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Google Sites Based on Guided Inquiry to Improve Social Studies Critical Thinking in Elementary Schools

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ABSTRAK

Peningkatan pengguna internet Indonesia yang mencapai 215 juta orang pada tahun 2023, meningkat dari 77,02% menjadi 78,18%. Selain itu, kemampuan berpikir kritis, evaluasi, inferensi, penjelasan dan pengaturan diri siswa masih perlu ditingkatkan. Tujuan penelitian ini yaitu untuk mengembangkan situs Google berdasarkan inkuiri terpandu. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan prosedur model Borg and Gall. Subjek penelitian yaitu ahhli media pembelajaran, ahli materi dan ahli bahasa. Subjek uji coba yaitu 30 siswa dan 2 guru. Metode pengumpulan data menggunakan observasi, wawancara, kuesioner, dan tes. Instrumen pengumpulan data menggunakan lembar kuesioner dan soal tes. Teknik analisis data menggunakan analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian yaitu validasi ahli media menghasilkan rata-rata 4,64, ahli materi menghasilkan rata-rata 4,67 dan hasil validasi ahli bahasa 4,7. Berdasarkan uji coba guru dan siswa menunjukkan bahwa media berada pada kategori sangat baik, dinyatakan layak digunakan dalam pembelajaran. Hasil uji efektivitas diperoleh N-gain sebesar 56,2 dengan kategori "cukup efektif". Aktivitas respon siswa memperoleh N-gain sebesar 77,99 dengan kategori "efektif". Disimpulkan media berbasis Google Sites yang terintegrasi dengan inkuiri terbimbing dapat meningkatkan pemikiran kritis siswa sekolah dasar kelas V dibandingkan dengan pembelajaran konvensional. Implikasi penelitian ini yaitu Google Sites berbasis inkuiri terbimbing yang dikembangkan dapat digunakan dalam pembelajaran.

ABSTRACT

The increase in Indonesian internet users will reach 215 million people in 2023, increasing from 77.02% to 78.18%. Apart from that, students' critical thinking, evaluation, inference, explanation and self-regulation skills still need to be improved. This research aims to develop Google sites based on guided inquiry. This type of research is development research using the Borg and Gall model procedure. The research subjects are learning media experts, material experts and language experts. The test subjects were 30 students and 2 teachers. Data collection methods use observation, interviews, questionnaires and tests. Data collection instruments use questionnaires and test questions. Data analysis techniques use descriptive statistical analysis and inferential statistical analysis. The results of the research were that media expert validation produced an average of 4.64, material experts produced an average of 4.67 and language expert validation results were 4.7. Based on teacher and student trials, it shows that the media is in the very good category, declared suitable for use in learning. The effectiveness test results obtained an N-gain of 56.2 in the "quite effective" category. Student response activities obtained an N-gain of 77.99 in the "effective" category. It was concluded that Google Sites-based media integrated with guided inquiry can improve the critical thinking of fifth-grade elementary school students compared to conventional learning. This research implies that the guided inquiry-based Google Sites developed can be used in learning.

1. INTRODUCTION

Learning can be interpreted as a cognitive theory, where a learning process is formed by educators which aims to increase students' creativity in thinking and abilities towards new knowledge so that students are able to accept and master that knowledge (Antara et al., 2022; EFENDİ et al., 2020). One of the subjects at primary and secondary school level to support learning is Social Sciences (Bone & Lio, 2023; Ghasya, 2017). There are various assumptions and views regarding social studies subjects, such as being unable to train students' ability to think (Ningtyas et al., 2020). Apart from that, social studies is said to be easier to learn than other subjects. IPS examines the humanities side to refer to the concepts of philosophy, art, literature, and so on (Ni Putu Sintya Dewi & Sujana, 2022). Apart from that, social sciences can be a social science discipline, state ideology, and other scientific disciplines. IPS can also present current social issues organized scientifically for educational purposes (Nilayuniarti & Semara Putra, 2020; Siti Nuraini et al., 2023). The 21st century educational paradigm is to integrate humans and technology to create new opportunities creatively and innovatively. The advancement of information technology has caused

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challenges in the world of education to prepare individuals who are ready to survive and strive in this era. Humans are living creatures who have skills. In the 21st century, the skills needed include communication skills, collaboration skills, critical thinking and being able to solve problems (critical thinking and problem solving) as well as being creative and innovative (creativity and innovation) or usually abbreviated as 4C (Sanjayanti et al., 2020; Selman, 2020; Septikasari & Frasandy, 2018).

The rapid development of the world of technology today, especially the world of the internet, is shown by the increasing number of Indonesian internet users which will reach 215 million people in 2023, increasing from 77.02% to 78.18%. The required results were obtained through observation, interviews and distributing questionnaires to students to measure students' critical thinking abilities. This questionnaire was distributed to two elementary schools in Bekasi City, namely SDN Pengasinan IX Bekasi City and SDIT Bani Saleh 2 through observations and questionnaires, namely that students' abilities in the Interpretation category were quite good, students' analytical skills were quite good, students' evaluation abilities were still low, students' abilities in concluding is still low, students' ability to explain is still low, and students' ability to respond to ongoing interpersonal demands with various emotions in a way that is socially tolerated and flexible enough to allow for spontaneity. reactions and the ability to delay spontaneous reactions according to needs (self-regulation) is still low. The low level of students' critical thinking skills is because the social studies learning process is just a transfer of knowledge, placing more emphasis on knowledge. The learning process tends to be characterized by rote memorization; Students are always directed to the text in the book. Regarding social studies learning which is carried out using the lecture method which tends to be monologue and indoctrination, the implementation of the learning still adheres to the traditional paradigm, namely textual-derived normative, so that education is more about individual enrichment. The methodological aspect in the ongoing social studies learning process is banking concept education, problem posing education by offering problematic issues, the approach used is normative and dogmatic, so that the presence of social studies learning feels boring and less interesting. This learning pattern has an impact on the low ability to think critically in understanding social studies concepts and theories. They will not be able to play a role in instilling fundamental values for the formation of attitudes that care about the environment and life skills in students.

Efforts to improve the quality of the learning process with the help of learning media. Google Sites media based on guided inquiry to improve the critical thinking skills of fifth grade students in social studies subjects at SDN Pengasinan IX and SDIT Bani Saleh 2 Bekasi City. Theoretically, it makes a very significant contribution to existing knowledge because this research will develop Google Sites media based on guided inquiry in social studies subjects to improve the critical thinking skills of fifth grade elementary school students. Practically, the media determined in this research will be very useful in implementing students' critical thinking in fifth grade social studies subjects in elementary schools. On the other hand, Google Sites media based on guided inquiry will make it easier for students to gain different experiences through videos of social studies material in elementary schools (Adhan et al., 2019; Allahawiah et al., 2023). Apart from that, teachers can also package teaching materials in other forms, monitor student learning progress, and provide input, practice and competency tests through guided inquiry-based Google Sites. Apart from that, it can increase interaction between students and learning resources. So, students can study independently by studying social studies material in each lesson and doing assignments and exercises that are packaged online.

Previous research findings state that the application of inquiry learning strategies has a significant influence on the necessary thinking skills (Asyhar, 2023; Suryantari et al., 2019). The difference is that this research does not only use inquiry as a learning strategy but adds Google Sites as an alternative learning media, which now is the time for IT-based learning to suit learning needs, especially in elementary schools to improve students' critical thinking skills. The similarity with this research is that both use website tools as learning media. The difference is that this research uses Google Sites. Guided inquiry research is on Mathematics subjects, while the research will be carried out on Social Sciences subjects which have not been widely researched (Pramudya & Safrul, 2022).The difference between Samadun's research and this research lies in the researcher's creativity in adding Google Sites as an alternative learning media in elementary schools. There needs to be more research information that examines the influence of guided inquiry-based Google Sites on critical thinking. Guided inquiry-based Google Sites media is used as a learning medium to improve cognitive, affective and psychomotor aspects used for simulations and tutorials (Winarti et al., 2020). This research aims to fill existing research gaps so that this research is a research update from previous studies.

