USING GOOGLE SITE-BASED LEARNING MEDIA FOR ENHANCING STUDENTS' INTERESTS IN ENTREPRENEURIAL LEARNING

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Abstract

This study aims to ascertain the efficacy of employing Google site-based instructional materials in enhancing the students' interest in entrepreneurial education at the school under investigation. The research cohort comprised all twelfth-grade students of the school under investigation, with a sample of 30 students specifically from grade XII TKJ 2 at the school under investigation. Data for this research endeavor were gathered through the utilization of observation sheets and questionnaires measuring students' interest in learning. Analytical techniques deployed in this investigation encompassed descriptive analysis, prerequisite assessments, n-gain evaluations, and hypothesis testing. The findings reveal that the utilization of Google site-based learning resources effectively augmented students' interest in entrepreneurial education at the school under investigation. The hypothesis testing analysis, employing the Paired Sample t-test, indicated a t-test result with a two-tailed significance value (Sig.) of 0.000, which is less than the predetermined significance level of 0.05 (0.000 < 0.05). Consequently, the null hypothesis (H0) is rejected in favor of the alternative hypothesis (Ha). This outcome implies a noteworthy distinction in students' interest in learning when employing Google site-based instructional materials compared to students who do not utilize such resources at the school under investigation. In conclusion, the study demonstrates that Google site-based learning materials effectively heightened students' interest in entrepreneurial education at the school under investigation.

INTRODUCTION

Entrepreneurship education assumes a pivotal role in equipping students with essential knowledge pertaining to the intricacies of the business realm. It is, therefore, an imperative educational component for students to engage with. The inclination of students towards embracing entrepreneurship education is directly correlated with their active participation in the learning process. The accrual of entrepreneurial knowledge aptly exemplifies the significance of entrepreneurship education in cultivating an entrepreneurial interest among students. As per the findings of Apriyanto and Herlina's study in 2020, interest in learning can be gauged through various indicators such as satisfaction, students' enthusiasm for learning, their attentiveness during lessons, and active engagement in the learning process. It is evident that as students acquire a deeper understanding of entrepreneurship, their interest and conscientiousness naturally intensify. The process of learning is an integral facet of human existence, and it remains inexorably linked to the course of one's life. Prihastuti (2021) aptly characterizes learning as a transformative process that molds human behavior based on knowledge assimilated and actions undertaken. In parallel, Kahar et al. (2020) elucidates that learning is a dynamic exchange of information that transpires in the interactive milieu shared between students and instructors. Complementing this perspective, Subakti et al. (2021) expound that learning and education are inseparable facets deeply intertwined in educational activities, signifying a symbiotic relationship in which the interaction between teachers and students plays a defining role.

The issue of insufficient student interest in learning remains a persistent challenge within the realm of education (Matnuh & Adawiah, 2020). According to Prianti and Rezania (2022), interest can be defined as a profound attraction and delight in specific subjects, which typically engenders a strong inclination toward engaging voluntarily in related academic pursuits. This proclivity for particular areas of study gradually evolves from enjoyable activities, thereby influencing the quality of students' learning outcomes. Suharti et al. (2020) expound upon the notion that learning constitutes a process of fostering behavioral change and personal development in children, primarily when situated in a motivating environment. In concordance with Djuko (2021), it is established that interest in learning represents a psychological facet of an individual, manifesting in various symptoms such as fervor, yearning, enthusiasm, and a genuine liking for the transformative process of behavioral change. Meanwhile, Nurgiansah (2022) underscores the imperative that students exhibiting a diminished interest in learning may be inadequately equipped to compete in the labor market due to a deficiency in essential skills. In response, educators must exert dedicated efforts within the pedagogical sphere, including the integration of instructional media during the teaching process, as suggested by Elsa et al. (2022).

Furthermore, Elsa et al. (2022) illuminate how the trajectory of human existence has evolved alongside the proliferation of information and communication technology. In the contemporary era, the utilization of information technology promises a more efficient teaching and learning process, capitalizing on the swift advancements in information and communication technology, particularly the prevalence of smartphones. As posited by Purba et al. (2020), the ongoing development of science and technology has engendered profound

transformations within the educational landscape, particularly in the context of teaching and learning processes within schools.

