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Development of genially interactive learning media for Indonesian language subject in elementary schools

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Abstract: *Technological advancements in education require innovative learning media to enhance student engagement and motivation. Indonesian language learning in elementary schools still faces challenges due to the limited use of interactive media that support literacy development. This study aimed to develop Genially-assisted interactive learning media and evaluate its validity, practicality, and effectiveness. The research employed the ADDIE development model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. Validation by material and media experts indicated that the product was highly valid. Practicality testing showed positive responses from students (94%) and teachers (96%), categorizing the media as very practical. Effectiveness was demonstrated by improved students' critical thinking skills, with an N-Gain score of 0.71 in the high category. Therefore, the developed media is considered valid, practical, and effective for supporting Indonesian language learning and enhancing critical thinking skills among elementary school students.*

Keywords*: development; interactive media; genially*

Introduction

Education is an effort made by individuals to provide direction and guidance to the younger generation as the future leaders of the nation (Hamzah & Khoiruman, 2021). The main objective of education is to produce qualified and competent individuals who are able to meet the needs of society and contribute to the progress of the nation (Azis & Pd, 2022). Currently, many elementary school children have difficulties and lack interest in learning Indonesian language. Some students have difficulty understanding Indonesian language concepts, as evidenced by the large number of students who score below the minimum passing grade (Carissa et al., 2025). One of the causes of poor learning outcomes is the lack of learning media used by teachers. Teachers rarely use interactive learning media that attract students' interest in learning (Nuri Novianti Afidah et al., 2022).

Based on observations made by researchers at SDN Tulungagung, during the learning process, teachers emphasized that students should find out about the material themselves in groups by reading workbooks with designs that were not appealing to children, followed by teachers explaining using conventional methods without providing tips and tricks during the learning process. This learning process made students bored with Indonesian language lessons, making it difficult for them to understand the material during the learning process. In fact, based on information provided by one of the fifth-grade teachers, Mrs. FM, four out of fifteen students in the second grade have not mastered Indonesian language skills (Mahaputri et al., 2025). Some of these students spend their days playing electronic games, such as online games at internet cafes. Ms. FM, as a fifth-grade teacher, stated that the school has provided internet facilities and a computer lab, but teachers have not optimized the use

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of technology as a learning tool. Teachers still apply conventional learning methods, namely providing explanations through the blackboard and giving questions on paper (Afifah et al., 2022). Based on these issues, there is a need for new interactive learning media so that students feel happy and can understand the subject matter easily, one of which is using technology-based learning media. The use of interactive learning media is also a creative and structured activity in creating a meaningful experience to support the learning process of students (Putri & Subrata, 2024). The use of appropriate media in the learning process can contribute significantly to students' understanding of the learning material, while increasing their motivation and interest in learning (Ashhabi & Yulianto, 2025).

Technological development is an important thing that cannot be avoided in this life. Technological development will go hand in hand with the advancement of science that continues to evolve, with various innovations that continue to emerge and be created in order to provide positive benefits for human civilization (Liliyani & Putra, 2025). Technological developments in Indonesia can be utilized in all sectors, including education, where the existence and advancement of technology has opened up opportunities and expanded interaction between teachers and students (Iskandar, 2023). Developments in science and technology, especially in the field of information and communication technology, have made a significant contribution to expanding the variety of interactive learning resources and media. Along with increasingly sophisticated technological developments, it is hoped that learning can take advantage of this, one of which is by developing more attractive and interactive learning media (Rosa, 2023).

Interactive learning media are anything that can be used to communicate a message with the aim of stimulating the interest, attention, thoughts, and feelings of students during the learning process in order to achieve learning objectives (Agustin et al., 2021). Learners need to be stimulated through the use of game-based interactive learning media to stimulate their motivation and interest in learning, especially for elementary school students in the classroom (Rosa et al., 2023). Genially is an online learning platform that can support teachers in creating innovative and creative learning materials, such as presentations, games, learning videos, and others (Liliyani & Putra, 2025).

