Development of Genially Game-Based Interactive Learning Media on The Islamic Cultural History at MTs Al-Jauharotunnaqiyyah Cibeber

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ABSTRACT

This research is motivated by the low engagement of student in the Islamic Cultural History learning process, which has impacted the low achievement of student learning outcomes. The aim of this study is to develop an interactive Genially-based learning media in the subject of Islamic Cultural History at MTs Al-Jauharotunnaqiyyah Cibeber. The research method used is Research and Development (R&D) with the Plomp development model. The result of this study are: 1) Describing the development procedures, which consist of five stages: a) prelimenary investigation, b) design, c) realization/construction, d) test, evaluation, revision, and, e) implementation. 2) Assessing the feasibility of the media through three expert validators, the average validation score from experts was 94%, categorized as 'very feasible'. 3) Assessing the practicality of the media through questionnaires filled out by teacher and the students. The practicality score obtained an average of 94%, categorized as 'very practical'. 4) Evaluating the effectiveness of the media through the implementation of pre-test and post-test. The result show a 67% increase in student learning outcomes, categorized as significant.

Keywords: *Interactive Learning-Media; Genially; Gamification; Islamic Cultural-History.*

INTRODUCTION

Islamic Cultural History (SKI) lessons for some students are less interesting and boring. This is due to the limitations of the use of teachers' methods in delivering material, which is still limited to the *teacher-centered* lecture method (Munawir 2024). According to Wina Sanjaya in Sri Solati, teachers often position students as objects, not as subjects in the learning process. Teachers often give lectures when delivering materials contained in LKS and package books, without using other media that can provide a more meaningful learning experience (Sri Solati 2023).

According to Sheal in the Ministry of National Education, students can learn well, namely 10% of what is read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard, 70% of what is said, and 90% of what is said and done. (Depdiknas, 2003). However, in reality, the results of the observation of the learning process conducted by the researcher at MTs Al-Jauharotunnaqiyyah Cibeber show that the process of teaching and learning activities (KBM) in the subject of Islamic Cultural History is only limited to the use of Student Worksheets (LKS), as well as lecture and question and answer methods. This makes students less motivated to

follow learning in the classroom.

On the other hand, ideally learning in the 21st century emphasizes the 4 C's, namely *critical thinking, creative thinking, collaboration,* and *communication* (Nurhayati, Pramono, and Farida 2024). This paradigm is intended so that students are able to face global challenges with social skills and broad insight (Nganga 2019). The development of information and communication technology (ICT) is the main foundation in the development of learning in this century (Rahayuningsih and Muhtar 2022). Permendiknas No. 16 of 2007 states that one of the competencies of teachers is to be able to utilize ICT in learning development (Mendiknas 2007). This is a challenge for teachers to continue to improve pedagogic competence and the ability to design interesting learning (Akbar 2021). