

The Effect of Using an Online Learning Module (Google Sites) on Student Attention in the Developmental Psychology Course

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Abstract

This study aimed to determine whether the use of Google Sites as an online learning module influenced student learning attention in the Developmental Psychology course. The study involved a sample of 15 second-semester students from the Islamic Religious Education (PAI) program at STAI Siliwangi Garut. A quantitative method was employed, with data collected via a questionnaire distributed through Google Forms. Simple Linear Regression was used for analysis, as the study focused specifically on the influence of using Google Sites as an online learning module on student learning attention. The results, calculated at a significance level of 0.05, yielded a significance value (p-value) of 0.000, indicating a significant influence; the correlation coefficient (R) was 0.880, and the coefficient of determination was 0.774. The study concludes that the use of Google Sites as an online learning module influences student learning attention in the Developmental Psychology course, accounting for 77.4% of the effect, while the remaining 22.6% is attributed to other factors not examined in this study. The calculated regression equation is $Y = 8.554 + 0.857x$; this indicates that for every one-unit increase in the use of Google Sites as an online learning module for the Developmental Psychology course, the student learning attention variable increases by 0.857 units.

Keywords

Online Learning Module, Google Sites, Student Learning Attention



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INTRODUCTION

As technology continues to develop rapidly, it is expected to be utilized across all aspects of life, including the field of education. This development is intended to address the challenges of an era that demands increasingly rapid and flexible educational processes. There are

numerous advantages to using online learning modules for individuals engaged in learning or education. One of these advantages is that learning materials can be organized and structured effectively, accessed anywhere and at any time without being restricted by schedules, and stored for later review. Various types of online learning modules are available, one of which is provided by the Google platform, namely Google Sites. Google Sites can be used as an online learning medium designed by educators to store learning materials, assignments, questions in the form of text, images, and videos, as well as other supporting files.

The development of education requires all individuals to receive education that is aligned with the needs of educational advancement. However, this is often constrained by various limitations, either related to the users themselves or to environmental conditions, infrastructure, and stakeholder policies. Students, as participants in the educational process, frequently encounter obstacles that affect the smooth implementation of their education. In classroom observations and discussions with students, it was found that students experienced difficulties in accessing supporting materials during the learning process because of limitations in the teaching modules provided. In addition, inadequate facilities made it difficult for students to access sufficient information to support their learning, along with various other obstacles encountered during the learning process. Based on these problems, an initiative emerged to utilize an online learning module that could be accessed anywhere and at any time to assist students in supporting their learning process. Among the various online learning modules available and accessible to users, Google Sites, a learning platform provided by Google, was selected as the focus of this research because it is easy to create and provides sufficient features to support the development of online learning materials.

An online module is a set of learning resources focusing on a particular topic that consists of learning content and descriptions of student activities, packaged and presented in a web-based format and accessible through the internet so that it can be studied anytime and anywhere under particular circumstances (Rahayu, Solihatin, & Rusmono, 2019). This product provided by Google makes it easier for users, particularly in optimizing learning activities, by maximizing features such as Google Docs, Sheets, Forms, Calendars, Hot Sheets, and others. Learning through Google Sites provides benefits for both teachers and students. Waluyo (2021), as cited in Rahmatul Haq, Alfin Khoirudin, and Malik Karim Amrullah (2023), explains the benefits of Google Sites in learning. Google Sites also provides features that can support the development of online learning modules (Sevtia, Taufik, & Doyan, 2022), is easy to use (Jubaidah & Zulkarnain, 2020), can be accessed from anywhere (Maskar et al., 2021), and can be edited at any time (Wijaya & Rukmana, 2024).

According to Hollingsworth and Lim, an online module is a set of learning resources that focuses on a particular topic and can be accessed through the internet (Rahayu, Solihatin, & Rusmono, 2019). The University of Central Florida (UCF) and The American Association of State Colleges and Universities (AASCU) define an online module as a functional division of an online component of a blended learning course that presents learning content, descriptions of student activities, or a combination of both on one or more pages (Rahayu, Solihatin, & Rusmono, 2019).

