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Website-Based Learning Media Using *Glideapps* in Economics Subjects Material National Income and Economic Inequality Class XI SMAN Kalisat Jember Regency

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Abstract

This research aims to create a web-based learning media using Glideapps that is suitable and attractive for the topics of national income and economic disparity for 11th-grade students at SMAN Kalisat, Jember Regency. The research is limited to the development stage, using the Four-D model. Research instruments include media validation sheets and student response questionnaires. Data analysis is conducted through feasibility and attractiveness tests. The results of the study indicate that the developed learning media is considered feasible, with material validation scores of 91.4%, media validation scores of 93.3%, and language validation scores of 92%, all falling into the highly feasible category. The media also exhibits high attractiveness, with a trial percentage of 89.5% for the limited group and 90.3% for the extensive group, indicating its high level of appeal. Thus, website-based learning media using glideapps can be used as a means of a new and interesting learning process to raise students' enthusiasm for the learning process, especially on the material National Income and Economic Inequality.

Keywords: Glideapps, Website Based Learning Media, Four-D, National Income and Economic Inequality, High School Student.

INTRODUCTION

Education in Indonesia has its own challenges in the 21st century, apart from the demand to master various increasingly sophisticated technologies, it also requires human resources, especially educators who are competent, flexible and creative in guiding students to face the challenges of the 21st century (Rahmawati et al., 2021). Learning activities in the classroom will occur when the teacher interacts with students. In good interaction, efforts are needed to provide learning innovations so that interesting learning is created and influences student learning outcomes. Students who are interested in learning will demonstrate a variety of positive impacts, including increased learning motivation, active participation in class, and better critical thinking skills. In addition, interest in learning can increase students' self-confidence and build a positive attitude towards. There are factors that influence student learning, namely factors within the student, factors outside the student, and learning approach factors (Dewi dan Lestari, 2021).

The learning process can be packaged in an interesting way, one of which is by using learning media so that students are interested in studying the material (Rizarizki et al., 2021) . Media are material and non-material elements that function to send messages and content to recipients with the aim of generating interest and gaining students' attention during the learning process (Minan & Ekohariadi, 2022). Learning media is an important component in the educational process which aims to stimulate student interest and interest. This media can be in the form of educational technology such as audio-visual, print, and others, which act as supporting tools in the learning process (Rusman, 2017).

Media that can be used during the learning process is available in various forms, one of which is website- based learning media that utilizes smartphones and laptops so that it can be carried out anywhere and at any time. This learning offers a variety of media such as audio, video, image media, as well as other platforms that have formats to support the learning process such as websites and social media (Minan & Ekohariadi, 2022). By using website -based learning media , learning material will be presented with variations so that the learning process becomes interesting, interactive and flexible without being bound by space and time constraints. Apart from that, this media can increase students' positive attitudes in learning (Kembo et al., 2021).

The results of observations made at SMAN Kalisat class XI 8, in the learning process the teacher used the lecture method. Occasionally teachers use Microsoft Powerpoint as a learning medium. The use of this media is considered not to attract students' attention, which causes students to pay less attention when the teacher explains in class. This is because Microsoft Powerpoint is conventional, monotonous and less innovative (Larasati et al., 2022). The learning process does not optimize school facilities, namely LCD, sound system and computer laboratory. Technology can be used as a means to facilitate access to information quickly and easily. This is supported by students who can operate the internet using computers and smartphone. This ability can be applied to improve technology-based learning to foster a varied atmosphere so that students' interest in learning can increase. The application of interesting and creative learning media to students can change passive attitudes into active ones are expected to increase students' understanding (Sadiman, 2014).One solution to increasing students' interest in learning is the use of website- based learning media using glideapps .

Glideapps allows creating apps from spreadsheets and allows users to quickly design them

according to their needs (Larasati et al., 2022). Glideapps is relatively easy to use because only need to prepare learning materials in formats such as PDF, Word, PowerPoint, images or videos, then upload them to the platform (Minan & Ekohariadi, 2022) . The effective learning media using glideapps makes it easier for students in the learning process, thereby helping them achieve the desired learning goals. Website- based economic learning media using glideapps is able to provide attraction and is able to provide effective economic learning. Website- based economic learning media using glideapps displays material on national income and economic inequality which is equipped with learning videos so that it can increase students' understanding. Website- based economic learning media using glideapps has the advantage that it can be applied anywhere so it is suitable for independent learning. Students who use smartphones in all their activities support that this learning media makes it easier for students to learn the material. Using website- based learning media using glideapps is relatively easy because links can be shared via the whatsapp application and can use barcodes.

