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Website Development on TNUK Biodiversity Material Based on Research Results to Improve Students Conservation Literacy

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Abstract: This study was prompted by the lack of maximization of the use of learning media, especially the use of information and communication technology (ICT) based media, resulting in the lack of learning resources on biodiversity topics and the lack of understanding of conservation education among 7th grade students. The purpose of the research is the determination of the level of validity of the developed web site. Research and development adapted from Thiagarajan's development model was used as the method. The research tools used in this study were interviewing and validating sheets. The steps of exploring potentials and problems, data collection, product design, product validation and product revision were used to develop the website learning media. The results showed that the validity level of biodiversity research website material to improve conservation literacy among seventh graders was 89% with a very valid category, so it can be used for learning.

Keywords: Biodiversity; Conservation literacy; Website

Introduction

The 21st century has been marked by the rapid evolution of technologies that make work easier. Openness of globalization marks existence of human life which began to experience fundamental change which is different from previous century. Science and technology are having a profound impact on every aspect of our lives, including the way we learn, with changes in curricula, media, and technology (Syefrinando et al., 2022). The 21st century has witnessed significant social, economic, political, and cultural changes driven by four major interrelated forces: scientific and technological progress, demographic changes, globalization, and environment (Susilo et al., 2018). This century demands critical thinking skills, the ability to communicate, creativity, and the ability to work with others. In this century, in order to develop the quality of human resources (HR) and the quality of education, a teacher must make a step change, such as changing traditional techniques (lectures) that are teacher-centered to be more creative and innovative so that they are more student-centered (Hasibuan et al., 2019).

Today's science learning has adapted to the times. The learning process that used to take place face to face in a direct place can now take place online (digital learning). This 21st century education emphasizes critical thinking and communication skills while incorporating technology, behavior, and moral values (Prayogi, 2020). Developments in the learning process are inseparable from technological advances. The evolution of technology, information and communication in the world of education offers convenience, especially in the delivery of material during learning activities, using media as a mediator to achieve maximum learning results (Haka et al., 2018). However, the current learning environment is still dominated with conventional learning media, rather than digital media integrated with conventional learning media.

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The use of technology in learning media is a new innovation in learning at this time, where learning by means of learning media can facilitate students' comprehension in understanding abstract learning materials. The concept of blended learning, which combines three main aspects in the learning process: online, virtual-digital and offline, can be used to develop learning innovations in the classroom during the period of adaptation to new habits during a pandemic, while still respecting health protocols (Arisa et al., 2021). Besides abstract learning, learning media can also help students understand learning materials that can use the environment or are contextualized. However, the teaching materials in current science learning have not inserted much material related to environmental protection, although the content of environmental protection material can use a contextual approach in the learning process, so that the learning done will feel alive and close to the students.

The Ujung Kulon National Park (TNUK) is designed to protect the biodiversity that lives around it. The area of TNUK itself is located in the province of Banten, where TNUK is located at the western end of the province of Banten. The existence of the sanctuary is a protection for the endemic biodiversity that has been experiencing a decline in its population due to poaching and the expansion of residential areas around the area (Nurmayulis et al., 2015). TNUK can be used as material content in science learning media to make students aware of TNUK, including the biodiversity in the area, as well as issues of biodiversity and how to address these issues.

Learning process has started to be effective and efficient through technology support which has started to offer different variations of media for learning. One of them is a technology-based variation where Information Communication Technology (ICT) or commonly known as Information Communication Technology has been used in several schools. The effectiveness and efficiency of the learning process can be increased by the existence of ICT-based learning media. The emergence of ICT-based technology, in addition to making it effective and efficient, also tries to reduce the use of materials used, such as books, which require trees to be used as paper to make them. Information Technology presents and promises speed, which is one of the factors that is highly demanded in managing information (Wibowo et al., 2020).

The innovative use of technology in the production of books as teaching aids may involve the use of media in the form of a web page. The web site is an alternative to the printed books that are made as teaching materials in order to rationalize and streamline the teacher or the student in the process of teaching and learning. The web site is an electronic publication medium that is made up of a number of pages - web pages (web pages), which are connected to each other by means of links placed in a text or image (Ferri, 2018). Web site is one of the alternative choices which can be used as a learning media in place of traditional printed books. Development of Information Communication Technology in world of teaching allows to conduct distance learning, also known as online learning, using Internet media to connect pupils with teachers, to check pupils' grades online, to check attendance, to check timetable, to send teachers' homework file to pupils, etc. (Budiman, 2017).

