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Development of Google Classroom-Based Learning Media for Strengthening Premarital Education from a Pancasila Education Perspective among Grade XI Social Humanities Students at MA Al-Fattahiyyah

Ri'ayatus Solihah & Nurna Listya Purnamasari
Universitas Bhinneka PGRI Tulungagung, Indonesia
riayaayaa1@gmail.com; nurnalistya@gmail.com

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Abstract

Pancasila Education learning at MA Al-Fattahiyyah remains largely dependent on conventional instructional approaches, resulting in the limited integration of digital media into premarital education materials. This condition reduces learning interactivity and restricts student engagement in the instructional process. This study aimed to develop Google Classroom-based learning media to strengthen premarital education from the perspective of Pancasila Education and to evaluate its validity and feasibility. The study employed a Research and Development approach using the ADDIE model, comprising the Analysis, Design, Development, Implementation, and Evaluation stages. The participants included a media expert, a subject-matter expert, and Grade XI Social Humanities students at MA Al-Fattahiyyah. Data were collected through observation, interviews, questionnaires, and documentation and were analyzed using descriptive quantitative and qualitative techniques. The findings showed that the media expert validation score reached 93.75%, the subject-matter expert validation score reached 93.75%, the small-group trial achieved 94.5%, and the

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large-group trial obtained 93.8%, resulting in an overall average score of 93.95%, which was categorized as highly valid. The study concludes that the developed Google Classroom-based learning media is feasible for instructional implementation in Pancasila Education. These findings contribute to the development of digital learning media for premarital education and imply that Google Classroom can enhance instructional quality, learning motivation, and students' understanding of premarital education materials.

Keywords: Google Classroom; Premarital Education; Pancasila Education; Digital Learning Media; ADDIE Model

INTRODUCTION

The rapid advancement of digital technology has significantly transformed various sectors of human life, including education. The integration of information and communication technology into educational environments has encouraged schools and educational institutions to redesign learning processes in ways that are more innovative, interactive, and responsive to the characteristics of twenty-first-century learners. Contemporary educational paradigms emphasize not only the achievement of academic competencies but also the development of creativity, critical thinking, character formation, and lifelong learning skills among students (Nafa et al., 2025). Consequently, educators are increasingly required to utilize digital technology as an integral component of effective instructional practices rather than merely as a supplementary tool.

The growing importance of educational technology is closely associated with the demand for learning environments that facilitate meaningful engagement between students and learning materials. Educational media play a strategic role in supporting the teaching and learning process by serving as channels through which knowledge, values, and skills can be effectively communicated (Aisyah Fadilah et al., 2023). Appropriate instructional media not only improve students' understanding of learning content but also contribute to increased motivation, participation, and learning achievement. In the digital era, educational media have evolved from conventional printed materials into technology-based platforms capable of presenting information through multiple formats, including text, images, audio, video, animation, and interactive content (Julita & Purnasari, 2022).

The emergence of digital learning media has created new opportunities for improving educational quality across various educational settings. Technology-assisted learning

environments provide flexibility in accessing educational resources, enable continuous communication between teachers and students, and facilitate independent learning beyond classroom boundaries (Mamis, 2020). Moreover, technology-based learning supports student-centered instruction by encouraging learners to actively construct knowledge through interaction, exploration, and collaboration (Ismail Mulias & Amaluddin, 2025). These advantages have made digital learning media increasingly relevant in responding to the educational needs of contemporary students.

Despite these developments, the implementation of digital learning media remains uneven across educational institutions. Preliminary observations conducted at MA Al-Fattahiyyah indicate that classroom instruction continues to rely heavily on conventional learning resources such as textbooks, student worksheets, printed modules, and paper-based assessments. This condition is influenced by the institutional context of the school, which operates under the supervision of an Islamic boarding school where traditional learning approaches remain dominant. While conventional instruction continues to play an important role, the limited integration of digital technology creates challenges in addressing the learning preferences of students who belong to a digitally connected generation. As a result, learning activities may become less engaging and less effective in fostering students' active participation.

The need for innovative instructional media becomes even more crucial when teaching topics that are conceptual, abstract, and value-oriented. One such topic is premarital education. Premarital education refers to a systematic educational effort aimed at preparing adolescents for future family life by providing knowledge and understanding related to religious values, psychological readiness, social responsibilities, reproductive health, and legal aspects of marriage (Amin et al., 2024). Beyond the transmission of factual information, premarital education seeks to cultivate attitudes, values, and competencies that enable individuals to establish responsible and harmonious family relationships.

From the perspective of Pancasila and Civic Education, premarital education possesses substantial relevance to citizenship development. Families constitute the smallest social units within society and play a fundamental role in shaping responsible citizens. Therefore, strengthening students' understanding of rights, obligations, social responsibilities, ethical conduct, and civic values within family life represents an important educational objective (Munthe et al., 2023). Through premarital education, students can

develop awareness of their future roles as family members and citizens who contribute positively to society and the nation.

The urgency of premarital education is further reflected in various social challenges associated with family life. Issues such as early marriage, domestic conflict, family instability, and inadequate marital preparedness continue to emerge in many communities, indicating the need for educational interventions that address these concerns before individuals enter marriage (Cahaya et al., 2023). Premarital education has therefore been recognized as a preventive strategy that helps young people develop the knowledge, attitudes, and life skills necessary for building healthy family relationships. Furthermore, effective premarital education contributes to broader social goals by fostering responsible citizenship, social harmony, and family resilience (Dharmayani et al., 2024).

Although the significance of premarital education is widely acknowledged, its instructional delivery in schools often remains limited to theoretical explanations, textual materials, and teacher-centered approaches. Students frequently perceive such learning experiences as monotonous and disconnected from real-life situations. Consequently, learners may struggle to understand the practical relevance of premarital education and fail to internalize the values embedded within the subject matter. This situation highlights the necessity of developing instructional approaches that are capable of presenting premarital education in more engaging, contextualized, and interactive ways.

The researcher argues that digital learning media offer a promising solution to address these challenges. Technology-based learning environments enable the integration of various instructional components, including multimedia presentations, educational videos, discussion forums, assignments, quizzes, and evaluation tools within a single learning platform. Such integration supports more dynamic learning experiences while simultaneously encouraging active student participation (Fatimah & Bramastia, 2022). Through digital media, abstract concepts can be presented more concretely, thereby enhancing students' understanding and learning motivation.

Among the various educational technologies available today, Google Classroom has emerged as one of the most widely adopted Learning Management Systems (LMS). Learning Management Systems are designed to organize, deliver, manage, and evaluate learning activities within digital environments (Dwi Pamungkas et al., 2022). As an LMS platform, Google Classroom allows teachers to distribute learning materials, manage assignments,

facilitate discussions, monitor student progress, and conduct assessments in an integrated and efficient manner (Putri et al., 2022). The platform also supports accessibility across different devices, enabling students to engage in learning activities regardless of time and location constraints.

The effectiveness of Google Classroom has been documented in numerous educational studies. Research indicates that the platform contributes positively to students' academic achievement and learning engagement by providing structured and accessible learning environments (Madaling et al., 2023). Other studies have demonstrated that Learning Management Systems promote learner autonomy and improve learning outcomes through enhanced accessibility and interaction (Purwitaning Rahayu et al., 2024). The use of Google Classroom has also been associated with increased motivation and improved communication between teachers and students during instructional activities (Ningsih & Zulherman, 2022). These findings suggest that Google Classroom possesses considerable potential as an instructional medium capable of supporting contemporary educational objectives.

In addition to facilitating learning management, Google Classroom aligns with the broader goals of digital transformation in education. The platform enables educators to develop digital competencies while implementing innovative teaching strategies that correspond with current technological developments (Sulistyowati & Asriati, 2024). Through the integration of multimedia resources and interactive learning activities, Google Classroom can support meaningful learning experiences that extend beyond traditional classroom practices (Rohmah et al., 2022). Consequently, its utilization represents a practical approach to enhancing instructional quality in secondary education.

Previous studies have also demonstrated the effectiveness of digital learning media in supporting civic and citizenship education. Technology-based instructional innovations have been shown to increase student engagement, improve conceptual understanding, and strengthen learning outcomes in civic education contexts (Iwan Sekolah Menengah Atas Negeri, 2023). Similarly, interactive educational media have been reported to enhance students' interest and participation in learning activities related to citizenship values and responsibilities (Kafi et al., 2024). These findings indicate that digital learning environments can effectively facilitate the teaching of civic-oriented content.