An online module is a set of learning resources focusing on a particular topic that consists of learning content and descriptions of student activities, packaged and presented in a web-based format and accessible through the internet so that it can be studied anytime and anywhere under particular circumstances (Rahayu, Solihatin, & Rusmono, 2019). According to Rahayu et al. (2019), the aspects of an online module include the following. First, its role/function, which includes independent learning materials and characteristics such as self-contained, self-instruction, and chunking. Second, its components, including a brief description, teacher's guide, student learning guide, learning activities, objectives, learning materials, exercises/tasks, self-tests/quizzes, summaries, and a final module test. Third, delivery, which is conducted online. Fourth, visualization, which includes multimedia elements such as graphics, text, video, audio, animation, simulation, hyperlinks, and hypermedia. Fifth, assessment implementation, which is conducted online.

Attention, according to Goldberg et al., is an information-filtering mechanism that determines the type or amount of information entering working memory (Goldberg, P., Sümer, Ö., Stürmer, K., Wagner, W., & Göllner, 2021). Information is attended to and processed in such a way that learning and knowledge acquisition can occur. The aspects of attention include, first, information selection (Filtering Mechanism); second, focus on learning tasks (On-task Attention); third, learner involvement (Behavioral Engagement); and fourth, information processing for learning (Goldberg, P., Sümer, Ö., Stürmer, K., Wagner, W., & Göllner, 2021). This research therefore needs to be conducted to determine whether an online learning module (Google Sites) can increase students' learning attention. Although this research uses only one type of online learning module, namely Google Sites, the results demonstrate a significant effect of using the Google Sites online learning module on students' learning attention.

The use of Google Sites as a learning module has been successfully investigated by Dariyadi, Mahliatussikah, and Fauzan (2021) in a study entitled **The Utilization of Google Sites as an Arabic Language Learning Medium**. Dariyadi et al. examined the use of Google Sites as a learning medium during the COVID-19 pandemic, which encouraged teachers to maximize the use of ICT-based learning media. Therefore, various efforts were needed in the learning process, including the use of ICT-based learning media to facilitate teachers in conducting learning activities. The importance of improving teachers' competence and skills in utilizing and maximizing ICT-based learning media indicates the need for training in developing and using ICT-based learning media. Another study was conducted by Suryana, Prahasti, and Iskandar (2023), entitled **The Utilization of Google Sites as a Learning Medium for Students at SMKN 3 Bengkulu City**. This study focused on the utilization of Google Sites by educators to provide learning opportunities through an online learning system. Another study conducted by Adzkiya and Suryaman (2021), entitled **The Use of Google Sites as a Learning Medium in Grade V English Language Learning in Elementary School**, found that Google Sites influenced online learning because it was easy for fifth-grade elementary school students to use. Based on learning observations and interviews, students were interested in Google Sites because the medium was highly practical. Furthermore, there was a relationship between Google Sites and students'

interest in learning English. Students felt more comfortable learning through Google Sites because it could present learning materials in the form of colored text, images, videos, and audio.

The present study focuses on the use of Google Sites among a sample of students who had never previously used an online learning module as a learning medium in their regular learning process. The study also specifically examines students' attention during learning through Google Sites. This was identified through observations and preliminary interviews conducted during the learning process, which revealed that learning through Google Sites had never previously been implemented. In addition, Google Sites can be easily designed and utilized to facilitate learning without spatial and temporal limitations, as it can be accessed anytime and anywhere. Users' ability to utilize Google Sites features effectively is therefore important for optimizing its application in education and learning. The use of Google Sites in the Developmental Psychology course is intended to facilitate students' understanding because the materials used in the course are posted before the learning process begins. Students can therefore access the materials in advance to study and understand them and subsequently provide responses, objections, or questions during classroom sessions.

The availability of Google Sites as an online learning module is expected to stimulate students' desire to learn (Wahidin, 2021). This desire to learn is reflected in focused attention on the learning materials being studied or presented. Learning attention can serve as a gateway between information and the learning process, enabling students to select important information for processing in order to acquire new knowledge (Goldberg, P., Sümer, Ö., Stürmer, K., Wagner, W., & Göllner, 2021). According to Bradbury, attention is a behavioral and cognitive process of choosing to listen to, observe, or think about a particular object while ignoring other stimuli. In the context of learning, attention is a prerequisite for learning, memory, and knowledge integration (Bradbury, 2023). Meanwhile, John K. Kruschke explains that attention in learning is the process of concentrating cognitive resources on particular information or representations so that individuals can learn relevant information while ignoring irrelevant information. Attention is important for successful learning processes (Kruschke, 2023). Based on the various definitions proposed by these experts, it can be concluded that attention is an individual's or learner's ability to focus on learning-related information or stimuli while ignoring unnecessary activities, allowing the process of receiving and processing information to occur optimally.

