VALIDITY AND PRACTICALITY TEST OF CREATIVE ADVERTISING INSPIRATION BOARD LEARNING MEDIA BASED ON GOOGLE SITES IN LEARNING ADVERTISING TEXTS IN GRADE VIII

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Abstract

This study aims to examine the validity and practicality of the Creative Advertising Inspiration Board learning media based on Google Sites in teaching advertising texts for eighth-grade junior high school students. The research employed a Research and Development (R&D) method using a 4D model limited to the defining, designing, and developing stages. The research subjects consisted of media experts, material experts, and eighth-grade students. Data were collected through interviews and questionnaires, while data analysis was conducted using descriptive quantitative techniques. The results showed that the media validity assessment by media experts reached 84%, categorized as very valid, while material expert validation achieved 90%, also categorized as very valid. The practicality test in a small group obtained a percentage of 80.20% with a practical category, whereas the large-group practicality test reached 86.40%, categorized as very practical. Based on these findings, the Google Sites–based Creative Advertising Inspiration Board is considered valid and practical as a supporting learning medium for advertising text instruction in junior high schools.
Keywords: *validity, practicality, learning media, creative advertising inspiration board, Google Sites*

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kevalidan dan kepraktisan media Papan Inspirasi Iklan Kreatif berbasis Google Sites dalam pembelajaran teks iklan kelas VIII SMP. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development) dengan model 4D yang dibatasi pada tahap pendefinisian, perancangan, dan pengembangan. Subjek penelitian meliputi ahli media, ahli materi, serta peserta didik kelas VIII. Teknik pengumpulan data dilakukan melalui wawancara dan angket, sedangkan analisis data menggunakan teknik deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa media yang dikembangkan memperoleh tingkat kevalidan dari ahli media sebesar 84% dengan kategori sangat valid, serta validasi ahli materi sebesar 90% dengan kategori sangat valid. Uji kepraktisan pada kelompok kecil memperoleh persentase 80,20% dengan kategori praktis, sedangkan uji kepraktisan kelompok besar memperoleh persentase 86,40% dengan kategori sangat praktis. Berdasarkan hasil tersebut, media Papan Inspirasi Iklan Kreatif berbasis Google Sites dinyatakan valid dan praktis untuk digunakan sebagai media pendukung pembelajaran teks iklan di SMP.

Kata Kunci: kevalidan, kepraktisan, media pembelajaran, papan inspirasi iklan kreatif, Google Sites

I. INTRODUCTION

Learning Indonesian at the junior high school level requires a learning process that develops students' critical and creative thinking skills. One topic that plays a crucial role in achieving these competencies is advertising text, as it trains students to convey messages persuasively, systematically, and communicatively. However, in practice, advertising text instruction is often delivered through conventional methods with limited media utilization, resulting in students experiencing difficulty generating ideas and developing written concepts.

Observations in eighth-grade junior high school students indicate that the use of monotonous learning media results in low student interest and engagement in learning advertising text. This situation results in the learning process not fully encouraging student creativity and active participation. According to Cahyadi (2019), digital learning media not only presents material but also provides inspirational stimuli, making it easier for students to express their ideas in advertising text.

The Creative Advertising Inspiration Board learning media is a solution for use in learning. The Creative Advertising Inspiration Board is a web-based learning tool from Google Sites. According to Pagarra H & Syawaludin (2022), this media is designed to support interactive, engaging learning, tailored to students' needs, particularly in understanding and creatively producing advertising text. Through the integrated presentation of materials, advertising examples, and creative activities, this media creates a more meaningful learning experience.

Google Sites is an easy-to-use web-based platform for developing learning media. This platform allows for the structured creation of learning materials without requiring programming skills. Various materials, such as text, images, videos, and supporting services from Google, can be presented on a single page, making it easier for students to access the learning.