The central issue under investigation in this study pertains to the dearth of student interest in entrepreneurship subjects at the school under investigation. Abi Hamid et al. (2020) elucidated that the learning process constitutes a collaborative endeavor involving two key stakeholders: the teacher in the role of facilitator and students as the active participants. This interaction involves the transmission of knowledge (cognitive), the acquisition of skills (psychomotor), and the cultivation of positive attitudes and values (affective). A significant number of students who exhibit disinterest in the learning process often fail to engage with their teachers and this is exacerbated by a deficiency in the creativity of teachers in delivering instructional materials. The factors that influence students' interest in learning can be categorized into two distinct types: internal factors stemming from the individual student and external factors originating from external sources (Marleni, 2016). Consequently, it becomes evident that concerted efforts are required to bolster students' interest in learning, specifically through the judicious selection of appropriate learning media. One promising avenue is the incorporation of internet-based learning media, exemplified by Google Site-Based Learning Media. As affirmed by Bhagaskara et al. (2021), smartphones, which are ubiquitous among students, have the remarkable capacity to captivate their attention. As such, the integration of Google Site-based learning media has the potential to augment students' enthusiasm for learning, ultimately yielding positive outcomes. In this study, two hypotheses are formulated: firstly, whether there exists a discernible disparity in students' entrepreneurial learning interest subsequent to the implementation of Google Site-based learning media, and secondly, the extent to which this transformation has a beneficial impact on the students.

The findings of Adzkiya and Suryaman's research (2021) on the development of Google Sites as an educational medium have revealed its compelling attributes for facilitating learning. Google Site is an enticing platform for several reasons. First and foremost, it is freely accessible to students, enhancing its appeal. Second, it offers a user-friendly interface, making it conducive for fostering teacher creativity in generating instructional materials that captivate students' attention. Third, Google Site seamlessly integrates with other Google applications, facilitating collaborative efforts. Fourth, it provides users with 100 MB of complimentary online storage. Fifth, the links on Google Site can be customized for restricted access, selectively viewable to specific individuals or open for public access, thereby ensuring versatile dissemination. Furthermore, Google Site is highly searchable via Google's search engine. The advantages inherent in a well-designed Google Site as a web-based learning medium are manifold. Its utilization augments the overall enjoyment of learning, making educational materials more memorable due to the heightened interactivity it offers. Moreover, the deployment of Google Site reduces the financial burden on students associated with their educational pursuits. Notably, teachers retain an indispensable role as both problem solvers and motivators for students, demonstrating the irreplaceable value of their presence in the context of web-based learning media. In light of these considerations, this study is predicated on the objective of assessing the effectiveness of Google Site-based learning media in cultivating students' interest in the field of entrepreneurship at the school under investigation.

METHODOLOGY

A Mixed Method approach was employed in this research to explore the students' perceptions of flipped classroom implementation. The researcher utilized this method in order to gain a comprehensive understanding of the subject. Creswell and Clark (2018 as cited in Dawadi et al., 2021) define mixed-method research as a study design that incorporates both qualitative and quantitative methods throughout the research process, guided by philosophical assumptions that shape data collection and interpretation. It is a research strategy that harnesses both quantitative and qualitative information to provide a more comprehensive analysis.

This research was conducted in the English Department, Universitas Riau, Riau Province from May to November 2022 through a set of questionnaires in Google form and interviews. For the questionnaire, there are 77 respondents from class A and class B. For the interview, the sample is 12% from the questionnaire's sample because it's considered sufficient to support the main data (Small, 2011), which is 10 students from both classes that were selected randomly.

The researcher used a questionnaire as primary data for this research. This research used an online questionnaire through Google form. The questionnaire in this research is adapted from a questionnaire designed by Haghighi et al (2019). This questionnaire has been checked for validity and reliability test in order to determine its accuracy and consistency. Meanwhile, the interview was the supporting data collected after the students participated in flipped learning via Zoom conference. This interview was intended to look deeply into students' perceptions, which will strengthen and clarify the reasons for responding to the questionnaire. This interview used a structured interview in which each respondent was asked the same question and then the researcher recorded it.