Nevertheless, a critical review of existing literature reveals several important research gaps. First, most studies concerning Google Classroom focus primarily on its effectiveness in improving learning outcomes, learning motivation, or instructional management across general subject areas (Madaling et al., 2023). Relatively few studies have explored the development of Google Classroom-based learning media specifically designed for strengthening premarital education within the framework of Civic Education. This indicates a lack of research addressing the intersection between digital instructional media, citizenship education, and premarital education.

Second, existing studies on premarital education predominantly examine religious, counseling, psychological, or family perspectives (Nurrokhmatulloh et al., 2024). Limited attention has been given to the civic dimensions of premarital education, particularly its contribution to the development of responsible citizenship, civic character, and social responsibility among adolescents. Consequently, there remains a need for educational research that positions premarital education within the broader discourse of citizenship education.

Third, many digital media development studies have been conducted in general educational institutions where technology integration is already common practice. In contrast, relatively little research has focused on Islamic boarding school-based educational environments, where traditional instructional approaches continue to dominate learning activities. This context presents unique challenges and opportunities for educational innovation, particularly regarding the adaptation of digital learning technologies within religious educational settings.

Based on these considerations, the present study addresses a significant gap in educational research by developing Google Classroom-based learning media for strengthening premarital education from a Civic Education perspective in an Islamic senior high school environment. The study recognizes that effective citizenship education should extend beyond civic knowledge to encompass values, attitudes, and life skills that prepare students for future social responsibilities. Family life represents an essential component of citizenship, making premarital education a relevant context for strengthening civic values and character development.

The novelty of this research can be identified in several aspects. First, this study develops a digital learning medium specifically designed to strengthen premarital education

through the perspective of Pancasila and Civic Education. Second, it integrates citizenship values, social responsibility, legal awareness, rights and obligations, and character development into premarital education content. Third, the study is conducted within the context of a pesantren-based Madrasah Aliyah, a setting that remains underrepresented in educational technology research. Fourth, the research produces a structured instructional product developed through the ADDIE model, ensuring systematic design, implementation, validation, and evaluation processes.

The theoretical foundation of this study is grounded in educational media theory, which emphasizes the role of instructional media in facilitating meaningful learning experiences and improving instructional effectiveness (Fatimah & Bramastia, 2022). The study also draws upon Learning Management System theory, which conceptualizes digital platforms as integrated environments for managing and delivering educational content (Sukmawalia, 2022). Furthermore, the research adopts the ADDIE instructional design model as its development framework. The ADDIE model consists of five systematic stages—Analysis, Design, Development, Implementation, and Evaluation—and has been widely recognized as an effective approach for educational product development (Hidayat et al., 2021). The model provides a structured process for ensuring that instructional products meet educational needs and quality standards.

Accordingly, the primary focus of this research is the development of Google Classroom-based learning media for strengthening premarital education from the perspective of Civic Education among Grade XI Social and Humanities students at MA Al-Fattahiyyah. The study aims to describe the development process of the instructional media using the ADDIE model and to evaluate its validity through expert assessments involving media and subject-matter specialists. Through this investigation, the research is expected to contribute both theoretically and practically to the advancement of digital learning innovation, citizenship education, and premarital education within Islamic secondary education. Ultimately, the study seeks to provide an educational model that supports students in becoming knowledgeable, responsible, and morally grounded citizens who are prepared to fulfill their future roles within families and society.

METHODS

This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop a Google Classroom–based learning medium for the *Strengthening Premarital Education* topic in the Pancasila Education subject. The R&D approach was selected because it focuses on producing and validating an educational product that addresses instructional needs and supports effective learning processes. The research design followed the five stages of the ADDIE model. During the analysis stage, a needs assessment was conducted to identify learner characteristics, curriculum requirements, and instructional problems. The design stage involved formulating learning outcomes, learning objectives, learning activities, assessment instruments, and the operational flow of Google Classroom. The development stage focused on creating the learning media, integrating instructional materials, videos, assignments, interactive quizzes, and digital rewards. The implementation stage involved product trials, while the evaluation stage was conducted continuously through formative and summative evaluations to improve product quality. The research indicators were derived from learning media evaluation criteria, including curriculum suitability, content quality, presentation, visual appearance, usability, technical quality, security, and learning usefulness.

