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Needs Analysis of Aisatsu Learning Media Based on Google Sites

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ABSTRACT

This study aims to examine the requirements of the Aisatsu learning media based on Google Sites. This research used a descriptive qualitative method with structured interviews of Japanese language teachers as the main instrument. Innovation in education, particularly the creation of educational media, is necessary due to the quick advancement of technology. The findings demonstrated that traditional methods of learning Japanese still involve the use of educational games, PowerPoint, and printed books. Teachers expressed their openness to using digital media, especially interactive and visual ones, to improve students' understanding. Google Sites is considered to have potential as a flexible and easily accessible learning medium. Therefore, it is anticipated that the development of Google Sites-based media would improve the efficiency of Japanese language instruction at senior high school by providing interactive and visually appealing content, improving students' memorization and pronunciation skills, and offering a flexible and accessible platform for teachers and students.

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1. INTRODUCTION

The rapid growth of technology in the modern era makes it impossible to isolate its effects from those on education. To satisfy global expectations and improve educational standards, the education industry must continuously adjust to technological changes. Specifically, the educational landscape has to be changed, particularly regarding the integration of information and communication technologies into the educational process (Nurillahwaty, 2022). Educational technology is one of the branches of the discipline of education that develops along with technological developments. Since the inclusion of technological elements into the study and practice of education, since then the discipline of educational technology was born. The development of educational technology was initiated by countries that were advanced in the field of technological contributions to education was the driving force. However, it cannot be generalized that countries that are not technologically advanced will be left behind in the field of educational technology.

In the past, before the change from conventional to digital, the learning system was usually done by writing and reading textbooks. Students were given a Student Worksheet (known as LKS) book, then students were given the task of doing the exercises in the book. However, now the learning system has changed a lot, the learning system has entered the digital era. Teachers no longer teach purely conventionally, but have begun to combine conventional with technology. Because if you pay attention to the conventional learning system, it is too monotonous, resulting in decreased student learning motivation. As a result, educational materials that help boost students' enthusiasm to study are required, including learning websites (Karyati, 2023).

Teachers utilize learning media as a medium to provide learning content efficiently (Tafonao, 2018). Web-based learning media contain 3-dimensional, 2-dimensional images and videos related to the material being taught. Because they may engage directly with the learning content, students can have an engaging and meaningful experience with the use of website-based learning media. This makes the material easier to absorb, retain, and re-express (Bulqiyah & Munir, 2023).

Currently, many digital platforms can be used in creating websites, one of which is Google Sites. Google Sites is one of the products owned by Google as a site creation tool. Google Sites can be used in creating websites, both for personal and group purposes. For new users, Google Sites is very easy to manage and use because the menu and features are easy to understand and familiar (Harsanto, 2014). The implementation of learning using the website will be more meaningful if using Google Sites, which is considered effective for implementation. Google Sites can be used for free, and data security will be maintained because it is safe from viruses. Thus, materials and information about learning are not easily lost (Saputra et al., 2023).

Learners will probably have certain attitudes about the topics they will learn and how they will be presented. A teacher or designer needs to determine the range of learners' knowledge, attitudes, and experiences towards the content area to be taught. This approach is based on the Need Analysis theory (Dick and Carey, 2005), as well as Piaget and Vygotsky's constructivism theory, which highlights how students actively create their knowledge with the use of useful media. Students must be self-reliant and actively participate in their education by establishing objectives, tracking and assessing their development, and going above and beyond the call of duty by pursuing their interests (Suparlan, 2019).

Although web-based learning media has many advantages, not all teachers have adequate readiness and understanding in using it. Constraints such as a lack of technical skills, limited

time in developing materials, and a lack of technical support become challenges. Therefore, a needs analysis is needed to understand the extent to which teachers need Google Sites-based learning media and how this platform can be adapted to their teaching needs.

This research aims to examine the requirements for Aisatsu learning media, focusing on the creation and implementation of Google Sites-based instructional tools. A descriptive qualitative approach is applied, with structured interviews conducted with a Japanese language teacher as the primary source of data. Through this investigation, the study aims to identify obstacles in the existing learning process and suggest practical solutions to improve the effectiveness of technology-integrated education. The findings are expected to support the advancement of more innovative learning media that cater to the demands of digital era education.

