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Development of google sites-based learning media using deep learning approach in Buddhist education for grade XI at Negerikaton Pesawaran public senior high school 1

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Abstract: This study aims to develop Google Sites-based digital learning media with a deep learning approach for the Buddhist Religious Education subject in grade XI at SMA N 1 Negerikaton Pesawaran. The background of this study is the dominance of conventional learning methods that do not utilise digital technology, as well as low student motivation and understanding of the material being taught. Therefore, a digital learning medium is needed that is capable of displaying content in an interactive, visual, and flexible manner so that the learning process becomes more interesting, effective, and efficient. This learning medium is expected to support the learning process for students independently and collaboratively, as well as support the achievement of optimal learning outcomes. The research method used is Research and Development (R&D) at level 3, namely the product development and evaluation stage. The research subjects consisted of seven Buddhist students in Grade XI. Data collection techniques were carried out through observation, interviews, validation by subject matter experts and media experts, and using a one-group pretest-posttest experimental design. To measure the effectiveness of the media, the data were analysed using a Paired Sample T-Test statistical test. The results of the validation by the experts showed that this learning media was "highly feasible" for use. Meanwhile, the results of field trials showed an increase in student learning outcomes after using the learning media, as indicated by a significant difference between the pretest and posttest scores. Thus, Google Sites-based learning media with a deep learning approach is declared feasible and effective as a means of supporting Buddhist Religious Education. The use of this media is also expected to increase motivation, understanding, and a more meaningful learning experience for students.

Keywords: Digital learning media, Google Sites, deep learning, Buddhist Religious Education, R&D

1. Introduction

Technology-based learning is very important for creating an effective and engaging learning process in today's digital era. In this case, education plays an important role as the main means to achieve this goal. According to [1], the digital era greatly influences human life in various aspects, one of which is education. In essence, education is a

conscious effort to develop the potential of students by encouraging and providing facilities in the teaching and learning process. By using the right learning media, learning activities can be carried out effectively, depending on the learning objectives, material, and characteristics of the students concerned [2]. In line with [3], the use of media in learning can have a positive impact and provide tremendous benefits in facilitating the learning process for students. Meanwhile, according to [4], students can feel happy in the learning process, so the material presented by the teacher can be well received by students with the help of this learning media. This is in line with the values of learning in Buddhism. In the Aṅguttara Nikāya (AN IV.25, Sutta 28), the Buddha explains the importance of self-discipline and avoiding habits that weaken the spirit of learning and spiritual practice. He said:

"These seven qualities lead to the decline of a monk who is still practising: taking pleasure in work, taking pleasure in talking, taking pleasure in sleeping, taking pleasure in gatherings, not guarding the sense doors, eating excessively; and when there are matters relating to the Saṅgha that must be resolved in the Saṅgha, the monk does not reflect: 'There are elders in this Sangha... who will take responsibility for that matter.' Instead, he does it himself... These seven qualities lead to the non-regression of a monk: not enjoying work, not enjoying talking, not enjoying sleep, not enjoying gatherings, guarding the sense doors, eating moderately; as well as awareness to respect the learning structure and authority in the Sangha." [5]. This quote underlines the importance of self-control, focus, and awareness of the role of learning in spiritual progress. In the context of modern education, these values are very relevant. Learning media are not only technical aids, but can also be a bridge to foster discipline, concentration, and responsibility in the learning process. Just as monks maintain discipline as the foundation for progress, students also need tools and approaches that can shape the character of diligent and purposeful learners. In [6], this Sutta explains that learning in Buddhism has three main aspects: Pariyatti (theoretical learning), Paṭipatti (practice), and Paṭivedha (realisation/deep understanding). This is in line with the concept that learning media are not limited to theory (books/blackboards).

