

## Development of Non Hosted Custom Domain Websites As a Learning Medium to Improve Learning Outcomes

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### ABSTRACT

Learning media plays an important role in the learning process, especially in concrete courses. The use of easy, dynamic and interesting media can have an effect on students to learn compared to boring conventional learning media so that it is necessary to develop new media that can overcome these problems. The purpose of this study is to determine the feasibility and effectiveness of learning media in the form of non-hosted custom domain websites to improve learning outcomes. This research uses a research and development method with a 5-stage ADDIE development model. In the results of the feasibility test, media experts obtained a score with a percentage of 81.33% with a very decent category, while material experts obtained a score with a percentage of 89.33% with a very decent category. The results of the trial on 25 graduate students obtained a percentage of 92% with a very decent category. The increase in learning outcomes above KKM 75 after using non-hosted custom websites reached 84% from the previous 20% so that it can be concluded that the use of non-hosted custom domain websites on learning media can improve learning outcomes. The new findings in this study are in the form of the use of websites that are usually used paid for education, now it is easier and cheaper to use non-hosted websites that are custom domains using the teacher's own name, so that the use of the teacher's name can increase credibility in the world of education, especially in cyberspace.

**Keywords:** *Learning Media, Non hosted Website, Improve Learning Outcome*

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## INTRODUCTION

Education in Indonesia has now undergone significant changes, ranging from systems to learning patterns that aim to provide proper education for the people of Indonesia. However, to make these changes, it is also necessary to increase qualified human resources. Educators as the forefront of education, need to make various new innovations in education as well as new ideas to carry out interesting learning updates for students, this innovation can be in the form of learning methods and learning media that are suitable for current students (Arriany et al., 2020). The novelty of the media can foster new motivation in learning, learning is no longer a scary thing but learning is instead a solution to every problem (Aji, 2018; Hosen et al., 2021; Gao, S. Y.,

et al., 2023). If every educator realizes the great potential of each student is very large, various efforts are made to deliver towards the goal of national education.

The learning process is a relationship between educators and students to achieve goals that are better than before (Made Agustia et al., 2020). In the educational element, there are learning media that are used as support in the learning process, learning media is used as a support in the learning process to achieve learning goals. In the world of education, learning is not only limited to the transfer of knowledge, but every change in attitude, behavior for the better is the basic essence of learning. The process of relationship between individuals related to the teaching and learning process carried out between educators or teaching staff to students is certainly based on faith and devotion to God Almighty. The form of state concern for education has been written in the goals of national education, this shows that education is not a toy that can be shown happily, but there needs to be proper and serious governance in handling education, especially in the learning process related to students. The learning process is the interaction of students and educators to move towards each other in the same goal, this process requires the involvement of other parties as support to achieve the goal so that the goal can be achieved optimally to get better added value (Leny, 2022), however how the application of interaction can be realized. So it is necessary to have a learning agreement from the beginning between educators and students by providing comments on learning agreements and learning objectives to be achieved.

The impact of the learning process will affect the achievement of learning objectives, each stage in the learning process needs measurable achievements so that at the end of the learning the desired learning objectives are obtained (Rangga & Naomi, 2017; Mendoza, N. B., & Yan, Z. 2023). The achievement of learning objectives requires learning support including learning media, the use of learning media is very helpful in the abstract learning process (Sanfo & Malgoubri, 2023). Learning media has various forms in accordance with the current developments, the development of learning media today has shifted from conventional to modern. Furthermore, analysis is needed to develop how to respond to the shift in media to modern, of course, by using digitalization as a means. Given the large number of uses of learning media that until now have used artificial intelligence online. The development of the digital world that has been recognized by students is the main means to provide motivation, interaction between educators and students to collaborate with each other to achieve learning goals.

Modern learning media is better known as digital learning media, digital learning media can be easily developed by every educator. Even TikTok, which was originally a short video application, can be used as a learning medium to improve student learning outcomes {Formatting Citation}. The approach to using learning media should be easy and accustomed to be used by students, this approach is what makes students' interest in learning media so that it will affect student learning motivation. Various kinds of students' interest in media can appear according to the latest developments today, the renewal of learning media becomes a new spirit in learning (Supriyono, 2018). On the other hand, if the use of learning media has been frequently used and encountered by students in some learning, it will result in a lack of interest in learning students if it is not accompanied by a new learning strategy model.