The participants consisted of a Pancasila Education teacher acting as the material expert, a media expert, and students of Class XI SOSHUM 1 at MA Al-Fattahiyyah as the target users. The small-group trial involved five students with relatively high mastery of learning materials and technology, while the large-group trial involved all 27 students in the class. Data analysis employed both qualitative and quantitative techniques. Qualitative data obtained from interviews, observations, suggestions, and comments were analyzed using the Miles and Huberman model, consisting of data collection, data reduction, data display, and conclusion drawing/verification. Quantitative data were analyzed descriptively by calculating percentage scores from expert validation and student response questionnaires to determine the validity and feasibility of the learning media. The results of both analyses were used as the basis for product revision and final refinement. The study was conducted at MA Al-Fattahiyyah during the development and testing of the Google Classroom–based learning media.

RESULTS

Problem and Needs Analysis

The analysis phase was conducted through preliminary observations at MA Al-Fattahiyyah to identify learning problems and students' needs. The findings indicated that the learning process was still predominantly theory-oriented, particularly in Pancasila Education classes. Although several subjects had begun integrating digital technology into instruction, the utilization of technology-based learning media in Pancasila Education remained limited.

The needs analysis revealed that students required learning media that were interactive, engaging, easy to use for beginners, and readily accessible during the learning process. To address these needs, a Google Classroom–based learning media was developed and integrated with an interactive Flipbook, Quizizz, YouTube, and Google Forms. The media was designed to be user-friendly, accessible without additional applications, and operable with minimal internet bandwidth requirements.

Product Development

During the design phase, a Google Classroom–based learning media containing premarital education materials from the perspective of Pancasila Education was developed and integrated with supporting features, including an interactive Flipbook, learning resources, quizzes, assignments, and evaluation activities. The developed media was organized within the Google Classroom platform to facilitate students' access to learning materials and activities.



Figure 1. Homepage of the Google Classroom

Figure 1 Homepage of the Google Classroom shows that the homepage functions as the main interface and navigation center for users. The navigation menu includes features such as Home, Calendar, Teaching, Archived Classes, and Settings. In the center of the page, the active class, namely Pancasila Education for Grade XI Social Humanities 1, is displayed. The homepage was designed with a forum header representing the Pancasila Education course and a light blue theme to provide an attractive and easily recognizable learning environment for students.

In addition to the homepage, the developed Google Classroom–based learning media incorporated several integrated features to support the learning process. The discussion forum enabled teachers and students to communicate through announcements, comments, and instructional guidance. The Classwork section organized learning activities into structured topics, including attendance forms, premarital education materials, supplementary materials, and practice exercises. Student attendance was managed through Google Forms integrated into the platform.

The main learning materials were presented through an interactive Flipbook featuring a cover page, table of contents with hyperlink navigation, multimedia elements, and user-friendly navigation tools. The Flipbook was further enriched with external links that directed students to additional learning resources, such as marriage law information and supporting explanations related to premarital education. Video-based learning resources from YouTube were also embedded within the Flipbook, allowing students to access instructional videos directly without leaving the learning environment.

To support student engagement and assessment, the media integrated Quizizz for interactive quizzes and Google Forms for practice exercises. These features enabled students to complete learning activities, receive immediate feedback, and review their performance. Furthermore, evaluation activities were managed through Google Classroom, allowing teachers to regulate assignment settings, submission deadlines, grading procedures, and student access to feedback. The grading feature provided students with direct access to their scores and learning outcomes, thereby facilitating monitoring and evaluation throughout the learning process.

Media Expert Validation

Media validation was conducted by a media expert who evaluated the product based on learning media efficiency, media security, and media appearance. The validation process

was conducted twice. After revisions were made based on the validator's recommendations, the product obtained a score of 45 out of a maximum score of 48, resulting in a validity percentage of 93.75%. This percentage falls within Validity Level 1, categorized as "highly valid." Therefore, the Google Classroom–based learning media was considered highly valid and suitable for use in the learning process from the media perspective.