The transformation of education in the digital age has also given rise to a new paradigm in learning methods. The use of educational applications, simulations, and learning games opens the door to interactive learning that is not only effective but also enjoyable [7]. To overcome this problem, it is necessary to develop optimal learning media by utilising technology [8]. Therefore, the education system must continue to change to ensure that it is relevant and effective in preparing a superior and competitive generation for the future. There are several standards used to select learning media, such as efficiency, relevance, and productivity in accordance with one's abilities and desires [9]. Buddhist religious education greatly influences students' morality, character, and spiritual understanding. Success in building an effective and active learning process in this subject is crucial [10]. In senior high school, Buddhist religious education material is usually delivered conventionally, relying on textbooks as the main source. The material is often delivered in text form, due to a lack of variety in media and active student involvement in the learning process, which makes students uninterested and unable to understand the deeper

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meaning of religion. One example is the "My Religious Rituals" material in Grade XI, which discusses the types of rituals in Buddhism and their spiritual meanings. In order for students to not only understand cognitively, but also understand the values, this topic requires a more contextual and reflective learning approach.

Based on initial observations at SMA Negeri 1 Negerikaton Pesawaran, the Buddhist Education learning process in Grade XI still tends to be conventional and makes minimal use of technology. Teachers mostly use lectures and textbooks as the main sources of learning, while student involvement in the learning process remains low. This has resulted in low student enthusiasm for the lessons and limited understanding of spiritual values and ritual practices in Buddhism. The development of Google Sites learning media with a deep learning approach is one solution that can be implemented. Google Sites is a tool or product provided by Google as a digital platform for creating websites [11]. One of the advantages of using interactive learning media based on Google Sites is that it can be accessed at any time by teachers and students [12]. Google Sites can create websites as interactive digital learning media that can contain text, images, videos, exercises, games, and so on [13]. In addition, learning with Google Sites can also be accessed in a flexible manner, allowing students to learn at their own pace [14]. Google Sites also allows teachers to easily update and adjust learning content without requiring high technical skills. This certainly supports the implementation of learning that is more dynamic, interesting, and relevant to the development of digital technology in the world of education. Furthermore, the principles of spatial and temporal contiguity are also important in media design, where related text and images must be placed close together and displayed simultaneously to enhance student understanding [15]. The ease of access, comprehensive features, and flexibility of content on Google Sites make it compatible with the needs of the deep learning approach, which emphasises a deep and meaningful learning process.

The deep learning approach in education is a learning process that encourages students to understand concepts more deeply, connect them to their experiences, and apply them in real-life contexts. Deep learning is a series of learning activities carried out effectively and efficiently [16]. The deep learning model focuses on developing a deeper understanding of the subject matter through a comprehensive learning experience, in which students become more emotionally and cognitively involved in their learning process [17]. According to research [18], deep learning has three related components, namely meaningful learning, mindful learning, and joyful learning. The use of Google Sites with a deep learning approach allows students to not only receive information passively, but also encourages them to explore the material, reflect on the meaning of the teachings, and relate the learning to their personal experiences in greater depth. In line with this, the deep learning approach emphasises learning through critical analysis, linking new information with existing knowledge, and applying it in real contexts.

The development of Google Sites learning media with a deep learning approach is expected to be a solution to existing learning problems. Through Google Sites learning media, students can learn independently in a more interesting and interactive way. The deep learning approach encourages students to understand topics thoroughly, not only

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through memorisation, but also through critical thinking, reflection, and the application of lessons in real life. In line with the opinion [19], an active and in-depth learning approach not only encourages students to participate more in lessons but also creates an environment that supports their active participation. Based on this background, this study aims to develop Google Sites learning media with a deep learning approach for the subject of Buddhism in the Buddhism curriculum at SMA N 1 Negerikaton Pesawaran. This development is expected to produce learning media that is valid, practical, and effective in improving students' understanding and learning outcomes. In addition, this study also aims to determine the feasibility of the Google Sites media developed based on the assessment of subject matter experts and media experts, as well as to test its effectiveness in improving student learning outcomes. The results of this study are expected to make a positive contribution to the development of digital learning media for Buddhist Education subjects, as well as to become a model for technology-based learning media development that can be adapted for other subjects. By combining the Google Sites platform with a deep learning approach, this application is in line with the direction of educational transformation in the digital era, which aims to encourage students to learn independently, actively, and deeply with the goal of shaping their character and spiritual awareness as a whole.