Web-based media can be used in the learning process that allows students to have access to the Web site for additional learning resources. Web-based instructional media is an instructional media that consists of pages that display information in the form of text, images, videos, animations, or a combination of all of these to create a complete site containing instructional material (Pratomo et al., 2015). Students no longer need to carry textbooks. All they need is a device that can access the Internet and a browser to access the site. The website learning media can increase students' awareness of environmental protection, as evidenced by the increase in knowledge, attitudes and skills about nature conservation after learning through the website (Leksono et al., 2021).

Based on the observation of several teachers in 3 public junior high schools in Pandeglang, it was found that in the learning process, the teacher did not link the learning material on biodiversity with the learning material on environment, even though there is a TNUK nature reserve in Pandeglang. Also, the teaching materials in the book have not linked issues related to environmental problems and have not been integrated with the concept of environmental concepts. The students' interest in reading is also quite low because the textbooks that are in use are still in text form and there are not many pictures that can illustrate the material. Therefore, their reading skills are lacking. As a result, the students do not understand the material.

Moreover, the problems found in these 3 schools are that the teachers still do not make the best use of online learning media so that learning becomes less effective when learning is done online, then the teacher only provides material in the form of power points sent through whatsapp. The next problem is that while the 21st century learning process requires teachers to have skills in creating and using digital or web-based learning media in the learning process, teachers have not developed learning media that can be used in the online learning process, such as creating digital or web-based media. In addition, the teaching materials that are used only use the textbooks of the students without adding

and linking the teaching materials to the surrounding environment and daily life, so that they are not contextual.

A website is an information communication medium containing information on a specific topic, organized into pages. Using technological advancements, the low level of conservation literacy can be overcome through the development of learning media. One of the learning media to develop is a conservation education website because the website can serve as a learning media that schools can use to conduct learning unhindered by time and space. The conservation education website will contain materials that will be integrated with the use of several basic skills. The material that is raised in this research is the biodiversity. The material includes sub-materials of the research findings in order to be contextual and relevant, and in this biodiversity material, teaching material is inserted to promote student awareness of the surrounding environment and the existence of TNUK. Web site is one of the results of technological development, which can be the use of technology (Coffin Murray et al., 2014).

As a result of the availability of these materials, there will be an increase in the students' awareness of the importance of environmental protection. In addition, it is hoped that students can understand the importance of environmental protection and care for the survival of flora and fauna in TNUK due to the location of the school, which is still in Pandeglang. Students can also understand and apply biodiversity conservation strategies that can be done on both small and large scales. Understanding Conservation Literacy can also help raise awareness about protecting biodiversity.

Based on this, it is important to develop learning media based on the research results of Ujung Kulon National Park to enable students, especially those in Pandeglang Regency, to master conservation literacy skills in order to form students with awareness, attitude and good behavior towards the surrounding environment. To encourage researchers to be interested in conducting research entitled "Website Development On TNUK Biodiversity Material Based On Research Results To Improve Conservation Literacy Of Class VII Junior High School Students".

Method

This research was conducted in three different junior high schools in Pandeglang Regency, Banten, including SMP1 Pandeglang, SMP3 Pandeglang, and SMP4 Pandeglang. A research and development strategy is followed in this research methodology. The 4-D Development Model created by Thiagarajan et al. (1974) with research stages including defining, designing, developing, and disseminating used for the research and development research flow. However, this research only reached the 3-D stage consisting of defining, designing, and developing.

