The Impact of Google Sites–Based Interactive Media Integrating Sumbang Duo Baleh on the Development of Politeness in Early Childhood

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ABSTRACT

Purpose – This study aims to determine the impact of the impact of google sites–based interactive media integrating sumbang duo baleh on the development of politeness in early childhood.

Methods – This research employs an experimental method with a pre-experimental design using a one-group pretest-posttest approach. The population consists of all children at Harapan Ibu IslamiC Kindergarten, totaling 52 children, with a sample of 12 children selected through purposive sampling. Data collection techniques involve observation sheets.

Findings – The study results indicate that the average pretest score was 18.25. After four treatments, the scores gradually increased: the first treatment yielded 21.58, the second 25.28, the third 28.83, and the fourth 34.58. The posttest average score reached 40.25. These findings demonstrate that interactive Google Sites media based on Sumbang Duo Baleh positively influences the formation of politeness character in early childhood.

Research implications/Limitations – This research contributes to integrating technology and local cultural values into early childhood education. The implementation of interactive media based on local wisdom can be an alternative approach to enhancing children's politeness character. These findings provide insights into the effectiveness of technology in character education.

Originality/value – This study offers a novel integration of local cultural wisdom (Sumbang Duo Baleh) with digital interactive media using Google Sites, specifically designed for early childhood character education. Such an approach embedding indigenous values into technology-based learning tools remains largely unexplored in early childhood education research.

Introduction

Character education plays a crucial role in shaping the personality of young children, as early childhood is a critical period for the development of moral, ethical, and behavioral foundations (Agung, 2018). Each child possesses a unique personality that develops through individual traits influenced by family and environmental factors (Wathon, 2021). As a fundamental aspect of personality, character reflects a person's overall disposition. Young children are particularly susceptible to environmental influences, making structured character education essential in helping them understand values such as politeness, responsibility, empathy, and honesty. According to (Ardana (2023), character education initiated at an early age fosters positive attitudes and habits that persist into adulthood. Therefore, character education is essential for child development.

Character education in early childhood aims to impart knowledge about moral values to help children develop good character in daily life and as responsible members of society (Ummah, 2019). It is particularly important to begin this education early, as children under the age of seven are less influenced by negative external factors. The primary goal of character education is to prepare children for the future by fostering good attitudes and nurturing a sense of national identity (Purwanti, 2017). Additionally, it helps mitigate the negative effects of external influences. While parents play a critical role as the child's first role model (Yoga, 2015) teachers also have a significant responsibility in developing children's character through education that integrates moral development with academic learning (Khaironi, 2017). Character development can be encouraged through daily routines and interactions within the child's environment to instill politeness from an early age.

Politeness character in early childhood, particularly in children aged 5-6 years, is significant because this stage represents a golden period for moral and social development (Tuloli, 2016). During this phase, children begin to understand social norms and learn how to interact with others, forming behavioral foundations that will guide them into adulthood. Politeness, as a core value of character education, teaches children to interact respectfully, acknowledge social norms, and adhere to established rules (Nazarullail, 2023). Prior studies, such as those conducted by Sukitman (2016), indicate that children who learn politeness values early exhibit better social competence. They communicate more effectively with peers, respect adults, and demonstrate greater self-control in social situations (Harahap, 2021). Conversely, children who lack early exposure to politeness education often struggle with social and emotional adjustment in later educational stages.

Local cultural learning programs in kindergarten have proven effective in developing politeness values among children, helping them understand time management, the concept of queuing, and expressing gratitude and apologies more naturally (Gunawan, 2017). Key indicators of politeness character include the ability to speak respectfully, show deference, regulate emotions in social settings, cooperate and share, appreciate differing opinions, and adhere to rules (Lestari, 2020). One cultural framework that fosters politeness character in children is the Minangkabau tradition known as *Sumbang Duo Baleh*.