The advantages of Genially can be used to create games according to the material to be taught. According to (Mahaputri et al., 2025), the Genially application has various advantages, including: (1) providing a variety of templates, animations, and text that can be easily customized to user needs, (2) enabling practical content processing, (3) buttons that can be customized with spreadsheets both before and after use, (4) unlimited versions and customizations, (5) supports collaboration between students and teachers, (6) has a community of content creators who regularly share new content, and (7) automatic storage feature. Interactive learning media supported by Genially demonstrates advantages over printed interactive learning media because (a) it can be accessed free of charge, (b) it is more practical because it does not require printing, (c) it can be accessed via smartphones or laptops, (d) it functions as interactive learning media and instruction during online learning sessions, and (e) it does not require additional storage space. The use of interactive learning media products involves important supporting facilities, such as: (a) training in the use of

computers to sharpen students' skills in operating computers or laptops, (b) the availability of a WiFi network, and (c) the majority of students having personal cell phones or laptops. Therefore, the development of interactive learning media assisted by Genially with the PBL Model is very suitable for improving elementary school students' conceptual understanding and critical thinking skills.

The gap in this research is that technological advancements in education have spurred numerous studies on the use of interactive digital learning media, one of which is through the Genially platform. However, based on previous research, the development of Genially-assisted learning media is still predominantly applied to subjects such as Mathematics, Science, and Social Studies, while its application in Indonesian Language classes in elementary schools remains relatively limited. Furthermore, previously developed learning media tend to focus on content presentation and simple assessment, with limited optimization of interactive features to develop students' literacy skills such as reading comprehension, identifying main ideas, understanding information in texts, and writing skills. Several studies have also primarily focused on testing the validity and practicality of the media, while research on the media's effectiveness regarding learning motivation, student engagement, and improvements in Indonesian language learning outcomes still needs to be developed. On the other hand, the characteristics of elementary school students who require concrete, visual, engaging, and active learning activities have not yet fully served as the foundation for the development of digital media. Therefore, there is a need to develop Genially-assisted interactive learning media capable of accommodating the learning needs of elementary school students and supporting the improvement of Indonesian language literacy competencies.

The novelty of this study lies in the development of Genially based interactive learning media specifically designed for elementary school students' Indonesian language classes by integrating visual, audio, animation, video, and interactive activities into a single learning medium. The developed media not only serves as a means of delivering content but is also designed to enhance students' literacy skills through activities such as reading, understanding texts, analyzing information, and producing simple language-based works. Additionally, this study introduces an innovation in the form of gamification elements in learning, such as interactive quizzes, challenges, and immediate feedback, which can boost students' motivation and engagement throughout the learning process. The media was also developed with consideration for the characteristics of elementary school students and a learning context closely aligned with their daily lives, making Indonesian language learning more engaging, meaningful, and contextual. Consequently, this study is expected to produce a valid, practical, and effective digital learning medium to support improved learning outcomes and Indonesian language literacy skills among elementary school students.

Method

This study employs a research and development (R&D) approach. The R&D approach was chosen because this study aims to produce a product in the form of Genially-assisted interactive learning media that can be used in Indonesian language instruction in elementary schools. According to Sugiyono (2019), the research and development method is a research method used to produce a specific product and test its effectiveness. In development research, activities do not focus solely on product creation but also involve validation, revision, and testing to ensure the resulting product is of high quality and can be effectively applied in the classroom.The development model used in the development of interactive learning media is the ADDIE model (analysis, design, development, implementation, evaluation). According to Wuryani (2018), the ADDIE model is easy to use and can be applied in curricula that teach knowledge, skills, or attitudes. This model is structured in a systematic sequence of activities. The ADDIE model consists of five steps, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The ADDIE stages can be seen visually in the following figure.