The use of learning media can be carried out designed in various ways, the point is that the design of learning media has the right goals and carrying capacity to achieve learning objectives so that the selection of learning media will differ from one subject to another depending on the students, educators and the suitability of the material to be

delivered. The selection of learning media is influenced by the ability of an educator to manage the presentation of material to be delivered to students, the ability of educators to innovate in learning can provide new motivation for a student. The involvement of educators in the design of learning media is very large, educators' support for designing learning media can be obtained from training, the internet and literacy (Pambudi & Windasari, 2022), Learning media designed from various sources can be a collaboration that can improve students more creatively. As well as the use of online media in the form of non-hosted websites with custom domains, students will indirectly learn media platforms, website names, website configurations, links and even scripts from the website.

The diversity of learning at the university level is very complex, students who come from different backgrounds will give their own color in the learning process. An educator is required to provide a learning presentation that can motivate learning for students so that the selection of the latest or even unprecedented learning media used by other educators will be a distinctive feature for educators in the eyes of students. Educators who are interesting in presenting their material will always be missed for their presence, this interest of students needs to be developed (Pubian & Herpratiwi, 2022). Among the competencies of an educator include having the ability to develop and provide a learning process from low-thinking to high-level thinking that can be started by making appropriate learning plans and in accordance with their respective school environments. This must be supported by the involvement of students in learning, the current era of students is very different from the time when an educator became a student. Therefore, the development of increasingly advanced technology today is the right tool to achieve learning. The influence of technology today makes students more motivated in learning than reading books, even though often an educator has not been able to use technology in learning. A learner's motivation to learn will arise when an educator can use the right learning strategy so that it will give a positive response to students as an improvement in learning outcomes (Hermuttapien et al., 2019).

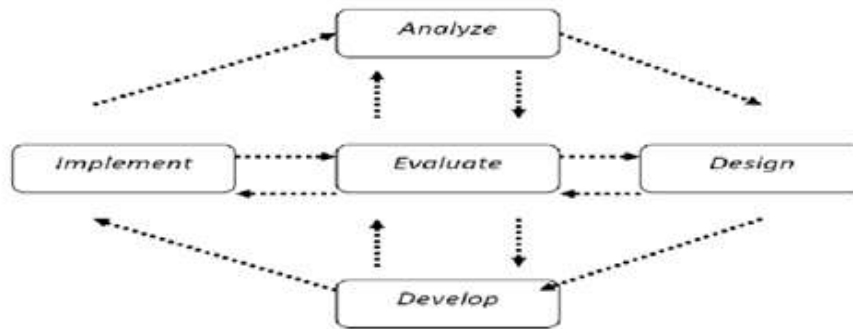
The use of technology in the form of websites in learning media is considered necessary to be developed because every student is more familiar with website than the android application that exists today, the website is an option because the smartphone or laptop used by students does not require high specifications so that all students can use it. The ease of use of the website in accessing learning media is evidenced by the menu and presentation of a website that is familiar to students, don't let the difficulty of using website media be a reason for students not to use learning media in the learning process. This article was to determine the feasibility and effectiveness of learning media in the form of non-hosted custom domain websites to improve learning outcomes developing a website as a learning medium using the ADDIE model, the reason for using ADDIE compared to other models is because this model can provide the right procedures in each development process, besides that the ease in the media development process is more appropriate.

## **METHODS**

This development research uses instruments in the form of observation sheets, validation sheets, student response sheets and student ability tests. The determination of the instrument is carried out with a 5-point likert scale with the categories of very feasible, feasible, quite feasible, less feasible and not feasible. Product feasibility is determined from 3 important points including whether the product can be used by

students, whether the product can be developed again in the future and whether the product can be used in the learning process. As for the effectiveness of learning, it is carried out with a test of the ability of students. The ADDIE development model used in this study is as follows:

Figure 1. ADDIE Development Model



This development research was conducted at PGRI Adibuana University Surabaya Postgraduate Program in the TEP2022 class with a total of 25 students. Meanwhile, the data analysis technique in this development research uses the results of calculating the percentage of the acquisition score divided by the maximum score (Imade et al., 2014). Percentage results are the determination of the category of eligibility criteria shown in table 1. As for determining the category of effectiveness with KKM above 75.