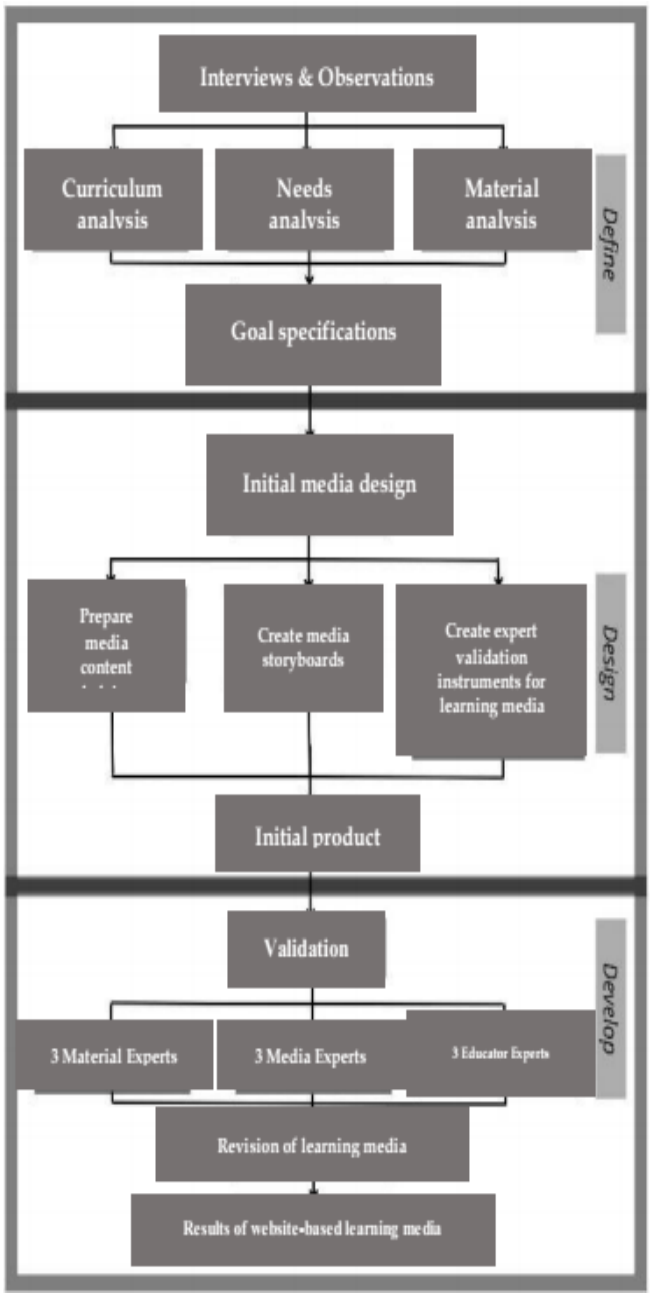

Figure 1. Design of the modified Thiagarajan model 3-D stage

The data collection techniques used in this research were interviews, documentation, questionnaires including their validation and validity of website based on research. Validity analysis including media and material validity and validity level analysis are used as data analysis techniques. Expert validators evaluate the validity of the website based on the requirements of the

National Agency for Educational Standards (BSNP) in terms of material and media validity. Meanwhile, in order to analyze the level of validity, the result of students; conservation literacy are used. The result of the validity will be considered complete if they obtain a minimum score that meets the minimum criteria of completeness.

Result and Discussion

The outcomes of this development research are the determination of the level of validity of the website media on the basis of research on biodiversity materials for the improvement of conservation literacy of seventh grade junior high school students. In the development phase, validation will be conducted by the material, media, and practitioner experts. After validation, there are inputs and suggestions from the validators as material for product evaluation to improve the product through a revision process.

Level of Website Validity Based on Research Results

The development of this website media will be done through several stages of development which will produce products in the form of website on biodiversity material to increase the conservation literacy of class VII students. After going through the stages of data search and collection as well as the planning stage, the media was then validated by 9 expert validators, 3 material expert validators, 3 media expert validators and 3 practitioner expert validators. The validators are selected on the basis of their respective fields of expertise, where the media experts are selected on the basis of academic levels, namely lecturers who teach courses on learning media and have an understanding of the technology in the field of learning media. As for the material experts, they are selected on the basis of their expertise in the family of knowledge that is mastered in the field of preservation literacy. Then, a junior high school science teacher with experience in teaching science at school is selected as the practitioner expert validator.

The results of the questionnaire sheet that have been evaluated by the validators, then calculated the results and percentages of all the aspects and also each input and advice given by the validators is used as a reference in the improvement of the website based on the research results. The data that have been obtained from the results of the study are as Figure 1.

