

Development of Genially Learning Media in IPAS Lessons in Fourth Grade Elementary School

Muhammad Hadad^{1*}, M. Zainal Arifin¹, Elly Sukmansa¹

¹Primary Education Postgraduate School, Pakuan University, Indonesia

*muh.hadad97@gmail.com

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ABSTRACT

This study aims to analyze the feasibility of Genially-assisted learning media developed for IPAS subject in Grade IV of elementary school. The research was motivated by the limited integration of technology-based media at SD Kesatuan, Bogor, despite the rapid advancement of digital learning tools. The research employed a Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Research subjects involved fourth-grade students. The feasibility assessment was conducted through expert validation (material, media, and language) and student response questionnaires. The results show that the validation by material experts reached 96% (very feasible), media experts 96% (very feasible), and linguists 97% (very feasible). Meanwhile, students' responses to the use of teaching media obtained 97% (very feasible). These findings indicate that Genially-assisted learning media are categorized as valid, practical, and feasible for implementation in IPAS learning. Therefore, this development provides an alternative digital-based instructional tool that supports effective and engaging learning in elementary schools.

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Corresponding Author:

Muhammad Hadad

Primary Education Postgraduate School, Pakuan University, Indonesia

Email: muh.hadad97@gmail.com

INTRODUCTION

Learning media serves as an essential tool that supports students in engaging with higher-order thinking processes by stimulating imagination through visual representations. According to Legina (2022) learning media can be understood as a medium for transmitting messages and information that is purposefully and systematically designed to facilitate learning. The use of appropriate learning media not only assists students in achieving the intended learning objectives but also fosters a more comfortable and conducive learning environment that enhances the overall quality of the learning process.

The rapid development of information technology in the 21st century means that learning must adjust. Learning must begin to coexist with technology. Teachers must be able to utilise

technology in the learning process to achieve learning objectives. Technology can be utilised by teachers to design digital-based learning media. Learning media in the form of physical images has become more interactive. Currently, learning media is in the form of audio, visual, audio-visual, and video.

One of the interactive learning media that teachers can use in the learning process is the Genially platform. Genially is a web-based application that can be utilized to develop learning media. Genially is an online service used to produce posters, games, interactive content, and infographics. Hermita (2021) explains that the Genially app was founded in 2015, in Córdoba, Spain. The app is capable of creating around 25 different types of business, media, or teaching projects. This application is also among the top 100 positions in learning media applications where in its use teachers have the ability to insert web threads, text, video, audio, and illustrative objects/images, when creating work projects on Genially sheets.

Pre-research observations conducted at SD Kesatuan Kota Bogor learning is still lecture, question and answer and discussion. For the use of media, both teachers and students of digital-based learning, especially for genially applications in these schools have not applied it.

The previous development was carried out by Putri (2023) about the development of snakes and ladders game media assisted by Genially Application in Grade IV Mathematics Learning. The results showed that the development of learning media in Class IV SD Negeri 4 Lubuklinggau was valid, practical, and effective. Yolanda's research (2023) regarding the development of learning media conducted at SDN Cibinong 1 with the results of research that learning media are suitable for use.

Based on the previous description, researchers conducted research on the development of learning media using genially on the material of norms and customs of my region.

LITERATURE REVIEW

The use of media in the learning process has become an integral component of modern education. In the era of rapid technological advancement, learning media is no longer viewed merely as a complement, but as a crucial element that shapes how information is delivered and understood by students. Effective learning media not only presents content in a more engaging way but also bridges the gap between abstract concepts and students' comprehension.

According to Husein (2021) media is one of the communication tools to convey messages, if implemented in the learning process, the media really helps students understand a certain concept that is difficult to explain with verbal language. Learning media is also a tool in the learning process in order to communicate between students and teachers.

According to Afifah (2022) learning media is one of the means to convey messages to students in the learning process. A message can be received by students through communication symbols either verbally or in writing including visuals or images. Therefore, in the learning process the role of the media is very important to make it more interesting, varied, and not boring.

