

GOOGLE SITES-BASED NUSANTARA STORYBOOKS INCREASE THE MOTIVATION TO STUDY IPAS FOR GRADE 3 ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Learning is still dominated by one-way lecture methods and the use of static textbooks. This causes students to tend to be passive, bored easily, and lack the intrinsic drive to explore the material. The purpose of this study is to conduct classroom action research through the application of Google Sites-based Nusantara storybooks to increase student learning motivation. The implementation of the research is at SD N 3 Kekeran Bali with a research sample of 28 third-grade students. The classroom action research method with a pre-cycle, first cycle, and second cycle. The research instrument is a student learning motivation questionnaire. The results of the study showed an increase in the average student learning motivation from the first cycle with an average of 68 and classical completeness of 61% and the second cycle average to 85 and classical completeness to 93%. Therefore, it is concluded that the application of Google Sites-based Nusantara storybooks increases students' motivation to learn science, especially in the third grade of elementary school. Further research can develop media, insert models, or conduct experimental research with a wider sample.

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INTRODUCTION

Science learning in grade 3 of elementary school should ideally be able to present natural and social concepts through concrete and fun experiences to build the foundation of science literacy from an early age (Erawatini et al., 2025; Sukawana et al., 2025). Through IPAS learning, it is hoped that students can develop a deep understanding of IPAS concepts and then implement them in their respective lives (Santuti et al., 2025; Widiani et al., 2025). However, the reality in the classroom shows that there is a real gap between the demands of the curriculum and the conditions of student motivation; Learning is still dominated by one-way lecture methods and the use of static textbooks. This

causes students to tend to be passive, bored easily, and lack the intrinsic drive to explore the material (Markula & Aksela, 2022; Sanchez-Muñoz et al., 2022).

This gap if left unchecked will have an impact on low student participation and suboptimal learning outcomes, considering that students in lower grades need more visual and narrative stimulus to understand IPAS concepts (Tristaningrat et al., 2022; Widiani et al., 2025). Furthermore, the dominance of the lecture method is the lack of motivation of students and difficulties in understanding basic concepts (Antini et al., 2025). Previous research discussed picture story books regarding learning materials and did not display cultural elements. The integration of Google Sites and Nusantara story books is important in science learning for third-grade elementary school students because the use of Google Sites in Nusantara story books can improve the quality of the material display, make it more interesting and minimize the risk of losing or piling up materials. In addition, teachers will find it easier to convey and share information and learning materials because all these elements are integrated in one website (Sari et al., 2025)

This condition indicates that the limitations of learning media contribute to the low conceptual understanding of students. A number of previous studies have shown that visual media and picture storybooks have the potential to improve the quality of learning in primary schools (Andika et al., 2026; Murdika et al., 2023; Wiguna et al., 2023). Overcoming the above problems requires an improvement in accordance with the current era of digital technological advancement, the integration of technology in the realm of education offers a variety of innovative solutions that have significant potential in improving the quality and effectiveness of the learning process (Semadiyani et al., 2024; Sukawana et al., 2025). The solution needed is to implement learning media, namely interesting storybooks, which will be more likely to persuade children to read them and develop an interest in literacy. This could be related to the compelling illustrations, the compelling story, or the emotional engagement generated by the book (Suryani et al., 2021). The material criteria are related to the content of the storybook, namely the material or information conveyed through the book. The material must be relevant, educational, and appropriate for the age and understanding of the target reader. (Adnyani et al., 2025; Mahartini, 2025).

The novelty in this study lies in the use of the Nusantara Storybook which is integrated into the Google Sites platform as an action to improve learning. If folklore is usually only used in Indonesian language lessons, this study transforms the narrative of the Nusantara into an interactive medium for introducing the concept of IPAS. Google Sites was chosen as a digital container because of its lightweight, accessible, and ability to combine narrative text with multimedia elements such as audio and video without overloading students' devices. This innovation offers a new way for students to learn IPAS through cultural story adventures, so that the learning process no longer feels like a theoretical burden but a meaningful cultural exploration. Google Sites allows teachers to design learning pages that contain text, videos, quizzes, and collaborative assignments that students can access at any time and can increase learning motivation (Utami et al., 2026).

Based on these problems, classroom action research is important to restore students' learning motivation through a measurable cycle of action. By implementing the Nusantara Storybook media based on Google Sites, teachers can create a more dynamic classroom atmosphere and relevant to the learning style of the digital generation. This action is expected to be able to change students' learning behavior from passive to active, as well as arouse a high curiosity about social and natural phenomena around them (P. N. P. Dewi & Wati, 2025). Through this approach, improving the quality of science learning in grade 3 elementary school can be achieved in a sustainable manner while preserving the value of local wisdom through today's technology platforms.

METHOD

This study uses the design of Classroom Action Research, which is carried out collaboratively between researchers and classroom teachers. The research procedure follows a cycle model consisting of four main stages, namely planning (*Planning*), implementation (*Acting*), observation (*Observing*), and reflection (*Reflection*) (N. L. K. Dewi et al., 2025). The learning motivation instrument has been tested by judges with valid results and very high reliability, namely greater than 0.8.