The Creative Advertising Inspiration Board was developed not only to improve students' writing skills and understanding the linguistic rules and structure of advertising

texts, but also as a supporting tool for digital-based learning. Through this media, students can learn independently and use it as enrichment or remedial material for those who have not yet achieved mastery of the advertising text material. The use of this media aligns with the principle of flexibility in the Independent Curriculum and is expected to contribute to improving the quality of the learning process and enhance learning.

This study draws on previous research findings, particularly Fauzan's (2025) study, which successfully developed a Maritime Wave-Based learning media based on Google Sites for eighth-grade students. The results of this study showed a significant increase in students' motivation and understanding of the learning material. However, improvements in writing skills through the use of learning media have not been specifically reported. Therefore, the development of the Creative Advertising Inspiration Board media has practical urgency, especially in addressing issues related to the validity and practicality of learning media that focus on writing skills.

One alternative media that can be used is the Google Sites-based Creative Advertising Inspiration Board. This media is designed to present material, examples, and inspirational elements visually and interactively so that it can help students understand the structure and linguistic rules of advertising texts. In addition, Google Sites allows for flexible learning, is easily accessible, and supports project-based learning activities. Based on these needs, this study focused on testing the validity and practicality of the Google Sites-based Creative Advertising Inspiration Board media as a supporting medium for learning advertising texts. This research is expected to contribute to the development of innovative digital learning media that are appropriate to the characteristics of junior high school students.

II. RESEARCH METHODS

This research used the Research and Development (R&D) method. According to Fayrus & Slamet (2022:1), R&D is a process used to produce a specific product and test its effectiveness. The product developed in this research is a Google Sites-based Creative Advertising Inspiration Board learning media. This research aims to foster students' interest in learning and help them gain a deeper understanding of speech text material through engaging and easily accessible interactive media.

The development model used in this research is the 4D model, which consists of four stages: define, design, develop, and disseminate. However, this research only reached the development stage, which involves testing the validity and practicality of the developed learning media. In the define stage, the researchers conducted a needs analysis, which included front-end analysis, student characteristics analysis, task analysis, concept analysis, and the formulation of learning objectives. The design stage was used to design the learning media to be developed. Activities in this phase included developing evaluation instruments, selecting media types and display formats, and creating an initial design for the Google Sites-based Creative Advertising Inspiration Board web interface. In the development phase, the researchers began building the Kodular-based media according to the design developed and agreed upon with the supervisor. This phase included validation by media and content experts, as well as practicality testing by students.

After the validation process, the media was revised based on the criticism and suggestions provided by the experts. Furthermore, practicality testing was conducted with two groups of students, a small group and a large group, to determine the extent to which the media could be used practically in the learning process. The results from the small group also served as the basis for further revisions to the learning media.

This research was conducted at SMP Negeri 6 Tanjungpinang. The trial subjects consisted of two small groups of five randomly selected students from grades VIII 1 to VIII 5, and a large group of over 40 students from grade VIII 1.

Data collection techniques used in this study included interviews, a material validation questionnaire, a media validation questionnaire, and a media practicality questionnaire. The data collected consisted of both qualitative and quantitative data. Qualitative data were obtained through...

Data analysis techniques in this study used descriptive qualitative and descriptive quantitative analysis, aimed at determining the level of validity and practicality of the Creative Advertising Inspiration Board learning media. Quantitative analysis was conducted using a Likert scale for the validation questionnaire and the practicality questionnaire. The following data were collected: media and material validation questionnaire, interviews, suggestions and comments from media experts, material experts, and students. Quantitative data were obtained through media validation and practicality questionnaires.

Table 1 Media and Material Validation

Kriteria	Skor
Sangat Baik	1
Baik	2
Cukup	3
Kurang	4
Sangat Kurang	5

Source (Sugiyono, 2020)

The following is a questionnaire on the practicality of the learning media developed.

Table 2 Media and Material Validation

Kriteria	Skor
Sangat Setuju	1
Setuju	2
Cukup Setuju	3
Kurang Setuju	4
Sangat Kurang Setuju	5

Source: Sugiyono (2020)

To calculate the final score from the validation and practicality results, the percentage calculation formula is used: $P = f/N \times 100\%$. The calculated percentage value is then interpreted using the following category table.

