanding of concepts.

Finally, for statements about the need to access Contemporary Fiqh learning materials through the Google Site, the average score of 4.00 indicates a strong need. This response underscores the importance of adapting and integrating digital technology such as the Google Site in a pedagogical approach, especially in the context of Contemporary Fiqh courses. It also reflects the urgency and relevance of increasing the accessibility and effectiveness of teaching Contemporary Fiqh through digital platforms.

Table 3. Indicators: Collaboration and Interaction

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1.	Google Site Potential for Interaction and Discussion in Contemporary Fiqh.	15	3	20	23	11	4.07	Great Potential
2.	More effective interaction and Discussion via Google Site	0	9	19	15	10	3.30	Disagree
3.	The need for a Contemporary Fiqh interaction and discussion platform like Google Site?	0	4	25	15	11	3.54	Great Need

Regarding collaboration and interaction, the survey results show the important potential of Google Sites as a platform to facilitate interaction and Discussion in the context of Contemporary Fiqh. With an average score of 4.07 on a scale of 5, participants significantly perceive the Google Site as an effective platform to support interactive and collaborative learning processes. This score indicates recognition of Google Site's technical capabilities in facilitating interaction and Discussion, which are important elements in knowledge construction and active learning.

However, it is interesting to note that while Google Sites have strong potential, the average score of 3.30 indicates more mixed ratings regarding the effectiveness of interactions and discussions through Google Sites. It can be caused by various factors, such as respondents' comfort level and habits with digital technology and their acceptance of collaborative and interactive learning methods. It indicates that some challenges and obstacles must be addressed to maximise the potential of Google Sites as an interactive platform.

Furthermore, the need for interactive and Discussion platforms such as the Google Site appears to be large, with an average score of 3.54. it shows the need and expectation for the use of digital platforms that can support Discussion and collaboration in Contemporary Fiqh learning.

Table 4. Assessment Indicators and Feedback

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1.	The potential of Google Site for submitting assignments and giving Contemporary Fiqh feedback.	0	4	20	25	8	3.71	Great Potential
2.	Contemporary Fiqh assignment submission efficiency and feedback via Google Site	0	7	24	14	9	3.34	Disagree
3.	The need for an online assignment submission platform on the Google Site	0	8	18	16	13	3.55	Great Need

Based on these data, student respondents generally indicated confidence that the Google Site has great potential as a platform for submitting assignments and providing feedback in the context of Contemporary Fiqh learning. It is shown by the average score of 3.71, which indicates that the majority of respondents see that the ability of the Google Site to support assignment submission and feedback is quite large.

However, respondents seem to have more varied views about how Google Sites can improve assignment submission and feedback efficiency. However, the average score of 3.34 indicates that some respondents are still unsure about the efficiency gains generated by Google Sites in this context. It could be due to various factors, such as familiarity with more traditional methods of submitting and providing feedback, or it could be due to technical barriers or lack of technical support in using Google Sites.

In contrast, respondents indicated that they saw a sizable need for online assignment platforms such as Google Sites, with an average score of 3.55. it may reflect a desire to learn more flexibly and efficiently and the importance of prompt and timely feedback in the learning process.

Table 5. Indicators: Guides and Hints

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1.	Clear and easy-to-understand guidelines or instructions for using the Google Site are needed.	0	3	14	15	25	4.16	Need
2.	Need a guide to help use Google Sites	0	4	19	14	20	3.95	Agree
3.	Level of need for guidance on using Google Sites	0	6	17	12	20	3.77	Great Need

Based on the survey results, students need guidelines or instructions for using Google Sites. It is indicated by an average score of 4.16 for questions regarding the need for clear and easy-to-understand guidelines or instructions for using the Google Site. This indication confirms that even though the Google Site has many uses and potential as a learning platform, there are still obstacles in the form of technical understanding and navigation in using the platform.

Furthermore, student assessments regarding the importance of guidelines to help use the Google Site achieved an average score of 3.95. This perception provides insight that detailed and systematic guidelines or instructions will help them utilise Google Site features effectively and efficiently.

As for questions related to the level of need for Google Site usage guidelines, the average score obtained was 3.77. This value indicates that the user guide is an important element in the learning experience of using the Google Site, indicating that intervention in the form of a guide or instructions for use can facilitate more optimal use of the Google Site by students.

Table 6. Indicator: Ease of Use

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1.	Ease of use and intuitive Google Site navigation for Contemporary Fiqh.	0	7	23	14	10	3.38	Not easy
2.	Ease of use of Google Sites will affect the comfort of learning	0	5	14	21	13	3.59	Agree
3.	The need for Contemporary Fiqh learning media that is easy to use, such as the Google Site.	0	6	16	19	15	3.77	Great Need

Based on survey results related to the ease of use of the Google Site, students show varied perceptions. Questions about Google Site's ease of use and intuitive navigation for Contemporary Fiqh achieved an average score of 3.38. This score

indicates that some students may find it difficult to use the Google Site and may indicate a need for better training or guidance in using the platform.

In the context of how the ease of use of the Google Site affects the enjoyment of learning, students indicated higher agreement, with an average score of 3.59. it shows that the ease of use of this platform affects their comfort and satisfaction with learning, which can affect their learning outcomes.

In the last question regarding the need for Contemporary Fiqh learning media that is easy to use, such as the Google Site, students show a considerable need, with an average score of 3.77. it confirms that ease of use is an important factor in selecting and using learning media.

Table 7. Indicator Compatibility with Learning Needs

No.	Questions/Statements	Alternative Answers					Average	Ket.
		1	2	3	4	5		
1.	The use of Google Sites can be adjusted according to my learning style	0	3	20	21	12	3.75	Can be customised
2.	Google Sites can support successful learning	0	5	18	22	11	3.70	Agree
3.	The need for Contemporary Fiqh learning media that suits learning styles like Google Sites.	0	5	19	18	15	3.82	Great Need

Based on the survey results, the role of the Google Site in the educational context, especially in the context of Contemporary Fiqh learning, seems to be recognised by students. The ease with which the Google Site can adapt to individual learning styles, as indicated by the average score of 3.75, indicates that the platform allows for flexibility and adaptability, two key factors in an effective learning process.

Furthermore, students seem to recognise the potential of Google Sites in supporting successful learning, with an average score of 3.70. it illustrates a positive view of the Google Site as a learning support tool capable of significantly impacting learning outcomes.

What is important to note is that students show a considerable need for learning media that can be adapted to their learning style, such as the Google Site. An average score of 3.82 underscores the importance of a student-centred approach to learning, where students' needs, preferences, and learning styles are valued and accommodated.

These findings indicate that Google Sites are valued as learning platforms capable of meeting various learning needs. Therefore, this shows the urgency of developing and

further utilising the Google Site in the context of Contemporary Fiqh learning to maximise its potential in supporting the success of student learning.

The interview results revealed important findings regarding the development of Google Site-based media in the Contemporary Fiqh learning course at the DDI Mangkoso Islamic Boarding School. First, the respondents (lecturers) acknowledged that the Google Site made it easier to distribute learning materials to students. In the complex context of a *pesantren*, where access to learning materials can be challenging, using Google Sites as an online learning platform can increase accessibility and flexibility for students.

Furthermore, it was found that the Google Site also facilitates communication and interaction between lecturers and students. The comments and email notification features have proven useful in facilitating discussions and providing student feedback. It shows that Google Sites can strengthen the relationship between lecturers and students and encourage active participation and collaboration in the learning process.

Lecturers can easily enter assignments and provide feedback to students through this platform. In addition, using Google Sites in assessing and providing feedback has also proven effective. However, these findings also indicate the need for further development, such as a student progress tracking feature or increased automation in providing feedback.

With these findings, it can be concluded that the development of Google Site-based media is needed in the context of Contemporary Fiqh learning at the DDI Mangkoso Islamic Boarding School. This media can strengthen accessibility, increase interaction between lecturers and students, and facilitate assessing and providing feedback. However, further development is also needed to overcome challenges and maximise the potential of this platform in supporting effective and efficient learning in Islamic boarding schools.

b. Discussion

Based on a survey of all indicators, the Google Site was identified as a learning platform with great potential in supporting the Contemporary Fiqh learning process for students at Ma'had Aly Pondok *Pesantren* DDI Mangkoso. Regarding material availability, the Google Site facilitates distribution and access to learning materials, although there are some challenges to understanding the material presented.

Regarding collaboration and interaction, Google Sites show potential as an effective tool for facilitating Discussion and interaction, although improvements are still needed to achieve higher effectiveness. Likewise, in assessing and providing feedback,

Google Site is considered to have great potential, although its efficiency needs to be improved.

As for guides and instructions, students indicated a high need for clear and easy-to-understand user manuals. It shows that student support and guidance, along with technology in education, are also very important.

Although there are some challenges in terms of intuitive navigation and use, students agree that the ease of use of the Google Site will affect their learning comfort and express a great need for easy-to-use learning media such as the Google Site.

Finally, regarding suitability for learning needs, the Google Site is considered adaptable to student learning styles and can support learning success. The need for learning media that can be adapted to their learning style, such as the Google Site, is also considered great.

The Google Site has great potential as a digital learning medium in supporting Contemporary Fiqh learning. However, some areas, such as ease of use, efficiency in assessment and feedback, and the development of clearer usage guidelines, require further attention to maximise their potential as effective learning tools.

Several studies have found that students prefer to use online platforms to access learning materials and interact with fellow students and lecturers (Adiarsi et al., 2015; Noermalia & Irwansyah, 2020; Rachmadyanti, 2021; Susanto et al., 2022). These findings support research findings showing that students have positive perceptions of the ease of access and the potential for collaboration and interaction through the Google Site. With similar findings, it can be concluded that using technology in learning, including using Google Sites, can enhance student learning experiences by providing easy access and opportunities for interaction.

However, there have also been other studies that have investigated the challenges of using online learning platforms. For example, research by Surahman et al. (2020) found that the quality of teachers using information technology in the learning process was very low, and facilities and infrastructure, including internet networks, did not reach remote areas. The same finding was reported by Buulolo et al. (2020) and Harjanto & Sumunar (2018). it reflects the findings in this study showing several challenges in the ease of use of digital media, including Google Sites.

With these findings, it can be said that the development of Google Site-based learning media has high potential and relevance in Contemporary Fiqh learning. The findings show that Google Sites can meet the needs for access to learning materials, interaction and collaboration, assessment and feedback, and ease of use. It indicates

that the Google Site can be an effective tool for facilitating more effective and efficient learning (Dariyadi et al., 2021).

These findings indicate opportunities and the need to improve and optimise the use of the Google Site in supporting Contemporary Fiqh learning. The importance of developing Google Site-based learning media is also emphasised by the needs expressed by students in research. Students need clear usage guidelines, an easy-to-use interface, and adaptation to individual learning styles.

By strengthening and enhancing features and technical support, using Google Sites in Contemporary Fiqh learning can significantly increase accessibility, interaction, and quality of learning. Therefore, these findings are a sign that the development of Google Site-based learning media needs further attention and investment in the context of Contemporary Fiqh learning. Further development is needed regarding clearer usage guidelines, a better understanding of student needs, and adjustments to individual learning styles (Mahmudin et al., 2022; Ulfa, 2021).