Sumbang Duo Baleh is a significant Minangkabau cultural concept that serves as a moral and social guide, particularly in shaping politeness values. Literally translating to "twelve prohibitions," it represents ethical principles governing social interactions (Iskandar, 2017)The Minangkabau culture highly values social norms and etiquette,

passing these values down through generations via family and educational institutions to cultivate respectful and well-mannered individuals (Astuti, 2017). *Sumbang Duo Baleh* outlines principles that regulate personal conduct within family and societal interactions Core values include respect for elders, humility, mindful speech, and polite behavior. These principles align with universal politeness standards, emphasizing respect and ethical communication

Integrating *Sumbang Duo Baleh* into educational practices offers a solid foundation for children's character development (Makhmudah, 2018). Teaching politeness character from an early age encourages habitual courteous behavior in daily life. This approach extends beyond academics, encompassing moral and ethical development essential for community life. However, despite its significance, politeness character in early childhood education remains insufficiently developed. Observations conducted on August 18, 2024, at Harapan Ibu Islamic Kindergarten Lima Kaum, Tanah Datar, revealed that many children still exhibited low politeness character. Interviews with educators indicated deficiencies in children's etiquette, such as using inappropriate language, eating while standing, struggling with emotional regulation, refusing to share, and lacking cooperative skills. These challenges stem from declining politeness values among children aged 5-6 years, limited use of interactive media in politeness education, inadequate understanding of politeness values taught through conventional methods, and the lack of integration between technology and local culture in character-building initiatives.

To address these issues, this study proposes using an interactive Google Sites-based media platform incorporating *Sumbang Duo Baleh* to enhance politeness character in children. This interactive media is designed to introduce and instill politeness values derived from Minangkabau customs in early childhood education. *Sumbang Duo Baleh* outlines social norms regulating appropriate behavior, speech, and interactions within society (Frasandy ., 2022). By adapting these principles into engaging digital content on platforms like Google Sites, children can learn these values through interactive and enjoyable experiences.

Interactive media combines text, images, videos, and engaging activities to support play-based learning, which is crucial for early childhood education. This approach allows children to learn independently under the guidance of teachers or parents. The uniqueness of this media lies in its cultural foundation, enabling children to internalize politeness values within their cultural context. Interactive digital platforms, such as Google Sites, serve as effective tools for modeling positive behaviors through stories, games, and simulations based on *Sumbang Duo Baleh*. Consequently, children can internalize politeness values more effectively through visual experiences and direct practice.

Previous studies demonstrate that interactive media significantly enhances children's engagement in learning (Armansyah, 2019). Such media fosters motivation and participation in character-based education and accelerates children's understanding of moral and ethical concepts. Research by Mahardika (2024)) further supports the idea that interactive media rooted in local culture fosters character development in formal education. While various studies have explored interactive media applications, research specifically integrating *Sumbang Duo Baleh* into Google Sites for politeness character education remains scarce in West Sumatra. Therefore, this study is essential in addressing the politeness character issues observed at Harapan Ibu Islamic Kindergarten Lima Kaum.

Interactive media plays a vital role in early childhood education by enhancing engagement and comprehension of lesson materials. Young children learn best through

direct experiences, making interactive mediafeaturing audiovisual elements, educational games, and technology-based activities an effective tool for developing cognitive, social, and motor skills. Additionally, interactive media offers personalized learning experiences, allowing children to progress at their own pace (Mandasari et al., 2020). This approach fosters meaningful learning experiences through active participation and enhances critical thinking and creativity.

Given the importance of integrating *Sumbang Duo Baleh* into early childhood education, this study aims to examine the impact of Google Sites-based interactive media in fostering politeness character in children. By bridging technology and cultural heritage, this research seeks to contribute to the advancement of character education and provide a valuable pedagogical tool for early childhood educators.

Methods

This study employed a quantitative approach with an experimental research design, aimed at evaluating the effect of Google Sites–based interactive media integrating Sumbang Duo Baleh on the development of politeness character in early childhood learners. The design used was a pre-experimental one-group pretest–posttest design, which enables researchers to measure changes before and after the intervention in a single group without a control group.

Research Setting and Participants

The research was conducted at Harapan Ibu Islamic Kindergarten, located in Lima Kaum, Tanah Datar Regency, West Sumatra, Indonesia. The total population consisted of 52 children enrolled in the school. A purposive sampling technique was employed to select 12 children who met specific inclusion criteria, such as age (5–6 years), ability to follow classroom instructions, and absence of diagnosed developmental delays. This sampling approach was chosen to ensure the relevance and homogeneity of the participants in relation to the study objectives.