(Source: Adapted from (Monika et al., 2023))

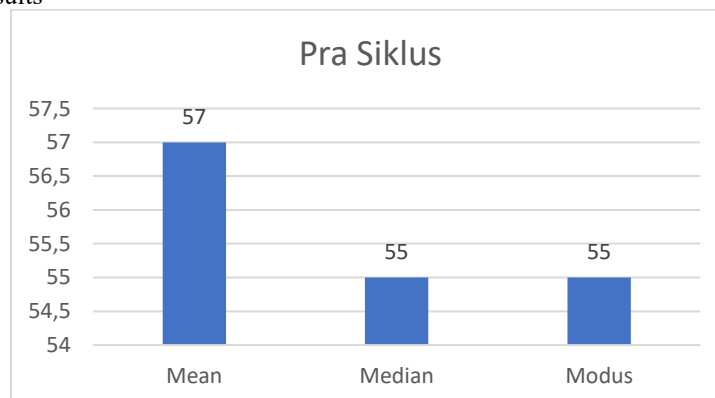
The planning stage begins by preparing a Learning Implementation Plan (RPP/Teaching Module) that integrates the use of the Nusantara Storybook based on Google Sites, as well as preparing data collection instruments such as teacher and student activity observation sheets and learning motivation questionnaires. The researcher also ensured that the digital device and Google Sites link access were ready to use before the action began.

At the implementation and observation stage, the researcher applied actions in the form of learning IPAS using the Nusantara Storybook media based on Google Sites in grade 3 of SDN 3 Kekeran. During the learning process, systematic observations were made on students' learning behavior, enthusiasm levels, and interactions with the digital media (Mazidah et al., 2020). The data obtained from this observation is then complemented by filling out a learning motivation questionnaire by students at the end of each cycle. The focus of the observation was to see how the narrative of the Nusantara story was able to spark students' curiosity and how the ease of access to Google Sites affected their involvement in understanding the IPAS material.

The last stage is reflection, in which the researcher analyzes all the data collected to determine whether the given action has achieved the set success indicators. The results of the reflection in Cycle I will be used as a basis to correct any technical weaknesses or obstacles that arise, which will then be implemented in Cycle II. Data analysis was carried out in a comparative descriptive manner by comparing the level of student learning motivation between pre-cycle, Cycle I, and Cycle II conditions. This research is considered successful if there is a significant increase in the percentage of student learning motivation and has met the threshold of the specified class success criteria (Hidayat & Rineva, 2022).

RESULT AND DISCUSSION

Pre-Cycle Research Results



(Source: Results of Initial Observations on Learning Motivation of Grade 3 Students of SDN 3 Kekeran Bali)

Figure 1. Results of Pre-cycle Research on Student Learning Motivation

Figure 1. It shows that the average student learning motivation obtained a score of 57, this average is relatively low. Then the first cycle was held with observations showing that the implementation of the Nusantara Storybook based on Google Sites was gradually able to increase the motivation to learn IPAS for 3rd grade elementary school students. In the initial condition, low motivation was caused by monotonous media, but after the intervention was carried out, the students' enthusiasm increased dramatically. This is in line with the motivational theory that states that the use of visual and interactive media can stimulate students' curiosity. Google Sites provides a new experience for students in accessing the material, where they not only read the text, but also interact with the available multimedia elements, making learning IPAS that was previously considered heavy to be lighter and more fun.



Figure 2. Nusantra Storybook

(Source: Picture of the Nusantra Book, SDN 3 Kekeran Bali)

The Effectiveness of Nusantra Stories in Concretizing IPAS Materials The use of Nusantra Stories narratives has proven to be effective as a bridge to understand abstract IPAS concepts. By integrating natural phenomena or social connections into the folklore flow, students find it easier to internalize the material because they feel close to their cultural identity. The novelty or novelty of this action is to change the function of Google Sites which is usually static into a *digital storytelling* medium. Grade 3 students who are in the concrete operational stage become more helpful in visualizing the material through story illustrations, so that their active involvement in the learning process increases consistently from Cycle I to Cycle II.

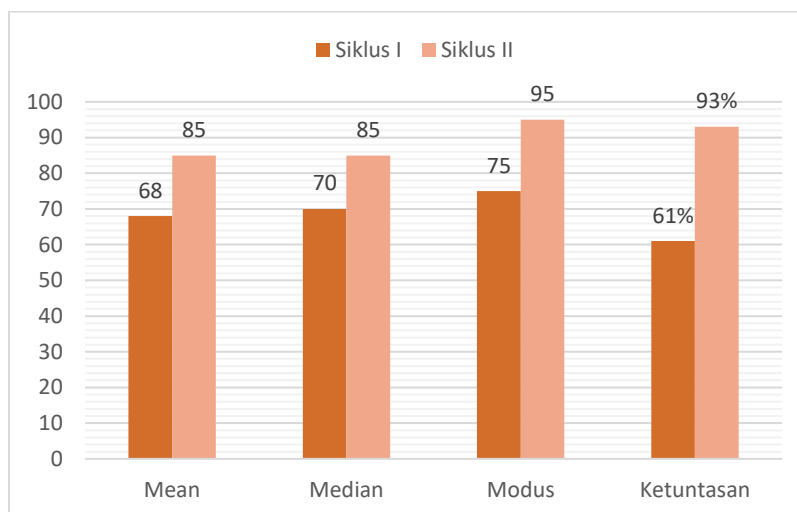


Figure 3. Research Results of Cycles I and II

(Source: Results of Siklus I and II on Learning Motivation of Grade 3 Students of SDN 3 Kekeran Bali)