Based on this, the Basic Education Doctoral students intend to develop Google Sites media based on guided inquiry to improve the critical thinking skills of fifth grade students in social studies subjects at SDN Pengasinan IX and SDIT Bani Saleh 2 Bekasi City. Theoretically, it makes a very significant contribution to existing knowledge because this research will develop Google Sites media based on guided inquiry in

social studies subjects to improve the critical thinking skills of fifth grade elementary school students. Practically, the media determined in this research will be very useful in implementing students' critical thinking in fifth grade social studies subjects in elementary schools. On the other hand, Google Sites media based on guided inquiry will make it easier for students to gain different experiences through videos of social studies material in elementary schools. Apart from that, teachers can also package teaching materials in other forms, monitor student learning progress, and provide input, practice and competency tests through guided inquiry-based Google Sites. Apart from that, it can increase interaction between students and learning resources. So, students can study independently by studying social studies material in each lesson and doing assignments and exercises that are packaged online. The aim of this research is to create Google Sites media based on guided inquiry that can improve the critical thinking skills of fifth grade elementary school students.

2. METHODS

In general, this research aims to create guided inquiry-based Google Sites media to improve critical thinking skills in social studies subjects for fifth grade elementary school students. The type of research used is research and development methods. Development makes it easier to assess new models, equipment and procedures so that they can reliably anticipate their effectiveness and efficiency. The results of the development of teaching materials were tested at SDN Pengasinan IX, Bekasi City, located at Jalan Cempaka Portal Number 27 Pengasinan, Rawalumbu District, Bekasi City, 17115, West Java, and SDIT Bani Saleh 2, Bekasi City, located at Jalan Penegak 2, Bumi Bekasi Baru Housing Rt. 02/Rw005, Rawa Lumbu, Bekasi City, West Java 17115 and SDN Bojong Rawalumbu 1 Bekasi City, and research implementation will begin from January to September 2023. The ten steps of Borg and Gall's research and development can be simplified into four stages that can be seen in Table 1.

Table 1. The Research Steps for Development of the Borg and Gall Model

Main Steps	Borg & Gall's 10 Steps
Analysis	1. Research and Information Gathering
Development Design	2. Formulate General Learning Objectives (Identification of Instructional Objectives) 3. Learning Analysis (Conducting Instructional Analysis) 4. Analysis of Learner Character and Context (Analysis of Learner Character and Context) 5. Formulate Specific Instructional Objectives (Write Performance Objectives)
Evaluation and Testing	6. Develop Assessment Instrument (Develop Assessment Instrument) 7. Validation, Evaluation and Model Revision Stage 8. Develop Learning Strategy (Develop instructional Strategy) 9. Developing and Selecting Learning Media (Storyboard and flowchart) 10. Design and Implement Formative Learning Evaluation
Socialization and Implementation	Socialization and Implementation

The product testing process can be carried out in several stages, namely formative and summative evaluation. The formative assessment used in this development is an expert review consisting of media experts, material experts and language experts. Apart from that, this evaluation also uses one-to-one assessments and small group evaluations. This formative evaluation aims to determine the suitability of the media theoretically and empirically so that it can be tested further on a larger number of respondents. Next, a summative evaluation is carried out to determine the effectiveness of the media. The study was carried out using field trials. A tabulated form of product assessment score data was developed by grouping aspect statement items according to the observed aspects using a 1-5 Likert scale as shown in Table 2.

Table 2. The Expert Assessment Score Criteria

Criteria	Score
Very Good	5
Good	4
Enough No	3
Enough	2
Very Less	1

Next, evaluations were carried out on four individual students, namely validation regarding learning components, material components and readability components. Suggestions for improving the program from one-on-one trials were collected through questionnaires and open interviews with fifth grade elementary school students. Respondents will be asked for comments on these valuable components to improve research design and development. One-on-one testing is an empirical product feasibility test. Then a field trial was carried out on fifth grade elementary school students. This trial was carried out to validate the feasibility of the next stage of the product. Criticism and suggestions from this small group trial become the basis for revisions to previous products carried out in the next stage of trials. Comments and suggestions were obtained through questionnaires and open interviews. Trials at this stage are also empirical tests of product feasibility. Finally, field trials were carried out on 52 grade V elementary school students. The trial will be carried out on fifth grade elementary school students. Field trials are steps taken to see the effectiveness of the media being developed. The four steps above, if made in diagram form, are explained in Figure 1.

