Genially- based interactive learning media in the sub-theme of the uniqueness In my home town

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Article Info

ABSTRACT

This development research uses the ADDIE model (*Analysis, Design, Development, Implementation , Evaluation).* This research was conducted at SD Negeri Cigombong 02, Bogor Regency, and consisted of 31 students. This research was conducted in the even semester of the 2022/2023 school year. The purpose of this research is to solve the problems that fourth grade students face in the learning process. The results of the research show that the developed interactive learning media is feasible for students to use. This can be seen from the validation results carried out by media experts, linguists, and material experts showing a high percentage. Assessments from media experts showed a percentage of 94% "very feasible", linguists showed a percentage of 100% "very feasible", and material experts showed a percentage of 96% "very feasible". The results of the expert validation as a whole show a percentage of 96.6 % with the criteria of "very feasible". The limited test conducted on 31 students obtained a response of 98.8 % in the "very good" category. Based on the results of the study, it was concluded that *genially- based interactive learning media* is very appropriate for students to use.

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INTRODUCTION

In the 21st century technology is developing very rapidly, technology enters all aspects of human life. Starting from the fields of communication, information, economics, health, social, culture, education, and other fields that also take advantage of technological developments (Putra et al., 2022). Technology was created to facilitate various activities in human life. One area that utilizes technological advances to facilitate work is the field of education.

The use of technology has given birth to various innovations in the field of education. This innovation can ultimately help and solve various problems in the field of education. One of the problems that occurs is that the learning process in the classroom is not maximized (Iranti et al., 2023; Winanda et al., 2020). Technology is present as a solution to these problems by becoming a means of supporting learning for students in the learning process.

Based on the results of observations made to 10 class IV students and interviews with class IVA and IVB teachers, namely Ms. Mela Oktapia, S.Pd. and Mrs. Rani Susanti, S.Pd. Cigombong 02 Public Elementary School, Bogor Regency, researchers found 7 out of 10 students who filled

out the student needs analysis questionnaire experiencing difficulties in the learning process in class, besides that it was also found that students had never used interactive learning media, especially class IV students who the learning process is still pegged to the theme book.

This causes students to have difficulty understanding the learning material presented and become less enthusiastic in the learning process. The teacher has used learning media but it is not yet interactive and still does not attract the attention of students, so that the learning media used is not optimal in overcoming these problems. (Rohani, 2019) believes that the media is a tool for provide incentives for students to do so learning process. Whereas (Arsyad and Fatmawati, 2018) explains that the media is understood broadly speaking is human, material, or event that build conditions that make learners able to acquire knowledge, skills or attitudes. (Fitrianan, 2020) explains that the media learning includes tools that are physically used for convey the content of teaching materials. Interactive learning media is an intermediary learning used in learning (Abdullah, Achmad, and Sahib, 2021). Whereas (Hasnanto and Kholifah, 2022) explained that the presence of interactive learning media will be very important make it easier for students to learn, as well as get it motivating and increasing the attractiveness of students to study. (Anggraini, 2018) stated classification of learning media which includes seven media presenters, namely graphic media, printed material media, still image media, silent projection media, audio media, audio visual media, film media. Meanwhile (Fikri and Madona, 2018) classifies medium to graphic media consisting of pictures/photos, sketches, charts, charts, cartoons, posters, maps and globes, flannel boards, and bulletin board.

Therefore, it is necessary to develop interactive learning media in the learning process. The existence of these problems made research take the initiative to create *genially*-based interactive learning media, the goal is to increase the enthusiasm of students in the learning process and make it easier for students to understand the material presented as well as introducing genially applications as applications that can be used to create interactive learning media. (Febrina, Muliyati, and Sunaryo, 2023) Genially has various kinds of templates and free teachers are provided for modify as desired. Another advantage of Genially media is that it can accessed online (Khoirun Ni'mah et al., 2022). the same as (Hermita et al., 2021) Genially is also a service online, used to produce beautiful stories and interesting. Meanwhile (Kusumawati, Sugito, and Mustadi, 2021) explains the advantages of multimedia interactive, namely the learning system is more interactive and communicative. (Delvi, Alim, and Alpusari, 2022) which explains that Genially is an online service that can be used to create.

