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ANALYSIS OF THE NEEDS FOR THE DEVELOPMENT OF SOCIAL STUDIES LEARNING RESOURCES BASED ON *GOOGLE SITE* LOCAL WISDOM OF SEWANGI ISLAND

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ABSTRACT

The availability of contextual learning resources is essential for improving the quality of social studies education in elementary schools. However, many existing learning materials remain general in nature and provide limited integration of local cultural heritage and indigenous wisdom, reducing their relevance to students' social and cultural contexts. This study aims to analyze the need for social studies learning resources based on cultural heritage and local wisdom at SDN Berangas Barat 2 as a foundation for developing more contextual and meaningful instructional materials. A qualitative descriptive approach was employed to explore the perspectives and experiences of stakeholders regarding the availability and suitability of existing learning resources. Data were collected through classroom observations, semi-structured interviews with the school principal, two classroom teachers, and student representatives, as well as document analysis of the curriculum, teaching materials, and lesson plans. Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing to identify key themes and patterns. The findings reveal that the current learning resources are predominantly textbook-oriented and have not adequately incorporated local cultural heritage and community wisdom into the learning process. Teachers expressed the need for contextual teaching materials that align with curriculum objectives while reflecting students' cultural environments. Students also demonstrated greater interest and engagement when learning activities were connected to familiar local contexts. These findings highlight the importance of developing culturally responsive social studies learning resources that integrate local heritage and wisdom. Such resources are expected to enhance students' conceptual understanding, strengthen cultural identity, promote character education, and support meaningful learning experiences in elementary social studies education.

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INTRODUCTION

Social Sciences (IPS) as a subject has a crucial role in every curriculum change present in Indonesia. In fact, this crucial role has existed since the 1975 curriculum era with the aim of developing students' intellectual intelligence, skills, and social attitudes (Fauziah et al., 2022; Parni, 2020). In the Independent Curriculum, social studies which is integrated into the subject of Natural and Social Sciences (IPAS) is directed to hone sensitivity to social phenomena and accustom students to actively interact with their environment (Hadiansah, 2022; Permendikbud Ristek No. 7 Tahun 2022). Sesuai (Kurikulum Merdeka. , 2024), This learning aims to enable students to understand life changes and make a real contribution to society.

The effectiveness of achieving these goals is highly dependent on the shift in the paradigm of teachers from teacher-centered to student-centered. Teachers are now required to play the role of facilitators who are able to utilize the environment and information technology to encourage the active participation of participants (Kementerian Pendidikan, 2022a; Syaharuddin et al., 2019). In its implementation, teachers' managerial abilities are reflected in the design of learning resources, both by *design* and by *utilization*, in order to create more effective and relevant social studies learning (Aliah et al., 2024); Syaharuddin & Mutiani, 2020).

Although the Independent Curriculum demands a paradigm shift towards *student-centered* learning through the use of technology and the environment as learning resources, the results of the preliminary study actually show a tendency for significant gaps and vice versa. Reality shows that social studies learning in elementary schools tends to be carried out conventionally. The results of the initial study at SDN Berangas Barat 2, show that 70 percent of social studies learning still places teachers and package books as the main source of learning. The focus on the use of learning resources is implemented through lecture activities, and students listen with the goal of only demanding students to memorize. In fact, for elementary school-age children known as the alpha generation, such a learning pattern is not in accordance with their habits in using technology such as the internet, where technology has long been a part of their daily lives (Arfika et al., 2023; Gunawan et al., 2024).

On the other hand, there is a discrepancy between the learning characteristics of Generation Alpha students who are fluent in digital technology and the availability of learning resources that are still analog and static. The phenomenon of students who prefer to seek answers through gadgets independently shows that existing learning resources are not able to accommodate their needs. Social media addiction has significant impacts, including mental health issues such as anxiety and depression, decreased academic achievement due to lack of

focus and study time, and disruptions in social life, disrupted relationships due to reduced face-to-face interactions. (Lovianie, 2024). Therefore, there is an urgent need to bridge the gap between dependence on conventional learning resources and the digital potential of students through the development of Google Sites-based learning resources that integrate the local wisdom of Sewangi Island as an innovative solution that is contextually and technically relevant.