After collecting the data through a questionnaire and interview, both data need to be analyzed. The data of the questionnaire was analyzed using descriptive statistics. The questionnaire included 28 items which are divided into 2 levels, namely the pre-class stage, and the in-class stage (usefulness, autonomy, engagement, satisfaction, motivation, and anxiety). Also, to explain the students' perception of the flipped classroom, the researchers used a 5-point Likert scale which can be interpreted as follow:

Table 1. Likert scale Interpretation

Scale	Range Value	Verbal Interpretation
5	4.50 – 5.00	Very High
4	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very low

(Somera, 2010)

Furthermore, the interview was analyzed by using qualitative data analysis. According to Miles and Huberman (1994, as cited in Musthachim, 2014), the process of qualitative data analysis is divided into 3 steps: data reduction, data display, and conclusion drawing and verification.

FINDINGS

Descriptive Analysis of Student Entrepreneurship Learning Interest

The research instruments employed in this study encompassed a learning interest questionnaire comprising 12 statements. The data collected for this study included questionnaire responses reflecting student learning interest both before and after engaging with Google Site-based learning media, in addition to information gathered through observation sheets.

Below is a summary of the descriptive analysis of the impact of Google Site-based learning media on the entrepreneurial learning interests of class XII TKJ 2 students at the school under investigation. The results concerning students' entrepreneurial learning interests before the utilization of Google Site-based learning media are presented in Table 1:

Table 1. The average level of interest in learning entrepreneurship students before using Google Site-based learning media

No	Interval	Category	Frequency	Percentage
1	≥ 45	High	0	
2	29 - 44	Medium	30	100%
3	< 29	Low	0	
Amount				100

As depicted in Table 1, the responses from the respondents regarding their interest in entrepreneurial learning before the integration of Google Site-based learning media fall within the medium category. Specifically, all respondents (100%) expressed their interest in the medium range. This finding suggests that the level of interest in entrepreneurship learning among the students has hitherto not reached an optimal level and underscores the necessity for further enhancement through the implementation of Google Site-based learning media. Subsequently, the students' entrepreneurial learning interest subsequent to their engagement with Google Site-based learning media is presented in Table 2:

Table 2. The average level of interest in learning entrepreneurship students after using Google Site-based learning media

No	Interval	Category	Frequency	Percentage
1	≥ 45	High	30	100%
2	29 - 44	Medium	0	
3	< 29	Low	0	
Amount			30	100

Table 2 illustrates that the respondents' feedback concerning their interest in entrepreneurial learning after the implementation of Google Site-based learning media falls within the high category. Notably, all respondents (100%) indicated their interest at this elevated level. This outcome suggests that the use of Google Site-based learning media has effectively elevated students' interest in learning entrepreneurship to a high degree. These results align with the findings of Bhagaskara's research (2021), affirming that Google Site-based learning media can indeed enhance students' interest in learning.

The enhanced students' entrepreneurial learning interest, as discerned through a descriptive analysis, is substantiated by four distinct indicators. The ensuing discussion elucidates the outcomes associated with each of these indicators:

1. Student Feelings of Pleasure in Learning

The "feeling of pleasure" indicator encompasses four distinct statements. The descriptive analysis results pertaining to the respondents' responses concerning students' capacity to articulate their viewpoints are detailed in Table 3:

Table 3. The average Level of Student Pleasure in Learning Before Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 16	Hight	0	
2	10 - 15	Medium	29	96,67%
3	< 10	Low	1	3,33%
Amount			30	100

According to the data presented in Table 3, it is evident that prior to the implementation of Google Site-based learning media, the respondents' average assessment of students' feelings of pleasure in learning entrepreneurship stood at 29, falling within the medium category, which constituted 96.67% of the respondents, with only 1 person (3.33%) falling into the low category. This underscores the need for an enhancement of students' enjoyment in learning, a task that can be achieved through the integration of Google Site-based learning media. The subsequent assessment of students' feelings of pleasure in learning, following the utilization of Google Site-based learning media, is provided in Table 4:

Table 4. The average Level of Student Pleasure in Learning After Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 16	Hight	28	93,34%
2	10 - 15	Medium	2	6,66%
3	< 10	Low	0	
Amount			30	100

Table 4 reveals that subsequent to the implementation of Google Site-based learning media, 28 students (93.34%) registered their assessment in the high category, while 2 students (6.66%) remained in the medium category. This discernible shift indicates a noteworthy increase in students' feelings of pleasure in learning entrepreneurship among class XII TKJ 2, transitioning from the previous low and medium categories to a predominantly high category.