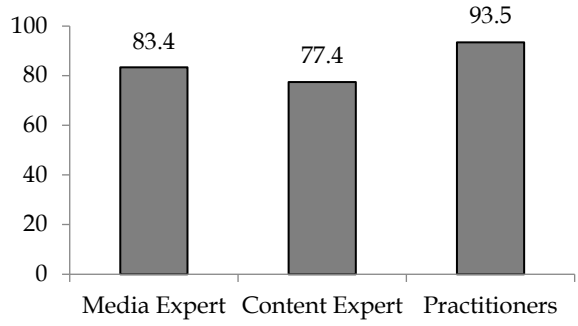

Figure 2. Validation results

Based on the table of validation results, which have been carried out by material experts, media experts and practitioners on website learning media based on research results get different percentage values. The percentage value obtained by material experts is 77.4% in the "valid" category, the percentage value obtained by media experts is 83.4% with the "very valid" category, and the percentage value obtained by practitioners is 93.5% with the "very valid" category. Thus, the total score results for media products developed on the basis of the percentage of expert value is 84.3% with the "very valid" category. From the results obtained from the experts, the learning media of the website based on the research results on the biodiversity material has reached the very valid category, so that it can be said to be suitable for use. This research is in need of improvement, as is the input and advice of experts. For a more detailed calculation on the basis of each of the assessments that have been carried out can be seen below.

Media Expert Validation

According to the table of validation scores by media experts on research-related web pages, different percentiles are achieved from the four aspects, namely the presentation aspect scored 79.7% as valid, then the graphic aspect scored 87.5% as very valid, then the language aspect scored 75% as valid, and finally the learning aspect scored 91.6% as very valid. From the results obtained by the media experts, the learning media of the website based on the research results of biodiversity resources have met the very valid category, thus they are suitable for use, but with some improvements as input and advice from experts.

Table 1. Results of Media Validation

Aspects	Validators			Percentage	Validity Categories
	1	2	3		
Presentation	19	26	22	79.7 %	Valid
Graphics	36	43	37	80.5%	Valid
Learning	12	15	13	83.3 %	Highly Valid
Averaged				80.8%	Valid

On the basis of 2 indicators in the aspect of presentation, a percentage of 81% has been obtained with the category of "valid" from the results of the calculation of three statements. The first statement shows that EDUCATION website presented with hyperlink is appropriate because the website is supported by hyperlink function and the website page display has menu icon to go to another page when clicked. Then, in the second statement, the layout of the images and videos on the Education page is appropriate because the images do not cover the text and the photos are placed in the same location on the content page and elsewhere. In the third statement, the presentation of the web site is in a coherent and systematic manner is appropriate, judging by the order of web site content on each page.

The two indicators of the completeness of the presentation obtained a percentage of 79%, with the category "valid" obtained on the basis of four statements. According to the size of the letters and illustrations, which are proportional on each page of the website from all available menu. Then the second statement is that the content of the material presented shows a complete unity, which is appropriate, seen on the page of the site EDUCATION has shown a complete unity and there is no compartmentalized material. In addition, the third statement is that the font size of the content of the material is balanced, where the content of the website of each page is proportional in size. Then the fourth statement is appropriate: Judging by the layout of the EDUCATION web page, there is no clash between text and illustrations, and the discussion of the material is good.

Based on the results of the evaluation of both indicators in the aspect of presentation, which obtained a presentation of 79.7%, this means that the presentation contained is good, but needs improvement, because the texts on the website have errors in writing that cause typing errors during the writing. According to the research conducted, the evaluation of the design includes the suitability of the layout of the material content on the website. This is very important for the equality of the readers (Saputri et al., 2021). Therefore, it has a great impact on the students of the generation Z with the rapid development of the technology of the Internet (Natsir et al., 2022).

On the basis of 2 indicators on the assessed chart aspect consisting of; first, the design of the website page obtained a value of 79.1% with the category "Valid" the acquisition was based on the calculation results of four statements related to the indicator. The first statement shows that the website is well designed when the content of the EDUCATION website is easy to see. The second statement shows that the website is well designed when the content of the EDUCATION website is easy to see. Furthermore, the second statement is good where the EDUCATION website appearance is centered between material and content on each page. Then, the third explanation indicates that the appearance of the EDUCATION site is attractive because of the combination of the background with the coloring used in the text or background. The fourth statement is appropriate because the website content does not have the same color between content and background to avoid a vague appearance.

Both website content design indicators obtained a value of 81.25% with the category "valid" the acquisition was based on eight statements that were consistent with these indicators In the first statement, it is appropriate where all pages of the EDUCATION website use letters that are easy to see the shape so as not to disorient students when reading. While in the second declaration, the EDUCATION website page has a clear colour, it is seen on all menus of the selected image website page that has used the appropriate colour, so that it is clear the colour of the object intended in the image.