Table 1. Eligibility Criteria

Score Criteria (%)	Categories
80% - 100%	Very Decent
60% - 79%	Feasible
40% - 59%	Decent Enough
20% - 39%	Unworthy
0% - 19%	Very Unworthy

## RESULT AND DISCUSSION

In the ADDIE model, there are 5 stages according to the number of letters of this model, including the letter A which means the analysis stage, the letter D means the design stage, the letter D means the development stage, the letter I which means implementation, and the letter E which means evaluation (Damianti et al., 2018). In the analysis stage, it is used to identify initial data as preliminary information for reference for the development of learning media that is in accordance with the character of students and the environment.

The design stage is the stage to start designing the formulation based on the development needs of the results of the analysis that has been carried out. Furthermore, the development stage is used to carry out the product manufacturing process before being applied to students on a limited basis. The implementation stage is in the form of product application to students. This stage goes through several processes including the application of product use and product development in accordance with the formulation design that has been carried out previously

(Sulistyaningsih, 2017). Evaluation is the last stage used to measure product development in accordance with design goals and needs. Website is one of the learning media that is easy to use in making and accessing, every smartphone can open the website while there is internet access. Students' motivation for literacy can grow on its own with the latest technology (Permatasari et al., 2022). The benefits of websites in learning media compared to others include knowing students to use them and not requiring special smartphone specifications that are different from android applications (Iqbal Kurniansyah & Sinurat, 2020). Non hosted website is a term for websites that do not need hosting as a cpanel to manage website databases, non hosted is usually free such as blogspot, wordpress and google sites.

Every non-hosted website has a lack of length of website address url which makes it difficult for students to remember (Trimarsiah & Arafat, 2017). Even though students are expected to be able to use learning media at any time anywhere and anytime according to the learning needs of students so that a custom domain is needed to make it easier for students to remember. Digital learning media is needed to be proven to improve the high-level thinking of students (Faatin1 & Rusnilawati, 2022), the selection of custom domains by creating a domain with the name of the educator with the technique of redirecting access to the cname domain name system on the website. Research on the development of non-hosted custom domain websites as a learning medium was developed using the ADDIE model with 5 stages, the result of the stages of product development that have been carried out.

#### **Analyze**

The analysis stage is divided into 2 steps of analysis, including needs analysis which begins with several observations of colleagues who teach research methodology courses. From the results of observations that most students feel bored when given power points as a learning medium. Students are less motivated by the PPT presentation that most educators in the classroom meet every day. Therefore, it is necessary to have new learning media and be easy to use by students to be able to provide new motivation in learning. After conducting a needs analysis, a curriculum analysis and syllabus were carried out for the development of a non-hosted custom domain website. The sub-selection of achievements in the research methodology course developed in this study is that students can describe variables and operational definitions of variables with indicators of variable achievement and operational definitions of variables (Moto, 2019).

#### **Design**

At the stage of designing a non-hosted custom domain website, this is done by planning a display that makes it easier for students to use and access the website. To design a non hosted custom domain website, it starts with opening the google site, then entering your email and password or you can log in using a gmail account. Addition of website menus and sub menus with the selection of a custom domain for the name of the educator himself. At the end of the design select publish. As for accessing it by writing the website url in the <https://www.rufii.asyrofi.com>. On this page there is some material about research methodology courses, while the initial page is shown in figure 2 below using a smartphone as a display :

Figure 2. Website Appearance



Figure 3. Menu View



### **Develop**

At this stage, the non-hosted website is designed according to the latest appearance, the development of a non-hosted website is assisted by productive teachers of sidoarjo rebar science resources who have an IT consulting business. The product test stage is carried out to determine the feasibility of a non-hosted custom domain website by media experts and material experts. After getting validation from experts, it is hoped that there will be input for better improvement of learning media. The results of the feasibility test of the material expert are presented in table 2.