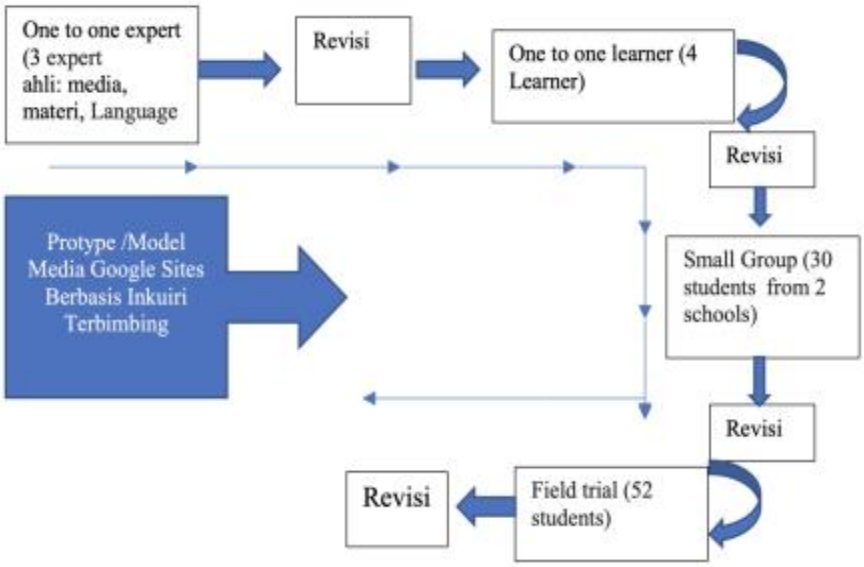

Figure 1. Four Steps for Formative Evaluation and Revision

Draftingand developing Google Sites media based on guided inquiry, researchers used flow chat which describes the sequence and structure of program material in the components of the map and geographic data on the map using the technique shown in Figure 2.

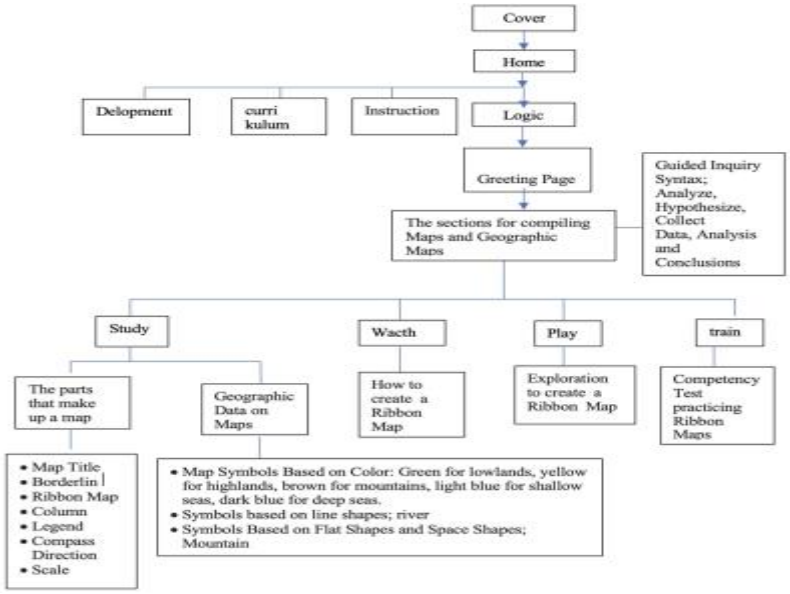

Figure 2. Google Sites Media Flow Diagram Based on Guided Inquiry

After the flowchart is created, proceed with creating a Storyboard which contains all the information displayed on the screen and supporting information that helps multimedia development in developing a guided inquiry-based Google Sites component consisting of a cover, welcome greeting, learning outcomes, materials, practice questions, competency tests (evaluation), and glossary. In testing the validity of non-test instruments, researchers used the Lawshe formula quoted in Samely Uge (2019). Meanwhile, for the validity test, the Point Biserial Correlational technique is used, symbolized by r_pbi, which is a bivariate correlation analysis technique that can be used to find correlations between variables. The conversion of the average score for each aspect into a qualitative value based on the assessment criteria on a scale of 1-4 into a qualitative value is listed in the following table which is presented in Table 3, and Table 4.