2. LITERATURE REVIEW

Learning difficulties can occur alongside other impairments (such as sensory impairments, social and emotional barriers) and environmental influences (such as cultural differences or inappropriate learning processes). These external disturbances are not the cause of learning difficulties, but they can exacerbate those that already exist. Learning difficulties are distinct forms of apparent difficulties in listening, speaking, reading, writing, reasoning, and/or arithmetic activities. These impairments are believed to be caused by central nervous system dysfunction (Suryani, 2010).

The concept of teaching and learning as an instructional system describes knowledge as a collection of interdependent parts that work together to accomplish objectives. As a system, teaching and learning include components, including goals, materials, students, teachers, methods, situations, and evaluation. The teaching process is always involved in five components: educators, students, teaching materials, tools, and methods. The five components of the goal are part of the goal of education. Meanwhile, the right tools and methods are effective means in delivering the teaching process (Kustanti, 2016).

Learning media is a resource that may help teachers enhance their students' understanding. Teachers can use a variety of learning media to help students learn new things. When teachers employ learning media to make their lessons easier to understand, students are more likely to be interested in learning new topics (Nurrita, 2018). Learning media is a tool used in the educational process to help teachers properly present content to increase student interest in learning and help them comprehend the information they are studying.

Interactive media is a teaching delivery system that uses a computer to provide text, audio, and video content to students. Students can respond passively or actively, and the reaction dictates the presentation's pace and order (Wahyudi, 2014). The creation of educational interactive media, Aisatsu, is an attempt to use more advanced technology to address issues with the Japanese language learning process. It involves a series of steps such as design, production, and media evaluation.

Several prior studies have demonstrated that utilizing Google Sites positively influences the learning process. Developing learning media based on Google Sites can enhance student achievement and align with teacher expectations. Similarly, several studies explored the development of Google Sites-based learning media for grade XI students. This research outlines the stages of media development, which include analysis, design, development, and evaluation. The resulting media incorporates various features such as Home, Learning, Material, Video, Simulation, and Evaluation (Islanda & Darmawan, 2023).

Furthermore, research investigated the integration of Google Sites into learning, specifically within Japanese language courses for grade X high school students. Another study focuses on analyzing the requirements for developing interactive Google Sites-based modules for high school teachers. This research highlights the rationale behind module development as a strategy to foster teacher creativity and address various challenges in the learning process. Additionally, some researchers conducted a qualitative descriptive study to examine the needs involved in creating interactive multimedia using Google Sites.

Building upon previous studies, this research broadens the scope by specifically analyzing the needs for developing Aisatsu learning media using Google Sites. Moreover, this study seeks to establish a more solid foundation for designing learning media that is not only effective but also tailored to the specific needs and characteristics of students at the school.

3. METHODS

The research methodology employed in this study is a qualitative approach with a descriptive approach, which is a way where the researcher first understands a thing that is occurring and then describes it verbally (Pridayanti *et al.*, 2022). The information is first obtained straight from the source, allowing the researcher to participate in the primary tool of analysis; second, it takes the shape of meaningful words in phrases or images. This approach is particularly suitable for this study as it enables an in-depth exploration of the specific needs and challenges in Aisatsu learning at SMAN 3 Purwakarta, Indonesia. By using structured interviews, the researcher can gain direct insights from the Japanese language teacher regarding the current teaching methods and the potential of Google Sites as a learning tool. Additionally, the use of this mode also aims to explain existing conditions without being influenced by researchers. Thus, modifications can then be made and are an effort to solve practical educational problems (Febrianty *et al.*, 2015).

This research was conducted at SMAN 3 Purwakarta. This research was conducted in February 2025. In this study, the research subject was one Japanese language subject teacher. The procedures in this research are: a) taking care of the research permit to the relevant parties, b) determining the research subject, c) collecting research data through the Japanese language teacher interview method, and d) then the data obtained will be processed and analyzed.

The type of data used in this research is qualitative data. Qualitative data was obtained from the results of interviews with Japanese language teachers about the needs analysis of Aisatsu learning media based on Google Sites. The instruments used in this research are structured interview sheets and documentation sheets. The type of interview used in this research is a structured interview, which contains several questions for teachers related to information about learning media, where the questions have been designed and prepared in advance before starting the interview. Meanwhile, the documentation sheet contains photos of the situation during the interview activities and voice recordings during the interview. The data obtained from this research is qualitative. To analyze the data that has been obtained from the results of the study, we used a qualitative descriptive approach, which is an analysis that embodies not in the form of numbers but in the form of descriptive descriptions (Bunda *et al.*, 2021).

