



## Google Sites Based E-book to Improve Mathematical Connectivity Skills in Probability

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### ABSTRACT

This study aims to develop a Google Sites-based e-book to improve high school students' mathematical connection ability in probability. This study employs the Research and Development (R&D) method using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. The research subjects included 40 11th-grade science students to measure the effectiveness of the media, 17 students to assess the practicality of the media, and 3 expert validators consisting of a media expert, a language expert, and a subject matter expert. Data collection techniques were conducted through validation sheets, student response questionnaires, and pretest and posttest assessments. The research results showed that the media received a validation percentage of 86.15% from the media expert, 89.23% from the language expert, and 93.33% from the content expert, all falling into the "highly suitable" category. The effectiveness test results showed that the average pretest score of 59.18 increased to 88.51 on the posttest, with an N-Gain value of 0.72 in the "high" category. Additionally, the classical mastery rate reached 93.33%, and the questionnaire results indicated that the medium falls into the practical category. Thus, the Google Sites-based e-book is deemed suitable, practical, and effective for enhancing students' mathematical connection ability in probability material.

Keywords: google sites; mathematics connections; ADDIE model; e-book

### INTRODUCTION

The rapid development of digital technology has encouraged the transformation of learning processes toward the use of interactive, flexible, and student-centered learning media, particularly in mathematics education at the senior high school level. Digital learning media play an important role in helping students understand abstract mathematical concepts through more concrete and engaging representations (Khaebibah & Pramuditya, 2026). In mathematics learning, the use of appropriate instructional media is essential because many mathematical concepts are abstract and difficult for students to visualize directly (Cahyani et al., 2024). One of the digital learning platforms that can support interactive mathematics learning is Google Sites, which enables teachers to integrate text materials, images, videos, animations, hyperlinks, and interactive exercises into a single web-based platform (Dondo et al., 2022). Previous studies have shown that Google Site-based learning media can improve students' engagement and learning outcomes in mathematics learning (Azmi & Sopiany, 2022; Buchori et al., 2023).

Among the important competencies that students must develop in mathematics learning is mathematical connection ability. Mathematical connection ability refers to students' capacity to relate mathematical concepts within mathematics itself, connect mathematics to other disciplines, and apply mathematics in real-life situations (Septian,

2022; Septian & Soeleman, 2022). According to the National Council of Teachers of Mathematics (NCTM), mathematical connections help students build meaningful understanding by linking various mathematical ideas and experiences (Ula et al., 2025). Students with good mathematical connection ability are not only able to memorize formulas but also understand the relationships among concepts in solving mathematical problems (Lutfiatul, 2025). Therefore, mathematical connection ability is considered a fundamental component in developing higher-order mathematical thinking skills.

However, several recent studies indicate that students' mathematical connection ability remains relatively low. Many students still experience difficulties in relating previously learned mathematical concepts when solving problems, especially in topics that require conceptual integration (Arrochman & Khaerunnisa, 2025; Nisaa et al., 2024). This condition is often caused by teacher-centered learning practices and the limited use of interactive learning media that facilitate conceptual relationships. Consequently, students tend to learn mathematics procedurally rather than conceptually, resulting in fragmented understanding of mathematical ideas.

One of the mathematics topics that strongly requires mathematical connection ability is probability. Probability learning involves the integration of several mathematical concepts, such as counting principles, permutations, combinations, fractions, and statistical reasoning. In addition, probability concepts are closely related to real-life situations, making them highly relevant for contextual learning. Nevertheless, many high school students encounter difficulties in understanding probability because they fail to connect prerequisite concepts with new material. Previous classroom observations and studies revealed that students often rely on memorizing formulas without understanding conceptual relationships among probability concepts. This issue becomes more significant when instructional practices are still dominated by conventional teaching methods with minimal use of interactive digital learning media.

To address these problems, the development of innovative and technology-based learning media is necessary. One potential solution is the development of an e-book based on Google Sites. Google Site-based e-books provide flexible access to learning materials and allow students to learn independently anytime and anywhere. Furthermore, the platform supports interactive features that can facilitate students in visualizing and connecting mathematical concepts more effectively. Research conducted by Buchori et al (2023) demonstrated that Google Site-based learning media positively contributed to students' conceptual understanding in mathematics learning. Similarly, Amellya & Khasanah (2021) found that Google Sites integrated with metacognitive approaches produced highly feasible learning media with positive impacts on students' learning abilities. Najah & Lestari (2024) also emphasized that Google Sites have considerable potential for supporting interactive mathematics learning, although their implementation in specific mathematics topics remains limited. In addition, Rohaendi (2020) and Juniati et al., (2021) highlighted the importance of instructional approaches and learning tools that facilitate students' mathematical connection ability through meaningful and problem-oriented learning activities.