The results of this study have several important implications for the development of Google Site-based learning media in the context of Contemporary Fiqh learning. The findings show that the Google Site has significant potential to meet the needs for access to learning materials, interaction and collaboration, assessment and feedback, and ease of use (Kadafi, 2021). The implication is that further efforts are needed to develop and improve this platform, including better features, clearer usage guidelines, and adjustments to individual student learning styles. In the context of Contemporary Fiqh education at the DDI Mangkoso Islamic Boarding School, using the Google Site can strengthen accessibility, increase interaction between lecturers and students, and facilitate the assessment and feedback process. However, adequate training and technical support are required for lecturers and students to ensure optimal use of this platform. In addition, it is important to increase interaction and collaboration through existing features and accommodate individual learning styles in developing learning content (Harsanto, 2017; Nugroho & Hendrastomo, 2021).

This study has several limitations that need to be considered in further research. First, this research was conducted in an educational institution, especially in the Contemporary Fiqh course at the DDI Mangkoso Islamic Boarding School. It limits the generalizability of this study's findings to that context and may not directly apply to different educational institutions or other subjects. Therefore, further research can involve more educational institutions and subjects to understand better using Google Sites in religious education.

Second, this study uses survey and interview methods as data collection instruments. Although this method provides valuable information, the possibility of response bias from respondents cannot be ignored. In further research, it may be necessary to vary data collection methods, such as observation or case studies, to obtain a more comprehensive understanding of using the Google Site as a digital-based learning medium.

By involving various stakeholders in the research, a complete picture of the implementation and impact of using Google Sites in religious education will be created. In addition, this research focuses on the perceptions and needs of students as Google Site users in the context of Contemporary Fiqh learning. However, other aspects such as the lecturer's perspective, interaction between students, and the impact of using Google Sites on learning outcomes may also need to be considered in further research.

4. CONCLUSION

This study concludes that the Google Site has great potential as a digital-based learning medium in Contemporary Fiqh learning at the DDI Mangkoso Islamic Boarding School. Students recognise the benefits of this platform in the provision and accessibility of learning materials, a better understanding of the material, effective interaction and collaboration, efficient assessment and feedback, and suitability for individual learning needs. However, this research also reveals differences in perceptions regarding ease of use, interaction effectiveness, and guidelines for using Google Sites. Therefore, platform development and improvement, training and technical support, content development and learning activities, continuous evaluation and improvement,

Based on this study's findings, several important contributions can be made to science. First, this research contributes to broadening the understanding of using Google Sites as digital-based learning media in religious education. This information can enrich existing literature and knowledge in the field of religious education, particularly in terms of curriculum development and effective learning designs. By exploring the potential and needs of users regarding the use of Google Sites, this research provides valuable insights into the use of technology in religious education.

By gaining a deeper perspective on the factors that influence the selection and acceptance of instructional media such as Google Sites, this research can assist the development of more effective strategies and approaches in supporting religious learning. In addition, this research also contributes to understanding student needs and preferences regarding digital-based learning media. This information can be a basis for educational practitioners and decision-makers in designing learning experiences that suit the needs and expectations of students.

REFERENCES

Adiarsi, G. R., Stellarosa, Y., & Silaban, M. W. (2015). Literasi Media Internet di Kalangan Mahasiswa. *Humaniora*, *6*(4), Article 4. https://doi.org/10.21512/humaniora.v6i4.3376

Adzkiya, D. S., & Suryaman, M. (2021). Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD. *Educate : Jurnal Teknologi Pendidikan*, *6*(2), Article 2. https://doi.org/10.32832/educate.v6i2.4891

Azis, T. N. (2019). Strategi Pembelajaran Era Digital. *The Annual Conference on Islamic Education and Social Science*, *1*(2), Article 2.