2. Method

This research uses a research and development (R&D) method with a development model consisting of several stages, namely needs identification, product design, validation, and product testing [20]. Research and development at level 3 is researching and testing to develop existing products. As mentioned earlier, development-oriented R&D involves improving existing products in terms of both form and function. The research steps are shown in the following figure: The research subjects were seven students in grade XI. Data were collected through observation, interviews, and the one-group pretest-posttest method. Data analysis was performed using a "paired samples test" to determine the effect of using *Google Sites* learning media on student learning outcomes. This research process followed a series of systematic stages visualised in this diagram, which presents a graphical representation of the methodological flow taken, providing a clear and structured framework for the implementation of the study.

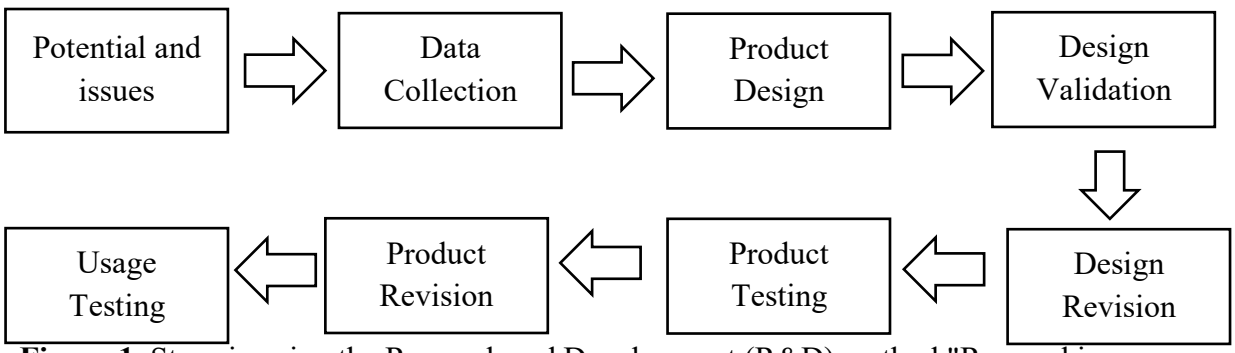

Figure 1. Steps in using the Research and Development (R&D) method "Researching and Developing Existing Products" (Source: Sugiyono 2021)

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Data Collection Instruments. Data was obtained through research instruments in the form of observation and interviews. Observation is a process of biological and psychological observation related to human behaviour, work processes, and natural phenomena, especially if the number of respondents observed is not too large [20]. Interviews are a data collection method where researchers gather information by asking questions to the interviewees [20]. This data collection technique was used to identify problems in the preliminary study stage at senior high schools. The research stage used data collection using questionnaires as a measurement tool. This evaluative instrument aims to measure the quality of the developed media, involving assessments from validators consisting of learning media experts and subject matter experts, as well as researchers as internal evaluators in the learning media development process. In measuring the suitability of Google Sites learning media

3. Results

The researcher used observation, interviews, and theoretical studies from various sources to collect data and information for this research. The first step taken by the researcher was to observe the conditions of Buddhist Education learning at SMA Negeri 1 Negerikaton Pesawaran. This was done by directly observing learning activities, student characteristics, supporting facilities, and the use of media during the learning process. Based on preliminary studies, there is a need for learning media that supports deep learning and interactive approaches at SMA N 1 Negerikaton Pesawaran. This was revealed in previous studies, including interviews with teachers and observations of how Buddhist religious education is conducted at the school. After that, the information obtained from these observations and interviews was used as a basis for conducting a needs analysis. This analysis served as the conceptual basis for the development of Google Sites learning media. In addition, theoretical analysis from various literature was also used to strengthen the conceptual basis for the designed learning media.

Figure 2. Google Sites Learning Media

The results of product validation testing by learning media experts and Buddhist religious education subject matter experts have been conducted. The results of the validation recapitulation by media experts are based on four indicators. This validation is

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intended to anticipate errors by users (students). Subject matter experts assess the learning aspects and content of the material, while media experts assess the appearance and programming aspects.