The development of learning resources based on *GSite* local wisdom on Sewangi Island is also based on several previous researches such as: (a) Supriatna., Sepriyanti., & Hartono, (2024) which states that the use of Google Sites-based learning media is able to make learning better, easier for students to understand and effective in improving student learning outcomes; (b) Soraya, Ice Rezeki Amalia, & Yuna Salimatun Nafsia (2024) which states that the development of social studies learning resources through the use of the environment is able to improve students' process skills in elementary school, because students' knowledge is not only fixated on the package books taught by teachers, but students can feel directly about the material taught; (c) Filly Fitriani (2024) which states that the development of *Google sites* learning media based on science literacy produced in this study is considered suitable for use in science learning in Class V of SDN Pondok Kopi 04 Jakarta; (d) Ziyad Aufa (2023) stated that the development of teaching materials based on local wisdom of *traditional slaughter* at SDN 203/VI Rantau Panjang XII is suitable for use in the learning process, but for the next step, teachers can develop electronic modules based on local wisdom in the region in other learning content; (e) Firdah Nailil Karimah (2023) which found that the development of Website-based learning media in civics education lessons was effective in improving the learning outcomes of students in grade 3 of MI Al-Islah Sidowayah;

In order for the development of learning resources to have a match between development goals and needs, teachers need to analyze the needs first. Moreover, the choice of developing internet-based learning resources as the basis for developers also requires the ability of teachers to use *tools* that are also based on the internet effectively and efficiently. As conveyed by Rusdi (2018) which states that the needs analysis stage is the basic form or beginning of the development of a learning product. Where the needs of students are analyzed through the characteristics of students, while learning needs are analyzed from the aspect of learning objectives in the curriculum. Then according to Winarni (2021) analisis kebutuhan It is also necessary to look at the extent of aspects such as facilities, teachers and students in ensuring the successful implementation of the developed product. So that the needs analysis stage can be a guarantee that the resulting learning resource products can be used optimally,

effectively, and efficiently in overcoming problems that occur in social studies learning at SDN Berangas Barat 2.

RESEARCH METHODS

This study uses a qualitative descriptive approach at the *research and information gathering stage* in the Research and Development (R&D) model to analyze the need for the development of social studies learning resources based on Google Sites that integrate the local wisdom of Sewangi Island. The research was carried out in January-February 2025 at SDN Berangas Barat 2, Barito Kuala Regency, involving one school principal, two grade VI teachers, and 45 grade VI students.

Data were collected through documentation studies, observations, semi-structured interviews, and questionnaires. Documentation studies were carried out on the Operational Curriculum of the Education Unit (KOSP), teaching modules, and Learning Goal Achievement Criteria (KKTP). Observation is used to identify the implementation of learning and the use of learning resources, while interviews are conducted to explore the needs and obstacles faced by teachers and students. The questionnaire was distributed through Google Forms to reinforce the findings.

Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014) which included data condensation, data presentation, and conclusion drawing and verification. Meanwhile, the questionnaire data was analyzed descriptively using percentages (Sugiyono, 2018):

$$P = \frac{F}{N} \times 100\%$$

The results of the analysis were used to identify social studies learning problems, evaluate the learning resources used, and formulate the need for the development of Google Sites-based learning resources that are in accordance with the characteristics of students and the local context.

RESULTS AND DISCUSSION

The analysis of the curriculum document will be carried out on January 14, 2025. This activity uses curriculum documents such as the Operational Curriculum of the Education Unit (KOSP), teaching modules, and the Criteria for Completeness of Learning Objectives (KKTP) as data sources. From this curriculum document, data is obtained that the content of social studies material that has been a scourge for teachers and students is related to local wisdom.

