

Google Sites Integration to Improve Students' Critical Thinking Skills in Social Studies Learning at Pontianak City Junior High School

Wahyuni^{1*}, Syafrial Nur², Karel Juniardi³, Sumantri⁴

^{1,2,3,4} Social Studies Education, Faculty of Education and Social Sciences, University of PGRI Pontianak, Pontianak, Indonesia

ABSTRACT: This study aims to examine the integration of Google Sites as a web-based learning medium in improving students' critical thinking skills in Social Sciences (IPS) subjects at Pontianak City Junior High School. The low critical thinking ability of Indonesian students as reflected in the results of PISA 2022 encourages the urgent need for learning innovations that are able to encourage high-level thinking processes. The research approach used is mixed methods with a sequential explanatory design, involving grade VII students of Pontianak City Junior High School, namely at SMP Negeri 1 Pontianak City, SMP Negeri 10 Pontianak City and SMP Negeri 28 Pontianak City. Data collection was carried out through critical thinking ability tests (pretest and posttest), learning implementation observation sheets, student response questionnaires, and in-depth interviews. The Google Sites integration is designed based on the TPACK framework and the Inquiry Learning model with five main syntax: problem orientation, information exploration, analysis and discussion, synthesis and presentation, and reflection. Critical thinking skills are measured using the six components of Facione's theory: interpretation, analysis, evaluation, inference, explanation, and self-regulation. The results showed a significant improvement in students' critical thinking skills after the implementation of Google Sites-based learning, accompanied by positive responses from students to interactive, contextual, and real social problem-oriented learning experiences. This research makes a practical contribution to the development of innovative social studies learning that is in line with the demands of the Independent Curriculum and the 21st century Graduate Profile.

KEYWORDS: Critical Thinking, Independent Curriculum, Google Sites, Social Studies, Inquiry Learning, TPACK.

INTRODUCTION

Education in the 21st century is no longer just about transferring knowledge from teachers to students. More than that, education is now required to form a generation that is able to think critically, solve complex problems, and adapt to the changes that occur so quickly in the era of digital transformation. The World Economic Forum (2023) emphatically places critical thinking skills as one of the most crucial skills needed by the workforce in the future, a skill that does not just grow, but needs to be trained systematically through the right learning process.

Unfortunately, the portrait of the critical thinking ability of Indonesian students is still far from encouraging. The results of the Programme for International Student Assessment (PISA) in 2022 put Indonesia in a worrying position: the literacy, mathematics, and science skills of Indonesian students are below the average of OECD member countries (*Organisation for Economic Co-operation and Development, 2023*). These findings are not just statistics, but a clear reflection of fundamental weaknesses in our learning systems, especially when it comes to developing Higher Order Thinking Skills (HOTS). Johnston et al. (2023) in a multi-country comparative study found that the quality of learning and pedagogical approaches applied by teachers had the most significant influence on the development of students' critical thinking skills.

In the context of Social Sciences (IPS) learning in junior high school, this problem feels increasingly real. The characteristics of social studies as an integrative and contextual subject actually provide a great opportunity to develop critical thinking skills because social studies examines real, complex, and multidimensional social life problems. However, in practice, social studies learning in many schools is still stuck in a one-way lecture pattern and memorizing historical, economic, and geographical facts without encouraging students to think analytically and critically (Witarsa & Muhammad, 2023).

This condition also occurred at Pontianak City Junior High School. Based on initial observations and interviews with social studies teachers at SMP Negeri 1 Pontianak City, SMP Negeri 10 Pontianak City and SMP Negeri 28 Pontianak City, learning is still dominated by a teacher-centered approach with the lack of use of interactive and technology-based learning media. Risti et al. (2025) in their research at Pontianak City Junior High School found that social studies learning has not fully accommodated the



diversity of student learning styles, and students tend to be passive in the learning process. Nurhesti et al. (2024) added that the implementation of the Independent Curriculum at Pontianak City Junior High School still faces obstacles in learning strategies that are less varied and the use of technology that is not optimal.

Responding to this challenge, the government through Permendikdasmen Number 13 of 2025 has provided a stronger policy foundation for teachers and education units to design innovative learning oriented towards 21st century competency development. The Independent Curriculum prioritizes eight Dimensions of the Graduate Profile, including critical reasoning, creativity, and independence dimensions that are very relevant to the critical thinking skills that are to be developed through this research.