Experimental Procedure

The experimental design is outlined in Table 1:

Table 1. Research Design Table

Group	Pre-Test (O1)	Treatment (X)	Post-Test (O2)
Experimental	O1	X	O2

The pre-test (O_1) was administered to measure the baseline level of politeness character. This was followed by the treatment (X), which involved a series of four learning sessions using Google Sites–based interactive media embedded with Sumbang Duo Baleh, a traditional Minangkabau value system emphasizing courteous behavior. The media included visual and audio materials, interactive tasks, and story-based content rooted in local cultural wisdom. After the intervention, a post-test (O_2) was conducted using the same instrument to assess improvements in politeness behavior.

Instruments

Data were collected using structured observation sheets developed specifically for this study. The instrument measured various indicators of politeness character, including: 1) Speaking respectfully; 2) Taking turns; 3) Expressing gratitude; 4) Cooperating with peers; 5) Refraining from interrupting or shouting. Each behavior was rated using a four-point Likert scale, ranging from 1 (never displayed) to 4 (always displayed). The instrument was reviewed by early childhood education experts for content validity.

Validity and Reliability

Instrument validity was established through expert judgment and item analysis. Construct and face validity were confirmed through revisions based on expert feedback. Reliability testing was conducted using Cronbach's Alpha, yielding a coefficient of >0.80, indicating high internal consistency and reliability of the observation sheet.

Data Analysis

Data were analyzed using descriptive and inferential statistics. The average scores of pre-test and post-test were compared to determine the improvement in politeness character. To statistically test the significance of the differences, a paired samples t-test was applied using SPSS software. A significance level of $p < 0.05$ was used to determine whether the observed changes were statistically significant.

In addition, percentage gain scores were calculated to provide insight into the magnitude of change across each treatment session. This combination of quantitative measures allowed for a comprehensive evaluation of the intervention's effectiveness.

Ethical Considerations

Ethical approval was obtained from the institution, and informed consent was secured from the school administration and the parents or guardians of all participants. The research ensured child-friendly procedures, anonymity, and voluntary participation throughout the study.
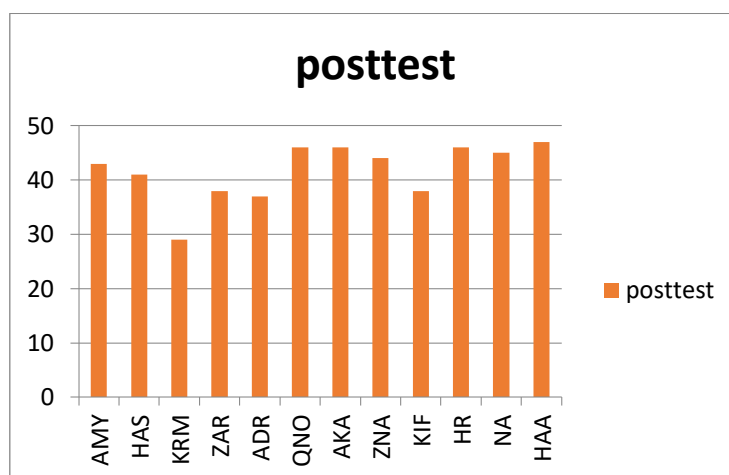
Result