The material on National Income and Economic Inequality has quite a lot of sub-themes, the object of study is very comprehensive and cannot be reached by everyone directly so to be able to understand the material on national income and economic inequality requires appropriate media that can visualize the material on National Income and Economic Inequality to students. The material characteristics of National Income and Economic Inequality are basic materials that require understanding and accuracy. With the development of website-based economic learning media using glideapps, it is hoped that teaching and learning activities will be more interesting and motivate students to learn.

The feasibility of web-based learning media using glideapps can be determined by categorizing the results of assessments by material experts, media experts, and language experts into five categories: very feasible, feasible, quite feasible, not feasible, and very unfeasible (Astuti et al., 2021). Material/content experts assess learning media to see clarity of learning outcomes, suitability of learning objectives, completeness of material, clarity of material delivery, suitability of material content, suitability of images and videos to the material, suitability of evaluation to the material (Samsu et al., 2020). Media experts assess learning media to see that it is effective in developing and using the media, can be managed easily (maintainable), ease of operating the learning media, clarity of instructions for use, suitability in color selection, suitability in letter selection, neatness of design, attractiveness of design (Latifah et al., 2020). Linguist experts in learning media to analyze the use of language and sentences in the media being developed.

Previous research which is in line with research into the development of website- based learning media using glideapps has been carried out by Qonita Putri Yulianandа and Norida Canda Sakti in 2022. The results of research into the development of learning media which has been carried out can be concluded that the results of the assessment given by the material validator team obtained a result of 98.4 % and the material validator team obtained a result of 88.7% so that it can be categorized as very suitable as a media that supports the process of delivering learning material.

In the learning process the teacher uses the lecture method. Sometimes teachers use Microsoft Powerpoint as a learning medium. The use of this media is considered not to attract students' attention, causing students to pay less attention when the teacher explains in class. This is supported by the results of interviews with economics subject teachers who said that students like to talk to themselves and many are busy. Apart from that, you also get bored quickly because

Power Point is simple. Based on these problems, researchers developed appropriate and interesting learning media, namely website-based economic learning media using glideapps, focusing on material about national income and economic inequality for class IX at SMAN Kalisat, Jember. The contribution in this research is that the results of this research are expected to provide website-based learning media using appropriate and attractive websites so that learning objectives can be achieved and can provide effective economic learning.

METHOD

This type of development research uses Research and Development (R&D) . The Four-D development model is the development model carried out in this development research. This development model was chosen because each stage of the development method explains in detail what researchers will do to develop a product. In this development model there are four stages, namely define, design, develop , and disseminate . In this development research, researchers only reached the development stage , because the aim of this development research was for the school used as a research site, namely SMAN Kalisat. The development procedure used is Four-D methodology, researchers conducted a study involving 10 students of class XI 7 for limited trials with heterogeneous student characteristics. Meanwhile, the wide group trial was carried out on 33 students of class XI 8 at SMAN Kalisat, Jember Regency. The sampling was based on daily test score documents which showed that the two classes had the lowest scores compared to the existing class XI.

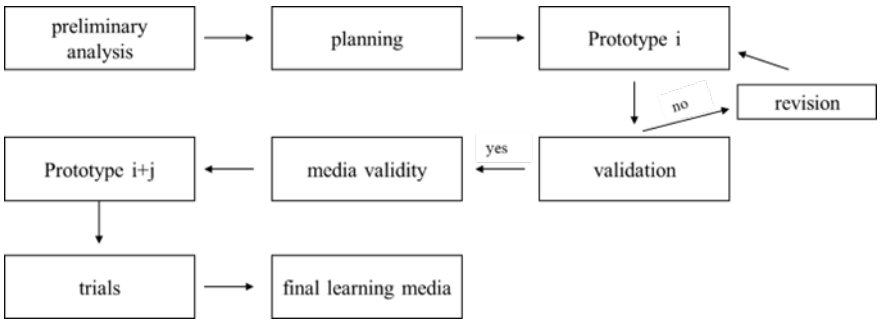


Figure 1 Four-D Methodology

The development procedures carried out in this research are: 1) Definition at this stage involves determining learning needs by analyzing learning material. The steps in this stage include (a) initial-finish analysis, the researcher found several problems, (b) student character analysis, carried out to determine the characteristics of each student as a test subject, (c) concept analysis, to determine concepts through the content of learning material, (d) task analysis, carried out to determine the tasks and skills required by students in the learning process and (d) setting learning objectives, carried out to determine instructions for learning achievement based on task analysis and learning draft.