Table 3. Conversion of Average Score for Each Aspect into Qualitative User Value

No.	S Interval Core
1	*Mi* +1.5 SDi Mi + 3.0 SDi≤ $\overline{M}$ ≤
2	*Mi*+0 SDi Mi + 1.5 SDi≤ $\overline{M}$ ≤
3	*Mi* -0.5 SDi Mi+ 0 SDi≤ $\overline{M}$ ≤
4	*Mi* –3.0 SDi Mi – 1.5 SDi≤ $\overline{M}$ ≤

Table 4. User Assessment Eligibility Criteria

Mark	Hose	Category	Conversion
4	3.25 4 < < 4.00$\overline{x}$	Very Good	Possible to do
3	2.5 4 < < 3.25$\overline{x}$	Good	Possible to do
2	1.75 4 < < 2.5$\overline{x}$	Bad	Not Feasible
1	1 4 < < 1.75$\overline{x}$	Very Bad	Not Feasible

Data obtained from students' critical thinking tests were analyzed through statistical calculations using the t-test formula. Meanwhile, to calculate the reliability of the instrument, the author uses a tabulation of product assessment score data which was developed by grouping statement aspect items that correspond to the observed aspects using a 1-5 Likert scale as in Table 5. The results of the learning tool assessment by experts can be categorized as shown. in Table 6.

Table 5. Expert Assessment Score Criteria

Criteria	Score
Very Good	5
Good	4
Neutral	3
Bad	2
Very Bad	1

Table 6. Guidelines for Average Aspect Scores on Quantitative Data

Score Range	C category y
$\overline{x}$ >4.2	Very Good
3,4<$\overline{x}$ ≤4.2	Good
2.6<$\overline{x}$ ≤3,4	Enough No
1.8<$\overline{x}$ ≤2.6	Enough
$\overline{x}$ ≤ 1.8	Very Less

3. RESULT AND DISCUSSION

Results

The first stage, analysis of initial conditions. In this step, the research conducted interviews with 3 class V teachers to obtain information about the learning conditions of class V students. Apart from that, the information received was that the learning process was still teacher-centered. Activities in the classroom still reflect ideal learning because the teacher is still the only source of knowledge and has not activated

students to actively participate in the learning process. Teachers also have not used a student-centered learning approach; It appears that students are passive in class, stiff and only focused on the teacher's explanation. Based on the findings obtained, the learning process has proceeded according to the plan that has been prepared. However, efforts need to be made to involve student participation, provide textbooks according to student needs and learning media in the learning process so that the teaching and learning process of social studies subjects becomes interesting and meaningful. Therefore, it is important that the development of Google Sites media based on guided inquiry needs to be implemented.

Second, Google Sites media is based on guided inquiry on social science material to improve critical thinking. Social studies learning based on the results of teachers' and students' perceptions of SDN Pengasinan IX Bekasi City and SDIT Bani Saleh 2 states that the learning media used in the social studies learning process so far has not been based on needs analysis. teachers and students. The old planning is still a guide for teachers in planning social studies learning in elementary schools. The learning process is still centered on the teacher, activities in the classroom still reflect teaching but they don't know yet because the teacher is the only source of learning and not yet so that students can participate in the learning process. Teachers also do not use a student-centered learning approach, which can be seen when students are passive in class or glued to their seats. The only textbooks as teaching materials used by teachers are books published by Erlangga, namely Science and Science Books Based on the Independent Curriculum for class V SD/MI, even though the demands of one of the learning outcomes in the Independent Curriculum are that students have independence, creativity and critical reasoning/critical thinking. This is in line with the mandate in the Ministry of Education, Culture, Research and Technology Regulation number 009/H/KR/2022 concerning Dimensions, Elements and Subelements of the Pancasila Student Profile in the Independent Learning Curriculum. PThe guided inquiry-based Google site media product developed in this research is presented in Figure 3.

Figure 3. Google's Website Media Products are Guided Inquiry based

The development of Google Sites web-based learning media products in Class IV Elementary School Social Sciences Learning was successfully developed by creating learning media in the form of the Google Sites website. The results of the feasibility validation test by the first validator, namely media experts, obtained an average score of 81%, so that based on the specified criteria it was included in the very feasible category. Meanwhile, the validation results by material experts obtained a percentage score of 79% in the appropriate category. So, Google Sites web-based learning media can be used in learning activities. Research and information gathering, planning, development of initial product forms, preliminary feed trials, main product revisions, primary field tests, operational product revisions, operational field tests, and final learning media products. The data analysis technique used is descriptive analysis to describe the characteristics of the media to be developed, media feasibility analysis based on the N-gain score obtained. The N-gain test value in the control class was 0.65, which is in the medium category, while for the experimental style the average N-gain value was 0.78, which is in the high category. Based on these results, guided inquiry-based media is very suitable for learning and proven effective in improving students' critical thinking skills.