This study was conducted over six sessions, consisting of one pre-test, four treatment sessions, and one post-test. The pre-test was administered on December 3, 2024, with each session lasting 60 minutes. The pre-test results are presented as follows:
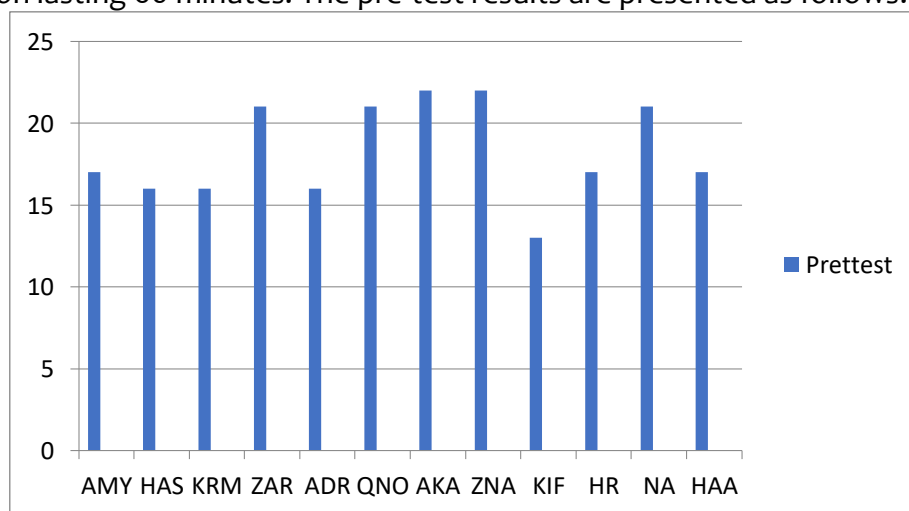
Graph 1. Pre-Test Data

Based on the graph above, it can be observed that in the Pre-Test, children's politeness character falls into the "not yet developed" category, with an average score of 18.25. This indicates that the politeness character at Harapan Ibu Islamic Kindergarten Lima Kaum, Kabupaten Tanah Datar, is still relatively low. Therefore, further treatment is needed to stimulate the development of children's politeness character.

After obtaining the pre-test results, the post-test data can be presented in the following graph:

Graph 2. Post-Test Data

Based on the table above, it can be understood that in the post-test data, 9 children, representing 75%, fall into the "Developing Very Well" (BSB) category. Before the treatment was conducted, the pre-test results showed that children's politeness character had an average score of 18.25. After undergoing Treatments I, II, III, and IV, followed by the post-test, the average score of politeness character development increased to 40.25. These research findings indicate that children's politeness character at Harapan Ibu Islamic Kindergarten Lima Kaum, Kabupaten Tanah Datar, can improve through the use of interactive Google Sites media based on *Sumbang Duo Baleh*.

To compare the results of the pre-test and post-test after the treatment was administered, refer to the following graph:
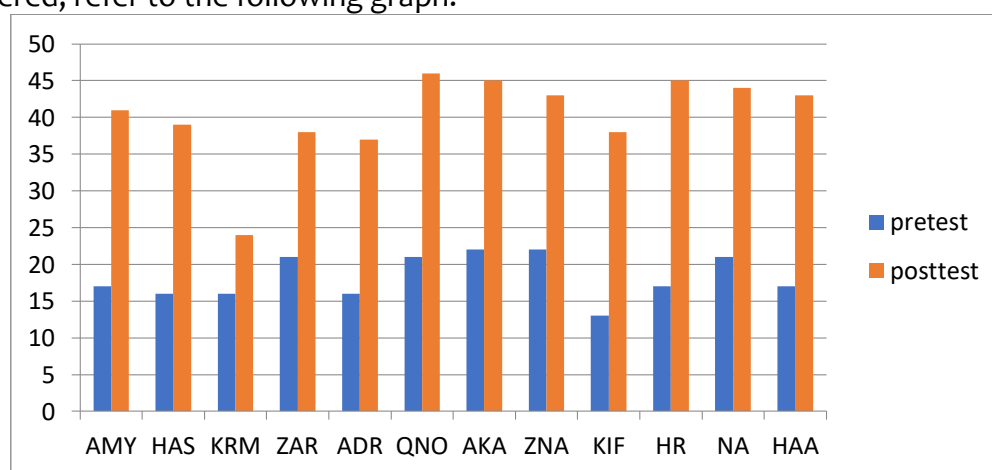
Graph 3. Bar Chart Comparison of Pretest and Posttest Scores

Based on the table and graph above, the highest score obtained is 46 and the lowest score is 24. There are no children in the "not developed" (BB) category, and 9 children, or 75%, are in the "developed very well" (BSB) category. From the data above, it can be seen that the children's politeness character has improved.