2. Student Interest in Learning

The "student interest in learning" indicator comprises two statements. The descriptive analysis outcomes related to the respondents' responses regarding students' ability to articulate their opinions are presented in Table 5:

Table 5. The average Level of Student Interest in Learning Before Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 9	Hight	0	
2	6 - 8	Medium	24	79,92%
3	< 6	Low	6	20,08%
Amount			30	100

As per the data in Table 5, it is apparent that prior to the introduction of Google Site-based learning media, the respondents exhibited an average level of student interest in learning entrepreneurship. This consisted of 24 individuals (79.92%) in the medium category and 6 individuals (20.08%) in the low category. Subsequently, the students' interest in learning entrepreneurship after the adoption of Google Site-based learning media is delineated in Table 6:

Table 6. The average Level of Student Interest in Learning After Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 9	High	24	79,92%
2	6 - 8	Medium	6	20,08%
3	< 6	Low	0	
Amount			30	100%

According to Table 6, subsequent to the implementation of Google Site-based learning media, it is evident that 24 students (79.92%) displayed a high level of interest in learning entrepreneurship, while 6 individuals (20.08%) remained in the medium category. This

observation affirms a notable increase in students' interest in learning entrepreneurship, on average, following the utilization of Google Site-based learning media, indicating a transition from the previous low and medium categories to predominantly high levels of interest.

3. Student Attention in Learning

The "student attention in learning" indicator comprises two statements. The descriptive analysis results related to the respondents' responses concerning students' capacity to express their opinions are presented in Table 7:

Table 7 *The average Level of Student Attention in Learning Before Using Google Site-Based Learning Media*

No	Interval	Category	Frequency	Percentage
1	≥ 9	High	0	
2	6 - 8	Medium	21	69,93%
3	< 6	Low	9	30,07%
	Amount		30	100%

As per the data in Table 7, it is evident that prior to the introduction of Google Site-based learning media, the respondents exhibited an average level of student attention in learning entrepreneurship. This comprised 21 individuals (69.93%) in the medium category and 9 individuals (30.07%) in the low category. Subsequently, the students' attention in learning entrepreneurship after the implementation of Google Site-based learning media is delineated in Table 8:

Table 8 *The Average Level of Student Attention in Learning After Using Google Site-Based Learning Media*

No	Interval	Category	Frequency	Percentage
1	≥ 9	Hight	27	90,01%
2	6 – 8	Medium	3	9,99%
3	< 6	Low	0	
	Amount		30	100

According to Table 8, following the implementation of Google Site-based learning media, it is evident that 27 students (90.01%) exhibited a high level of attention in learning entrepreneurship, while 3 individuals (9.99%) remained in the medium category. This observation affirms a significant increase in students' attention in learning entrepreneurship, transitioning from the prior low and medium categories to a predominant high category, on average, as a result of the use of Google Site-based learning media.

4. Student Engagement in Learning

The "student involvement in learning" indicator encompasses four distinct statements. The descriptive analysis results related to the respondents' responses regarding students' capacity to articulate their opinions are presented in Table 9:

Table 9. The average Level of Student Involvement in Learning Before Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 16	Hight	0	
2	10 - 15	Medium	27	90,01%
3	< 10	Low	3	9,99%
Amount			30	100%

According to the data presented in Table 9, it is evident that prior to the introduction of Google Site-based learning media, the respondents exhibited an average level of student involvement in learning entrepreneurship. Specifically, 27 individuals (90.01%) were in the medium category, while 3 individuals (9.99%) fell within the low category. This indicates the need for an improvement in students' involvement in learning, which can be achieved through the utilization of Google Site-based learning media. The implementation of Google Site-based learning media is expected to enhance the effectiveness of classroom learning activities. Subsequently, the students' involvement in learning entrepreneurship following the use of Google Site-based learning media is depicted in Table 10:

Table 10. The average Level of Student Involvement in Learning After Using Google Site-Based Learning Media

No	Interval	Category	Frequency	Percentage
1	≥ 16	High	30	100%
2	10 - 15	Medium	0	
3	< 10	Low	0	
Amount			30	100

As per the data presented in Table 10, it is evident that after the implementation of Google Site-based learning media, all 30 students (100%) registered a high level of involvement in learning entrepreneurship. This observation underscores a substantial increase in students' involvement in learning, transitioning from the prior low and medium categories to a universal high category, on average. This transformation can be attributed to the effective use of Google Site-based learning media.

Descriptive Analysis of Learning Observation Results Using Google Site-Based Media

The observation instruments in this study were systematically designed to align with the steps involved in using Google Site-based learning media. These instruments were employed

during the learning process to assess both teacher and student activities. The primary aim of this observation was to ascertain the extent to which the various stages of learning activities were successfully achieved through the utilization of Google Site-based learning media. The scoring of the observation values ranged from 1 to 4, with a score of 4 signifying that all students effectively executed the measured aspect, 3 indicating that some students carried out the measured aspect, 2 representing scenarios where only one or two students engaged in the measured aspect, and 1 reflecting situations where no student demonstrated the measured aspect (Marsigit et al., 2018).

The results of the observations pertaining to the learning activities indicate that teachers have systematically executed the various steps involved in employing Google Site-based learning media, ranging from the preparatory phase to the subsequent follow-up activities. These observations underscore that the learning process aligns with the content contained within the learning media.

Furthermore, student reactions are notably positive and categorized as "very good" when participating in the learning material concerning Business Evaluation via Google Site-based learning media. This assessment is substantiated by the observed average score of 3.64, signifying that the implementation of learning utilizing Google Site-based learning media in the context of entrepreneurial learning at the school under investigation is firmly situated within the "very good" category.

Moreover, the observations reveal that nearly all students actively engage in the aspects assessed, such as displaying enthusiasm when seeking and providing opinions, as well as actively participating in asking and responding to questions. In accordance with the criteria outlined in the observation sheet, the data gleaned from the engagement of both teachers and students have effectively contributed to the augmentation of students' interest in learning.

Prerequisite Test

Before conducting hypothesis testing, a preliminary analysis, in the form of a normality test, was carried out. This normality test involved two sets of data: student learning interest in learning without the use of Google Site-based media and student learning interest in learning using Google Site-based media. The purpose of this normality test was to ascertain whether the data followed a normal distribution, a prerequisite for many statistical tests.
In this research, the normality test was performed using the SPSS Statistics 24 software with the Shapiro-Wilk test. The results are presented in Table 4.11 below:

Table 11. Pretest and Postest Normality Test

	Statistic	**df**	**Sig**	**Description**
Pretest	0.964	30	0.397	Usual
Postest	0.944	30	0.116	Usual

The Shapiro-Wilk test was chosen due to the relatively small sample size, as it is typically preferred for datasets with fewer than 100 observations. In this test, data is considered to be normally distributed if the significance value is greater than 0.05.

As shown in Table 4.12, the significance value for the pretest data is 0.397, which is higher than 0.05. Similarly, the post-test data has a significance value of 0.116, also exceeding the 0.05 threshold. This indicates that both the pretest and post-test data are normally distributed, allowing for the application of statistical tests that assume normality.

Hypothesis Testing

Following the successful completion of the prerequisite tests, with the confirmation that the pretest and post-test questionnaire values exhibit normal distribution, the subsequent step is hypothesis testing. In this study, hypothesis testing was executed using the Paired Sample T Test. The decision-making process for the Paired Sample T Test in SPSS is based on the significance values, and it is as follows:

H0: If the value of Sig. (2-tailed) > 0.05, then the utilization of Google Site-based learning media is not effective in enhancing students' interest in learning entrepreneurship at the school under investigation.