Where from the class VI teaching module document, for the subject of cultural heritage and local wisdom in Indonesia, it has been designed that teachers will use internet-based learning resources through the use of youtube videos about various local wisdom from various regions in Indonesia. Then from the analysis of the Criterion of Completeness of Learning Objectives (KKTP) document, the researcher also found that learning with the subject of cultural heritage and local wisdom in Indonesia, this not only focuses on activities of low cognitive level but also high cognitive level. This can be seen from the activities of students who are not only expected to know and understand the diversity of cultures in Indonesia. However, they are also asked to analyze and evaluate various activities that affect the development of local culture and wisdom in their regions, as well as produce real actions in the form of activities to promote local culture or wisdom in their regions through various print and digital media practically.

Aktivitas wawancara juga dilakukan dengan beberapa orang nara sumber seperti kepala sekolah, guru, dan peserta didik. Dari aktivitas wawancara terhadap kepala sekolah pada tanggal 13 Januari 2025 didapati bahwa (1) kemampuan guru dalam memahami bagaimana metode dan teknik mengemas fenomena yang terjadi lingkungan sebagai sebuah aktivitas belajar yang menarik bagi peserta didik masih dinilai kurang; (2) kemampuan guru dalam mengembangkan sumber belajar yang sesuai dengan karakteristik pembelajaran IPS masih dinilai terbatas; (3) kemampuan guru dalam memanfaatkan teknologi digital sebagai alat desain sumber belajar yang sesuai dengan kebiasaan peserta didik masih dinilai awam; (4) kepala sekolah mengharapkan untuk guru ketika mengajar dapat menggunakan media dan sumber belajar yang sesuai dan beragam; (5) SDN Berangas Barat 2 termasuk dalam jajaran sekolah yang telah 100 persen mengaktifkan akun belajar.id, sejak tahun 2022. Sementara itu di tanggal yang sama yakni tanggal 13 Januari 2025, aktivitas wawancara terhadap guru juga dilakukan, dimana didapati beberapa data yakni: (1) guru belum familiar dalam memanfaatkan teknologi sebagai basis pengembangan sumber belajar yang tepat bagi peserta didik; (2) guru menyadari sepenuhnya bahwa pembelajaran akan efektif dan efisien jika didukung dengan media dan sumber belajar yang beragam; (3) guru cenderung lebih mengutamakan penggunaan buku teks sebagai sumber belajar utama peserta didik, dan terkadang sewaktu-waktu menggunakan lingkungan sekitar sebagai sumber belajar tambahan; (4) guru merasa pilihan sumber belajar yang berupa buku teks lebih mudah dan *compact* untuk digunakan dalam mengajar.

Then in the interview activity with students on January 20, 2025, data was also found that: (1) students admitted that so far the learning activities they had carried out were only centered on listening to the teacher and doing worksheets; (3) students think that the activity of visiting, paying attention, and recording what they see directly during the tourism work is

an unpleasant activity; (4) Although sometimes they have to be *searched* one by one, students admit that they are more used to looking for information from the internet than package books/workbooks. Not much different, the results of the questionnaire showed that 86 percent of students hoped that there would be other learning resources besides LKS books and teachers, 92 percent of students realized that their learning results so far were unsatisfactory, and 82 percent of students admitted that the information in the LKS was insufficient for their information needs.

Data from the results of direct observation of learning activities on January 20, 2025 in the classroom found the fact that: (1) teachers carried out perceptual activities by providing triggering/essential questions related to the subject of cultural heritage and local wisdom in Indonesia. Then ask students to study the material in the student's package book/LKS; (2) the teacher lectured for almost 45 minutes out of the total 90 minutes of learning time allocation; (3) the teacher asks students to observe various local wisdom of the community in the textbook.

The results of the study show that there is a significant digital and pedagogical gap in SDN Berangas Barat 2. In theory, some literature provides a solution step, namely by utilizing technology. Given the role of technology, in addition to being a catalyst in efforts to improve the quality of education, it can also be a medium to obtain information related to subject matter for elementary school students, including as an intermediary for teachers and students in building communication (Syarifuddin et al., 2024). This is inversely proportional to the characteristics of Class VI students who are Generation Alpha where they are more used to looking for information through the internet than referring to package books or worksheets (Arfika et al., 2023; Gunawan et al., 2024). However, the free use of the internet during the evaluation actually raises new risks in the form of distractions of negative content such as online gambling and *game* ads, due to the absence of well-curated digital learning resources.