The second stage, namely design, focuses on creating development products, namely learning media in the form of a website that uses the glideapps platform. Several stages are required at this stage: (a)

compiling tests, carried out to measure students' abilities, (b) selecting media, carried out to determine the media used, namely website-based learning media using glideapps, (c) choosing the format, namely selecting the display on The website used is the writing font, background, layout, menu and design of material content in learning media, and (d) initial design, arranged in the form of teaching modules, preparation of learning media, preparation of validation sheets, and preparation of student response questionnaires.

The third stage is the development stage, learning media is developed by the recommendations given by the validator. After carrying out validation and limited group trials and obtaining criteria that are suitable for use, then a wide group trial is carried out. If after testing a large group the learning media is still less interesting then revisions need to be made to get more interesting learning media.

There are two types of data research instruments in this development research, namely: 1). Learning media validation sheet, validation sheet is carried out by researchers using a survey form and then sent to the validator to find out criticism and suggestions regarding learning media. 2). Student response questionnaires are used to determine students' interest in using the learning media developed.

The data analysis used is testing the level of suitability of learning media and testing the level of attractiveness of learning media. The purpose of using data analysis methods is to determine whether the learning media that has been developed is feasible and interesting.

Table 1
Criteria for appropriateness of learning media

Percentage	Interpretation	Information
81% - 100%	Very Appropriate	No revision required
61% - 80%	Eligible	No revision required
41% - 60%	Fairly worth	Revision
21% - 40%	Less worthy	Revision
<21%	Very Less Worthy	Revision

Source: Arikunto (2010)

Feasibility assessment data was evaluated through a Likert scale questionnaire consisting of five choices: very good, good, fair, poor, and very poor with scores from 1 to 5. Percentage analysis was used to assess the results.

Table 2
Criteria for appropriateness of learning media

Percentage	Interpretation	Information
81% - 100%	Very Interesting	No revision required
61% - 80%	Interesting	No revision required
41% - 60%	Quite interesting	Revision
21% - 40%	Less Interesting	Revision
<21%	Very Less Interesting	Revision

Source: Arikunto (2010)

RESULTS AND DISCUSSION

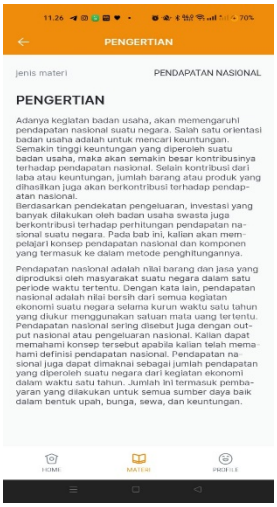
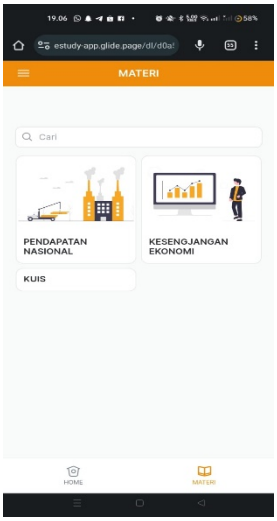
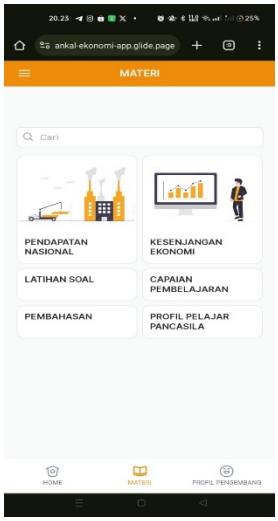
Feasibility test results