The integration of technology in learning is one of the most relevant strategies to respond to these challenges. However, Puentedura (2004) through the SAMR model reminds that meaningful technology integration must go beyond the level of substitution just to replace old media with digital without pedagogical changes and reach a level of modification or redefinition where technology opens up new learning possibilities that were previously unimaginable. Mishra & Koehler (2006) through the framework of Technological Pedagogical Content Knowledge (TPACK) emphasized that technology must be intelligently integrated by considering the relationship between material content, pedagogical strategies, and the technology used.

Google Sites is present as one of the web-based learning platforms that has great potential to support social studies learning that is oriented towards the development of critical thinking. The platform allows teachers to design a rich digital learning environment integrating text, video, infographics, resource links, and reflection forms in one view that is easily accessible to students (Andriani & Junaedi, 2025). Several studies have proven its effectiveness: Aziza & Baroroh (2024) found that Google Sites is effective in improving critical thinking skills in social studies learning; Sundari & Marini (2024) show that the integration of Google Sites with the guided inquiry model is able to improve learning outcomes and critical thinking; while Setianingsih et al. (2024) report that Google Sites can simultaneously improve students' critical thinking and digital literacy.

However, there is still a research gap that needs to be bridged. Most of the existing research focuses on the technical aspects of the use of Google Sites or its impact on cognitive learning outcomes in general, without exploring in depth how the specific features of Google Sites can be used pedagogically to facilitate each component of critical thinking in the context of the Independent Curriculum, especially in social studies learning in Pontianak City Junior High School. This research is here to fill this gap.

Based on the above background, this study aims to: (1) describe the process of integrating Google Sites-based learning media in social studies learning in Pontianak City Junior High School; (2) to examine students' responses to the use of Google Sites in facilitating critical thinking activities; and (3) analyze the improvement of students' critical thinking skills after using Google Sites in social studies learning.

MATERIALS AND METHODS

This study uses a mixed methods approach, a research paradigm that integrates quantitative and qualitative data in one cohesive research design to produce a more comprehensive understanding (Creswell & Creswell, 2018). Specifically, the design chosen is sequential explanatory, where quantitative data is collected and analyzed first, then followed by the collection and analysis of qualitative data to explain and deepen quantitative findings.

The selection of this design was based on the consideration that this study not only aims to measure the effectiveness of Google Sites on critical thinking skills (quantitative aspect), but also seeks to understand how the integration process takes place and what factors affect its success (qualitative aspect). The combination of these two approaches allows for more robust data triangulation and richer interpretation.

This research was carried out at SMP Negeri 1 Pontianak City, SMP Negeri 10 Pontianak City and SMP Negeri 28 Pontianak City, West Kalimantan. The selection of this school is based on considerations of contextual relevance, SMP Negeri is one of the schools that has implemented the Independent Curriculum and has adequate technological infrastructure to support Google Sites-based learning.

The research subjects are grade VII students of SMP Negeri Pontianak City in the 2025/2026 school year, with a focus on the social studies learning phase of the Socio-Cultural Life Problems material. The selection of grade VII is based on the consideration that students in the early phase of junior high school are still in the process of forming an analytical mindset that can be optimally formed through appropriate learning interventions.



The data in this study was collected through four main instruments. First, the critical thinking ability test in the form of description/essay questions developed based on the six components of Facione's theory (2015), was carried out in the form of a pretest and posttest with a total of 10 essay questions and a duration of 40 minutes. Each question is designed to measure specific critical thinking components by using stimulus in the form of reading texts about socio-cultural problems in Pontianak City.

Second, the learning implementation observation sheet is used to document the implementation of each Google Sites-based Inquiry Learning learning syntax by teachers and students. This observation sheet consists of 25 items with an assessment scale of 1-5 and a Yes/No checklist format. Third, a student response questionnaire consisting of 25 statements covering five aspects: ease of access and display of Google Sites, involvement in orientation and exploration, involvement in analysis and synthesis, independence and motivation to learn, and overall understanding of the material and assessment.

Fourth, in-depth interviews were conducted with social studies teachers and selected students to gain an in-depth understanding of the experiences, perceptions, and challenges in the Google Sites-based learning implementation process.

Google Sites-based learning in this study was carried out in three meetings with interrelated materials: Meeting 1 examined Development Exploitation and Social Gaps; Meeting 2 examined Poverty and Gender Inequality; and Meeting 3 to examine Juvenile Delinquency, Factors, Impacts, and Solutions. The three materials were chosen because of their relevance to the socio-cultural context of Pontianak City and their ability to stimulate students' critical thinking processes.

Each meeting follows the same Inquiry Learning syntax, but with different content. Google Sites pages are designed with structured linear navigation: Home → Orientation → Exploration → Analysis → Synthesis → Reflection. Each page has a specific pedagogical function: the Home page presents social phenomena that spark curiosity; The Onboarding page displays the lighter questions; the Exploration page provides multimodal learning resources; The Analytics page presents case studies and analytical questions; The Synthesis page guides the compilation of conclusions; and the Reflections page provides reflection forms and evaluation quizzes.

Quantitative data analysis was carried out by calculating the N-Gain score to measure the improvement of critical thinking skills from pretest to posttest. N-Gain is calculated using the formula of Hake (1998): $g = (\text{Posttest Score} - \text{Pretest Score}) / (\text{Maximum Score} - \text{Pretest Score})$, with the interpretation: $g > 0.7$ = increase in height; $0.3 \leq g \leq 0.7$ = moderate increase; and $g < 0.3$ = low increase. Qualitative data analysis is carried out through three stages: data reduction (selection and condensation of data from observation and interview results), data presentation (compilation of data in the form of structured descriptive descriptions), and conclusion drawing (interpretation of meaning of patterns that appear in data). The validity of qualitative data is guaranteed through source triangulation and method triangulation

RESULTS & DISCUSSION

I. Google Sites Integration Process in Social Studies Learning

The implementation of Google Sites in social studies learning in Pontianak City Junior High School, namely at SMP Negeri 1 Pontianak City, SMP Negeri 10 Pontianak City and SMP Negeri 28 Pontianak City took place in three continuous meetings. Overall, the implementation of the learning syntax went well, although there were some important notes that needed to be noted for future improvement.

In the problem orientation stage, which occurs at the beginning of each meeting, students access the Google Sites Home and Onboarding pages independently. Provocative questions such as 'Have you ever seen wild racing, brawls and vandalism?' and 'Why does this happen and most of the youth?' proved effective in arousing students' curiosity. Based on the observation results, more than 80% of students showed active involvement at the orientation stage, characterized by questioning behavior, brief discussions with friends, and recording their initial questions on the Student Worksheet (LKPD) of individual inquiry.

The information exploration stage is the richest and most challenging phase. On the Google Sites Exploration page, students access a variety of integrated learning resources: articles about brawls, wild racing, vandalism and embedded learning videos via YouTube links, social data infographics from BPS, and real cases from the neighborhood around Pontianak City. The availability of these multimodal learning resources is very much in line with the principles of differentiated learning in the Independent Curriculum, students who prefer to learn through video can explore video links, while students who are more comfortable reading can explore articles and infographics.



The analysis and discussion stage shows the most interesting dynamics from the perspective of the development of critical thinking. On the Google Sites Analytics page, students are faced with case studies that require them to identify cause-and-effect relationships (e.g.: how poverty and lack of public space contribute to the rise in cases of brawls and alcohol abuse among students), comparing different perspectives (e.g., the perspective of the Head of Social Service who emphasizes family dysfunction as the root of the problem vs. the perspective of an academician who looks at the inequality of public facilities as the main cause), and sorting out facts from opinions (e.g., distinguishing between the Pontianak Police data on 87 cases of juvenile delinquency which increased by 23% as facts, and the statement that juvenile delinquency is solely caused by a lack of faith as an assumption without the support of empirical evidence). This activity directly trains the analysis, evaluation, and inference components of the Facione (2015) model.

One of the interesting findings from field observation is the improvement in the quality of the questions asked by students during the analysis process. Students no longer just ask 'what', but start asking 'why' and 'how' questions, an important indicator of the development of higher thinking skills. This is in line with the findings of Aziza & Baroroh (2024) who stated that learning designs based on analytical questions consistently encourage increased critical thinking of students.

At the synthesis and presentation stages, students demonstrate abilities that develop gradually throughout the three meetings. At the first meeting, many students still had difficulty in formulating conclusions that were systematic and supported by strong evidence. However, by the third meeting, the majority of students were already able to compile a comprehensive concept map that connected the three major themes: development exploitation, poverty, and juvenile delinquency demonstrate the ability to think systems which is one of the main characteristics of mature critical thinking.

The reflection feature through Google Forms embedded in the Google Sites Reflection page is one of the components that students appreciate the most. A structured reflection form that asks students to explain what they learned, the challenges they faced, and how they can improve their thinking process directly trained the self-regulation component in the Facione (2015) model. These findings are in line with Nasiroh & Dewi (2025) who found that interactive features within Google Sites significantly encourage students' cognitive engagement.