Ha: If the value of Sig. (2-tailed) < 0.05, then the use of Google Site-based learning media is effective in increasing students' interest in learning entrepreneurship at the school under investigation.

Subsequently, the testing was conducted, and the results are presented in Table 4.12, as follows:

Table 12. Test Results Paired Sample T Test

	Mean	**Std, Deviation**	**T**	**df**	**Sig. (2-tailed)**
Pretest, Postest	-18.50000	2.94490	-34.406	29	0.000

Based on the results of the hypothesis test using the Paired Sample T Test, it is evident that the Sig. (2-tailed) value is 0.000. Since this value of Sig. (2-tailed) is less than the significance level of 0.05, it is apparent that the null hypothesis (H0) is rejected. Conversely, the alternative hypothesis (Ha) is accepted. This signifies that the implementation of Google Site-based learning media is indeed effective in augmenting students' interest in learning entrepreneurship at the school under investigation.

The table presented above provides clear evidence that there are significant differences in the learning interests between students taught using Google Site-based learning media and those taught without it in the context of grade XII TKJ 2 at the school under investigation.

N-Gain Test

The N-Gain test is computed subsequent to the execution of the Paired Sample T Test and is employed to determine whether there is a significant difference between pretest and posttest learning interests and to quantify the magnitude of this difference based on the responses from the students' pretest and posttest questionnaires. Furthermore, it serves to assess the effectiveness of using Google Site-based learning media on student learning interests. In the N-Gain score test, the researchers manually calculate the N-Gain scores using Microsoft Excel. The formulation of the N-Gain score is based on the definition provided by Hake (1999). The results of these calculations are presented in Table 4.13, as follows:

Table 13. N-Gain Score Test Calculation Results

Group	Pretest	Postest	N-Gain Score	N-Gain Percentage	N-Gain Interpretation
Experiment	36.23	54.73	0.776	77.64	High

Based on the results of the N-Gain score test calculations presented in Table 4.14, it's evident that the mean value of the pre-questionnaire assessing students' entrepreneurial learning interest prior to the use of Google Site-based learning media is 36.23. Moreover, the increase in the post-questionnaire scores, reflecting students' entrepreneurial learning interest following the utilization of Google Site-based learning media, amounts to 54.73. The mean N-Gain score is computed as 0.776, and as it falls within the range of $0.776 \leq 0.7$, it is classified as "high." Furthermore, the mean N-Gain score percentage, totaling 77.64, surpasses the threshold of 76, categorizing it as "high" as well.

In summary, the use of Google Site-based learning media is effectively enhancing students' entrepreneurial learning interest at the school under investigation, and this effectiveness is categorized as "high."

DISCUSSION

This research was conducted at the school under investigation and involved students from class XII TKJ 2 as the research sample. The specific subject matter under investigation in this study pertains to "business evaluation." The study compared the effectiveness of teaching two different aspects of this subject: "credit and business capital," which was delivered through conventional teaching methods (lectures), and "financial ratio analysis," which was taught using Google Site-based learning media.

Throughout the research process, the researchers played the role of observers, and the primary educators responsible for delivering the lessons remained the entrepreneurship subject teachers at the school under investigation. Prior to receiving the experimental

treatment, the students initially participated in standard classroom instruction, typically delivered through lectures, as part of the regular teaching and learning process. In this initial phase, the teacher covered the topic of "credit and business capital." Following the completion of this teaching phase, students were administered a pre-questionnaire to gauge their comprehension of the material conveyed. The data obtained from this pre-questionnaire reveals that the average pre-questionnaire score was 36.23.

During the second session, the teacher instructed the students on the topic of "ratio analysis" using Google Site-based learning media. The learning process with Google Site-based media was conducted twice. Following these sessions, students were once again provided with a post-questionnaire to assess any changes in their interest in learning entrepreneurship after using Google Site-based learning media. The data derived from the student post-questionnaire indicates that the average score was 54.73. As demonstrated in Table 4.3, student post-questionnaire scores that are equal to or exceed 43 signify a notable increase in students' interest in learning entrepreneurship. This enhancement can be categorized as achieving high scores.