4. RESULTS AND DISCUSSION

The needs analysis interview sheet, which was used to collect teacher response data on Google Sites based on Aisatsu Learning media, yielded the research findings. The data analysis was conducted by interviewing Mrs. Neneng, a Japanese language teacher. According to the data, the school has been teaching Japanese for about 20 years, and student interest has significantly increased throughout that time. In the learning process, teachers use various media to support students' understanding, such as the Nihongo Kirakira book, which is a guide from the Japan Foundation, PowerPoint, hiragana letter cards, and educational games to reduce students' boredom while engaging in instructional and learning activities. From the interview, it is known that the use of PowerPoint has been able to facilitate students with audio-visual learning styles. This supports other reports, claiming that PowerPoint presentations with audiovisual components enhance comprehension and recall, making them crucial to the learning process and ultimately to student learning outcomes (Damitri, 2020).

Meanwhile, educational games play a role in increasing student engagement and enthusiasm, especially during times when students feel bored. However, learning is still conventional. Teachers admit that the current method is still effective because there is a combination of various approaches tailored to class conditions. If students seem bored, then the teacher will switch to more interactive methods, such as games. This is in line with previous studies that argue that the use of this combination method aims to gain a better understanding of the research problem than if only using one approach alone (Justan & Aziz, 2024).

Regarding the utilization of digital technology in learning, the teacher stated that so far, learning is still done manually without using digital platforms. In addition, teachers have never used Google Sites as a learning medium and cannot directly assess its effectiveness. However, teacher expressed their openness to innovation in learning media, through the development that will be carried out in the future. In addition, the interview also revealed that learners' understanding of Japanese material is very dependent on the learning situation. In the first hour, when students are still fresh, they understand the material more easily than after a more physically demanding lesson, such as sports. This shows that flexible learning strategies are needed. Thus, the effectiveness of learning can be maintained throughout the day, in line with Kistian, who argues that teachers should be able to choose and use teaching methods appropriately, efficiently, and effectively with variations tailored to the needs and situation (Kistian, 2019).

A teacher who participated in further interviews said that web-based learning resources like Google Sites might be utilized for educational purposes. This supports the claims that the creation of Google Sites as educational tools has the potential to raise student learning outcomes (Islanda & Darmawan, 2023). However, before being applied to students, teachers want to first see and review the content of the materials developed through the platform. Thus, there is an opportunity to apply digital media to improve learning effectiveness, provided that the content is relevant and interesting to students.

To enhance the quality of education, teachers also stated that digital-based learning media that can adjust to the traits of the present generation, specifically, generation Z, are important. This is in line with other studies that argue that Generation Z tends to have strong critical thinking skills and likes to express creative ideas. Teaching practices should allow for the development and application of skills. Thus, digital learning will be very appropriate for this generation (Dzikri, 2023). As a result, using computer laboratories in the classroom is also seen as a good way to improve the educational experience for pupils.

Teachers have high standards for the creation of educational media, and they want it to be more visual and participatory. This attempts to increase students' interest and improve their comprehension of the subject matter. Teachers also underline the importance of multimedia elements in learning, such as audio, visual, and illustrations, that can help students in understanding Japanese concepts. This is in line with other studies that argue that by combining visual and audio elements, students can access the subject matter in a more comprehensive way (Permana *et al.*, 2024). For example, in Aisatsu Learning, an illustration of a situation, such as someone saying “Ohayou” in the morning, would be more interesting than just text.

In addition, based on interviews, the teacher revealed that students have diverse characteristics in absorbing material. While some students benefit more from pictures or music, others feel that writing helps them learn the subject matter better. This is in line with Kusumardi, who argues that learning cannot go well when using the same techniques or concepts, because students have diverse characteristics (Kusumardi, 2023). Therefore, Google Sites can be an effective solution by presenting a combination of various content formats, such as explanatory text, illustrations, videos, and Japanese pronunciation audio. With the variety of material delivery, it is expected that all students' learning styles can be well accommodated.

5. CONCLUSION

Based on the results of the research conducted on the needs analysis of Google Sites-based Aisatsu Learning media, it can be concluded that Japanese language learning still uses conventional methods with media such as printed books and PowerPoint. Although this method is still effective, it has limitations in attracting maximum student attention. Thus, there is a need for learning media innovations that are more interactive, digital-based, and by the characteristics of the current generation. As a solution, it is recommended to develop learning media that can integrate text, images, video, and audio. This media can improve students' understanding by providing a more interesting and flexible learning experience.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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