The results of validation by experts were then revised and improved by researchers to produce the final product of guided inquiry media based on Google Sites.

The results of product validation based on assessments by media experts, material experts, language experts and knowledge and critical thinking instrument experts are depicted in Figure 4.

Figure 4. Graphic of Expert Assessment Results (One-to-One Expert)

The next stage is the development and selection of learning materials which are prepared based on learning analysis which has been formulated in the form of learning outcomes and learning indicators. This stage is the core of the long steps in developing Google Sites media based on guided inquiry that the researchers carried out. The media or learning products developed are digital. Learning media refers to the development of guided inquiry-based Google Sites media products for later social studies learning. This digital learning media was created as a learning aid that can be used by teachers and students, structured with components including an introductory section consisting of welcome to online learning, learning objectives and tools used in Ribbon Maps, Ribbon Map Material, Tests Competencies, and Glossary of Terms. Next, the guided inquiry-based Google Sites media trial carried out an initial trial of face-to-face social studies learning media and tested it on small groups in two elementary schools. Each school consists of 6 students and one teacher. So there are 12 fifth grade elementary school students and two teachers. In the one-on-one test, students provide comments and suggestions on the Google Sites-based social studies learning media which is integrated with guided inquiry by filling in the readability test sheet for the Google Sites-based social studies learning model combined with guided inquiry, filling in the learning media readability test sheet. The elements of trial assessment are the quality of media display, suitability of content, language and layout/appearance design. The results of the one-on-one student trial assessment showed that each question item was in the appropriate category. Overall, there needs to be input into the learning media being developed. Therefore, all elements are declared ideal from the user's point of view. Likewise, small group trials were carried out in two schools, each school consisting of 15 students with a total of 30 students and 2 fifth grade elementary school teachers. Based on the instruments developed for teachers and students, it shows that each question item has a good category.

The revision of social studies learning media based on Google Sites which is integrated with guided inquiry was carried out based on input and suggestions from teachers and students in one-to-one and small group implementation. Apart from that, references for revision of learning media can also be seen from student readability tests and student thinking ability tests face-to-face and in small groups. Improvements to the guided inquiry-based Google Sites media include: first, adding other sources to the teaching materials.

Second, replace several sentences whose language is complicated for students with language that is easier to understand, third, use bright colors in the display layout, and fourth add everyday cases to social studies content. The results of readability and practicality tests on Google Sites media based on one-to-one and small group guided inquiry show that learning media is able to facilitate students to develop critical thinking skills (providing simple explanations, building basic skills, making further explanations and developing strategies and tactics, as well as summarizing the material in social studies learning media. The results of the research show that critical thinking skills in learning can be obtained by integrating daily life activities into curriculum content or learning process activities. At least the abilities students need can be created and trained from an early age The following are the research results; developing critical thinking skills can improve learning outcomes (cognitive) and significantly shows that there are differences in results for students whose critical thinking skills are facilitated from an early age, meaning that being guided by inquiry-based Google Sites Media can develop and improve students' critical thinking abilities. The results of N Gain's critical thinking are presented in Figure 5.

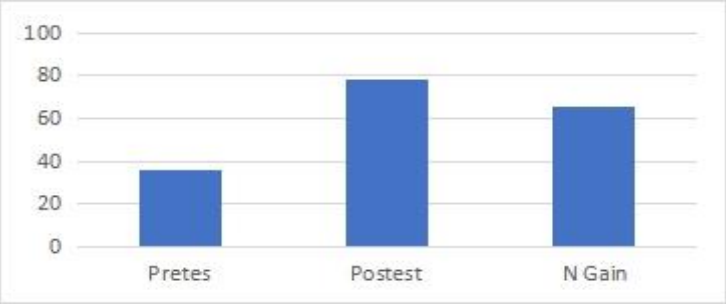

Figure 5. Graph of Critical Thinking Test Results N Gain for Small Group Students