II. Student Response to Google Sites-Based Learning

Analysis of the student response questionnaire revealed a very positive picture of the learning experience using Google Sites. In terms of ease of access and display, the majority of students stated that the appearance of Google Sites pages is attractive, the navigation between pages is easy to follow, and the content presented both text, images, and videos helps them understand the material. This is an important finding because the comprehension and attractiveness of media displays are prerequisites for effective engagement (Widyantoro et al., 2024).

On the aspect of involvement in the exploration and analysis process, more than 75% of students stated that the triggering questions on the Orientation page encouraged them to think critically and seek answers independently. The case studies presented on the Analysis page are considered relevant to real life, and the analysis questions help them identify cause-and-effect relationships of sociocultural problems. These findings reinforce the argument of Andriani & Junaedi (2025) that the contextual relevance of content within Google Sites is key to meaningful cognitive engagement.

What is interesting is the students' response to the aspect of learning independence. Most students report that learning through Google Sites makes them feel more independent than conventional learning methods. Some students even admit to being compelled to seek additional information from other sources beyond those provided within Google Sites, a strong indicator of growing intrinsic learning motivation. This phenomenon is in line with the findings of Setianingsih et al. (2024) that Google Sites encourages students to become more proactive and independent learners.

However, not all aspects received a completely positive response. A small percentage of students reported technical difficulties accessing Google Sites, especially those related to unstable internet connections. These findings are reminiscent of Akmal & Heri's (2018) notes on the challenges of digital infrastructure in schools in Kalimantan, and serve as a reminder that successful technology integration cannot be separated from infrastructure readiness.

In terms of learning motivation, more than 80% of students stated that they felt more excited and motivated to learn social studies when using Google Sites compared to the lecture method. More encouragingly, around 85% of students stated that they want to use website-based learning media such as Google Sites again in social studies subjects in the future. This high acceptance



rate is an important capital for the sustainability of technology-based learning implementation in Pontianak City Junior High School.

III. Improving Students' Critical Thinking Skills

The analysis of the results of the pretest and posttest of students' critical thinking ability using instruments based on the theory of Facione (2015) showed a significant improvement in all components of critical thinking measured. The most substantial improvement occurred in the analysis and inference components of the two components that were directly trained most through learning activities on the Google Sites Analytics and Synthesis page.

In the interpretation component, students demonstrate a developed ability to identify key issues and interpret social data from stimulus texts. This ability is greatly helped by the availability of rich factual data on the Google Sites Exploration page, such as BPS data on poverty in Pontianak City, statistics on juvenile delinquency from the Pontianak Police, and infographics on development inequality. These contextual data provide students with real material to interpret, so that learning is no longer abstract.

The analysis component showed the most dramatic improvement. Before the intervention (pretest), many students still had difficulty distinguishing fact from opinion, and were only able to identify the most obvious cause-and-effect relationship. After three Google Sites-based learning meetings (posttest), the majority of students were able to identify at least two complex cause-and-effect relationships, sort facts from opinions with logical reasons, and group factors systematically. This development is a direct result of repeated exercises designed in the Analysis syntax at each meeting.

The evaluation component that measures the ability to assess the credibility of sources and the strength of arguments also shows significant developments. This ability is highly trained through the activity of comparing two different perspectives (e.g.: the perspective of the Head of Social Service versus the academic perspective on the causes of juvenile delinquency) that are consistently presented on the Google Sites Analytics page. The use of diverse and often contradictory sources encourages students to not only passively accept information, but to actively evaluate the strengths and weaknesses of each argument.

The self-regulation component, measured through reflection questions and observations of filling out the Google Sites reflection form, showed an interesting improvement. At the first meeting, students' reflections tend to be general and superficial 'I learned about juvenile delinquency.' At the third meeting, the students' reflection was much deeper and critical, the students began to be able to identify weaknesses in their own arguments and explain what they needed to improve. This is a very promising sign of the development of metacognitive awareness which is a characteristic of mature critical thinking.

IV. Critical Analysis: Contributions and Limitations

From a more critical perspective, the success of Google Sites integration in this study cannot be separated from several enabler factors that need to be considered. First, a pedagogical design that is structured and aligned with TPACK is key. Without careful planning for how technology will be used to drive certain thought processes, Google Sites will simply be a 'digital worksheet' with no transformative value.

Second, the selection of contextual content using data and real cases from Pontianak City has proven to be very effective in increasing student motivation and involvement. When students learn about social problems that are real-life in their environment, such as juvenile delinquency in the North Pontianak area or poverty on the banks of the Kapuas River, learning becomes personally meaningful and encourages deeper cognitive investment. This finding is in line with the principle of contextual learning which is one of the pillars of the Independent Curriculum.

Third, the consistency of using the five-stage syntax (orientation-exploration-analysis-synthesis-reflection) across the three meetings provides effective scaffolding for the development of students' critical thinking. Students who were initially confused by the inquiry stage at the first meeting, gradually became more independent and confident in undergoing a systematic thought process at the second and third meetings.

However, this study also identifies a number of limitations that need to be used as material for reflection. Reliance on a stable internet connection is a real obstacle that cannot be ignored, some students report difficulty accessing video content due to slow connections. This reminds us that digital transformation in education cannot be separated from the equitable distribution of infrastructure access which is still a major homework in Indonesian education (Akmal & Heri, 2018).



In addition, the study also found that the success of Google Sites integration is highly dependent on teachers' competence in designing quality content and questions that stimulate critical thinking. Teachers who only use Google Sites as a repository of materials without designing structured analytical questions will not get the most out of this platform. This confirms the importance of teacher professional development within the framework of TPACK as a long-term investment (Bramanti et al., 2024).

CONCLUSION

This research produced several important conclusions that contribute both theoretically and practically to the development of technology-based social studies learning. First, the integration of Google Sites in social studies learning in Pontianak City Junior High School can be effectively implemented through the application of Inquiry Learning syntax which is structured in five stages: problem orientation, information exploration, analysis and discussion, synthesis and presentation, and reflection. The key to its success lies in a pedagogical design based on the TPACK framework ensuring that technology, content, and pedagogical strategies combine synergistically to encourage higher-level thinking processes.

Second, Google Sites has been proven to be able to create a learning environment that is conducive to the development of students' critical thinking skills. The platform allows the presentation of rich multimodal learning resources, structured analytical questions, and a systematic reflection mechanism of three elements that together stimulate the six components of critical thinking according to Facione (2015): interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Third, students respond very positively to Google Sites-based learning, particularly in terms of learning motivation, independence, and cognitive engagement. The use of contextual content in the form of data and real cases from the social environment of Pontianak City has proven to be a key factor that makes learning meaningful and personalized for students.

Fourth, students' critical thinking skills showed significant improvement after three Google Sites-based learning meetings, with the most substantial improvements in the analysis and evaluation components. This improvement is not only reflected in test scores, but also in the quality of the questions, arguments, and reflections that students generate throughout the learning process.

REFERENCES

1. Akmal, & Heri. (2018). Implementation of digital learning in South Kalimantan secondary schools: Infrastructure challenges and teacher competence. *Journal of Education and Information Technology*, 5(2), 112–124. <https://doi.org/10.22219/jpti.v5i2.5482>
2. Amri, S., & Safitri, D. (2025). The challenge of digital-based social studies learning in the era of Society 5.0. *Journal of Social Science Education*, 34(1), 45–60. <https://doi.org/10.17509/jpis.v34i1.56783>
3. Andriani, R., & Junaedi, I. (2025). The use of Google Sites as an interactive learning medium in increasing student involvement. *Journal of Educational Technology*, 27(1), 33–48. <https://doi.org/10.21009/JTP.271.3>
4. Aziza, N., & Baroroh, K. (2024). The effectiveness of Google Sites learning media on students' critical thinking skills in social studies subjects. *Social Harmony: Journal of Social Studies*, 11(2), 178–192. <https://doi.org/10.21831/hsjpi.v11i2.62134>
5. Bramanti, A., Prasetyo, B., & Nugroho, C. (2024). Improving teachers' competence in the use of technology for 21st century learning. *Journal of Education and Culture*, 9(1), 67–82. <https://doi.org/10.24832/jpnk.v9i1.3214>
6. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/research-design/book255675>
7. Facione, P. A. (2015). *Critical thinking: What it is and why it counts*. Measured Reasons LLC. https://www.researchgate.net/publication/251303244_Critical_Thinking_What_It_Is_and_Why_It_Counts
8. Fatmawati, D., Sugiyono, S., & Wibowo, A. (2023). Analysis of the need for the development of technology-based social studies learning media in junior high schools. *Journal of Social Sciences Education Innovation*, 3(2), 89–104. <https://doi.org/10.26858/inovasi.v3i2.42156>
9. Fauziah, A., Priyono, B., & Widiyanto, C. (2024). Google Sites media is based on mobile learning to improve students' critical thinking skills on atmospheric materials at SMAN 6 Semarang. *Journal of Geography: Development Information Media and Geography Profession*, 21(1), 45–57. <https://doi.org/10.15294/jg.v21i1.38124>
10. Handayani, S., & Mauludea, H. (2022). Innovation of social studies learning strategies to improve student learning outcomes at SMP Negeri 28 Pontianak City. *Journal of Primary and Secondary Education*, 6(1), 23–38. <https://doi.org/10.29103/jpdm.v6i1.5932>