Data Analysis
Normally Distributed Data

Table 2. One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTEST
N		12	12
Normal Parameters[a,b]	Mean	18,25	40,25
	Std. Deviation	2,989	5,987
Most Extreme Differences	Absolute	,245	,210
	Positive	,245	,168
	Negative	-,238	-,210
Kolmogorov-Smirnov Z		,850	,728
Asymp. Sig. (2-tailed)		,465	,664
a. Test distribution is Normal.			
b. Calculated from data.			

Normality testing is a requirement for performing a t-test. From the normality test above, it can be concluded that the data is normally distributed using the interval. The significance level is 0.05. If the significant value is greater than 0.05, then the data is considered normal.

Homogeneity of Data Distribution

Homogeneity testing is intended to show that two or more groups of data come from populations with the same variation. Homogeneity is fulfilled if the significance value is greater than 0.05, meaning the variation of each sample is the same (homogeneous). On the other hand, if the obtained significance value is less than 0.05, it means the variation of each sample is not the same (heterogeneous). Using SPSS statistical data management software, the homogeneity results are shown in the following table:

Table 3. Anova Table

PRETEST					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	41,250	8	5,156	,271	,938
Within Groups	57,000	3	19,000		
Total	98,250	11			

Based on the results from the ANOVA table, the obtained significance value (sig) is 0.983, which is greater than 0.05 (0.983 > 0.05). Therefore, the hypothesis is accepted, and thus, the sample variations are the same (homogeneous). After conducting the normality test and the homogeneity test, the next step is to perform a t-test or hypothesis test. In this case, a t-test analysis is used, and to calculate the t-value, the calculations are based on the table that has been prepared.

Before performing the t-test, the first step is to create a calculation table to obtain the t-value, as shown in the table below:

Table 3. Calculation to Obtain "T" for Testing the Validity of the Alternative Hypothesis

No	Child Code	Pretest Score	Posttest Score	D1	D2
1	AMY	17	41	24	576
2	HAS	16	39	23	529
3	KRM	16	24	8	64
4	ZAR	21	38	17	289
5	ADR	16	37	21	441
6	QNO	21	46	25	625
7	AKA	22	45	23	529
8	ZNA	22	43	21	441
9	KIF	13	38	25	625
10	HR	17	45	28	784
11	NA	21	44	23	529
12	HAA	17	43	17	289
	TOTAL	219	483	255	5721
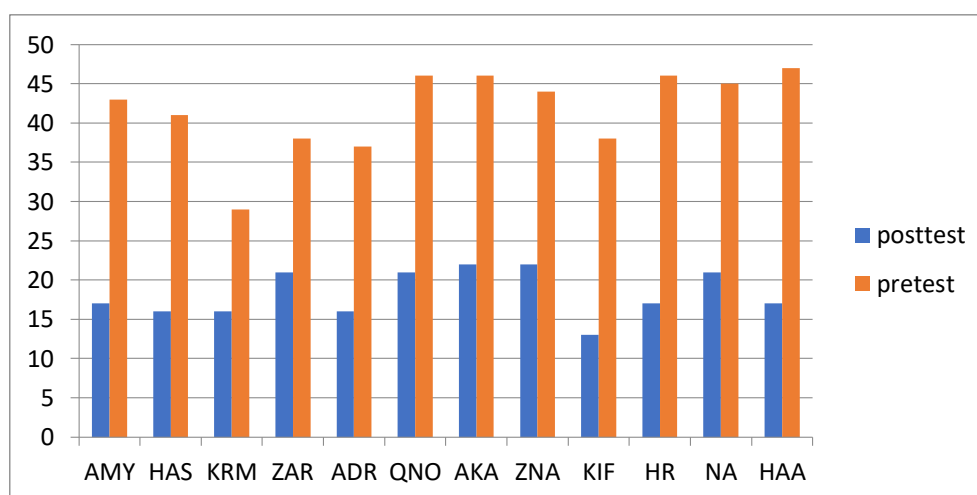
Graph 4. Calculation for Obtaining "T" to Test the Validity of the Alternative Hypothesis

Finding the Standard Deviation of the Difference (M_D): $M_D = \frac{\sum D}{N}$, $M_D = \frac{255}{12} = 21{,}25$