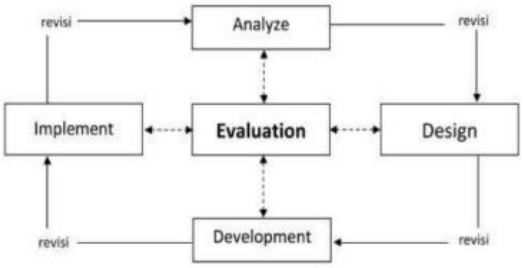

Figure 1. *ADDIE Model*

Based on the image above, it can be explained as follows

Analysis

The analysis phase is the initial stage for identifying the needs for developing instructional media. During this phase, an analysis is conducted of the needs of teachers and students, the characteristics of elementary school students, the Indonesian language content to be developed, and issues in the learning process. The results of this analysis serve as the basis for determining the design of Genially-assisted interactive instructional media.

Design

The design phase involves creating an initial draft of the educational media. Activities in this phase include formulating learning objectives, selecting content, creating the media flow, developing research instruments, and designing the interactive media interface. According to Branch (2009), the design phase aims to determine learning strategies and the product design to be developed before proceeding to the production phase.

Development

The development phase is the process of creating the product based on the design that has been created. The learning media is developed using the Genially platform by integrating text, images, animations, videos, interactive quizzes, and learning assessments. The product that has been created is then validated by subject matter experts and media experts to obtain

feedback and make improvements. According to Nieveen (1999), the learning product developed must meet validity criteria before being used in the learning process.

Implementation

The implementation phase involves applying the validated learning media to elementary school students. During this phase, a pilot study is conducted to gauge teachers' and students' responses to the use of the media, as well as to assess the media's practicality in Indonesian language instruction.

Evaluation

The evaluation phase is the final stage for assessing the quality of the developed product. Evaluation is conducted by analyzing the validation results, user responses, and student learning outcomes. According to Branch (2009), evaluation is performed at every stage of the ADDIE model to ensure the developed product aligns with learning objectives. Evaluation results serve as the basis for refining the media to produce a product that is suitable, practical, and effective. Product testing was conducted with the aim of collecting data used to determine the validity and feasibility of interactive learning media using Genially in increasing student enthusiasm for learning.

Data collection techniques are methods used to obtain data by adjusting research needs based on facts that occur in the field. The research instruments used were questionnaires, interview guidelines, and validation sheets. The research instrument grid is described as follows.

Table 1. Media Expert Instrument Grid

No	Aspect	Indicator	Item Number
1	Design	Appeal of media format	1, 11, 12
		Accuracy of font and image layout	2, 3, 4, 5, 7
		Clarity of images and sound	6, 8,9,10
2	Programming	Consistency of button usage	13
		Clarity of navigation	14
		Ease of use	15

Source : (Lisna, 2025)

Table 2. Expert Material Instrument Grid

No	Aspect	Indicator	Item Number
1	Content Suitabilit	Relevance of material to CP, ATP, TP	1,2,3
		Accuracy of material	4, 5, 6, 7, 9, 11
2	Presentation	Support for presentation	8, 10, 14, 15
3	Suitability	Appropriateness of material	12, 13

Source : (Lisna, 2025)

Data Analysis Techniques

There are two data analysis techniques used in this study, namely:

1. Qualitative Data Analysis:

This qualitative data analysis was obtained from interviews, suggestions, and input from validators and fifth-grade teachers at SDN Purworejo 02. Based on this data, qualitative descriptive conclusions will be drawn. The results of these suggestions and input are used in product design and can serve as a basis for improving interactive learning media assisted by Genially for Indonesian language synonym and antonym material in fifth grade.