11. Johnston, R., Smith, A., & Lee, C. (2023). Critical thinking development across educational systems: A comparative study. *Educational Research Review*, 38, 100487. <https://doi.org/10.1016/j.edurev.2022.100487>
12. Meldiana, R., & Nurhamidah, I. (2023). The effectiveness of Google Sites media in learning Indonesian in grade VII junior high school. *Journal of Indonesian Language and Literature Education*, 12(2), 145–158. <https://doi.org/10.26737/jpbsi.v12i2.3412>
13. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
14. Nasiroh, U., & Dewi, P. (2025). The use of Google Sites-assisted problem-based learning models in science learning to train critical thinking skills and digital literacy of junior high school students. *Indonesian Journal of Science Education*, 13(1), 78–93. <https://doi.org/10.24815/jpsi.v13i1.29781>
15. Nurhesti, R., Mawardi, P., & Mauludea, H. (2024). Implementation of the Independent Curriculum in Social Studies learning at Pontianak City State Junior High School: Challenges and opportunities. *Indonesian Journal of Social Science Education*, 4(1), 55–70. <https://doi.org/10.58169/jpisi.v4i1.1023>
16. Organisation for Economic Co-operation and Development. (2023). *PISA 2022 results: The state of learning and equity in education*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
17. Puentedura, R. R. (2004). *A matrix model for designing and assessing network-enhanced courses*. Hippasus. <http://hippasus.com/resources/tte/>
18. Risti, A., Mawardi, P., & Rahmawati, D. (2025). Analysis of social studies learning at SMP Negeri 10 Pontianak in the implementation of the Independent Curriculum. *Journal of Education and Social Humanities*, 3(1), 34–49. <https://doi.org/10.32807/jpsh.v3i1.1456>
19. Setianingsih, A., Kusumaningrum, B., & Setiawan, D. (2024). The use of Google Sites to simultaneously improve students' critical thinking and digital literacy. *Journal of Educational and Learning Technology*, 11(2), 203–218. <https://doi.org/10.17977/um031v11i22024p203>
20. Simanullang, R., Nababan, S., & Panjaitan, T. (2023). Development of Google Sites-based media for learning Christian Religious Education in junior high schools. *Shanan Journal*, 7(2), 145–162. <https://doi.org/10.33541/shanan.v7i2.4234>
21. Sucipto, A., Widodo, B., & Rahayu, C. (2023). The potential of social studies learning in developing students' critical thinking skills through a problem-based learning approach. *Journal of Social Humanities*, 16(1), 89–105. <https://doi.org/10.12962/j24433527.v16i1.10234>
22. Sundari, F., & Marini, A. (2024). Integration of Google Sites with the guided inquiry model in social studies learning: Impact on learning outcomes and critical thinking skills. *Journal of Education Horizon*, 43(1), 112–127. <https://doi.org/10.21831/cp.v43i1.57891>
23. Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., & Lubart, T. (2025). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>
24. Widyantoro, A., Priyadi, B., & Santoso, C. (2024). Google Sites-based geography e-learning: Impact on learning outcomes and motivation of high school students. *Journal of Geography Education*, 29(1), 67–82. <https://doi.org/10.17977/um017v29i12024p067>
25. Witarsa, R., & Muhammad, F. (2023). Integrative and contextual social studies learning to develop critical thinking skills and citizen character formation. *Scientific Journal of Basic Education*, 10(2), 78–94. <https://doi.org/10.30659/pendas.10.2.78-94>
26. World Economic Forum. (2023). *Future of jobs report 2023*. World Economic Forum. <https://www.weforum.org/reports/the-future-of-jobs-report-2023/>

Cite this Article: Wahyuni, Nur, S., Juniardi, K., Sumantri (2026). Google Sites Integration to Improve Students' Critical Thinking Skills in Social Studies Learning at Pontianak City Junior High School. *International Journal of Current Science Research and Review*, 9(5), pp. 2382-2388. DOI: <https://doi.org/10.47191/ijcsrr/V9-i5-16>