Based on the research results, two indicators on graphic aspect get 87.5% percentage. This means that the graphics loaded are good, but still need to be improved. It is preferable to have a guide on how to use the website at the beginning of the home page to make it easier for students to use the website. Therefore, it needs to be improved so that students do not feel confused when using it. To improve our understanding of the environment, attractive media displays and learning activities using digital learning media are very helpful (Ramadhani et al., 2022). It is important to pay attention to the validity and readability of the instruments used in the context of the development of learning media (Novitha et al., 2023).

Based on the 2 indicators evaluated, it consists of; first, media efficiency based on indicators of conservation literacy ability, which obtained a percentage of 80.50% with the category "valid" the acquisition was based on the percentage of calculation results from three statements. In the first and second statements, the presentation of education website content can increase conservation literacy interactively, where the student website content page is presented with illustrations that can provide an overview of biodiversity material well. Both flexibility indicators based on one statement, that is, the website is easy to use by students and teachers, obtained a percentage of 91.6% with the category "very valid". The statement is appropriate where the home page of the EDUCATION website presents how to use the website to facilitate its use by teachers and students.

Based on the results of evaluating two indicators in the learning aspect, obtaining a percentage of 91.6% means that the learning contained is good but still needs to be improved, where the writing of the names of flora and fauna on the website must be adapted to the rules of writing. This improvement should help students avoid misunderstandings when naming species on the website. Consistent with research that has shown that using visual techniques in learning can reduce boredom and increase enthusiasm for learning (Budiman, 2016). Using Website as a learning media is important to be developed to improve skills of literacy digital, because in learning it is important to understand the context of information literacy (Berlian et al., 2023). Therefore, in order to support the learning process with web-based media, students' perceptions of digital literacy are needed (Akcayoglu et al., 2019).

Content Expert Validation

The validation carried out by the material experts aims to obtain a score of the media content of the website in the form of aspects of feasibility of the content, aspects of presentation and aspects of language, which are shown by several sub-aspects and statements. The validation was carried out by 2 expert lecturers from the UNTIRTA and 1 expert lecturer from the UNIBA in order to evaluate the material that was developed. The results obtained are presented in the following table.

Table 2. Results of Content Validation

Aspects	Validators			Percentage	Validity Categories
	1	2	3		
Content feasibility	70	44	68	84.2%	Highly Valid
Presentation	19	9	20	66.6%	Valid
Language	20	14	15	81.6%	Highly Valid
Averaged				77.4%	Valid

According to the table with the validation scores obtained by the material experts on the web pages based on the research, the following percentages are obtained in the three areas: the content feasibility with 84.2% very valid, the presentation with 66.6% very valid, and finally the language with 81.6% valid.

On the basis of 5 indicators that were evaluated, consisting of: firstly, adequacy with the core competencies and basic competencies of the subjects and child development, the needs of society, which obtained a percentage of 86.6% with the category, "highly valid". In the first statement, the learning material containing core competencies and basic competencies is appropriate, where the content of the website material was adjusted to the content of the material containing core competencies and basic competencies included in the 2013 curriculum (K-13).

Then the second statement of the adequacy of the material with the indicators, where the learning indicators have been implicitly included in the learning content, arranged in a coherent and systemic way on the content page of the E-Learning site, and the third statement of the adequacy of the material with the learning objectives, where the material has been arranged in a coherent and systemic way on the content page of the E-Learning site. In addition, the third statement refers to the description of the content according to the appropriate learning objectives, where the content of the educational site organizes the content on the basis of the indicators and learning objectives created on the content page of the educational site. Then the fourth and fifth statements are appropriate, where the content of the website content page in the biodiversity and conservation chapter is not far from the basic skills used in this material.

Both indicators of the accuracy of the material obtained a percentage of 80.5%, with the category of "valid" obtained on the basis of three statements. The first and second statements show that the presentation of the material was easily understood, where the material was integrated into the biodiversity material based on the basic skill Classification of Life and the basic skill Ecosystem, published on the Content page of the Teaching website. The three indicators of the suitability of the materials to support learning obtained a percentage of 87.5%, with the category "very valid" based on two statements.