Table 3 Assessment Criteria

Rentang Skor	Kriteria
81%-100%	Sangat Valid dan Sangat Praktis
61%-80%	Valid dan Praktis
41%-60%	Cukup Valid
21%-40%	Tidak Valid
0-20%	Sangat Tidak Valid

Source Sugiyono (2020)

III. RESEARCH RESULTS

Results

This research resulted in a Google Sites-based learning medium called the Creative Advertising Inspiration Board, designed to support the learning process of advertising texts for eighth-grade students at SMP Negeri 6 Tanjungpinang. This learning medium was developed as a web platform aimed at supporting educators in delivering material in a more engaging and innovative manner. The main learning objective is for students to be able to create an advertisement based on inspiration and imagination gathered on Google Sites.

Students will be able to understand advertising texts, their structure, and their linguistic rules, in accordance with the learning outcomes of Phase D of the Independent Curriculum.

This medium was developed using the 4D development model, consisting of the stages of defining, designing, developing, and disseminating. However, this research only reached the initial three stages: defining, designing, and developing. The results of each stage are described as follows:

Defining Stage

In this stage, the research conducted a needs analysis to develop the learning medium. Researchers conducted interviews with eighth-grade Indonesian language teachers at SMP Negeri 6 Tanjungpinang. The interviews revealed that stimulating imagination and generating creative ideas is essential in the learning process. Students expect learning media that not only present material but also provide challenges through activities and quizzes, particularly in helping them develop ideas for writing skills, such as advertising texts. The presence of these learning media contributes to a more educational, varied, and non-monotonous learning process.

Design Stage

After analyzing learning needs, researchers began designing learning media products. This stage began with the development of teaching materials tailored to the learning outcomes and objectives of Phase D speech texts. Next, researchers designed the interface and structure of the SIPEDO application, including: the main menu, standardized test development, media selection, format selection, and the initial media design. This design was designed to be easily accessible, engaging, and able to foster students' enthusiasm for learning.

Development Stage

This stage is the implementation process of the previously prepared design. The learning media was developed using the Google Sites website. After the product was completed, expert validation was conducted by two experts: a media expert and a content expert.

The media validation by the content experts took place on November 18, 2025. The following diagram shows the results of the media validation by the content experts, according to the assessment aspects.
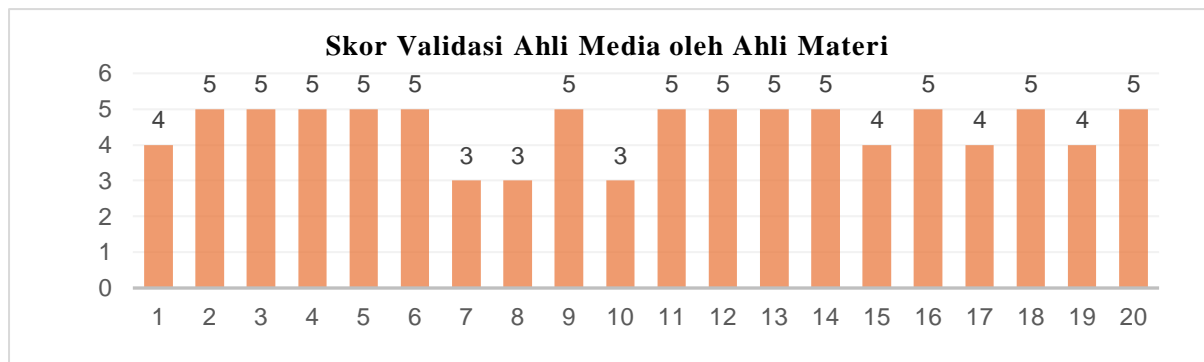
Figure 1: Validation Assessment Results

Next, media validation by media experts was conducted on November 20, 2025. The following diagram shows the media validation results by material experts, according to their assessment aspects.