METHOD
This research uses research and development methods or known as *Research and Development* (R&D). According to (Sumarni, 2019) research and development methods are research methods used to produce certain products, and test the effectiveness of these products. In line with the opinion (Sari, 2021) which explains that development research is a process used to develop, validate existing products or develop new products. The development model used in this research is ADDIE *(Analysis, Design, Development, Implementation, Evaluation).* This research was conducted at SD Negeri Cigombong 02 in the even semester of the 2022/2023 academic year. Limited trials were conducted on 31 class IV students. The steps taken in developing *genially-based interactive learning media* are as follows.

    a. *Analysis*

        Needs analysis is carried out to see whether there are problems that occur to students in the learning process. The analysis process includes the curriculum used, learning methods,

learning media, and evaluation. Researchers conducted an analysis at SD Negeri Cigombong 02 by observing and interviewing.

b. *Design*

    Genially -based interactive learning media designs contain materials, pictures, learning videos, and reflection quizzes that attract students' attention to the enthusiasm for learning. The design of *genially- based interactive learning media* is as follows.

    1) Material selection, core competencies, basic competencies, learning objectives.
    2) Collection of materials to be used from various sources.
    3) Collection of images according to the material.
    4) Collection of learning videos to be used in the media
    5) Making questions that will be used in the reflection quiz.

c. *Development*

    Development stage, at this stage of development the researcher collects information from various sources, compiles material to be used in the media, selects colors for the background and text, and selects interesting features. After the product is finished, it is validated by experts. This validation includes media experts, linguists, and material experts. This validation aims to determine the feasibility of the product being developed by researchers, at this stage the product is undergoing improvements on the advice of experts so that it is suitable for use by students.

d. *Implementation*

    After the product has been validated and declared fit for use. So the researchers conducted trials on fourth grade students at Cigombong 02 Public Elementary School, Bogor Regency. During the trial, students used their respective devices for learning media. The learning process runs pleasantly, students are more independent and active in the learning process. After the learning process is complete, students are asked to work on evaluation questions and fill out student response questionnaires. The questionnaire is used to measure the feasibility of *genially based interactive learning media.*

e. *Evaluation*

    At this stage, students work on evaluation questions given by researchers to measure the extent to which students understand the material that has been presented. Furthermore, students also filled out student response questionnaires to find out students' responses to the media and to measure the feasibility of the media used.

    Data collection techniques observation and, the questionnaire is used to assess the validation of experts and student responses regarding *genially based interactive learning media.* Data analysis techniques are used to conclude data that has been obtained by researchers regarding the feasibility of the product being developed. Researchers use qualitative and quantitative analysis techniques, these techniques will be described as follows.

    1. Qualitative technique

Data analysis using qualitative techniques was obtained from the responses of grade IV teachers at SD Negeri Cigombong 02, the results of observations, input from media experts, linguists, and material experts, as well as the results of product implementation for students.

2. Quantitative technique

Analysis of the data by quantitative techniques obtained from expert assessment and response questionnaires distributed. As for the assessment with this technique as follows.

Table 1. Scoring Rules

Category	Score
SB (Very Good)	5
B (Good)	4
C (Enough)	3
K (Less)	2
SK (Very Less)	1

Then analyzed using the following formula.

$$P = \frac{f}{N} \times 100\%$$

Information:
P = percentage or
f = frequency cake that is for i
N= total cake frequency maximum score

The percentage results can be grouped into the score interpretation criteria according to the *Likert scale* so that conclusions are obtained regarding the feasibility of *genially-based interactive learning media.* The following is an interpretation of the score according to the *Likert scale.*

Table 2. Feasibility Scale Table

Eligibility Score	Criteria
0% - 20%	Not feasible
21& - 40%	Not worth it
41% - 60%	Pretty decent
61% - 80%	Worthy
81% - 100%	Very worth it

RESULTS AND DISCUSSION

This research and development uses the ADDIE model *(Analysis, Design, Development, Implementation, Evaluation).*

The first stage is *analysis,* at this stage the researcher collects information related to the needs of students through observation and interviews with grade IV teachers at SD Negeri Cigombong 02, the purpose of the analysis is to find out the problems that occur in students. The problems that the researchers found in class IV were the rare use of learning media, especially digital-based interactive learning media that had never been used. The second stage is *design,* at this stage the researcher collects information and materials to be used in interactive learning media. the third stage is *development,* at this stage the information collected is developed into an interactive learning media. At this stage, the product that has been made is validated by experts to determine the feasibility of the product being developed. The following is a link from an interactive learning media that has been validated by experts: https://view.genial.ly/6444cafd2b0e670017264005/presentation-thesis

The media expert in this study was Mr. Iqbal Suriansyah, M.Kom who is a lecturer at the Faculty of Mathematics and Natural Sciences, Pakuan University. The scoring is done through a validation test questionnaire. The aspects assessed were text design, image and video design, as well as design for the use of interactive learning media. The questionnaire contains 10 statements with a scale of 5 (very good) , 4 (good), 3 (enough), 2 (poor), and 1 (very poor). The results of the validation score obtained from media experts were 47 points with a maximum score of 50 points, showing a percentage of 94% with the criteria of "very feasible" at a vulnerable score of 81% - 100%. This means that the product developed is feasible to be tested on students.