Although previous studies have investigated Google Sites-based learning media and mathematical connection ability separately, limited studies have specifically developed Google Site-based e-books to improve students' mathematical connection ability in

probability learning at the senior high school level. Most previous studies focused on conceptual understanding, learning motivation, or general learning outcomes rather than mathematical connection ability as the primary outcome. Therefore, this study offers novelty by integrating interactive Google Site–based e-book media with the objective of enhancing students' mathematical connection ability in probability learning.

Based on the aforementioned issues, the research problem of this study can be formulated as follows: (1) How feasible is the Google Site–based e-book as a mathematics learning medium for probability material? (2) How practical is the Google Site–based e-book in mathematics learning? and (3) How effective is the Google Site–based e-book in improving students' mathematical connection ability? Accordingly, this study aims to determine the feasibility, practicality, and effectiveness of a Google Site–based e-book in improving the mathematical connection ability of senior high school students on probability material.

## **RESEARCH METHOD**

This study is a type of development research. This development is aimed at creating an instructional media product and testing its effectiveness and practicality in use. The product was created in the form of an interactive e-book based on Google Sites, integrated with Google Forms (featuring interactive quizzes), YouTube access, a question bank in the form of links, and visual materials created using Notebook.lm. Additionally, this product is equipped with gamification features that can be used independently or in the classroom with a teacher. This study employs the ADDIE model for development, which consists of several stages, including analysis, planning, design, development, implementation, and evaluation (Anjarwati & Pujiastuti, 2020; Rustandi, 2021).

The development model used is the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The analysis stage involves identifying learning needs and student characteristics. The design stage involves designing the content, media presentation, and learning activities. The development stage involves creating and developing learning media according to the established design and conducting validation by media experts, subject matter experts, and language experts (Masykuri et al., 2025). The implementation stage involves pilot-testing the media with 11th-grade science students. Subsequently, the evaluation stage is conducted to determine the validity, practicality, and effectiveness of the developed media (Susilawati & Rusdinal, 2022).

This study was conducted at a high school, involving 40 11th-grade science students to measure the effectiveness of the media, 17 students to assess the practicality of the media, and 3 expert validators consisting of a media expert, a content expert, and a language expert. Sampling was conducted using a random sampling technique. Data collection was carried out using expert validation sheets, student response questionnaires, as well as pretest and posttest. Validity and practicality data were analyzed using percentages, while effectiveness data were analyzed using N-Gain scores to determine the improvement in students' mathematical connection skills.

## RESULT AND DISCUSSION

This section discusses the steps involved in creating an e-book using Google Sites based on the ADDIE development model, as well as the results of using the e-book. The following is a detailed explanation.

### Analisis

The analysis stage was conducted through preliminary observations to identify the learning needs of eleventh-grade senior high school students in mathematics learning. The results showed that learning activities were still dominated by conventional teaching materials with limited innovation in digital learning media. In addition, some students had non-academic activities that prevented them from fully participating in classroom learning. This condition affected students' mathematical connection ability, as students experienced difficulties in connecting prerequisite concepts with new concepts in probability material. Students tended to forget previously learned concepts, causing difficulties in understanding relationships among mathematical concepts (Zainudin et al., 2021).

In addition, differences in students' learning styles also influenced the learning process and mathematics learning outcomes (Telaumbanua & Harefa, 2024). Therefore, this study integrated Youtube and NotebookLM features as digital scaffolding to help students understand the material more flexibly. The use of audio-visual and visual media was adjusted to students' learning style needs to improve their understanding of mathematical concepts. Thus, the development of a Google Sites-based e-book was intended to support more flexible, interactive learning and improve students' mathematical connection ability.

### Design

At the design stage, the researcher designed a Google Sites-based e-book using Canva and NotebookLM applications. This stage began with preparing learning objectives, collecting probability materials from eleventh-grade mathematics textbooks, designing e-LKPD worksheets, evaluation questions, Youtube learning videos, infographics, question banks, and gamification elements. All components were designed to support interactive learning and facilitate students' mathematical connection ability.

Furthermore, the media design was developed by considering accessibility and students' learning needs. The integration of multimedia features in Google Sites aimed to help students understand probability concepts through various learning representations, both visual and audio-visual. Therefore, the developed media functioned not only as learning material but also as a flexible independent learning resource.



Figure 1. Learning Objectives Page

The learning objectives page was designed to help students understand the learning outcomes to be achieved in probability material. The systematic presentation of learning objectives helped students recognize the direction of learning and increased their readiness before studying the material.

**Development**

At the development stage, the researcher implemented the product design into a Google Sites–based e-book that could be used in mathematics learning. The developed media consisted of several main menus, including learning objectives, learning materials, question banks, and games. The learning menu contained e-LKPD worksheets, pretests, posttests, Youtube videos, quizzes, and probability infographics. Meanwhile, the games menu included gamification features developed using Educaplay and Canva to increase student engagement during learning activities.