2. Quantitative Data Analysis

Quantitative data analysis was obtained from subject matter experts, interactive learning media design experts using Genially, and questionnaires from student and teacher responses. The following are the guidelines for assessing the validity of interactive learning media using Genially:

Table 3. Validation Questionnaire Scoring Criteria

Score	Criteria
81%<x≤100%	Highly Valid
61%<x≤80%	Valid
41%<x≤60%	SufficientlyValid
21%<x≤40%	Not Valid
0%<x≤20%	Highly Invalid

Source : (Meliana, 2022)

The validity of the expert questionnaire was calculated using the following formula

$$p = \frac{\sum x}{N} \; x \; 100\%$$

Tabel 4. Student and Teacher Response Criteria

Persentase (%)	Kriteria
0-20%	Very poor
21-40%	Poor
41-60%	Fair
61-80%	Good
81-100%	Very good

Source : (Meliana, 2022)

The effectiveness of the instructional media was analyzed by comparing students' learning outcomes before and after using the media. The effectiveness of the product can be analyzed through pretest and posttest results using the gain score calculation. According to Hake (1999), the value of the improvement in learning outcomes can be analyzed using the Normalized Gain (N-Gain) formula to determine the level of improvement in students' understanding after the intervention. Based on the results of this data analysis, Genially-assisted interactive learning media can be considered successful if it meets three product quality criteria: validity, practicality, and effectiveness. These criteria align with Nieveen's

(1999) theory of educational product development, which states that the quality of a learning product can be assessed based on its validity, practicality, and effectiveness.

Results and Discussion

Analysis stage

The first stage of the ADDIE model is analysis. This stage begins with analyzing the needs of teachers and students. Based on observations conducted at SDN Purworejo 02, it was found that current learning activities use simple learning media such as blackboards, making learning activities less enjoyable. Students' attention tends to be focused on textbooks, while the delivery of material by teachers is still limited to demonstrations on the blackboard. This shows that the use of learning media has not been optimally integrated. The integration of learning media in the learning process not only makes the learning experience more interesting and reduces boredom, but also makes it easier for students to understand the material and encourages a more comprehensive learning process. Based on the analysis of the problem, interactive learning media assisted by Genially is needed. It is hoped that through learning media assisted by Genially, students can gain a deeper and more concrete understanding of the concepts of synonyms and antonyms.

Design Stage

In the initial stage of planning the development of interactive learning media assisted by Genially, researchers systematically and comprehensively compiled the media structure. The aim is to facilitate understanding of the material, increase participation, and encourage student independence in learning. The structure of this interactive learning media includes several main components, namely: (1) cover, (2) instructions for use, CP, ATP, and TP, (3) learning material, (3) practice questions.

Development Stage

In this stage, researchers developed an initial product involving interactive media assisted by Genially. The finished product was then given to subject matter experts and media experts to determine the validity of the interactive learning media assisted by Genially that had been designed. Based on the results of the calculations, the subject matter experts gave an overall score of 97%. When adjusted to the validity criteria table, this score is considered highly valid for use without revision. The media validator assessment was validated by two media experts who are skilled in the field of learning media. Based on the calculation results, the media experts gave an overall score of 91%. When adjusted to the validity criteria table, this achievement score is classified as highly valid for use without revision. Based on the calculation results, the media experts gave an overall score of 97%. When adjusted to the validity criteria table, this achievement score is classified as highly valid for use with revision.

Implementation Stage

Implementation is the fourth stage of the ADDIE model. Implementation in this study was carried out at SDN 02 Purworejo. Implementation was carried out twice on a small scale and a large scale. The data from the small group trial was processed to determine the practicality of the developed media. This trial involved a small group with characteristics

matching the target users, namely fifth-grade students at SDN 02 Purworejo. The following are the results of the small-scale trial of the Genially media.

Table 5. Small Group Trial Results

Responden	Total score	Result (%)
R1	68	90
R2	70	93
R3	69	92
R4	68	90
R5	66	88
R6	71	94
Total score	**412**	**547**
Average	**69**	**92%**

Source : (Researcher, 2025)

Based on the data above, we obtained a practicality percentage of 92% in the very practical category, meaning that the students' responses were high and it can be said that the students responded positively to learning using Genially Media. The field test stage involved a questionnaire on student responses to Genially-assisted interactive learning media for Indonesian language lessons on synonyms and antonyms. The number of respondents was all 27 students in grade V at SDN Purworejo 02. The results of the field test questionnaire on student responses are explained in the following table:

Field test results show that Genially-assisted interactive learning media received an average score of 68 with an average percentage of 90%. In general, Genially-assisted interactive learning media is very practical and meets the eligibility criteria based on student assessments. Thus, Genially-assisted interactive learning media meets the eligibility criteria and can be used to support learning in the classroom. The teacher response questionnaire assessment of Genially-assisted interactive learning media was conducted by fifth-grade teachers at SDN Purworejo 02. The results of the teacher response questionnaire on Genially-assisted interactive learning media showed an overall score of 76 with a percentage of 95%. These results indicate that the use of this media is very practical.