Material Expert Validation

Material validation was conducted by a subject-matter expert with expertise in premarital education. The evaluation focused on the appropriateness and accuracy of the learning materials presented in the media. Following revisions based on expert recommendations, the material obtained a score of 45 out of a maximum score of 48. The calculated validity percentage reached 93.75%, which is categorized as Validity Level 1 or "highly valid." These findings indicate that the premarital education materials incorporated into the learning media were appropriate and feasible for instructional use.

Small-Group Trial

After the validation phase, the product was implemented through a small-group trial involving five students from Class XI Social Humanities 1 at MA Al-Fattahiyyah who were selected based on their high level of understanding. The trial was conducted to examine students' responses toward the developed Google Classroom–based learning media.

Table 1. Small-Group Trial Results

No	Criteria	Score	Percentage (%)	Category
1.	The material presented is aligned with the learning objectives	20	100%	Very Good
2.	The media helps me undertand premarital education materials	19	95%	Very Good
3.	The media increases my motivation to learn	18	90%	Very Good
4.	The Google Classroom interface is attractive and not boring	19	95%	Very Good
5.	The text and supporting media are easy to read and understand	17	85%	Very Good
6.	The media is equipped with images and videos that support learning	20	100%	Very Good
7.	The features in Google Classroom are easy to use	19	95%	Very Good
8.	The materials and assignments are easy to access	19	95%	Very Good

No	Criteria	Score	Percentage (%)	Category
9.	Assignments can be submitted easily through Google Classroom	19	95%	Very Good
10.	I can easily receive evaluation results and feedback from the teacher	19	95%	Very Good
	Total Score	189		

Source: Compiled by the researcher (2026)

Table 1 Small-Group Trial Results shows that students provided positive responses to all assessment indicators of the developed Google Classroom–based learning media. The highest scores were obtained for the indicators related to the alignment of learning materials with instructional objectives and the availability of supporting images and videos, both achieving a score of 20 (100%). Meanwhile, the lowest score was found for the readability and comprehensibility of the text and supporting media, which obtained a score of 17 (85%). Despite these variations, all indicators were categorized as "Very Good."

Based on the data presented in Table 1, the total score obtained in the small-group trial was 189 out of a maximum score of 200. This result produced a validity percentage of 94.5%, which falls within Validity Level 1 and is categorized as "Highly Valid." These findings indicate that the developed Google Classroom–based learning media was well accepted by students and demonstrated a high level of feasibility for implementation in the learning process.

Large-Group Trial

The next implementation phase involved a large-group trial consisting of all 27 students in Class XI Social Humanities 1 at MA Al-Fattahiyyah. The objective of this trial was to examine the use and feasibility of the Google Classroom–based learning media for premarital education materials. In this stage, the product that had previously been validated by media and material experts was implemented in an actual classroom learning environment. Students were asked to evaluate various aspects of the learning media, including the suitability of learning materials, media usability, accessibility, visual appearance, and overall learning support. The results of the large-group trial are presented in Table 2.

Table 2. Large-Group Trial Results

No	Criteria	Score	Percentage (%)	Category
1	The material presented is aligned with the learning objectives	98	90.7%	Very Good
2	The media helps me understand premarital education materials	102	94.4%	Very Good
3	The media increases my motivation to learn	101	93.5%	Very Good
4	The Google Classroom interface is attractive and not boring	101	93.5%	Very Good
5	The text and supporting media are easy to read and understand	97	89.8%	Very Good
6	The media is equipped with images and videos that support learning	107	99.0%	Very Good
7	The features in Google Classroom are easy to use	103	95.3%	Very Good
8	The materials and assignments are easy to access	99	91.6%	Very Good
9	Assignments can be submitted easily through Google Classroom	104	96.2%	Very Good
10	I can easily receive evaluation results and feedback from the teacher	102	94.4%	Very Good
Total Score		1014		

Source: Compiled by the researcher (2026)

Table 2 Large-Group Trial Results shows that students provided positive responses to all assessment indicators during the large-group trial of the developed Google Classroom–based learning media. The highest score was obtained for the indicator related to the availability of images and videos that support learning, achieving a score of 107 (99.0%). Meanwhile, the lowest score was found for the indicator concerning the readability and comprehensibility of the text and supporting media, which obtained a score of 97 (89.8%). Despite these variations, all assessment indicators were categorized as "Very Good," indicating a consistently positive evaluation of the learning media.