To calculate the standard deviation of the difference (SD_D)

$$(SD_D) = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$(SD_D) = \sqrt{\frac{5721}{12} - \left(\frac{21{,}25}{12}\right)^2}$$

$$(SD_D) = \sqrt{476{,}75 - (1{,}77)^2}$$

$$(SD_D) = \sqrt{476{,}75 - 3{,}1329}$$

$$(SD_D) = \sqrt{473{,}6171}$$

$$(SD_D) = 21{,}7627$$

a. To calculate the Standard Error of the Mean of the Difference (SD_{MD})

$$(SD_{MD}) = \frac{21{,}25}{\sqrt{12-1}} = \frac{21{,}25}{\sqrt{11}} = \frac{21{,}25}{3{,}31} = 6{,}41$$

b. To calculate the value of t_0 using the formula: (t_0)

$$(t_0) = \frac{M_D}{SD_{MD}} = \frac{21{,}25}{6{,}41} = 3{,}31$$

The next step is to interpret t_0 by first calculating its degrees of freedom (df) and degrees of freedom for the between-group variance (db). The formula for calculating df

is N - 1 = 12 - 1 = 11. Comparing the calculated t-value (t_0 = 3.31) with the critical t-value from the t-distribution table at a significance level of 0.05 (t_t = 2.20), we find that t_0 is greater than t_t, i.e., 3.31 > 2.20. Since t_0 is larger than t_t, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the interactive Google Sites media based on Sumbang Duo Baleh has a significant impact on the development of children's politeness character.

Discussion

The findings of this study show that the use of Google Sites–based interactive media integrating Sumbang Duo Baleh significantly enhances politeness character in early childhood learners. Children exhibited marked improvement in behavioral indicators such as respectful speech, cooperative play, and emotional regulation after engaging with culturally rooted digital content. This reinforces the importance of combining moral instruction with media that is both interactive and grounded in local wisdom.

This result is in line with Suryana (2021) , who found that local cultural values taught through interactive methods such as storytelling, role play, and discussions of Minangkabau traditions positively influenced children's character formation. Similarly, Mahdaleni (2022) reported improvements in children's behavior through the use of singing methods that incorporate Sumbang Duo Baleh, where children became more engaged and reflective of the moral messages conveyed in traditional expressions. While the media used in these studies varied, the cultural foundation shared across all approaches supports the idea that values drawn from indigenous wisdom resonate deeply with young learners.

In addition, Rakimahwati (2021) demonstrated that local-culture-based educational games improve interpersonal intelligence by encouraging children to apply cultural norms through interactive, game-based learning. Although her study employed an R&D approach with a different focus, the positive developmental outcomes are comparable to the present study's findings. Moreover, Firdausa (2023) emphasized the importance of routine habituation of Sumbang Duo Baleh values within the school curriculum to cultivate positive behaviors from an early age, highlighting the effectiveness of continuous cultural reinforcement.

The current study contributes a new dimension by leveraging digital platforms specifically Google Sites to convey these cultural values. This approach not only makes moral instruction more engaging but also aligns with current technological literacy trends in early childhood education. The digital format allowed for the integration of multimedia elements such as visuals, audio, and interactive tasks, which supported diverse learning styles and sustained children's interest throughout the intervention.

The observed improvement in politeness character from relatively low initial scores to significantly higher post-intervention outcomes demonstrates that culturally contextualized digital media can be a powerful tool in character education. The use of Sumbang Duo Baleh as a moral framework enabled children to connect with values that are culturally familiar, enhancing the internalization of those values. This is consistent with the theoretical stance that learning is most effective when it connects to the learner's cultural identity and lived experiences.

Conclusion

The findings of this study indicate that the use of Google Sites–based interactive media integrating Sumbang Duo Baleh has a positive and meaningful impact on the development of politeness character in early childhood learners. Through the integration of digital technology with local cultural values, children demonstrated improved behaviors such as speaking respectfully, cooperating with peers, and expressing gratitude. This suggests that culturally grounded and interactive digital media can serve as an effective alternative for character education in early childhood settings, particularly in enhancing politeness as a core social value. The implementation of this media offers practical implications for educators seeking innovative, contextually relevant approaches to support moral development in young learners.

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