Evaluation Stage

The final stage in the ADDIE model is evaluation. Evaluation is used to generalize and make decisions based on the data obtained. Evaluation is carried out by giving critical thinking questions. Tests administered to the research class before learning are called pre-tests, and those administered after learning are called post-tests. Student ability is measured using the N-Gain (Normality Gain) formula. The following is a summary of the pre-test, post-test, and N-Gain scores.

Table 7. N-Gain Data in Large Group Trials

Responden	*Pre test*	*Post test*	N-Gain
R 1	70	90	0,67
R 2	55	85	0,67
R 3	60	95	0,88
R 4	65	90	0,71
R 5	60	90	0,75

Responden	*Pre test*	*Post test*	N-Gain
R 6	55	85	0,67
R 7	60	95	0,88
R 8	35	90	0,85
R 9	60	85	0,63
R 10	45	85	0,73
R 11	60	90	0,75
R 12	40	85	0,75
R 13	50	85	0,70
R 14	45	80	0,67
R 15	50	85	0,75
R 16	55	85	0,75
R 17	60	90	0,78
R 18	60	90	0,67
R 19	55	90	0,73
R 20	55	90	0,78
R 21	40	80	0,67
R 22	45	85	0,73
R 23	50	90	0,80
R 24	60	90	0,75
R 25	65	95	0,86
R 26	60	90	0,75
R 27	60	90	0,75
Average	54,26	87,78	0,71

Based on the data, it can be seen that the average score of students on the pre-test was 54.26 and was categorized as incomplete because the minimum passing grade for Indonesian language was 70. After learning using Genially Media, the average post-test score increased to 87.78. The average understanding of students in the material was 0.71, which is categorized as high. Based on this data, it can be concluded that the development of Genially media is very effective in improving students' critical thinking skills.

A key finding of this research and development project is the creation of an interactive learning media product using Genially for the Indonesian Language subject, which not only serves as a medium for delivering content but also creates an active, engaging, and meaningful learning experience for elementary school students. The developed media integrates various digital features such as animations, images, audio, video, interactive navigation buttons, quizzes, and self-assessments to enhance student engagement in the learning process. In addition, this study produced an innovation in the form of Indonesian language learning materials designed to improve students' literacy skills, particularly in reading comprehension, identifying key information, understanding text content, and developing language proficiency. The use of Genially allows students to learn through exploration and interaction, so that learning is not solely teacher-centered but encourages students to be more active in building their own understanding. Another finding of this study is the development of learning media that integrates gamification elements into Indonesian language learning, such as educational games, challenges, and immediate feedback. This integration serves as an alternative learning approach that can boost motivation and interest

in learning among elementary school students. The developed media is also designed to align with the developmental characteristics of elementary school students, who require concrete, visual, and enjoyable learning experiences. This study also found that Genially-assisted learning media can serve as a solution to the limitations of digital media use in Indonesian language instruction, as the developed products have undergone expert validation, practicality testing, and effectiveness testing. Thus, the main finding of this study is the availability of technology-based interactive learning media that is valid, practical, and effective for supporting improvements in the quality of Indonesian language instruction.