Figure 2. Validation Assessment Results

After the researchers validated the media with material and media experts, they continued the practicality test by piloting the learning media on eighth-grade students at SMP Negeri 6 Tanjungpinang. The pilot test was conducted on a small group of 5 students and a large group of 40 students. The following are the average results of the media practicality questionnaire for the small group.
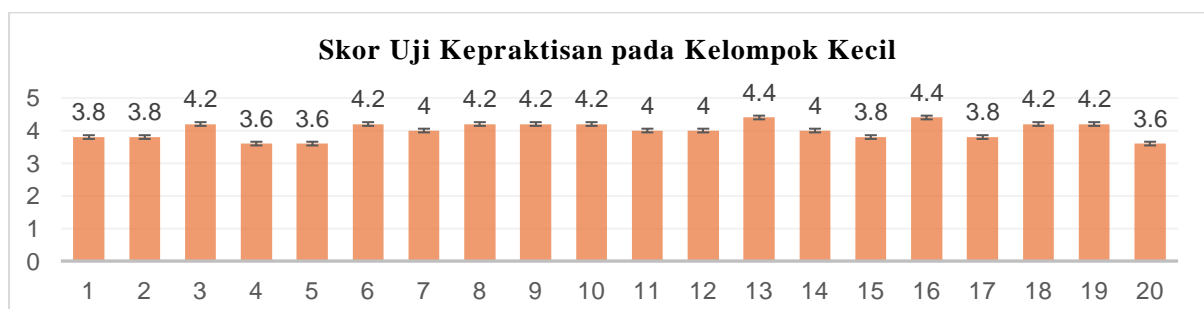

Figure 3. Results of the small group practicality test scores.

The researchers continued the large group trial with 40 students from class VIII.1 of SMP Negeri 6 Tanjungpinang. The following diagram shows the average results of the media practicality questionnaire for the large group.
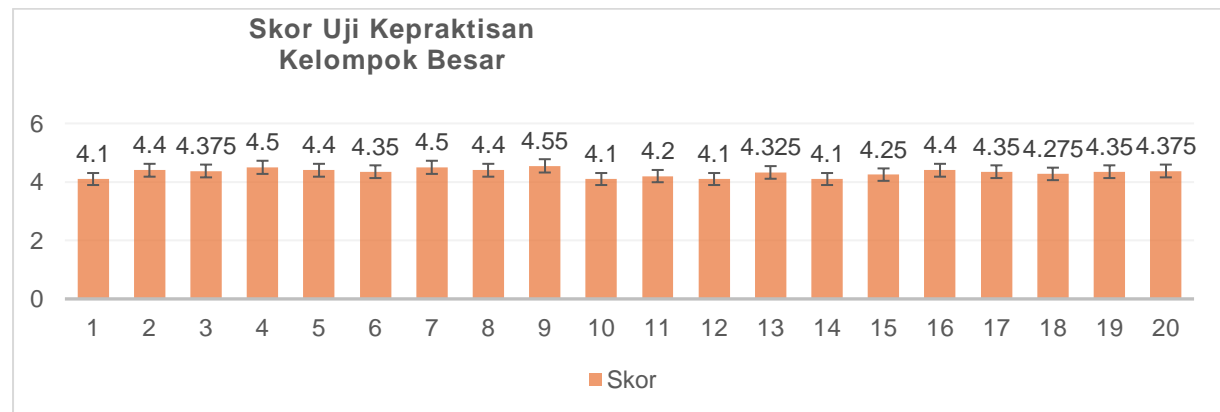
Skor Uji Kepraktisan Kelompok Besar

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
4.1	4.4	4.375	4.5	4.4	4.35	4.5	4.4	4.55	4.1	4.2	4.1	4.325	4.1	4.25	4.4	4.35	4.275	4.35	4.375

■ Skor

Figure 4. Results of the large-group practicality test scores

Discussion

The learning media produced in this study was the Creative Advertising Inspiration Board, an Android-based application developed using the Google Sites web platform. The media development was based on the 4D development model by Thiagarajan, Semmel, and Semmel, which consists of four stages: define, design, develop, and disseminate. However, this study only reached the development stage. During the definition stage, the researcher analyzed the curriculum, student needs, and learning challenges related to advertising text at SMP Negeri 6 Tanjungpinang.