Based on the data presented in Table 2, the total score obtained in the large-group trial was 1014 out of a maximum score of 1080. This result produced a validity percentage of 93.8%, which falls within Validity Level 1 and is categorized as "Highly Valid." These findings indicate that the developed Google Classroom–based learning media was well accepted by students and demonstrated a high level of feasibility for implementation in the learning process.

Final Data Summary

The final data obtained from the development process of the Google Classroom–based learning media for premarital education were derived from media expert validation, material expert validation, small-group trials, and large-group trials. The media expert validation resulted in a score of 45 out of a maximum score of 48, yielding a validity percentage of 93.75%, which was categorized as highly valid. Similarly, the material expert validation obtained a score of 45 out of 48, producing a validity percentage of 93.75% and falling within the highly valid category. The small-group trial generated a score of 189 out of a maximum score of 200, resulting in a validity percentage of 94.5%, while the large-group trial achieved a score of 1014 out of a maximum score of 1080, corresponding to a validity percentage of 93.8%. All stages of validation and product testing were categorized as "highly valid."

Overall, the average validity percentage obtained from the four evaluation stages reached 93.95%, indicating that the developed learning media met the criteria of Validity Level 1 and was classified as "highly valid." Based on these findings, the Google Classroom–based learning media for premarital education from the perspective of Pancasila Education for Grade XI Social Humanities 1 students at MA Al-Fattahiyyah was considered highly valid and feasible for implementation in the learning process after completing all stages of the ADDIE development model. Therefore, the developed media can be utilized by teachers as a supporting instructional medium in classroom learning activities.

DISCUSSION

The findings of this study demonstrate that the development of a Google Classroom–based learning media for strengthening premarital education from the perspective of Pancasila Education successfully produced a valid and feasible instructional product for implementation in the learning process. The developed media obtained a very high level of validity from both material and media experts and received positive responses from students during the implementation stage. These findings indicate that the integration of digital learning technology into Pancasila Education can serve as an effective strategy for enhancing learning quality, particularly in topics that require conceptual understanding, value internalization, and contextual reflection. The high validity score obtained from material experts indicates that the content presented in the developed learning media aligns with the

learning objectives, curriculum requirements, and characteristics of premarital education as a component of citizenship values education. Premarital education is not merely related to religious teachings concerning marriage but also encompasses legal awareness, social responsibility, emotional maturity, respect for rights and obligations, and the development of responsible citizenship within family life. As explained in the theoretical framework, premarital education functions as a medium for strengthening civic values through the cultivation of responsibility, legal awareness, equality, and social ethics in family relationships (Cantika & Zahri, 2022). Therefore, the integration of premarital education into Pancasila Education creates a meaningful learning context that allows students to connect abstract civic concepts with real-life social situations.

The validity assessment also demonstrates that the developed instructional materials successfully transformed a traditionally theoretical and text-oriented topic into a more interactive learning experience. Prior observations revealed that students often perceived religious and normative topics as monotonous because they were commonly delivered through lectures, textbooks, and memorization activities. The integration of multimedia elements such as digital flipbooks, instructional videos, quizzes, discussion forums, and interactive assignments provided opportunities for students to engage with the content through multiple forms of representation. This finding supports the argument that instructional media play a critical role in facilitating understanding, increasing learning motivation, and creating meaningful educational experiences (Fatimah & Bramastia, 2022). The significant improvement in media validity after revision further illustrates the importance of iterative evaluation within the ADDIE development framework. The increase in expert validation scores after product revision indicates that constructive feedback from experts contributed substantially to enhancing media quality. This finding confirms the effectiveness of the ADDIE model as a systematic instructional design framework capable of producing educational products that are aligned with learner needs and curriculum objectives. As emphasized by Hidayat et al. (2021), the strength of the ADDIE model lies in its structured stages that enable continuous refinement throughout the development process. The present study demonstrates that repeated evaluation and revision contribute directly to improving the quality, usability, and relevance of educational media.

The positive responses obtained from students during the implementation phase provide further evidence regarding the practicality and attractiveness of the developed learning media. Students perceived the Google Classroom platform as accessible, organized,

and easy to use. This finding is particularly important considering the educational context of MA Al-Fattahiyyah, where learning activities traditionally relied heavily on printed materials and conventional instructional approaches. The successful adoption of Google Classroom indicates that students were able to adapt effectively to digital learning environments despite limited prior exposure to technology-based instruction. The effectiveness of the developed media can be explained through the characteristics of Google Classroom as a Learning Management System (LMS). According to Sukmawalia (2022), LMS platforms facilitate the organization, delivery, and management of learning activities within a structured digital environment. In this study, Google Classroom served not only as a repository for instructional materials but also as an integrated platform that accommodated learning resources, discussions, assignments, assessments, and feedback mechanisms. Consequently, students were able to access learning materials more flexibly and independently while maintaining interaction with teachers and peers.

The findings also highlight the relevance of student-centered learning principles in digital educational environments. Contemporary educational paradigms emphasize the importance of shifting from teacher-centered instruction toward learning experiences that actively engage students in knowledge construction (Ismail Mulias & Amaluddin, 2025). Through the developed Google Classroom platform, students were encouraged to explore learning resources, participate in discussions, complete interactive assessments, and reflect upon their understanding of premarital education concepts. Such learning activities foster active participation and support deeper cognitive engagement compared to traditional instructional methods. When compared with previous studies, the findings of this research are generally consistent with existing literature concerning digital learning media and Google Classroom implementation. The results support the study conducted by Kafi et al. (2024), which found that mobile-based interactive learning media in Pancasila Education achieved high validity and contributed positively to student motivation. Both studies demonstrate that technology-enhanced learning environments can improve learning quality and increase student engagement. However, the present study extends previous findings by focusing specifically on premarital education as a citizenship education topic and by utilizing Google Classroom as a comprehensive LMS rather than a standalone mobile application.

The findings also align with the meta-analysis conducted by Agus Salim and Rajabiyah, which concluded that Google Classroom effectively supports online learning by enhancing student participation, collaboration, and independent learning. Similar outcomes

were observed in the current study, where students demonstrated positive engagement with learning activities conducted through the platform. Nevertheless, while the previous study synthesized findings from multiple contexts, the present research contributes empirical evidence from a specific educational setting, namely an Islamic senior high school environment. This contextual contribution is important because educational technology adoption in pesantren-based institutions remains relatively underexplored in the literature. Furthermore, the findings are consistent with the research conducted by Ningsih and Zulherman (2022), which reported that perceived usefulness and perceived ease of use significantly influence students' acceptance of Google Classroom. The positive responses obtained from participants in this study indicate that ease of access and user-friendly design contributed to students' willingness to engage with the platform. The simplicity of Google Classroom's interface reduced technological barriers and facilitated smoother learning experiences. This finding reinforces the notion that technological acceptance plays a crucial role in determining the success of digital learning innovations.

However, while their research focused primarily on the implementation of Google Classroom during pandemic-induced distance learning, the current study demonstrates its relevance beyond emergency remote teaching contexts. The developed learning media illustrates that Google Classroom can function as an instructional innovation for enhancing classroom learning quality even in face-to-face educational settings. Another important contribution of this study lies in its integration of citizenship education and premarital education within a digital learning environment. Previous studies generally focused on academic achievement, technology acceptance, or learning motivation. In contrast, this research emphasizes value-oriented learning objectives associated with character development, civic responsibility, and social awareness. By connecting Pancasila Education with premarital education, the study expands the scope of citizenship education and demonstrates how digital media can facilitate the internalization of civic values in practical and contextual ways.

From a theoretical perspective, the findings contribute to the growing body of knowledge concerning instructional media development, educational technology integration, and citizenship education. First, the study strengthens theories emphasizing the role of instructional media as mediators of meaningful learning experiences. The positive validation results support arguments that digital learning media can enhance comprehension, motivation, and learner engagement when designed according to pedagogical principles.