Table 2. Material Expert Due Diligence Results

No	Indicator	(%)
1	Material's Compatibility with EYD	80
2	Suitability of use of punctuation	80
3	Ease of understanding of Material	80
4	Language conformity to the characteristics of Graduate Students	80
5	Level of language correctness in the order and sentences of english	100
6	Use of active and passive words	80
7	Language accuracy according to the character of Graduate Students	100
8	Writing layout conformity	80
9	Conformity of punctuation of material writing	100
10	Encourage motivation to read	100
11	Suitability of writing block letters	80
12	Placement of material writing layout	100
13	Logically reasonable languages	80
14	Compatibility of language with material	100

15	Language suitability in a cultural environment Graduate Students	100
	<b>Average</b>	<b>89,33</b>

Based on table 2, the results of the feasibility test of material experts obtained an overall average with a percentage of 89.33% so that a very feasible criteria was obtained. However, getting advice from material experts as an improvement is that there needs to be improvements to some writings that are typos. As for the incorrect writing shown in figure 4 and the fix is figure 5.

Figure 4. Incorrect display of letters



Figure 5. Repair View



Table 3. Media Expert Due Diligence Results

No	Indicator	(%)
1	Color selection	80
2	Color suitability	80
3	Media suitability for graduate students	80
4	Attractiveness of design for attention	100
5	Suitability to create a sense of pleasure	80
6	Design suitability for Graduate Students	80
7	Design layout selection	80
8	Layout conformity	60
9	Writing suitability	80
10	Color suitability of the substrate	80
11	Clarity of writing	80
12	Color clarity with images	100
13	Font style selection	80
14	Suitability of image selection	100
15	Image size accuracy	80
16	Background accuracy	80

No	Indicator	(%)
17	Suitability of media writing	60
18	Clarity of media writing	80
19	Font size selection instructions	80
20	Color gradation conformity	100
21	Attractiveness of color gradations	100
22	Conformity of page menu attributes	60
23	Design layout efficiency	80
24	Image design efficiency	80
25	Image size efficiency	80
26	Suitability of all colors of the image	80
27	Media attribute conformance	80
28	Website color quality	80
29	Quality of media downloads	80
30	Downloaded image quality	80
<b>Average</b>		<b>81.33</b>

Based on the results of the feasibility test of media experts, an average percentage of 81.33% was obtained with a very decent category. Advice from media experts needs to improve the concept map that fits the media layout. As for the results of the improvements in figure 6 and figure 7.

Figure 6. First Concept Map improvements



Figure 7. Second Concept Map Fix



### **Implementation**

Implementation Stages in the development of non-hosted custom domain website learning media in the form of trials to graduate students by filling out assessment sheets to get input on better development products. Product testing of non



hosted custom domain websites on students with the assessment results in table 4 below.

Table 4. Graduate Student Test Results

No	Indicator	(%)
1	I love using non hosted custom domain websites	80
2	I love answering questions	80
3	I am happy with the url name of a non hosted website custom domain that is easy to remember	100
4	I am happy that the media can be read by myself via their respective laptops/smartphones	100
5	I prefer non hosted custom domain websites than ppt	100
6	I want to create a non hosted custom domain website	80
7	I would like to repeat reading the material of non hosted custom domain websites	80
8	I don't get bored quickly using non hosted custom domain websites	100
9	I am actively involved in using non hosted custom domain websites via smartphone	100
10	I love accessing non hosted custom domain websites instead of searching on google	100
Percentage		92

Based on the test results of postgraduate students in table 4, an average percentage of 92% was obtained with a very decent category so that it can be concluded that non-hosted custom domain websites as learning media are suitable for use in learning process activities, while for effectiveness tests carried out using different classes, students are given pretest questions about quantitative research materials, then students are given posttests after being given learning media non hosted custom domain website.

### ***Evaluation***

The evaluation stage in the development of non-hosted custom domain website learning media is carried out by providing an effectiveness test to measure the improvement of learning outcomes before and after using non-hosting custom domain website learning media. The test is by giving questions in Figures 8 and 9.