To achieve the goals of learning, of course, the learning process must be carried out as well as possible which provides new experiences to students. According to Rejeki (2020) in order to support learning success, learning media is needed in the learning process. This is because with the availability of learning media, it is possible for students to think more concretely, not just listening to what the teacher says.

Learning media as a tool that helps the learning process by attracting the display of subject matter that makes the learning situation active so that it can be understood by students. According to Saputra (2023) learning media can help the learning process with the function of clarifying the

delivery of learning meaning so that learning objectives can be conveyed properly so that the objectives can be achieved.

The function of learning media according to Purnama (2021) is as a communication tool to facilitate the delivery of messages from teachers to students, learning media can also foster student motivation in learning, increase curiosity and increase information.

According to Yolanda (2023) Genially is a free online application with high quality that opens interactive learning content that can cover three learning styles of learners namely vision, hearing and movement. Genially has interesting features such as presentations, posters, quiz/games, animated videos and so on. This opinion is reinforced by Putri (2023) who explains that Genially is a free online application that can bring quality, interactive learning content to life and can cover three learning styles of learners.

Rahayu (2023) which states that Genially is a platform used to create learning media with audio-visual content types that are interesting, interactive, and cost-effective. Enstein (2022) Genially is one of the online learning media that can help teachers to create creative and innovative teaching materials in the form of presentation materials, games, learning videos and others.

METHOD

The method used by researchers in developing Genially-assisted learning media for IPAS lessons in Grade IV was the Research and Development (R&D) method. According to Safira (2021) states that *Research and Development* is an exploration stage by conducting research and development and testing on a product in a particular field. The process of developing teaching materials assisted by the *Genially* application uses the ADDIE development model. Husain (2021) states that the ADDIE model consists of five stages in the form of the *analysis* stage, *design* stage, *development* stage, *implementation* stage and *evaluation* stage, so as to produce products in the form of good and quality teaching materials.

This research was conducted at SD Kesatuan Bogor City with research subjects of expert validators and fourth-grade students. The first subject is three experts namely material experts, media experts, and language experts.

This research uses qualitative data analysis techniques by conducting observations, interviews, and assessment validation questionnaire instrument sheets. Researchers conducted questionnaire validation to material experts, media experts, linguists, and learner response questionnaires to determine the feasibility of Genially development products. Researchers also used quantitative analysis to analyze validator and respondent data obtained from the questionnaire provided. This quantitative technique is in the form of numbers as an assessment. As for calculating it can use the following formula:

$$P = \frac{\text{Gain score}}{\text{Maximum score}} \times 100\%$$

Media validation assessment is based on the percentage of data analysis scores, if the higher the score obtained, the product can be said to be very good for use and does not need to be revised.

Table 1. Trust Level Conversion

Achievement Level	Qualification	Description
90% - 100%	Very good	No need to revise
75% - 89%	Good	Slightly revised
65% - 74%	Simply	Revised to taste
55% - 64%	Less	Many things were revised
0 - 54%	Very Less	Repeated making of the product

To find out the measurement of the feasibility category of the developed media can be seen in the following table

Table 2. Criteria Interpretation Scale

Interval	Criteria
81% - 100%	Very Decent
61% - 80%	Worth
41% - 60%	Decent Enough
21% - 40%	Less Feasible
0% - 20%	Not Feasible

RESULTS

To determine the feasibility of the developed Genially-assisted learning media, validation was carried out by material experts, media experts, and linguists. The results of these expert assessments are summarized in the following table.

Table 3 Assessment of Validators Regarding Aspects of Validity

Validator	Average Score
Material Expert	96
Media Expert	96
Linguist	97
Average	96

Table 4 Validator Assessment of Feasibility Aspects

Validator	Product Assessment
Material Expert	Very Decent
Media Expert	Very Decent
Linguist	Very Decent

Based on the results of the material expert validation, the percentage score is 96% with a very good category, so the media does not need to be revised again. So the development of Genially Learning Media is feasible to use and test to students. The results of the trial of students' responses to the development of Genially learning media received a percentage score of 98% with very feasible criteria in the learning process.