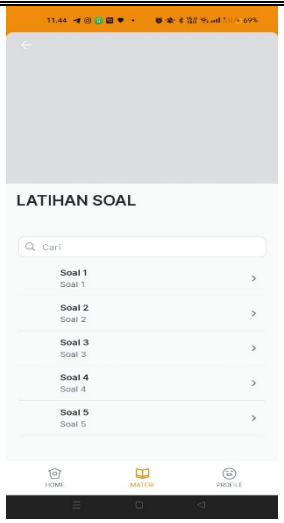
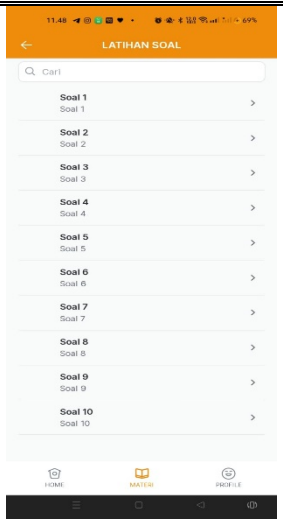
The feasibility test is carried out by validators in accordance with their field with the aim of determining the feasibility of website -based learning media using glideapps on national income

and economic inequality material. The feasibility test in this development research includes the appropriateness of the material, the appropriateness of the language, and the appropriateness of the media.

a). Material Feasibility Test. Material experts have the task of assessing the feasibility of website-based learning media using glideapps in terms of material content. This material expert was carried out in 2 stages. Mr. M. Reza Fikri Al-Firdaus S.Pd, who is a class XI economics subject teacher at SMAN Kalisat, acts as a material expert who provides an assessment of the content of the learning media. The stage 1 material feasibility test was carried out on October 11 2023. The percentage obtained from this material feasibility test was 85.7%. The assessment results show that the learning media has reached a very good level of suitability, although it requires several revisions and input from material experts.

Table 3
Material Feasibility Test

Before revision	After revision
	
There are no images that match the material	There are pictures that match the material
	
Added learning outcomes	Learning outcomes have been added

	
The practice questions need to be added to 10 questions	The questions have been increased to 10 questions

The results of material validation show that there are 3 components that need to be revised, namely the material images that need to be added to appropriate images. The second component is the addition of learning outcomes in learning media. The third component is the addition of 5 questions, so that the total number of questions is 10 questions. The phase II validation process was carried out on October 20 2023. The percentage score obtained in phase II validation was 91.4%. In terms of feasibility, website-based economics learning media using glideapps meets the standards without needing additional revisions, so it is ready to be tested to assess how interesting the learning media is.

b). Language eligibility test. Language validators play a role in assessing language in learning media such as sentence structure, conformity with correct Indonesian language rules. The language used in learning media must use good and correct language so that users can understand the content of the material easily. The language validator is Mrs. Afiatul Muthmainnah, S.Pd as an Indonesian language teacher at SMAN Kalisat, Jember Regency. The results of phase I validation obtained a score percentage of 80%. If we look at it from the feasibility aspect, it shows that the learning media is suitable for testing, but there are several things that must be revised according to the suggestions given.

The validator recommends two improvements that need to be made to the use of the language in accordance with the suggestions given. First, there is the writing of words that are not appropriate in the sentence. Second, there is foreign language writing that is not italicized or bracketed. Phase II validation was carried out on October 16 2023 with a score percentage of 92%. It can be seen from the feasibility aspect that it means that website -based learning media using glideapps is very suitable for use without any revisions and is suitable for testing.

c). Test media suitability. Media experts play a role in assessing the feasibility of website-based learning media using glideapps . The learning media feasibility test process was carried out by Mr. Budiman, S.Kom as a teacher in informatics subjects at SMAN Kalisat. The media feasibility test was carried out on October 31 2023. The percentage results obtained from the media feasibility test were 88.8%.

Phase II validation was carried out on November 6 2023 with a score percentage of 93.3%. It can be seen from the feasibility aspect that it means that website- based learning media using GlideApps is very suitable for use without any revisions and is suitable for testing.

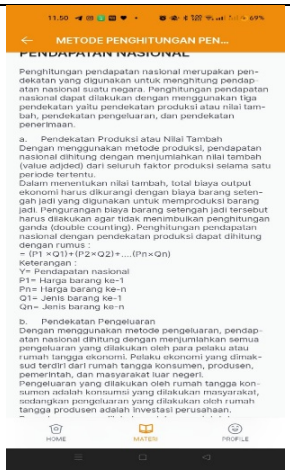
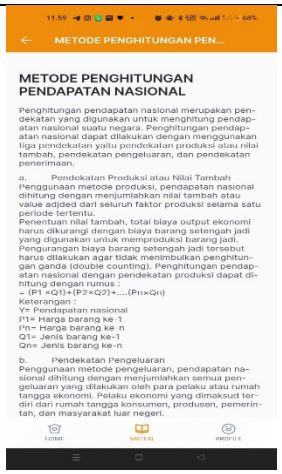
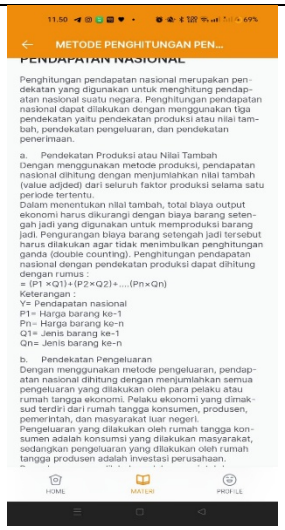
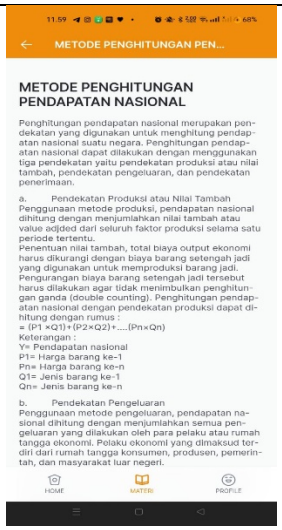
The level of attractiveness of website-based learning media using glideapps was evaluated through the responses given by students by filling in a questionnaire prepared by the researcher.

Students as test subjects were given questionnaires to fill out twice, namely during limited group trials and wide group trials. The student responses given after going through the trial process are as follows:

a. Limited Group Trial

Limited group trials were carried out on October 11 2023 in class XI 7 with a total of 10 students in class XI 7 at SMAN Kalisat, Jember Regency. The questionnaire consists of 9 questions containing students' assessments and opinions regarding the attractiveness of website -based learning media using glideapps on national income and economic inequality. The following table shows the scores obtained for each indicator in the student response questionnaire.

Table 4
Language Eligibility Test

Before revision	After revision
	
There are sentences that do not fit in the sentence	Sentences have been adjusted
	
There is foreign language writing that has not been italicized or in brackets	Foreign languages are in italics or brackets

The results of limited and extensive trials on the attractiveness of website -based learning media show the data in the table. In limited trials, learning media obtained an average score of 89.5% with a rating as very interesting. Meanwhile, in large group trials, learning media received

an average score of 90.3% with the same criteria, namely very interesting. The results of the two trials showed that the learning media was very interesting.

Table 5
Results Of Student Response Questionnaires

Aspect	Acquisition score Limited group	Wide group	Category
1	92%	87%	Very interesting
2	90%	93.5%	Very interesting
3	92%	89.4%	Very interesting
4	88%	90%	Very interesting
5	92%	95.2%	Very interesting
6	92%	89.4%	Very interesting
7	86%	90%	Very interesting
8	88%	89.4%	Very interesting
9	86%	89.4%	Very interesting
Average	**89.5%**	**90.3%**	**Very interesting**

Discussion of Development Results

This discussion is to explain further the results of the trials carried out in developing website-based learning media using glideapps regarding national income and economic inequality. This discussion will explain the feasibility and attractiveness so that we can find out the level of feasibility and attractiveness of the learning media being developed.

Before being tested on students, website- based economic learning media using GlideApps has gone through validation stages. The validation process includes three aspects, namely material validation, media validation and language validation. Validation is carried out twice in accordance with the validator's recommendations, resulting in a product that is ready to be tested.

In the first stage, material validation obtained a score of 85.7% with a very decent assessment, but required revision according to suggestions. In the second step, material validation increased to 91.4% with a very feasible category, without the need for additional improvements. The material used in this research is national income and economic inequality which includes methods for calculating national income, the concept of national income, per capita income, causes of economic inequality, income inequality and solutions to overcome economic inequality. Economic learning media includes learning videos to support the learning process.

In stage I, the media received validation of 88.8% with a rating as very feasible, although it required revision according to suggestions from the validator. Meanwhile in stage II, validation reached 93.3% with the category very suitable for testing without the need for additional revisions. Language validation received a score of 80% in the first stage, with a decent category, but requires revision according to the validator's suggestions. In the second stage, language validation received a score of 92%, which shows that the material is very suitable for testing without needing to be revised. In line with Arikunto (2010), website- based learning media can be considered appropriate if the score obtained is 61% - 80% in the assessment.