3.1. Media Expert Validation

The first media product validation or expert test was conducted by learning media experts. The researchers entrusted this review to learning media expert, Mr Dedi Kundana, S.Pd., M.Ti. The results of the review are as follows:

Table 1. Summary of Media Expert Validation Results

No	Indicator	X	
1	Principle	4.75	
2	Procedure	5	
3	Google Sites	4.78	
4	Content Relevance	4.88	
	Number	19.41	
	Average	4.85	97%

(Source: 2025 Research Data Analysis Results)

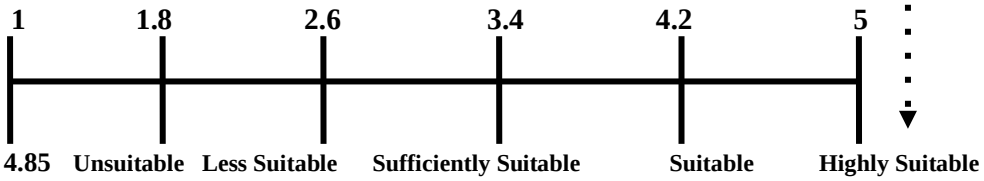
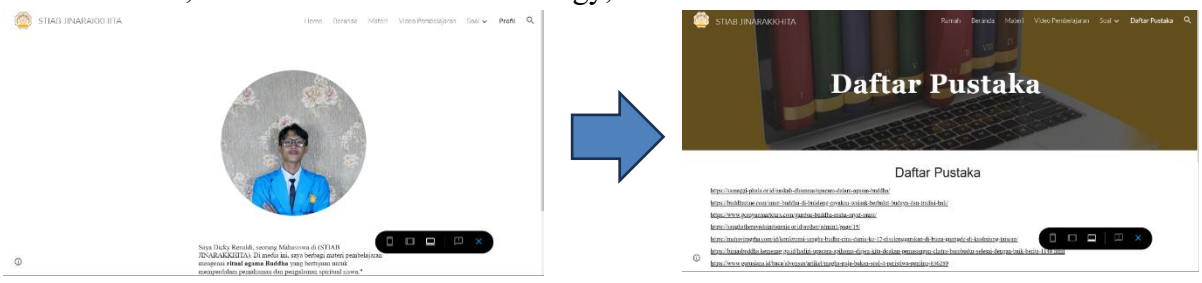


Figure 1. Score Continuum Thresholds Summary of Media Expert Validation Results (Source: Researcher Data 2025)

Regarding the recapitulation of validation by media experts, it can be seen that the average score of 4.85 covers: Rules aspect: 4.75, Management aspect: 5.00, Google Sites aspect: 4.78, Content relevance aspect: 4.88, and this percentage is included in the very suitable category. Therefore, it can be concluded that the suitability obtained based on media expert validation indicates that Google Sites has very high suitability, with revisions to the Google Sites product including: "consistent font size, profiles replaced with references, standardised video terminology, and a more attractive interface."



Before After

Figure 2. Revision of Google Sites Media Media Validation

The revision was carried out in the context of changes in the way the media is presented, including improvements to font size, which is now more consistent, as well as

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enhancements to features to support user satisfaction and ease of access. Further revisions include changes to the appearance of the material with a more attractive and aesthetic feel. In addition, the profile section has been replaced with references, and the standardised term "vidio" has been corrected to "video".

3.2. Expert material validation

The first media product validation or expert testing was conducted by a learning media expert. The researchers entrusted this review to a learning media expert, Mr Dedi Kundana, S.Pd., M.Ti. The results of the review are as follows:

Table 2. Summary of Material Experts

No	Indicator	X	
1	Principles	4.29	
2	Procedure	4.67	
3	Procedures	4.5	
4	Content Relevance	4.47	
Total		17.93	
Average		4.48	90

(Source: Research Data Analysis Results 2025)

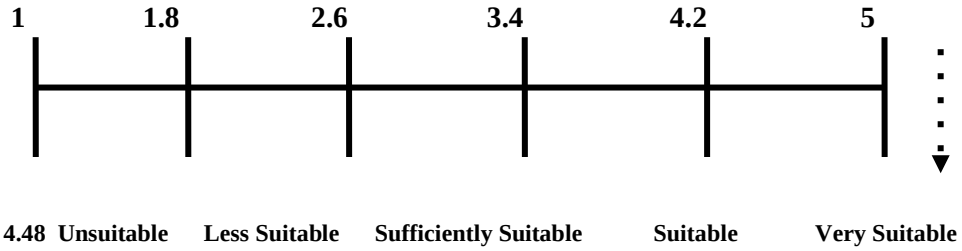

Figure 1. Score Continuum Thresholds Summary of Expert Validation Results (Source: Research Data 2025)