This gap is also seen in the content aspect of local wisdom. This is evidenced by the results of interviews with teachers, where the results of the interviews stated that materials about cultural heritage are often a "scourge" because the available learning resources such as textbooks and the surrounding environment have not been managed systematically. Teachers feel unfamiliar with various digital platforms, while students feel bored with the activities of taking notes during tourist works on Sewangi Island. As a result, the data from the curriculum analysis states that the curriculum target expects every student to achieve a high level of cognitive (*Higher Order Thinking Skills*), such as analyzing and producing real actions to

promote regional culture, is difficult to achieve because the existing learning resources are not able to trigger interest or provide adequate information.

Although administratively the school has fully activated *belajar.id* account , its use in social studies learning is still very limited. It's just that the ability of teachers to utilize technology as an effective, efficient, interactive, interesting, and innovative learning package for students is not an easy matter (Muttaqin & Suarni, 2021). For this reason, the use of *Google Sites* as a google-based website development tool is believed to be able to provide various features that make it easier for teachers to connect various *google products* such as *google forms*, *google sheets*, *google drive*, *google calendar*, or *youtube* for free and safe from viruses. so that teachers can more easily manage and develop websites according to the interests of learning (Salsabila & Aslam, 2022; Saputra et al., 2023).

Dalam sebuah upaya pengembangan, terutama pengembangan sumber belajar yang bertujuan untuk menghasilkan produk yang memenuhi syarat *compact*, gratis, aman, sesuai tujuan pembelajaran, dan memiliki konten yang terkurasi dengan baik (Utami, 2023). The choice of using *Google Sites* as a tool can allow teachers to complement the developed learning resources with well-validated information. Including the use of various videos embedded in learning resources. This is in line with the results of the research Norlela & Julianta, (2023) which states that the use of visual media in the social studies learning process has been proven to be able to increase students' understanding, interest in learning, and curiosity. In addition, the choice to use *Google Sites* as a learning resource development tool, is also based on several previous researches, such as: (a) Supriatna et al., (2024) which states that the use of Google Sites-based learning media by teachers has proven to be feasible to assist teachers in making learning better, easy to understand, and effective to improve student learning outcomes; (b) Murtadlo & Farisi, (2023) who stated that the development of *GSite-based media* the beauty of cultural diversity in my country through the ADDIE stage shows a good value of effectiveness on the learning outcomes of peserta didik; (c) Syarifuddin & Triana, (2023) which states that from several literature studies, it was found that the development of *Google Sites* as an online learning medium can improve students' abilities in terms of understanding of materials and practical skills as well as students' learning motivation; (d) Slamet & Sriyanto, (2022) which states that *Google Sites*, which are developed and used by teachers in an innovative way, are considered feasible to assist them in providing a medium for delivering teaching materials through creative learning models. Moreover, *Google Sites'* ability to accommodate media in the form of images has proven to be effective in fostering students' interest and thinking in social science subjects (Robinti et al., 2025).

CONCLUSION

Based on the results of the needs analysis, it can be concluded that the main problem at SDN Berangas Barat 2 is not the absence of technology, but in the absence of curated digital platforms that cause teachers to return to conventional methods and students are trapped in unproductive use of the internet. As a result, curriculum targets that expect students to achieve high cognitive levels (*Higher Order Thinking Skills*), such as analyzing and producing real actions to promote regional culture, are difficult to achieve because existing learning resources are not able to trigger interest or provide adequate information. Therefore, the needs analysis results emphasize the need to develop Google Sites-based learning resources that integrate the local wisdom of Sewangi Island that is well validated. The specific menu served is such as Village Profile, Kampung Seribu Jukung, and Panginangan Lime Craftsman.

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