It is evident that the implementation of Google Site-based learning media has a positive impact on enhancing students' interest in learning. This finding is consistent with the research conducted by Bhagaskara et al. (2021), which suggested that smartphones are effective in capturing the attention of a significant portion of students. Consequently, the use of Google Site-based learning media leads to an increased interest in learning, with a positive impact on students. The school under investigation permits students to bring smartphones for educational purposes. This policy facilitates the utilization of Google Site-based learning media, leading to an increase in students' interest in learning entrepreneurship. As noted by Hidayatillah et al. (2022), in the contemporary era of ever-advancing technology, Google Site proves highly compatible with the field of education. The captivating nature of this learning approach prevents students from experiencing monotony in their educational experiences.

The hypothesis test results, conducted through the Paired Sample t test model, provide compelling evidence of the impact of Google Site-based learning media on student learning interests. According to the criteria for hypothesis testing, H0 is rejected when Sig. < 0.05, and Ha is accepted when Sig. > 0.05. Upon analyzing the hypothesis test with the Paired Sample t test, it becomes evident that the t test yields a Sig. (2-tailed) value of 0.000, with a significance level of 0.05. Since 0.000 is less than 0.05, H0 is rejected, and Ha is accepted. This signifies that there is a statistically significant difference in student learning interests when using Google Site-based learning media compared to students who do not use Google Site-based learning media at the school under investigation. The presence of such significant differences demonstrates that the implementation of Google Site-based learning media is effective in enhancing the interest of grade XII TKJ 2 students at The school under investigation in the field of learning entrepreneurship.

The findings of this research, along with the discussions conducted, find support in a prior study conducted by Adzkiya & Suryaman (2021) titled "The Use of Google Site Learning Media in Grade V Elementary School English Learning." Their research utilized a qualitative descriptive method and involved a sample of 10 grade V students who possessed personal

smartphones. Within this sample, 7 students were female, and 3 were male, all of whom were grade V students at SDN Palumbonsari 3.

The outcome of their study revealed a positive relationship between the use of Google Site and students' interest in learning English subjects. Students expressed greater comfort in their learning experiences when using Google Sites, which allowed for the presentation of instructional materials in various engaging formats, including colored text, images, videos, and audio.

CONCLUSIONS

Based on the research findings and the preceding discussion, the following conclusions can be drawn. There are significant differences in the level of students' interest in learning between those who use Google Site-based learning media and those who do not. Students who utilized Google Site-based learning media exhibited notably higher interest in learning, as evidenced by the higher scores in the post-questionnaires. The pre-questionnaire results for students who did not use Google Site-based learning media displayed a lower average score of 36.23 compared to the post-questionnaire results for students who used this media, which achieved an average score of 54.73.

The effectiveness of Google Site-based learning media is classified as "high." This classification is supported by the N-Gain score test results, which yielded a mean value of 0.776 for the pre-questionnaire, categorized as "high." Additionally, the mean N-Gain score percentage for the post-questionnaire test was 77.64, also falling within the "high" category.
The utilization of Google Site-based learning media results in an increase in students' interest in learning entrepreneurship among class XII TKJ 2 students at the school under investigation. The hypothesis test findings, with a Sig. (2-tailed) value of $0.000 < 0.05$, led to the rejection of H0 and the acceptance of Ha. Consequently, the research accepts Ha, indicating that learning using Google Site-based learning media is effective in enhancing students' interest in learning entrepreneurship among class XII TKJ 2 students at the school under investigation.

Based on the findings the following recommendations are provided: (1) For schools, the schools should consistently support teachers in the early introduction of media to students. It is advisable for schools to offer training sessions to teachers, fostering creativity in the utilization of various learning media. (2) Teachers should strive to employ Google Site-based learning media effectively to enhance and influence student learning interests, particularly in entrepreneurial learning. Given that each learning medium possesses unique strengths and weaknesses, teachers need to make well-informed decisions in selecting learning media that align with the subject matter, intended learning outcomes, available time, and the school's facilities and infrastructure. (3) Students should embrace the diversity among individuals and actively engage in learning to achieve optimal results. Following a predetermined learning schedule and participating attentively during lessons will ensure that students do not miss out on crucial learning materials conveyed by the teacher.

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