Regarding the recapitulation of validation by subject matter experts, it can be seen that the average score of 4.48 covers: Rules aspect: 4.29, Administration aspect: 4.67, Google Sites aspect: 4.5, Content relevance aspect: 4.47, and this percentage falls into the highly suitable category. Therefore, it can be concluded that the suitability obtained based on the validation by media experts indicates that Google Sites media has very high suitability, with revisions to Google Sites media including: "Colours in Google Sites are adjusted, words must be varied, and learning outcomes are added within the module."

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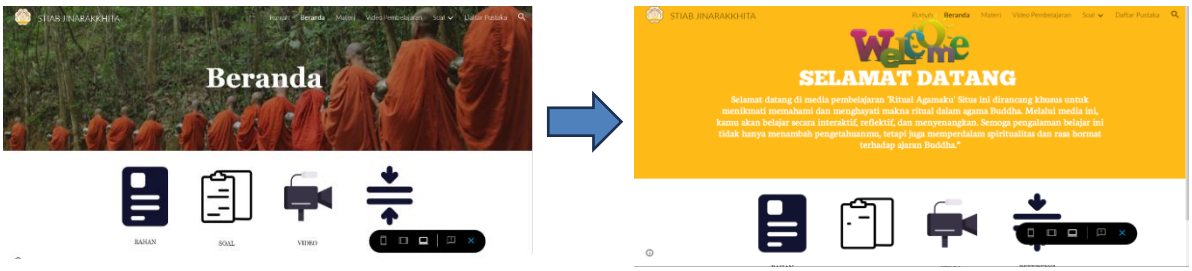

Before After

Figure 3. Revision of Google Sites Media by Subject Matter Experts

Adjustments were also made to the visual appearance, where the colours in Google Sites were adjusted to be more harmonious and attractive to users. The choice of words in Google Sites was made more varied to avoid a monotonous impression and increase the attractiveness of the material. In addition, learning outcomes were explicitly added to the module as a reference so that students understand the direction and purpose of the learning process.

3.3. Product trial results

The test design will be carried out on 7 students in class XI of SMA N 1 Negerikaton Pesawaran. The data from the test results will be used as a basis for revising the Google Sites learning media product and will be the final result in the development of Google Sites media. The product test results are described below.

Table 3. Scores Before and After Product Use

No.	Before	After
1	60	80
2	50	90
3	50	90
4	60	80
5	70	80
6	40	70
7	50	70
Total	380	560
Average	54.3	80
min	40	70
max	70	90

(Source: Researcher Data 2025)

The results of the first product test of 7 students showed that before using the media, they obtained a total score of 380 with an average score of 54.3. The lowest score of 40 was obtained by student number 6, and the highest score of 70 was obtained by another student. The researcher then applied the learning media in Buddhist religious education with the hope of increasing the scores obtained by the students. Google sites were applied to 7 students in grade XI without distinguishing gender. The scores obtained after using

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the media were 560 with an average of 80, the lowest score obtained by a student was 70, and the highest score was 90. The difference in the total scores obtained was 180 from 560-380 = 180. To determine the significant difference between the scores obtained before and after using the media, the researcher used the Paired Sample T Test.

Table 4. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Standard Error of the Mean
Pair 1	Pre-test	54.2857	7	9.759	3,688
	Post-test	80.0000	7	8,164	3,086

(Source: SPSS data processing for Windows)

The results of data processing in the paired samples statistics table show standard deviations before and after use of 9.759 and 8.164 with a sample size of 7 and averages of 54.28 and 80.00. The correlation table is described below.

Table 5. Paired Samples Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	7	.209	.653

(Source: SPSS for Windows data processing)

The results of data processing of scores before and after the use of media obtained a correlation score of 0.209 with a significance of 0.653, so it can be said that between the two variables: The result of 0.209 means that it is less or could be less significant with a significance level of 0.05 greater than 0.653

Table 6. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (two-tailed)
		Mean	Standard Deviation	Standard Error of the Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test - Post-test	-25.71429	11.33893	4.28571	-36.20105	-15.22752	-6.000	6	.001

(Source: SPSS data processing for Windows)

Table 4.14 presents the results of the t-test. From the table above, the calculated t-value is -6.000. The t-distribution table is sought at a = 5% (two-tailed test) with degrees of freedom (df) n-1 or 7-1 = 6. With a two-tailed test (significance = 0.05), the result obtained for the t-table is 1.943.