The purpose of this study is to obtain systematic and empirical information regarding the extent to which the use of the Google Sites online learning module influences students' learning attention in the Developmental Psychology course. Theoretically, this study is expected to contribute knowledge and insights regarding the use of Online Learning Modules (Google Sites) as an effort to improve attention during the learning process, enabling students to continue learning regardless of time and location..

METHODS

The research approach employed in this study was quantitative research, which uses statistical calculations to investigate a sample drawn from a particular population. Data were

collected using a questionnaire distributed through Google Forms. The sampling technique employed was non-probability sampling, in which every element or member of the population does not have an equal opportunity or chance to be selected as a sample. The students selected based on the sample criteria through purposive sampling consisted of 15 second-semester students from the 2023 cohort of STAI Siliwangi Garut. The participants had never previously experienced learning using online media or Google Sites, had participated in the Developmental Psychology course, and received a Google Sites link as an online learning module throughout one semester. The data analysis technique used in this study involved statistical calculations using SPSS through the Simple Linear Regression formula. This technique was selected because the study aimed only to determine whether the use of an online learning module (Google Sites) had an effect on students' learning attention in the Developmental Psychology course. This study did not conduct an initial comparison or pre-test before the implementation of the online learning module.

RESULTS AND DISCUSSION

This study involved two variables, namely the Online Learning Module (Google Sites) as the independent variable and Learning Attention as the dependent variable. Both variables were defined operationally to provide clear boundaries for their measurement. The Online Learning Module (Google Sites) as the independent variable was operationally defined as a web-based learning medium containing learning materials and student learning activities that can be accessed independently anytime and anywhere in a flexible manner. The module provides learning materials, learning instructions, assignments, and exercises that support the learning process. Meanwhile, Learning Attention as the dependent variable was operationally defined as an individual's ability to focus and maintain attention on relevant stimuli during the learning process while ignoring stimuli that are irrelevant to learning needs, thereby maintaining focus while completing learning tasks.

Research Hypotheses

The hypotheses formulated in this study consisted of the null hypothesis (H_0), which stated that there was no effect of using the Online Learning Module (Google Sites) on students' learning attention in the Developmental Psychology course, and the alternative hypothesis (H_a), which stated that there was an effect of using the Online Learning Module (Google Sites) on students' learning attention in the Developmental Psychology course.

Sample Characteristics

The sampling technique used in this study was purposive sampling, in which samples were selected based on particular considerations and predetermined sample criteria (Sugiono, 2015:124). The sample consisted of 15 second-semester students of the Islamic Religious Education (PAI) program at STAI Siliwangi Garut. The sample was selected from a population with specific characteristics that corresponded to the requirements of this study. The sample

characteristics included students who had never previously participated in online learning or used Google Sites, students who participated in the Developmental Psychology course, and students who received a Google Sites link as an online learning module throughout one semester.

Validity and Reliability Testing of the Measurement Instruments

Based on the results of the validity test conducted using SPSS, the Online Learning Module (Google Sites) variable initially consisted of 43 items, while the Learning Attention variable consisted of 31 items. The validity testing criterion was that an item was considered valid if the significance value was less than 0.05, whereas an item was considered invalid if the significance value was greater than 0.05. The results showed that 30 items from the Online Learning Module (Google Sites) variable were valid, while 27 items from the Learning Attention variable were valid. The questionnaire was considered reliable if the Cronbach's Alpha value was greater than 0.06, while a Cronbach's Alpha value below 0.06 indicated that the measurement instrument was not reliable. Based on the reliability test using Cronbach's Alpha, the Online Learning Module (Google Sites) variable obtained a value of 0.928, indicating that the questionnaire was reliable. The reliability test for the Learning Attention variable produced a Cronbach's Alpha value of 0.956, which also indicated that the questionnaire was reliable.

Data Analysis

The normality test for variable X, namely the use of the Online Learning Module (Google Sites), was conducted using SPSS statistical calculations. Because the sample consisted of 15 respondents, the Shapiro-Wilk normality test was employed. The testing criterion was that if the significance value was greater than 0.05, the data were considered normally distributed. The calculation produced a significance value of 0.162, which was greater than 0.05. Therefore, the data regarding the use of the Online Learning Module (Google Sites) were normally distributed. The normality test for variable Y, namely students' Learning Attention, was also conducted using the Shapiro-Wilk test because the sample consisted of 15 respondents. The testing criterion was that a significance value greater than 0.05 indicated a normal distribution. The calculation produced a significance value of 0.151, which was greater than 0.05. Therefore, the students' Learning Attention data were normally distributed. The next analysis involved a linearity test. The testing criterion was that if the Sig. Deviation from Linearity value was greater than 0.05, the relationship between the variables was considered linear. The calculated Sig. Deviation from Linearity value was 0.521, which was greater than 0.05. Therefore, the use of the Online Learning Module (Google Sites) and students' Learning Attention had a linear relationship.