In the first statement, it is appropriate where the content page of the website EDUCATION, the material contained is contextual, namely the material that is raised on the basis of research results from the TNUK. On the content page of the website, several images are added with a pop-up function that allows the user to click on the image in order to obtain a fuller explanation. The four indicators of timeliness and context obtained a percentage of 87.5% with a "high validity" of the acquisition based on 2 statements. The material presented is based on one of the national parks in Indonesia, namely the Ujung Kulon National Park (TNUK) located in Banten, from the two statements. The condition of TNUK can see in the content of all pages of the educational site, one of them on the home page presented with views of TNUK, then on the content page visible in the background with illustrations of TNUK and some images based on documents obtained by scientists.

The five indicators of the material conformity with the indicator of the ability to protect the environment obtained a percentage of 79.1% with the category "valid" of the acquisition based on six statements. In the first statement it is appropriate where in the sub-material

section How to do Conservation, it already contains information on how to preserve the environment, namely by protecting nature, activities that aim to protect the environment and existing biodiversity. Then the second statement applies, where the content of the EDUCATION website on the loaded content page relates to ecological fundamentals, namely biodiversity. The third statement is appropriate if the content of the EDUCATION website on the Content Page of the sub-material section on how to protect the environment already contains environmental problems that are occurring today.

Then in the fourth statement, where the content of the education website on the content page of the sub-material section on how to do conservation has included knowledge of strategies for the conservation of biodiversity. Furthermore, the fifth statement, namely the existence of biodiversity material able to meet conservation indicators as an indication of sensitivity to positive values in the prevention of environmental damage is appropriate, the content of the EDUCATION website on the content page of the sub-material section on how to do conservation has been inserted positive impact on the environment if we conserve nature. The sixth statement where, the content of the EDUCATION website on the content page of the sub-material section on biodiversity there are categories of biodiversity included in the TNUK on the basis of research results.

Based on the results of the assessment of five indicators on the aspect of content feasibility getting a percentage of 84.2%, meaning that the feasibility of the content contained is good but still needs improvement, the material that has been loaded is better summarized again so that it is easily understood by students. Ecology-based learning can raise students' awareness of biodiversity on the basis of local wisdom (Leksono et al., 2015). The compatibility between indicators and learning activities needs to be considered, the suitability of these indicators so that learning can be directed and focused on what will be achieved in the learning (Setiyasih, 2016). According to Erdogan et al. (2009), learning related to environmental conservation can be cognitive and affective in students related to environmental conservation.

The aspect of presentation, based on the calculation results of 3 indicators with 6 statements, received a percentage of 66.6% classified as valid. The scope of this indicator discusses presentation techniques, support of presentation, and presentation of learning. According to the validators, although there is room for improvement, this aspect is considered to be valid because, with the additional learning media in the form of websites, it can lead students to an understanding of biodiversity in order to improve conservation literacy. Validators added that biodiversity in an ecosystem can be communicated through the existence of a conservation education website. The objectives of learning about conservation biology include understanding biodiversity values, biodiversity threats, biodiversity conservation and restoration, and the foundation of conservation literacy (Trombulak et al., 2004).

The language aspect, based on the calculations of 2 indicators with 5 statements, obtained a percentage of 81.6% with the category "very valid". In this aspect, the range of indicators discussed is related to using simple language and using language according to the level of junior high school students. Based on the results of evaluating two indicators in the aspect of presentation, obtaining a presentation of 81.6% means that the language contained is good, but still needs to be improved, where the use of terms and abbreviations on the website still need to be adjusted again with the correct writing rules.

The validators say that the sentences used on the web site are effective and easy to understand for the students to get the ideas, the ideas and the essence of the material presented. The validators also add that the sentences used on the web site are very good because they use language that is simple and easy to understand. The presentation of content with the use of interactive fonts and sentences can increase student interest in the learning process with the use of learning media (Yani et al., 2023).

Expert Practitioners Validation

Validation by expert practitioners/science teachers aims to assess research-based websites as learning media that will be used in learning including material content, language, graphics, and learning in schools. Assessment by expert practitioners shows whether the website developed can be used in the learning process and can be an alternative solution to improve students' conservation literacy skills. The expert practitioners in this study are science subject teachers from 3 schools in Pandeglang.