Second, the findings provide empirical support for the effectiveness of the ADDIE model as a framework for educational product development. Third, the study contributes to citizenship education literature by illustrating how civic values can be taught through contextual topics such as premarital education. From a practical perspective, the developed learning media offers several benefits for educational stakeholders. For teachers, the media provides an alternative instructional strategy that facilitates content delivery, classroom management, assessment, and communication through a single digital platform. Teachers can organize learning activities more systematically while reducing dependence on printed materials. For students, the media offers flexible access to learning resources, interactive learning experiences, and opportunities for self-directed learning. For educational institutions, the implementation of Google Classroom supports digital transformation initiatives and promotes technological adaptation in educational environments traditionally characterized by conventional instructional practices.

Methodologically, this study demonstrates the applicability of Research and Development (R&D) approaches in producing educational innovations tailored to local learning needs. The combination of expert validation, small-group testing, and field implementation enabled systematic evaluation of product quality before wider application. The findings suggest that iterative development processes contribute significantly to improving educational product effectiveness and usability. Despite these contributions, several limitations should be acknowledged. First, the study was conducted within a single educational institution and involved only students from one class. Consequently, the findings cannot be generalized to all educational settings without further validation. Differences in institutional culture, technological infrastructure, and student characteristics may influence implementation outcomes. Future research should involve broader participant groups across multiple schools to enhance external validity. Second, the developed media focused exclusively on premarital education content within Pancasila Education. Therefore, its effectiveness for other topics and subject areas remains uncertain. Additional studies are needed to explore the adaptability of the developed framework across diverse educational contexts and learning materials.

Third, the implementation period was relatively limited. As a result, the study primarily evaluated product validity and user responses rather than long-term learning outcomes. Future investigations should examine the sustained impact of Google Classroom–based learning media on academic achievement, character development, civic competence,

and behavioral change over extended periods. Finally, technological infrastructure remains a potential challenge. Successful implementation depends on access to devices, internet connectivity, and digital literacy among users. Although the participating school provided sufficient technological support, similar conditions may not exist in all educational institutions. Future implementation efforts should therefore consider contextual factors related to infrastructure readiness and technology accessibility. Overall, the findings indicate that the Google Classroom–based learning media developed in this study represents a valid, practical, and innovative instructional solution for strengthening premarital education within Pancasila Education. By integrating digital technology, citizenship values, and contextual learning experiences, the study contributes to the advancement of educational innovation in Islamic secondary education while supporting broader efforts toward meaningful and technology-enhanced learning.

CONCLUSION

This study aimed to develop and evaluate the feasibility of a Google Classroom-based learning media for premarital education materials within the context of Pancasila Education for eleventh-grade students at MA Al-Fattahiyyah. The findings demonstrate that the learning media developed through the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) achieved a very high level of validity and feasibility. The results of expert validation, small-group testing, and field implementation produced an overall validity score of 93.95%, indicating that the media is highly appropriate for educational use. The developed platform effectively supports learning activities, provides a user-friendly environment, enhances student motivation, and facilitates a deeper understanding of learning materials. The findings successfully address the research objective by producing a digital learning medium that meets pedagogical and technical quality standards for classroom implementation. The integration of interactive learning resources, including digital flipbooks, instructional videos, Quizizz assessments, and Google Forms, contributes to a more engaging and student-centered learning experience. Consequently, the developed media not only fulfills instructional requirements but also aligns with the demands of contemporary digital education.

From a theoretical perspective, this study contributes to the growing body of knowledge on digital learning media and the application of Learning Management Systems

(LMS) in civic and character education. Practically, it offers educators an effective instructional alternative for organizing learning activities, delivering content, and promoting active student participation. The novelty of this research lies in the integration of multiple digital learning resources within a single, accessible platform designed to support the teaching of premarital education in the framework of Pancasila values. The implications of this study suggest that Google Classroom-based learning media can facilitate more innovative, flexible, and learner-oriented educational practices. Therefore, educators are encouraged to adopt and continuously refine digital learning media according to instructional needs and learner characteristics. Future studies are recommended to develop more advanced interactive features, involve broader educational settings, and investigate the effectiveness of such media in improving learning outcomes, critical thinking skills, and student competencies across diverse learning environments.

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