The developed media were then validated by media experts, language experts, and material experts to determine the feasibility of the product before its implementation in learning activities.

Table 1. Expert Validation Results

Expert	Feasibility (%)
Media	86.15
Language	89.23
Material	93.33

Based on the validation results presented in Table 1, the Google Sites–based learning media achieved a “very feasible” category in all assessment aspects. The high validation scores indicated that the developed media fulfilled the requirements of visual appearance, language quality, and material suitability. These findings demonstrate that the integration of various digital features in Google Sites can support more systematic and interactive learning material presentation for students.

This result is consistent with the findings of Buchori et al. (2023), who stated that Google Sites–based learning media are effective for digital mathematics learning. In addition, multimedia features such as Youtube videos and infographics helped students understand abstract concepts through more concrete visual representations.

Although the media achieved a very feasible category, media experts suggested improving the initial display by adding clearer navigation buttons to facilitate users in accessing each learning menu. Based on this suggestion, revisions were made to the initial interface of the media.



Figure 2. Revised Page Based on Media Expert Suggestions

The interface revision involved adding more systematic and user-friendly navigation buttons. This improvement aimed to enhance user convenience in accessing the learning features available in the Google Sites-based e-book.



Figure 3. Probability Infographic for Single Events



Figure 4. Gamification Using Educaplay and Canva

At the figure 3, the infographic was designed to help students understand probability concepts through simpler and more attractive visual presentations. The use of infographics also helped students connect mathematical concepts more concretely. At the figure 4, the gamification feature aimed to increase students' motivation and engagement during the learning process. Educational games created a more interactive learning atmosphere, encouraging students to participate actively in understanding probability material.

### Implementation

The implementation stage was conducted by introducing the Google Sites-based e-book to eleventh-grade senior high school students in probability learning. The researcher first explained the features available in the media, such as e-LKPD worksheets, learning videos, quizzes, question banks, and games. Afterward, students were directed to use the media throughout the learning process.

In each meeting, students first completed a pretest containing indicators of mathematical connection ability. Then, students worked collaboratively on Problem Based Learning-based e-LKPD worksheets using Youtube videos and infographics as learning scaffolding. At the end of the lesson, students completed a posttest to measure the improvement in their mathematical connection ability after using the learning media.

The use of Problem Based Learning in the e-LKPD worksheets helped students construct relationships among mathematical concepts through contextual problem-solving activities. This finding supports constructivist theory, which states that students understand concepts better when actively involved in the learning process.

### Evaluation

The evaluation stage was conducted to determine the effectiveness of the Google Sites-based e-book in improving students' mathematical connection ability in probability material.

Seorang atlet memiliki 3 sepatu lari (Hitam, Putih, Merah) dan 4 kaos kaki (Pendek, Panjang, Jempol, Kompresi). Susunlah Tabel untuk menunjukkan seluruh titik sampel pasangan sepatu dan kaos kaki tersebut!

1776303589870...

Tambahkan masukan individual

Tambahkan masukan individual

✓ Sebuah roda putar (spinner) memiliki 3 bagian yang diberi nomor 1 sampai 3. Jika roda tersebut diputar bersamaan dengan pengambilan satu kartu huruf vokal (A, I, U, E, O), tentukan banyaknya kemungkinan yang muncul!

Jawaban yang benar

15

Tanggapan

akan ada 15 kemungkinan hasil dari 3 kemungkinan spinner dikalikan dengan 5 kemungkinan kartu

Tambahkan masukan individual

✓ Diberikan Himpunan Ruang Sampel  $S = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$ . Jika Kejadian A adalah munculnya nomor ganjil, tuliskan anggota kejadian A. Apakah kejadian A merupakan himpunan bagian dari S? Jelaskan hubungannya!

A:  $\{1, 3, 5, 7, 9\}$   
ya, karena semua anggota himpunan A berada pada himpunan S

Tanggapan

Jawab: Hubungan antara kejadian A dan ruang sampel S dapat dijelaskan melalui poin-poin berikut:

- Definisi Elemen: Setiap anggota yang ada di dalam himpunan A ( $\{1, 3, 5, 7, 9\}$  dan 9) juga merupakan anggota yang terdapat di dalam himpunan S. Tidak ada satu pun anggota A yang berada di luar S.
- Konsep Peluang: Dalam teori peluang, sebuah kejadian secara definisi memang harus merupakan himpunan bagian dari ruang sampel. Ruang sampel S bertindak sebagai "Himpunan Semesta" untuk eksperimen tersebut, sedangkan A adalah kondisi khusus yang kita amati.