Test criteria:

Ho is accepted if -t table ≤ t calculated ≤ t table

Ho is rejected if -t calculated < -t table or t calculated > t table Based on

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probability:
Ho is accepted if P value > 0.05
Ho is rejected if P value < 0.05

Based on the analysis results, it was found that the value of -t calculated < -t table (-6.000 < -1.943) and the P-value < 0.05 (< 0.001 < 0.05). Therefore, H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the average pretest and posttest scores. The significant difference in using Google Sites learning media with a deep learning approach provides a difference in the learning process. Students not only receive information, but also understand, reflect on, and enjoy the learning process through the media.

The results of product validation tests by learning media experts and Buddhist education subject matter experts have been conducted. The results of the validation recapitulation by experts are based on five indicators. This validation is intended to anticipate errors by users (students). Subject matter experts assess the learning aspects and content, while media experts assess the appearance and programming aspects.

Table 7. Recapitulation of validation results

No.	Aspect	Subject Matter Expert			Media Expert					
		Score	Mean	Category	Score	Mean	Category	ST	MT	KT
1	Principles	66	4.29	Highly Recommended	57	4.75	Highly Recommended	123	4.52	Highly Recommended
2	Management	14	4.67	Worthy	20	5	Highly suitable	34	4.84	Highly Recommended
3	Google sites	18	4.5	Highly Recommended	43	4.78	Highly Recommended	61	4.64	Highly Recommended
4	Content Relevance	70	4.47	Highly Relevant	39	4.88	Highly Recommended	109	4.68	Highly Recommended
		168	4.48	Highly Recommended	159	4.85	Highly Recommended	327	4.67	Highly Recommended

(Source: Researcher Data Analysis 2024 Microsoft Excel 2021)

The product validation test results obtained by media experts had an average score of 4.48 with a total score of 168 and a percentage of 90%. Meanwhile, subject matter experts gave an average score of 4.85 with a total score of 159 and a percentage of 97%. The two validation tests were then totalled to obtain an overall picture of the two internal tests that had been conducted. The results of the two tests obtained a total score of 327 with an average answer score of 4.67 and a percentage of 93%. Therefore, the media as a whole passed the validation test with an average assessment that the media was "very feasible".

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The results of the analysis per indicator with the product validation test obtained results with 5 aspects analysed, obtaining an average test presentation of 80%, which is in the high category, with the following description:

The aspect of material suitability in the internal product test was in the very good category with a percentage of 90%. Therefore, the developed media can be said to be in the very good category in terms of material suitability with a total score of 123 and an average of 4.52. The developed learning media has shown effectiveness and efficiency in assisting the learning process, with clear, coherent presentation of material in accordance with the objectives and basic learning competencies. This media supports good communication between users and content, motivates active participation, and helps users optimise their learning time. The attractive visual design and easy-to-understand material make users feel satisfied and assisted in achieving optimal learning outcomes. In addition, this media also provides effective solutions for educators in delivering material, supporting the development of cognitive, affective, and psychomotor aspects of students, and encouraging independent learning in accordance with student development.

The feasibility of the administrative aspects in the internal product testing is classified as highly feasible with a percentage of 97%. Therefore, the developed media can be said to have a good category in terms of linguistic feasibility with a total score of 34 and an average of 4.84. The material presented in the learning media has been compiled in a manner relevant to the learning outcomes that must be achieved by students. In addition, the material and media used are in accordance with the learning objectives and user needs, thereby supporting the learning process effectively. The scope of the material has also been adjusted to the learning objectives, so that the entire content of the media contributes appropriately to the achievement of the expected competencies.