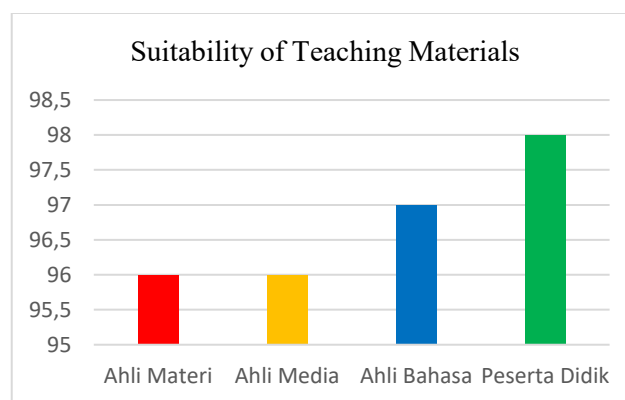


Figure 1: Percentage of Genially Modelled Learning Media Trial Results

DISCUSSION

The development of Genially-assisted learning media was carried out through several stages, beginning with needs analysis and continuing to the design, development, and implementation of teaching materials. In this process, researchers adopted the ADDIE model as the framework for product development. The ADDIE model was selected because it offers simple yet systematic steps that are easy to apply. Magdalena (2024) emphasizes that the ADDIE model consists of five interrelated stages that must be implemented systematically and are considered more practical compared to other models. Similarly, Nurhikmah (2023) states that the ADDIE model is structured in a simple and systematic manner, making it easier for educators to understand and apply in developing instructional materials.

Developing learning media has many components that must be considered. In addition to adjusting the material with the characteristics of students, it is no less important to adjust the images and animations that must be considered. The selection of images must be in accordance with the material and the characteristics of the learners so that the material is easily accepted and understood by the learners. Images in this teaching material are selected according to the needs of the material and according to the characteristics of the learners.

This development research produces a final product in the form of Genially learning media which is used as a tool that facilitates teachers and students in the IPAS learning process with the help of computer devices. This learning media is prepared with the aim of fulfilling the learning styles of students in the form of hearing (auditory), vision (visual), and movement (kinesthetic). Teachers use Genially-assisted teaching materials as a supporting tool in facilitating the delivery of material to students. The advantages of using this learning media are not only used in the learning process in the classroom, but can also be used at home, making it easier for students to learn anywhere and anytime.

Based on the findings of the research using the steps of the ADDIE development model, the development steps are systematically structured and easy to learn. The ADDIE model is orientated towards product development so it is suitable for use in developing Genially learning media.

The assessment of the results of expert validation looks at the assessment of the quality of product feasibility conducted by material experts, media experts, and linguists. Input provided by experts is taken into consideration to improve Genially learning media. The assessment of the feasibility of this learning media is generally used to review the suitability of the material with learning objectives and learning outcomes, the suitability of the use of images and animations, and the use of good Indonesian language so that this teaching material is appropriate for mass use.

The results of the material test validation by material experts are in very feasible criteria with the results of the feasibility test score of 72 out of a maximum score of 75 with a percentage of 96%, the results of media validation by media experts are in very feasible criteria with the results of scoring 77 out of 80 maximum scores with a percentage of 96%, the results of language validation by linguists are in very feasible criteria by obtaining a score of 68 out of 70 maximum scores with a percentage of 97%, the learner response questionnaire is in a very feasible category with an average score of 98%.

Based on the research findings that have been presented, it can be concluded that Genially learning media is feasible to use in IPAS lessons for grade IV elementary school.

CONCLUSION

The research and development of Genially-assisted learning media for IPAS lessons was conducted through the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The analysis stage revealed that the learning media used previously relied on existing materials and had not yet utilized technology-based resources. At the design stage, the researchers determined that Genially would be the platform for developing the media, based on findings from observations and interviews. In the development stage, expert validators, including material experts, media experts, and linguists, provided assessments that resulted in an average score of 96%, categorized as very feasible. During the implementation stage, the media was tested with 25 fourth-grade students who then completed response questionnaires. In the evaluation stage, the students' responses were analyzed, showing an average score of 98% in the very feasible category. Based on these results, it can be concluded that Genially-assisted learning media is valid, practical, and feasible for use in IPAS lessons in Grade IV elementary school.

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