Hypothesis Testing

Hypothesis testing was conducted using data from 15 respondents through Simple Linear Regression Analysis. The testing criterion was that if the significance value was less than 0.05, there was an effect of variable X on variable Y. Based on the calculation, the significance value was 0.000. Therefore, H_0 was rejected and H_a was accepted, indicating that there was an effect of using the Online Learning Module (Google Sites) on students' Learning Attention in the Developmental Psychology course. The research results, using a significance level of 0.05, showed a correlation coefficient (R) of 0.880 and a coefficient of determination of 0.774, indicating a strong relationship between the variables. The regression equation was calculated using the formula $Y = a + bX$, resulting in $Y = 8.554 + 0.8567X$. This means that for every one-unit increase in the use of the Online Learning Module (Google Sites), students' Learning Attention increased by 0.8567 units. The regression equation is presented in the accompanying graph showing the effect of using the Online Learning Module (Google Sites) on students' Learning Attention. The correlation coefficient was interpreted based on the criterion that a significance value below 0.05 indicated a positive correlation. The calculation produced a significance value of 0.000, indicating a positive correlation. This means that the higher the use of the Online Learning Module (Google Sites), the higher the students' Learning Attention. The coefficient of determination, represented by R Square, was 0.774 or 77.4%, indicating that the use of the Online Learning Module (Google Sites) explained 77.4% of the variation in students' Learning Attention, while the remaining 0.226 or 22.6% was influenced by other factors that were not examined in this study. The coefficient of determination was presented in the form of a pie chart.

Discussion

Based on the results of the statistical analysis, the use of the Online Learning Module (Google Sites) had a significant effect on students' Learning Attention. These findings indicate that online learning modules can be utilized to improve students' learning attention, particularly when learning materials require understanding and comprehension. Overall, the use of digital technology, particularly Google Sites-based online learning modules, can be implemented in the learning process because it can improve students' attention effectively and efficiently. The flexibility of Google Sites allows it to be used according to learning needs, regardless of time and location. Its implementation can create an interactive, engaging, and student-centered learning process. These findings are consistent with Rahayu, Solihin, and Rusmono (2019), who stated that online modules can serve as learning resources that focus learners' attention on particular content by presenting materials in an engaging and interactive web-based format that can be studied according to learners' needs. This is also consistent with Goldberg et al. (2021), who stated that attention occurs through the selection of information to be received according to individual needs while ignoring other information that is irrelevant to the learning process.

The Online Learning Module (Google Sites), when systematically organized, attractively designed, and easily accessed according to the learning materials presented, can attract

students' attention and help them focus on the materials being studied. As a result, the information received can be more easily stored in memory and understood. The statistical results showed a high correlation coefficient of 0.880, which falls into the strong relationship category. This indicates that the use of the Online Learning Module (Google Sites) has a strong relationship with students' Learning Attention. The strong relationship suggests that an increase in the quality and intensity of Google Sites usage is accompanied by an increase in students' Learning Attention. These findings reinforce the assumption that well-designed digital learning media can attract students' attention and increase their engagement in the learning process.

Overall, the research results demonstrate that the Online Learning Module (Google Sites) is an effective learning medium for improving students' Learning Attention. Therefore, the use of Google Sites-based online learning media can be considered an alternative learning strategy to improve students' attention and engagement in the learning process, particularly in the Developmental Psychology course.

CONCLUSION

Based on the results and discussion presented above, it is concluded that the use of a Google Sites-based online learning module for the Developmental Psychology course can enhance students' learning attention. This is evidenced by statistical calculations using simple linear regression, based on a sample of second-semester Islamic Religious Education (PAI) students residing in the STSI Siliwangi Garut dormitory. The analysis reveals a highly significant relationship between the use of the Google Sites module and learning attention; specifically, a one-unit increase in the use of the Google Sites module as a learning medium results in a 0.8567-unit increase in learning attention. This study is far from perfect; future research regarding the use of Google Sites or learning attention could be conducted more comprehensively by utilizing larger sample sizes and more diverse teaching materials.

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