The small group trial was carried out once with four meetings in two elementary schools. The trial sample for each school was taken as many as 15 students totaling 30 students. This trial was carried out to see the feasibility of the product when applied to a large group. The results of the analysis of small group trials based on pretest and posttest showed an increase of 57.66%. It was stated that the model was "moderately effective" when applied to large groups. Based on the suggestions and comments of the experts above, the Google Sites media design is based on guided inquiryproper to use. Next, a pretest and posttest effectiveness test was carried out on a guided inquiry-based Google Sites model design experiment, starting with a media development effectiveness test involving two experimental classes and two control classes. The practical classes are Class VA SDIT Bani Saleh 2 with 20 students and Class VB SDN Pengasinan IX Bekasi City with 32 students for a total of 52 students. Meanwhile, the control class consisted of class VB SDIT Ban Saleh 2 with 11 students and class VA SDN Pengasinan IX Bekasi City with 32 students totaling 43 students. Based on the average N gain, the experimental class was higher than the control class, namely 65.45, while the control class was 31.77 for the student knowledge category. This shows that using Google Sites media based on guided inquiry to improve students' thinking skills in social studies subjects for fifth grade elementary school students is implemented "quite effectively" in improving students' critical thinking skills. Meanwhile, for critical thinking, the average N-gain for the experimental class was higher than the control class, namely 56.19, while the control class was 26.75. This shows that the use of social studies learning media based on Google Sites which is integrated with guided inquiry is "quite effective". This means that the use of this media is quite interesting to apply in learning. The results of the N Gain knowledge data for the experimental and control classes can be seen in Figure 6.

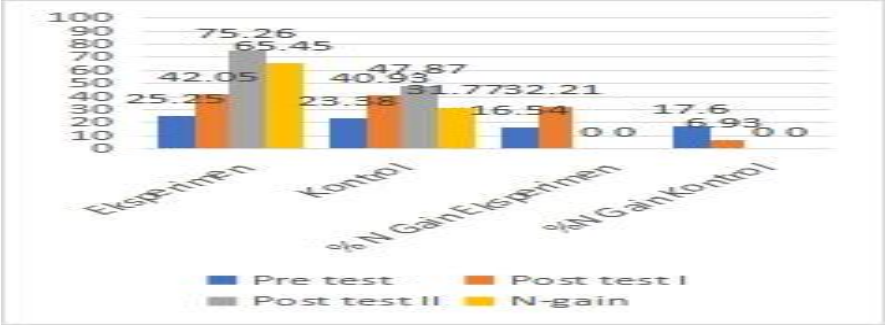

Figure 6. Graph of N Gain of Students' Critical Thinking on Small Group Tests I and II

Discussion

Based on the analysis of teacher and student needs, Google Sites media based on guided inquiry will improve students' thinking skills in social studies subjects for fifth grade elementary school students, which can be developed to achieve learning outcomes that have been determined by the theory which explains that needs analysis is directed primarily at objectives and content. a course. It examines what learners already know and what they need to know. Requirements analysis ensures the system will contain things that are relevant and valuable to learn. A proper needs analysis involves asking the right questions and finding the answers most effectively (Adzkiya & Suryaman, 2021; Hariani & Wastuti, 2020). This means that needs analysis is a need that is directed at achieving learning goals in a lesson. Analyze what students already know and know. what they need to know. The needs analysis determines that the material content that is not included is relevant and valuable for learning and is in accordance with the learning objectives that students want to master. A proper needs analysis involves asking the right questions and finding the most effective answers.