According to (Dewi et al., 2021), learning media that is suitable for integration with technology can increase enthusiasm in the learning process. Based on the results of validation tests carried out by material, media and language validators, it can be concluded that website -based learning media using glideapps on national income and economic inequality materials produces products in studying the material so that the learning media developed can be said to be very

feasible. Website-based learning media using glideapps can be used easily via smartphones and laptops. The distribution process is carried out by sharing links via whatsapp and barcodes.

According to (Maulidiyah, 2022), the use of learning media accompanied by videos and images can encourage students' enthusiasm for learning so that students do not get bored quickly. The existence of learning videos makes students feel helpful in studying the material, students can repeat the explanation of the material in the learning video if there is material they do not understand anytime and anywhere. And good design will increase students' understanding in selecting and integrating important information. So it can encourage students to be more enthusiastic about learning, foster students' curiosity and be able to learn independently.

The level of attractiveness of website -based learning media using glideapps was evaluated based on student responses after applying the media in both limited and wide group trials. In limited group trials, the average score of student responses was 89.5% with ratings as interesting, while in wide group trials, the average score reached 90.3%. Even though there was a difference in the number of students between the two trial groups, the results of the two trials showed that the difference in scores was not significant.

There are 3 indicators that have decreased compared to limited group trials. The first indicator, namely the systematic presentation of easy-to-understand material, decreased from 92% to 87%. Based on the results of interviews with students, the results obtained were that in the national income material there were formulas, but there were no examples of questions and how to solve them in these formulas. The next indicator, namely the presentation of images and videos supporting learning material, decreased from 92% to 89.4%. Based on the results of interviews with students, the results obtained were that in the class there were many WiFi users so that when playing learning videos the internet network was a little slow, so that playing learning videos was a little hampered. The next indicator, namely that learning media has a display that is easy to understand, has decreased from 92% to 89.4%. Based on the results of interviews with students, the results obtained were that students tend to be used to studying with books or texts, if using a smartphone the student's focus will be diverted by application notifications because there is an internet network. Even though there are 3 indicators that have decreased, these indicators are still classified as very attractive because they have scores between 81%-100%.

The results of this development research show that the learning media is website-based using glideapps is an interesting learning medium. Website-based learning media using glideapps can be used as a means of a new and interesting learning process to raise students' enthusiasm for the learning process. In line with research by Hadijah et al (2020) students are more enthusiastic when teachers present learning media because it supports a more effective learning atmosphere for students. According to Shalamuddin (2019) interesting learning media can increase interest and stimulation for students in carrying out learning activities, as well as influence changes in students' abilities.

The results of this development research show that website -based learning media using glideapps is a suitable and interesting final product for use in economic learning, especially in material about national income and economic inequality for class XI at Kalisat High School, Jember Regency.

CONCLUSION

The results of the research and discussion can be concluded as follows some of the advantages of this learning media include Website- based learning media using glideapps is prepared according to the needs of class, Website- based learning media using glideapps is designed with an attractive design, using appropriate images and colors and an appropriate layout, Website- based learning media using glideapps can be accessed easily via smartphones and laptops. The distribution or dissemination process can also be done by sharing a link via the WhatsApp application or

via a QR code. Website- based learning media using glideapps contains audio-visual elements contained in learning videos. Apart from that, there are practice questions in accordance with the sub-material which aims to practice in working on the questions.

Website- based economic learning media using glideapps that have been developed, namely this learning media only covers material on national income and economic inequality for class XI at Kalisat High School, Jember Regency, so its coverage is limited to these economic subjects, this learning media requires devices such as smartphones or laptops for use, so dependence on this technology can be an obstacle, using this learning media requires a stable internet connection to access it, which can be a challenge, especially in areas with limited or unstable internet access. The contribution in this research is that the results of this research are expected to provide website-based learning media using appropriate and attractive websites so that learning objectives can be achieved and can provide effective economic learning.

SUGGESTION

The product output produced in this development research is website-based economic learning media using glideapps in the form of a website, so that students can open the website via the link that has been provided and can study the available material without being limited by space and time. The suggestions given for utilizing website-based economic learning media using glideapps are as follows (a) Users of website-based economic learning media using glideapps should work on practice questions and discuss with friends and teachers about the difficulties they are experiencing so that they can find answers and improve their understanding of the material. (b) Users of website-based economic learning media using GlideApps should be able to use it as an independent learning media that is used not only in schools but can be used without being limited by space and time. (c) Schools that want to implement the product being developed must have supporting facilities such as a stable internet connection so that students can access website-based economic learning media using glideapps.

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