The linguist in this study was Mr. Wildan Fauzi Mubarock, M.Pd who is a lecturer from the Teaching and Education Faculty, Pakuan University. The scoring is done through a validation test questionnaire. The aspects assessed are communicative, directness, compliance with language rules, quiz quality, impact on students, interest/concern. The questionnaire contains 15 statements with a scale of 5 (very good), 4 (good), 3 (enough), 2 (poor), and 1 (very poor). The results of the validation score obtained from media experts were 75 points with a maximum score of 75 points, showing a percentage of 100% with the criteria of "very feasible" at a vulnerable score of 81% - 100%. This means that the product developed is feasible to be tested on students.

The material expert in this study was Ms. Mela Oktapia, S.Pd, who is a class IV teacher at SD Negeri Cigombong 02. The scoring was done through a validation test questionnaire. The aspect that is assessed is the suitability of the material with KD, GPA, and Learning Objectives. The questionnaire contains 10 statements with a scale of 5 (very good), 4 (good), 3 (enough), 2 (poor), and 1 (very poor). The results of the validation score obtained from media experts were 48 points with a maximum score of 50 points, showing a percentage of 96% with the criteria of "very feasible" at a vulnerable score of 81% -100%. This means that the product developed is feasible to be tested on students.

Furthermore, the implementation of trials on students is carried out, the aim is to find out the response of students to the product being developed and the feasibility of the product. Taking student responses through a response questionnaire that contains 8 indicators. Based on the recapitulation of data on the response questionnaire to 31 students. a percentage of 98.8% was obtained in the "very good" category at a vulnerable feasibility score of 81% -100%. This means that the product developed is suitable for use by students.
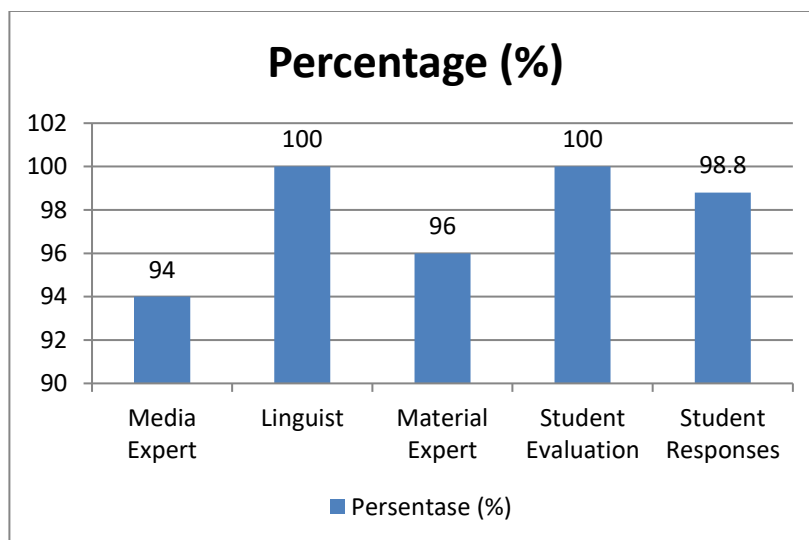
Figure 1. Validation Tabulation and Response Results Learners

Next, namely evaluation, the researcher gave an evaluation question containing 5 questions related to the material to 31 students in class IVA, the aim was to measure the extent to which students understood the material presented. Based on the results of the student evaluation scores, the percentage of 100% evaluation value is above the KKM, which is 70. This means that the interactive learning media used can be understood by students.

CONCLUSION

The results the research, *the* of teaching learning on was *proven* by results of expert validation and the results student results validation from media experts that percentage was withcriteria of very feasible Furthermore the results from linguists the percentage 100 % the "very feasible expert validation showed that the % the "very Furthermore test conducted to 31 participants in has an immeasurableh per % with category "very good". This means the product made feasible to be used students

The conclusion is that interactive learning media is suitable for use by students after going through a validation test process by experts and getting a high score in a very decent category. The recommendation from the researcher is that interactive learning media based on *genially* on the sub-theme of the uniqueness of the area where I live can be used by students independently wherever and whenever. This learning media aims to increase the activity of students and a sense of enthusiasm for students in the learning process.

The stages and results of developing this media are in line with the previous research, namely the research of Jhon Einstein, Vera Rosalina Bulu, and Roswita Lioba Nahak in 2022 from Citra Bangsa University with the title "Development of Learning Media Educational Games for Ranks and Roots using *Genially*" based on the research results obtained test results the validity of the material expert 0.8889 with the "High" category, the media expert 0.8442 with the "High" category, and the content expert 0.8333 with the "High" category.

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