The design stage involved designing the application interface, material structure, and engaging and interactive learning features. The development stage included creating a Google Sites template as a learning media platform, media validation by experts, and practicality testing by students. The Creative Advertising Inspiration Board media includes Learning Outcomes, Learning Objectives, challenge boards, 1, 2, and 3, and game-based quizzes that encourage student engagement in achieving writing skills. Arifin's theory (2011:3) emphasizes the importance of utilizing digital devices. These devices include computers, tablets, smartphones, and PDAs. This is further reinforced by Arya (2017:10) who argues that multimedia used for presentations differs from multimedia used for learning.

The feasibility of the Creative Advertising Inspiration Board media was tested through validation by material experts and media experts. The validation results by material experts

showed that the media obtained a score of 80%, which is classified as very valid. The assessment was based on three aspects: content feasibility, presentation quality, and language quality. Content feasibility is assessed based on the material's alignment with the curriculum and learning objectives, as Cahyadi (2019:3) argues that learning media must be able to stimulate students' thoughts and interests. Presentation quality is assessed based on content feasibility, language feasibility, and content feasibility. According to Kristanto (2016:10), learning media has various important functions in supporting the educational process.

Meanwhile, validation by media experts yielded a score of 90%, categorizing it as highly valid. The aspects assessed included content suitability, content appropriateness, and language appropriateness. Sudirman (2023:19) stated that good learning media is tailored to student characteristics and learning needs, thereby helping students understand the material more easily and meaningfully.

After the media was validated, practicality testing was conducted on students in two stages: small group and large group trials. The small group trial involved six randomly selected students from grades VIII 5 to VIII 5, while the large group trial involved forty students from grade VIII 1. The results showed that in the small group, the media achieved a practicality percentage of 80.20%, while in the large group, it achieved 86.40%, both categorizing it as highly practical.

The practicality aspect was assessed using three indicators: helpfulness, ease of use, and student interest in the media. The helpfulness test indicates that this media facilitates students' understanding of the content and structure of advertising texts. According to Shanty, Kurmalasari, Elfitra, & Irawan (2024), learning media are various tools used in the educational process to assist teachers in conveying material to students. According to Hasan (2021:28), learning media are any form of advice that serves as an intermediary between educators and students.

The advantages of this media are also evident in the expert validation and practicality tests, which categorized it as very valid and very practical. The high validation scores from both material and media experts indicate that the media meets the appropriateness of content, presentation, language, and suitability for student characteristics. Meanwhile, the practicality test results in both small and large groups indicate that the media is easy to use, facilitates student understanding, and engages students' learning interests. This confirms that the

Creative Advertising Inspiration Board is not only theoretically feasible but also effective and applicable in classroom learning practices.

Overall, the advantages of the Creative Advertising Inspiration Board media lie in its ease of access, interactive design, suitability to students' needs, and its effectiveness in improving advertising text writing skills, so that this media has the potential to be an innovative alternative in Indonesian language learning for class VIII students of SMP Negeri 6 Tanjungpinang.

IV. CONCLUSION

Based on the results of research and development, it can be concluded that the Creative Advertising Inspiration Board learning media is stated to be very valid and very practical for use in learning advertising texts for students of class VIII Phase D. This media was developed through three stages of the 4D model, namely define, design, and develop. The validation results of material experts obtained a score of 80% and media experts 90%, both of which are included in the very valid category. The practicality test showed a score of 80.20% in small groups and 86.40% in large groups, which is classified as very practical. Thus, the Creative Advertising Inspiration Board media is suitable for use as an alternative digital learning that is interactive, flexible, and in accordance with the characteristics of students in the digital era.

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