Figure 3. It showed an increase in the average learning motivation of students from the first cycle, namely with an average of 68 and classical completeness of 61% and the average of the second cycle to 85 and classical completeness to 93%. Reflection on the Actions and Success of the Learning Model Through a planned classroom action research cycle, technical obstacles in Cycle I, such as internet access constraints or student navigation speed, can be overcome in Cycle II. Reflections have shown that the integration of appropriate technology such as Google Sites not only improves cognitive learning outcomes, but also builds student learning independence. This success proves that learning media innovations that combine elements of local wisdom and digital technology are a strategic solution to overcome motivation problems in elementary schools. Thus, the use of the Nusantara Storybook based on Google Sites deserves to be declared as an effective medium in reforming the quality of IPAS learning at the elementary level.

DISCUSSION

Based on the results of the research on the actions of the class action of the Nusantara storybook learning media based on google sites to increase learning motivation, the results of this study are in accordance with previous research which stated that Google Sites web-based learning media is effective in increasing the learning motivation of elementary school students (Ningrum et al., 2025). Theoretically, 3rd grade elementary school students are in the final transition period of the concrete operational stage according to Jean Piaget. At this stage, children need visual and narrative bridges to understand abstract concepts in science subjects. The use of the Nusantara Story Book serves as a cognitive scheme that connects students' initial knowledge (culture and folklore) with new scientific concepts. Narratives in folklore provide a rich context, so that IPAS material is no longer seen as a collection of dry facts, but rather as part of a meaningful reality of life (Wu & Amzah, 2023). This would theoretically lower cognitive load (*Cognitive Load*) and make it easier to internalize the material through a systematic storyline. Through the use of stories, children are faced with a story that can be directly related to life in the real world (Lind et al., 2025). So that the moral message and values contained in the story can be implemented by students in their daily lives (Atkinson, 2022). The learning process that is carried out by relating the subject matter to daily life is called contextual learning (Tristaningrat et al., 2022). This situation is able to support the learning process and is able to support the learning process. As well as assisting teachers and students in understanding IPAS material in a more pleasant and meaningful way (Santuti et al., 2025).

Integration of Multimedia Learning in Google Sites The use of Google Sites as a learning platform is in line with *Cognitive Theory of Multimedia Learning* of Richard E. Mayer. This theory states that humans learn better from words and pictures at the same time than from words alone. Google Sites allows the integration of text elements, digital illustrations, and narrative audio in one organized space. The presence of this multimedia element stimulates the dual sensory channels (auditory and visual), which directly impacts increased attention (*Caution*) and student interest (Putra et al., 2025). The ease of accessibility of this digital platform also provides a sense of autonomy to students in exploring, which according to *Self-Determination Theory* is one of the main pillars in building intrinsic motivation to learn. The integration of deep learning principles in picture storybooks can be realized through the explicit presentation of learning objectives at the beginning of the story as a form of mindful learning (Kucera et al., 2022). Meaningful principles can be implemented through stories that raise environmental and social issues that are close to students' lives, while uplifting principles can be realized through interesting illustrations and simple reflective activities at the end of the story (Andika et al., 2026).

Theory of Motivation and Effectiveness of Classroom Actions The increase in learning motivation in this action research can be explained through the ARCS (*Attention, Relevance, Confidence, Satisfaction*) motivation model. Attention is achieved through *novelty* in the use of digital media and the attractiveness of Nusantara stories. Relevance is created because the content of the story raised is closely related to the student's local cultural identity. Confidence grows when students feel they are able to operate user-friendly Google Sites media, and Satisfaction is gained when students successfully complete an interactive challenge or quiz on the site. Theoretically, if these four elements are met through appropriate media interventions, then students' motivation to learn will increase consistently, which will ultimately improve the quality of the learning process and outcomes in the classroom.

CONCLUSION

There was an increase in the average student learning motivation from the first cycle, namely with an average of 68 and classical completeness of 61% and the average of the second cycle to 85 and classical completeness to 93%. Therefore, it was concluded that the application of Nusantara storybooks based on google sites increased the motivation to learn IPAS for students, especially classes at the third grade level of elementary school. Subsequent research can develop media, insert models, or conduct experimental research with a wider sample. The limitations of the research are that the research subjects, the type of research has not yet been developed, and the research results only have an impact on 3rd grade elementary school students.

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