Student participation in the learning process makes social studies learning more exciting and meaningful. Thus, the guided inquiry-based Google Sites media developed contains demands for Learning Achievement (CP) and Learning Goal Flow (ATP), learning and presents visual illustrations and the environment as learning resources. By offering learning media for social studies subjects, the subjects become interesting, not boring, fun and meaningful. Learning media can be used as a learning tool or resource (Allahawiah et al., 2023; Pramudya & Safrul, 2022). Learning using websites at each school level has its own characteristics, likewise at the elementary school level which places more emphasis on developing students' intrinsic potential; Primary school learning materials should have the same characteristics as learning materials in general, taking into account, among others: first, primary school learning materials should have the characteristics of being able to teach students themselves (self-instructional) (Saputra et al., 2020; Setyawan & Wibawa, 2023). Second, the learning material is complete. Third, learning materials are flexible; they can be used for classical, group and independent learning. Fourth, the design of learning materials is made in a simple format and is not too complicated or detailed. Fifth, displaying learning material must attract students' attention (Indrawan & Yudiana, 2022). Design and development of social studies learning media based on Google Sites that is integrated with guided inquiry. This is done using a model designed as a student-centered learning medium, where students can develop their knowledge, attitudes and skills through an active, comfortable, challenging and enjoyable learning atmosphere. Active learning methods provide space for students to innovate according to their skills (Hamid et al., 2023; Sulindawati et al., 2023). Apart from that, with the existence of learning media, student participation in learning will be demanded by teachers. This will have an impact on students' activeness and interest in playing a role in class when the teaching and learning process becomes more enjoyable and meaningful. If this happens then simultaneously student learning outcomes will also increase.

The development of this learning media can build students' critical thinking framework for analyzing learning material. So, the following subjects only enrich knowledge about social studies content. Apart from that, students can learn with learning media that have been developed. The application of inquiry learning strategies has a significant influence on students' critical thinking abilities. critical thinking skills. Inquiry learning strategies are student activities that emphasize the necessary thinking processes, namely searching for and finding answers to problems. Inquiry learning strategies can develop critical thinking patterns. In its application, it is also necessary to be prepared to manage time and learning support tools so that the results are maximum. Student-centered learning media, where students can develop their knowledge, attitudes and skills through an active, comfortable, challenging and fun learning atmosphere. Active learning methods provide space for students to innovate according to their skills (Asyhar, 2023; Rakhmayani & Hamdu, 2021). Apart from that, with the existence of learning media, student participation in learning will be demanded by teachers. This will have an impact on students' activeness and interest in playing a role in class when the teaching and learning process becomes more enjoyable and meaningful. If this happens then simultaneously student learning outcomes will also increase.

The research results show that critical thinking skills in learning can be obtained by integrating daily life activities into curriculum content or learning process activities. At least the abilities students need can be obtained. created and trained from an early age. Critical thinking skills can improve learning outcomes (cognitive) and significantly show that there are differences in results for students whose critical thinking skills are facilitated from an early age, meaning that being guided by inquiry-based Google Sites media can develop and improve students' critical thinking skills (Allahawiah et al., 2023). This finding is strengthened by previous research findings stating that Google Sites-based learning media can be an innovation in social studies learning (Allahawiah et al., 2023). The use of Google Sites in learning can attract students' interest in education because it can be presented more interestingly with the addition of various media components, and also makes it easier for students to understand learning material (Allahawiah et al.,

2023). Using Google Sites in learning can increase student activity and learning outcomes. Google Sites-based learning media can be an innovation in social studies learning (Aliah & Agustiana, 2022). Using Google Sites in learning can attract students' interest in education because it can be presented more interestingly with the addition of various media components, and also makes it easier for students to understand learning material.

Users of social studies learning media based on Google Sites which are integrated with guided inquiry have advantages, including that the content of the material is presented in the form of IT-based learning media, namely social studies learning media based on Google Sites which is integrated with guided inquiry, the content of social studies material is integrated with students' daily activities, sharpening scientific-based critical thinking skills, bridging the need for modern-constructive learning in understanding map concepts using the Ribbon Map technique in a fun and meaningful way. road. The weakness of Google Sites based Social Sciences learning media based on Guided Inquiry lies in its target users as follows. If someone uses this media and product, they definitely have the same characteristics. Subjects in this research can operate open links on the internet via laptop, computer or cell phone. This application for implementing Google Sites media based on guided inquiry certainly experiences various limitations. The limitations of this research are the limited supporting media, the strategies and methods that must be packaged must be varied, and many elementary school children need learning media. Human resources are teachers who still have conventional teaching methods. method, switching the learning system from face-to-face to distance learning (PJJ). The implication of this research is that the guided inquiry-based Google Sites developed can be used in learning.

4. CONCLUSION

Google Sites-based media integrated with guided inquiry can improve the critical thinking of fifth grade elementary school students compared to conventional learning. Analyzing the need for guided inquiry-based Google Sites media to improve students' thinking skills in social studies subjects for fifth grade elementary school students. This is needed by teachers and students to present an active learning process that can hone students' critical thinking skills.

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