The feasibility of the Google Sites learning media aspect in internal product testing was classified as highly feasible with a percentage of 93%. Therefore, the media developed can be said to have a good category in terms of linguistic feasibility with a total score of 61 and an average of 4.64. The learning media is designed to be easily accessible to users anytime and anywhere, and provides all the functions necessary to achieve learning objectives optimally. The media operates efficiently, minimising the use of resources without reducing performance quality. This media provides effective support in helping users achieve optimal learning outcomes and is an efficient and affordable learning solution. In addition, this media is able to meet user needs in accordance with the context of use and is equipped with clear and easy-to-understand guidelines. The interface and navigation design are also consistently designed throughout, making it easy for users to access and utilise all available features.

The relevance of the content in internal product testing was rated as highly relevant, with a percentage of 94%. Therefore, the developed media can be said to be of good quality in terms of linguistic relevance, with a total score of 109 and an average of 4.68. The learning media is structured in a clear and logical manner, making it easy for users to understand how to use it and find the information they need. The text used is easy to read and comfortable on the eyes, while the instructions provided are conveyed in simple and easy-to-follow language. All content is organised in a regular and consistent manner

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in accordance with the topic and learning needs, covering all important aspects relevant to the learning objectives. With comprehensive, coherent material that focuses on user needs, this media is able to provide an effective and focused learning experience. So, overall, when viewed from the perspective of the relevance of the content as a whole, it is very feasible to be applied in Buddhist education lessons for Grade XI at the senior high school level.

3.4. Results of the Google Sites Learning Media Product Trial

The main field testing was conducted by using the revised product from subject matter experts and media experts in real conditions. The test design used a one-group pretest-posttest, which can be illustrated as follows:

O_1 X O_2

Explanation:

O1 = Score before using the Google Sites learning media

O2 = Score after using Google Sites learning media

The testing design was carried out at SMA N 1 Negerikaton Pesawaran with a total of 7 Buddhist students in grade XI. The data produced was used to determine the results before and after using Google Sites learning media with a deep learning approach. To determine the significant difference between the scores obtained before and after using the media, the researcher used the Paired Sample T Test.

Determining the Hypothesis

Ho: There is no difference between the average score before using the media and the average score after using the media.

Ha: There is a difference between the average score before using the media and the average score after using the media.

The test used a two-tailed test with a significance level of a = 5%. The significance level in this case means that the researcher took the risk of making a mistake in deciding to reject the correct hypothesis by as much as 5% (significance of 5% or 0.05 is a standard measure often used in research). The test results based on the criteria are -t count < -t table (-6.000 < -1.943) and P-value < 0.05 (< 0.001 < 0.05). Therefore, Ha is rejected and Ho is accepted. It can be concluded that there is a significant difference between the mean pretest and posttest scores. The significant difference in using Google Sites as a learning medium with a deep learning approach results in differences in the learning process. Students not only receive information but also understand, reflect on, and enjoy the learning process through the medium.

3.5. Discussion

The results of the study indicate that the use of Google Sites learning media with a deep learning approach significantly improves student learning outcomes in Grade XI Buddhist Religious Education. This is demonstrated by an increase in the average student score from 54.3 before using the media to 80 after using the media, as evidenced by a paired sample t-test statistical test with a comparison value of -t count < -t table (-6.000 < -1.943) and a P-value < 0.05 (< 0.001 < 0.05). Therefore, Ha is rejected and Ho is

accepted. It can be concluded that there is a significant difference between the average pretest and posttest scores. Significant differences using Google Sites learning media with a deep learning approach provide differences in the learning process. Students not only receive information, but also understand, reflect on, and enjoy the learning process through the media. This improvement reinforces the deep learning theory that emphasises meaningful, mindful, and joyful learning as described by [18]. In this context, Google Sites media supports the creation of an interactive, flexible, and visual learning environment, which allows students to engage more deeply with the material. These results are also in line with research [16] which states that the deep learning approach is able to shape students' character and understanding comprehensively.

Validation by subject matter experts and media experts also shows that Google Sites learning media falls into the "highly feasible" category, with average scores of 4.48 (90%) and 4.85 (97%), respectively. This assessment reflects that in terms of content, appearance, structure, and ease of use, this media meets quality standards. The suitability of the material to the learning outcomes, as well as the appropriate use of digital technology, are also factors supporting the successful use of this media. The success of this media lies not only in the delivery of information, but also in its ability to encourage active student engagement through features such as instructional videos, interactive exercises, and attractive visual designs. This encourages contextual and reflective learning as required in the topic "My Religious Rituals", which contains spiritual values and practices in Buddhism. However, it should be noted that the limited number of research samples (only 7 students) is one of the limitations that affects the generalisation of the results. Therefore, further research with a larger and more varied sample size is needed to obtain a more comprehensive picture. With thus, learning using Google Sites with a deep learning approach has proven to be effective in improving student learning outcomes and is also capable of building spiritual understanding and character through an active, reflective, and meaningful learning process.