Table 3. Results of Practitioners Validation

Aspects	Validators			Percentage	Validity Categories
	1	2	3		
Content	24	23	21	94.4%	Highly Valid
Language	20	20	18	96.6%	Highly Valid
Graphics	38	38	35	92.5%	Highly Valid
Learning	20	20	15	91.6%	Highly Valid
Averaged				93.5%	Highly Valid

Based on the table of validation results that have been carried out by practitioners on research-based websites, different percentages were obtained from the four aspects, namely the content aspect of the material

obtained a percentage of 94.4% with a very valid category, then the language aspect obtained a percentage of 96.6% with a very valid category, then the graphic aspect obtained a percentage of 92.5% with a very valid category, and the learning aspect obtained a percentage of 91.6% with a very valid category. From the results obtained from practitioners, website learning media based on research results on biodiversity material has met the very valid category so that it is suitable for use, but with some improvements as input and advice from experts.

According to the results of the assessment of the content aspect, the percentage of the content was 94.4%, which means that the content was good, but more work was needed to add visuals in the form of images or videos related to the biodiversity of the TNUK, so that the students' knowledge of the conservation insight of the TNUK would increase. Then, the layout arrangement between the text and the illustrative images must be consistent, the placement of the layout between the title, the sub-title and the content must also be proportional to make it easier for the students to read. In addition, in terms of the placement of the material and the content presented, the experienced teaching team said that this website is also quite good. It is not only interesting, but also technologically based. In this case, Anggraini et al. (2022) emphasized that the digitalized learning media is suitable as a medium to be used in the learning process. Environmental Learning teaches students about a variety of environmental concepts using topics related to environmental issues such as (Lemus et al., 2014).

Then, based on the results of evaluating 1 indicator on the aspect of presentation, it gets a percentage of 96.6%, which means that the language contained is good but still needs to be improved because there are still errors in naming species using scientific terms that need to be corrected so that students do not experience misconceptions with the material. Continuing from the validator, the website presents language that does not cause multiple interpretations and language that students can understand. The components of learning media in the language aspect include the readability, the clarity of the information and the conformity with the good and correct rules of Indonesian language (Mahfudin et al., 2021). Language that is effective will be more easily understood by the students (Norton et al., 2011).

Furthermore, based on the results of the assessment of the two indicators on the graphic aspect, it gets a presentation of 92.5%, which means that the graphics loaded are good, but improvements are still needed because some image illustrations have not included sources and audio as additional content has not been inserted. In the opinion of the validators, the presentation of the learning site is attractive and the layout is good. The use of illustrations in the form of images or videos is quite interesting for the students to have a look at and understand. However, in order for students to have many references to national parks, the practitioner validator requested that the gallery page for images and videos be reproduced.

Students' interest in exploring learning can be stimulated by learning media that combine illustrations and good layout. Create learning media that can help students engage in interesting learning at school and include a variety of media to suit different learning styles that can be accessed on smartphones and laptops (Maryani et al., 2022). Students find it easier to understand lessons that use learning media than simply listening to lectures without the use of learning media (Frasnyaigu et al., 2023).

Then, based on the results of the investigation, two indicators on the learning side get a percentage of 91.6%, which means that the learning contained are good, that the efficient use of the website can minimize the time of students in finding additional learning resources, and this media can be an alternative media for teachers in the learning. The expert validators said that this web site also provides flexibility to its users in the access, where the web site can be accessed with any browser. And there is no need to use a lot of devices for access, only need a gadget in the form of a smart phone and an Internet network, students are able to access the learning website easily.

The validator also added that learning is a process in which information is presented to the students and they are able to absorb the information in an optimal way. The process must be one in which the information is presented in such a way that the student has an understanding of the information being presented. Consistent with Agustina et al. (2022) research that it's time to replace paper media with electronic media, in this case web-based computerization, so that students can access mobile anywhere without time commitment, to better support student learning at home. The integration of environmental education into the learning process has four types of benefits, which increase the amount of environmental education acquired during the learning process: 1) cultural character education, 2) cultural character education, 3) self-potential character education, and 4) environmental character education (Leksono et al., 2013).

Conclusion

Based on the study, a score for material experts was obtained of 77.4% so that the results were valid, media

experts got a score of 83.4% the results were very valid and the assessment of expert practitioners got 93.5% results with very valid results. So that the overall result of the validity level of the conservation education website developed gets a result of 89%, which is very valid. The developed EDUCATION website is suitable for use in learning.

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