Kaos Kaki	Hitam	Putih	Merah
Pendek	Pendek, Hitam	Pendek, Putih	Pendek, Merah
Panjang	Panjang, Hitam	Panjang, Putih	Panjang, Merah
Jempol	Jempol, Hitam	Jempol, Putih	Jempol, Merah
Kompresi	Kompresi, Hitam	Kompresi, Putih	Kompresi, Merah

Figure 6. The Answer of First Question

Figure 5. Posttest Questions and Students' Answers

The posttest questions were designed based on indicators of mathematical connection ability to measure students' ability to relate mathematical concepts after using the Google Sites-based learning media.

Based on the obtained pretest and posttest data, an N-Gain analysis was conducted to determine students' learning improvement. The results showed that the average pretest score of 59.18 increased to 88.51 in the posttest, with an N-Gain score of 0.72 categorized as high.

Table 2. Gain Classification (g)

Score	Interpretationsi
$(g) < 0.30$	Low
$0.30 \leq (g) < 0.70$	Medium
$0.70 \leq (g) < 1.00$	High

The N-Gain score of 0.72 indicates that the Google Sites-based e-book effectively improved students' mathematical connection ability. This improvement occurred because the developed media not only presented textual materials but also integrated learning videos, infographics, Problem Based Learning-based e-LKPD worksheets, and digital scaffolding through Youtube and NotebookLM. The integration of various learning representations helped students understand relationships among mathematical concepts more meaningfully.

This finding is consistent with multimedia learning theory, which states that combining visual, audio, and interactive activities can improve students' conceptual understanding. In addition, this result supports the findings of Buchori et al. (2023), who stated that Google Sites is effective for digital mathematics learning.

### Media Practicality

The practicality of the media was measured through student response questionnaires consisting of four assessment aspects: suitability to students' needs, ease of use, efficiency of use, and clarity of appearance.

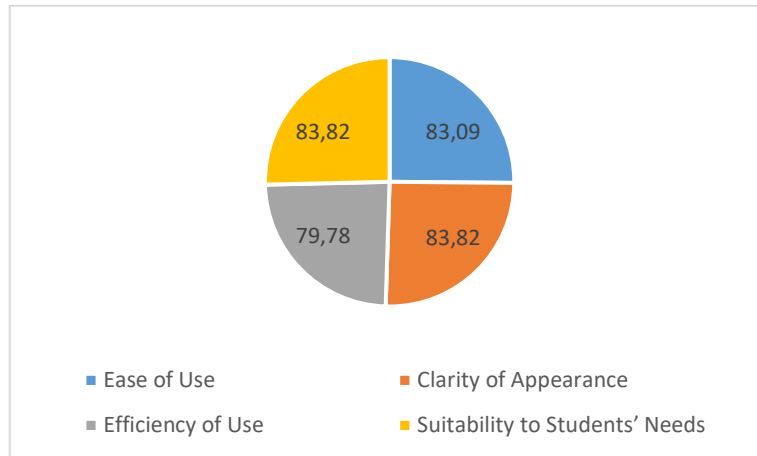


Figure 7. Percentage of Media Practicality Scores

Based on the practicality questionnaire results, the Google Sites-based learning media received positive responses from students in all assessment aspects. The aspects of clarity of appearance and suitability to students' needs obtained the highest percentage score of 83.82%. This result indicates that the systematic and interactive media design helped students access learning materials more easily.

Meanwhile, the efficiency aspect obtained the lowest percentage score of 79.78%, although it still fell into the practical category. This condition indicates that some students still required adaptation in using digital learning media during the learning process. Overall, the questionnaire results showed that the Google Sites-based e-book was practical and feasible for mathematics learning.

This study offers novelty through the integration of a Google Sites-based e-book with digital scaffolding features such as Youtube and NotebookLM, gamification using Educaplay, and Problem Based Learning-based e-LKPD worksheets to improve students' mathematical connection ability in probability material.

However, this study has several limitations. The research was conducted only in one school and focused solely on probability material. In addition, the effectiveness measurement was limited to students' mathematical connection ability. Therefore, future studies are recommended to develop similar media for other mathematics topics and investigate other mathematical abilities, such as critical thinking and problem-solving skills.

### CONCLUSION

Based on the results of research and development, the Google Sites-based e-book on probability was found to be highly feasible, practical, and effective for improving high school students' mathematical reasoning skills. Expert validation results indicate a feasibility percentage of 86.15% from media experts, 89.23% from language experts, and 93.33% from content experts, indicating that the medium meets the aspects of presentation, language, and

content appropriateness very well. Additionally, the effectiveness test results showed an improvement in students' abilities with an N-Gain score of 0.72. Based on the practicality questionnaire results, the media also received a "practical" rating, with the highest percentage (83.82%) in the aspects of visual clarity and alignment with student needs. Thus, the Google Sites-based e-book can be used as an interactive learning medium that supports mathematics learning, particularly in the topic of probability.

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