4. Conclusion

The conclusion of this study shows that the procedure for developing Google Sites-based digital learning media on the subject of "My Religious Rituals" for Grade XI students at SMA Negeri 1 Negerikaton Pesawaran follows the level 3 research and development method according to Sugiyono's model. The stages used in the development of this media consist of several steps. First, a needs analysis was conducted through observation and interviews with teachers and students to identify obstacles in the learning process, which was still conventional and lacked technology. The results of the analysis showed that students needed learning media that could encourage deep understanding and active involvement in the learning process. Second, product design was carried out by compiling content in accordance with the curriculum, including basic competencies, indicators, and learning objectives. The media was designed using Google Sites, which contains text, images, videos, and interactive evaluation questions to support the deep learning approach. Third, the media development stage was carried out by optimising the visual display, easy navigation, and the compilation of material that was coherent and

easy for students to understand. Fourth, product validation was carried out by subject matter experts and learning media experts with a focus on rules, procedures, utilisation of Google Sites, and content relevance. The validation results showed that the developed media obtained an average score of 4.67 or 93% and was classified as "highly feasible". Fifth, product testing was carried out using a one-group pretest-posttest design on seven Year 11 students. The test results showed an average increase in scores from 54.28 to 80.00 after using the media. The paired sample t-test statistical test showed a significant difference between the pretest and posttest scores with a t-value of -6.000 and a p-value of 0.001 (< 0.05), so the media was declared effective in improving student learning outcomes. Sixth, the media was revised and refined based on the results of the tria1 and suggestions from the validator to ensure that the resulting media was truly in line with learning needs in the field. These steps ensured that the Google Sites learning media was developed systematically, fulfilled the principles of deep learning, and was able to improve students' understanding of Buddhist Education material effectively and interactively.

The Google Sites learning media with a deep learning approach to the "My Religious Rituals" material for Grade XI students at SMA N 1 Negerikaton Pesawaran is considered very feasible to be developed and used. Based on the validation results involving subject matter experts and media experts, this media received an average score of 4.67 or 93%, which is classified as "highly feasible". This assessment covers aspects of rules, procedures, platform utilisation, and content suitability for learning objectives. In addition, the results of the trial showed a significant increase in student understanding, with an average post-test score (80.00) higher than the pre-test score (54.28). These findings indicate that Google Sites learning media is effective in improving student learning outcomes and is highly recommended as interactive digital technology-based learning media in Buddhist Education at the senior high school level.

5. Recommendations

Based on the research findings and conclusions obtained, the researcher provides the following recommendations:

For Teachers: It is hoped that Buddhist Education teachers can utilise Google Sites learning media as an alternative in delivering material, particularly on the subject of "My Religious Rituals". This media not only presents material in an interactive and interesting way, but also encourages students to think critically and deeply. Teachers are also advised to continue exploring the various features in Google Sites in order to create a learning atmosphere that is more contextual and relevant to the needs of students.

For Students: Students are expected to use this learning media independently or in group learning activities. The use of Google Sites-based media provides flexibility in accessing material anytime and anywhere, thereby increasing understanding and independence in learning. Students are also advised to actively participate in learning by exploring content and utilising the interactive features available.

For Schools: Schools are expected to provide support for the development and implementation of digital technology-based learning media, both in terms of

infrastructure and teacher training. This support is important to ensure that the learning process runs optimally and in line with developments in educational technology in the digital age.

For Future Researchers: This study still has limitations in terms of the relatively small number of subjects. Therefore, it is recommended that future researchers conduct tests with a larger and more diverse sample size in order to obtain more generalised results. In addition, the deep learning approach used in this media can be further developed by integrating new features such as AI-based interactive quizzes or discussion forums to enrich the learning experience of students.

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