Figure 8. First Test



Figure 9. Second Test



While the assessment results can be said to be effective if the value is above 75. The pretest results of students can be presented in Table 5 while Posttest Table 6 is the result of the posttest

Table 5. Pretest Results

Value	Number of Learners	%
95 - 90	2	8
90 - 85	2	8
85 - 75	1	4
74 - 65	2	8
65 - 55	10	40
55 - 45	5	20
40 - 30	3	12
Sum	25	100
Above KKM	5	20
Under KKM	20	80

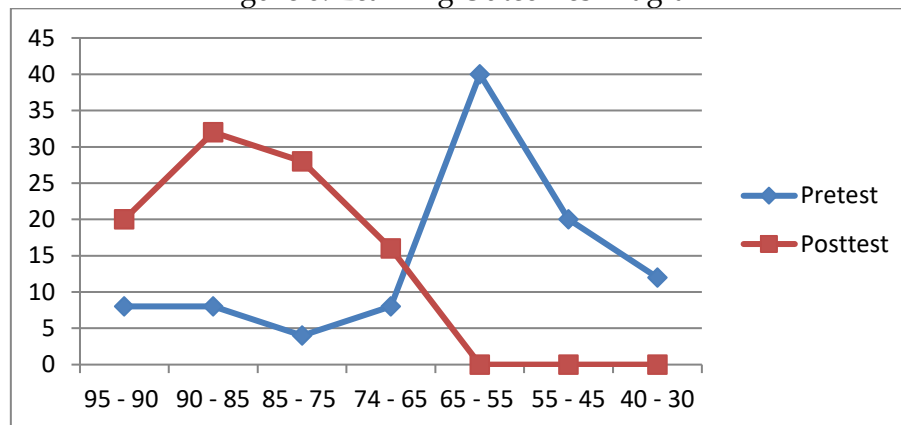
Table 6. Posttes Results

Value	Number of Learners	%
95 - 90	5	20
90 - 85	8	32
85 - 75	7	28
74 - 65	4	16
65 - 55	-	-
55 - 45	-	-
40 - 30	-	-
Sum	25	100

Above KKM	21	84
Under KKM	4	16

Based on the pretest results before using a non-hosted custom domain website, 80% of students under 75 were obtained, but after being given learning media, only 4% of non-hosted custom domain websites were still below 75, it can be said that the use of non-hosted custom domain websites is effectively used in learning and can improve learning outcomes. The improvement in learning outcomes using a non hosted custom domain website is presented in the diagram in figure 8 below:

Figure 8. Learning Outcomes Diagram



Based on figure 8, it can be seen in the posttest of student learning outcomes that scores below 65 no longer exist, while in the pretest scores below 65 with a total of 18 students. However, in the posttest there are still 16% of students who are below the score of 75. In students above the value of 75 with a percentage of 84% which means that media development in the form of non-hosted custom domain websites can improve learning outcomes

In general, the use of learning media using power points (ppt) is most widely used today, causing student boredom during the learning process. Based on the results of researchers' observations, there is a need for new innovations that make it easier for students to access learning media anytime and anywhere without the problem of having to search first through Google (Audie, 2019).

This will motivate student learning which can eventually improve learning. Learning media developed using the ADDIE development model with 5 stages including Analysis, Design, development, Implementation and evaluation. In the analysis stage, it uses 2 stages in the form of needs analysis by looking for learning problems from educator friends while the analysis of the selection of the material syllabus that will focus on is developed according to student characteristics (Miftah, 2015). The planning stage in this development research is made by formulating learning media by paying attention to the character of graduate students (Syafii, 2022). Non-hosted custom domain websites are one of the right learning media choices for graduate students, it is because this development research can be accessed whenever and wherever students are without the time limit that the average graduate student works so that mobility to study must be easily and quickly accessed online (Yuniar et al., 2021).

The development of a non hosted custom domain website uses 2 stages including the design of a non hosted website using google site and setting up a custom domain with the url of the educator's own name. To get an educator domain, a domain register is needed which is set through cname and DNS so that the website url becomes the name of the educator that is easy for students to remember (Harsapranata, 2019). Feasibility testing is carried out by 2 expert teams, namely material and media experts, the results of the feasibility test of material experts get very decent categories while media experts get very decent categories so that learning media products in the form of non-hosted custom domain websites can be used in learning, suggestions and input from experts into improvements that are continued in product tests on students in response to products before effectiveness testing is carried out.

In the evaluation stage given by students to test the effectiveness of improving learning outcomes before using a non hosted custom domain website and after using a non hosted custom domain website. The increase in learning outcomes was shown significantly which was initially 20% of the value below KKM to 4%, with this increase, non-hosted custom domain websites are effective for improving learning outcomes. Development research using this non-hosted custom domain website has been done a lot of research. However, the use of website urls according to the name of the educator has never existed before. In addition, this research focuses on research methodology courses with educational technology graduate students as the object.