Bali, M. M. E. I. (2017). Perguruan Tinggi Islam Berbasis Pondok *Pesantren*. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *1*(2), Article 2. https://doi.org/10.33650/al-tanzim.v1i2.109

Buulolo, S., Kual, N., Sina, R. M., & Siburian, H. H. (2020). Pembelajaran Daring: Tantangan Pembentukan Karakter dan Spiritual Peserta Didik. *PEADA': Jurnal Pendidikan Kristen*, *1*(2), Article 2. https://doi.org/10.34307/peada.v1i2.21

Colbert, A., Yee, N., & George, G. (2016). The Digital Workforce and the Workplace of the Future. *Academy of Management Journal*, *59*(3), Article 3. https://doi.org/10.5465/amj.2016.4003

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Dariyadi, M. W., Mahliatussikah, H., & Fauzan, dan M. (2021). Pemanfaatan Google Site Sebagai Media Pembelajaran Bahasa Arab. *Tifani : Jurnal Penelitian dan Pengabdian Kepada Masyarakat*, *1*(1), Article 1.

Firman, F. (2018). *Analisis Data dalam Penelitian Kualitatif*.

Harjanto, T., & Sumunar, D. S. E. W. (2018). Tantangan Dan Peluang Pembelajaran Dalam Jaringan: Studi Kasus Implementas Elok (E-Learning: Open For Knowledge Sharing) Pada Mahasiswa Profesi Ners. *Jurnal Keperawatan Respati Yogyakarta*, *5*, 24–28. https://doi.org/10.35842/jkry.v5i0.282

Harsanto, B. (2017). *Inovasi Pembelajaran Di Era Digital: Menggunakan Google Sites dan Media Sosial*. UNPAD PRESS.

Hasram, K. (2019). Al-Qawaid Al-Ushuliyah Al-Tasyri'iyah Sebagai Basis Metodologi Fikih Kontemporer. *Mazahibuna: Jurnal Perbandingan Mazhab*. https://doi.org/10.24252/mh.v1i2.11127

Hidayat, T., Rizal, A. S., & Fahrudin, F. (2018). Peran Pondok *Pesantren* Sebagai Lembaga Pendidikan Islam di Indonesia. *Ta dib Jurnal Pendidikan Islam*, *7*(2), Article 2. https://doi.org/10.29313/tjpi.v7i2.4117

Kadafi, T. T. (2021). Integrasi Google Art and Culture dan Google Sites sebagai Media Pembelajaran Widyawisata pada Pembelajaran Penulisan Puisi. *JURNAL PENDIDIKAN*, *30*(1), Article 1. https://doi.org/10.32585/jp.v30i1.1100

Nasuha, C. (2017). Epistemologi Ushul Fiqh Kontemporer. *Al-Mashlahah Jurnal Hukum Islam dan Pranata Sosial*, *2*(04), Article 04. https://doi.org/10.30868/am.v2i04.128

Noermalia, T., & Irwansyah, I. (2020). Penerimaan Teknologi Konferensi Video dan Motivasi Belajar. *Jurnal Komunikasi*, *12*(2), Article 2. https://doi.org/10.24912/jk.v12i2.8653

Nugroho, M. K. C., & Hendrastomo, G. (2021). Pengembangan Media Pembelajaran Berbasis Google Sites Pada Mata Pelajasan Sosiologi Kelas X. *Jurnal Pendidikan Sosiologi dan Humaniora*, *12*(2), Article 2. https://doi.org/10.26418/j-psh.v12i2.48934

Rachmadyanti, P. (2021). Persepsi Mahasiswa PGSD tentang Penggunaan Padlet pada Pembelajaran Microteaching. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, *9*(2), Article 2. https://doi.org/10.22219/jp2sd.v9i2.17105

Sofwan. (2023). *Fikih Kontemporer*. Prenada Media.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Surahman, E., Santaria, R., & Setiawan, E. I. (2020). Tantangan Pembelajaran Daring di Indonesia. *Kelola: Journal of Islamic Education Management*, *5*(2), Article 2. https://doi.org/10.24256/kelola.v5i2.1397

Susanto, S., Ritonga, A. W., Desrani, A., & Febriani, S. R. (2022). Persepsi Mahasiswa tentang Penerapan PTMT dalam Pembelajaran Bahasa Arab Menggunakan Model Blended Learning. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, *5*(1), Article 1. https://doi.org/10.35931/am.v5i1.728