The validity of the Genially-assisted interactive learning media must be assessed by several experts specifically, media experts and subject matter experts to determine the suitability of the developed interactive learning media. The validation was conducted by two instructors for each aspect of the media and content. The media experts' validation score was 94%, falling into the "highly valid" category, while the subject matter experts' validation score was 96%, also falling into the "highly valid" category. In previous research by Anisya Yolanda and Santa in 2023 entitled "Development of Interactive Learning Media Using Genially in the Material of Norms in My Regional Customs," it was found that print learning media generally require a lot of time and money, and students' interest in print media is declining. Therefore, there is a need for learning media that increases student enthusiasm. Additionally, students have indicated that Indonesian language lessons are very boring. Students these days often play with gadgets, mainly to enjoy online games such as Mobile Legends and Free Fire. From this phenomenon, we can take advantage of this to educate students to play while learning by using the Genially website. According to Nugrananda Janttaka (2020), online games are a type of game that presents various interesting challenges that can be addictive for players. Media development refers to the requirements for determining media based on Hilman and Dewi, 2022 (in Saptadi 2023), which include considering student characteristics, practicality, flexibility, and the ability to solve problems faced by students and teachers. Based on this theory, the researcher decided to develop Genially-assisted learning media.

The practicality of Genially-assisted interactive learning media can be seen from the results of the response questionnaire distributed to fifth-grade students and fifth-grade teachers, as well as the results of interviews with classroom teachers. The questionnaire consisted of 15 questions and was answered by 27 students and 1 classroom teacher. The field trial phase obtained very good response results with a percentage of 92%, thus it can be concluded that interactive learning media assisted by Genially is very good and can be used in the learning process.

Based on the teacher response questionnaire, a score of 95% was obtained in the very practical category, while the student response questionnaire obtained a score of 92% in the very practical category. This statement is in line with the research conducted by (Anwar et al., 2025) entitled "Development of Genially Media in Indonesian Language Material in Elementary Schools" that Genially media is very suitable for use as learning media for spatial volume material in 5th grade elementary school. Genially media has also been proven to be effective in improving student understan The practicality of Genially-assisted interactive learning media was also obtained from interviews with teachers. The results of the interviews

concluded that Genially-assisted interactive learning media is attractive and increases student enthusiasm for learning. The fifth-grade homeroom teacher also believes that Genially-assisted interactive learning media is very suitable for use in fifth-grade classes at SDN Purworejo 02. It is hoped that the use of this learning media will encourage teachers and students to understand synonyms and antonyms, especially for fifth-grade elementary school students. The presence of this media can also inspire researchers as prospective educators to be more innovative, creative, and inspire other fellow teachers to further explore the potential of learning media in learning, making it more interesting, enjoyable, meaningful, and aligning the development of learning media with the needs and characteristics of students.

To determine the effectiveness of the developed media, tests were conducted before and after the use of Genially media (pre-test and post-test). The average pre-test score was 54.26, indicating that the students' initial understanding was still limited. The average post-test score increased significantly to 87.78 after using Genially media. The N-Gain calculation resulted in a score of 0.71, which is in the high category. These results indicate that the use of Genially media can significantly improve students' critical thinking skills. Previous research conducted by Ana et al. (2022) on “Genially Media Development” showed that student learning outcomes were 85.7%, indicating that Genially media is effective in improving learning outcomes. This study differs from the researcher's study in that it seeks to determine the effectiveness of a developed product. The researcher used N-Gain, while the previous researcher compared the number of students who completed the course with the total number of students. Research conducted by Rohmah et al. (2023) on “Development of Genially Media Assisted by Quizizz” showed that the effectiveness percentage of Genially assisted by Quizizz was 78%, which is in the effective category. The difference between the research conducted by the researcher and previous research is that to determine the effectiveness of a product, the researcher conducted an N-Gain analysis.

Conclusion

Based on the results of a study on the development of interactive Indonesian language learning materials using the Genially app for fifth-grade elementary school students via the ADDIE method, this study focused on the three stages of analysis, design, and development to evaluate the product’s feasibility. Validation results from media experts categorized the media as “Highly Valid” (94%), while content experts categorized it as “Highly Valid” (96%). These findings indicate that the developed media is valid and suitable for implementation in elementary school learning, particularly for synonym and antonym content, and has the potential to enhance student engagement and learning effectiveness.

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