The results of this study show that the use of non-hosted custom domain websites is in accordance with learning media in research methodology courses at postgraduate students of educational technology at PGRI Adibuania University Surabaya, this is evidenced by the validation results from several experts including material experts and media experts with very decent categories. Then in the test students obtained a positive response with a very decent category. In testing the effectiveness with pretets and posttest, it was found that there was an increase in learning outcomes after using non-hosted custom domain website learning media as evidenced by an increase in the number of students above the minimum completeness criteria with a percentage of 84%

In previous research by Chan et al (2023) The use of media using the smartphone in learning is influenced by the ease of use of students. In line with the research Palaniappan et al (2020) which suggests that the use of the web as a learning medium to improve learning outcomes is supported by the attractiveness of the media in accordance with the learning styles of students. However, it is different from Wang & Weiss (2022) Web used for learning media needs innovation for teachers to make it easy to find the media, can use short web names so that students easily remember.

While, on the findings Susiani & Abadijah (2021) In media development research, there needs to be the latest innovations so that the media does not look monotonous, the latest media can motivate students to learn the material delivered by educators. the existence of research on custom domains Windiarti et al( 2022) Revealing that custom domains on the web will have an easy effect on remembering students so that the learning process will take place even outside and inside the classroom.

The existence of non-hosted web is indeed one of the conveniences for developers to more easily get it because of the free cost, this opportunity is a learning medium using non-hosted web that can be used and developed by teachers. No more expensive costs to create interesting learning media Herawati & Muhtadi (2018). The use of this non-hosted web has actually been used by many pursuers, however, its use has not been maximized. The average web name has not been customized so the web

name is very long which results in difficulty for students to remember. This is supported by research Peniarsih (2017) which states that a standard web interface will not increase learning motivation.

Other finding Budi Harijanto et al (2021) argued that the use of the web with a default display without themes, keywords and multimedia will make the web difficult to find by the Google search engine, as a result students who want to learn will only be busy searching on search engines who eventually forget about teacher learning. in line with Jusriati et al. (2021) That the use of Google Site as a non-hosted web that is lightweight and easy to make makes teachers can easily connect with the material and learning media delivered compared to the use of blogspot which are both Google products. Creating a Google Site is easier because it only slides from the computer's local files, but according to Thomas et al. (2022) The use of Google Site has a disadvantage in writing articles and static material so that the use of Google Site requires other media to be linked. Correspondingly Khasanah & Muflihah, (2021) suggest that the use of Google Site is more suitable for display linked to other media such as Google Drive, Google Slides, YouTube.

Based on some previous research results that this study is different based on the appearance of the media, research subject, research location, research results and the latest on the custom web name in accordance with the teacher's name so that it is easy for students to remember. While the similarities with previous research on the type of research that both make the web. Previous research used blogspot while this study used google site.

The limitations of this research on the development of non-hosted custom domain websites include: 1) non-hosted custom domain website media can only be accessed using the internet; 2) Custom website domain using educator name; 3) Non-hosted website This research uses google sites; 4) custom domain website techniques using Cname and txt; 5) Display storage and questions using google products in the form of google drive and google forms.

The new findings in this study can be used as a reference for the application of learning media with a cheap website and can increase capabilities with the educator's own name domain, and can improve student learning outcomes. Website media is easy to use because it is multiplatform that can be used by any type of smartphone, so in the future researchers will focus on researching learning strategies that suit the learning styles of students using this learning media.

## **CONCLUSION**

Based on the purpose of the study, it was concluded that non-hosted custom domain websites as learning media are feasible to use while the use of non-hosted custom domain websites as learning media is effective for improving learning outcomes. Learning media for non-hosted custom domain websites using the ADDIE development model research using 5 stages in full. However, there is a need for further development related to learning strategies and methods used with this non-hosted custom domain website media so that learning outcomes can develop in accordance with the times. The hope of learning media is that custom domain non-hosting websites can provide its own attraction for students to be motivated in learning without looking for and focusing on learning goals that have been agreed before. Further research suggestions need the development of new media in the form of online artificial intelligence embedded into non-hosted custom domain websites.

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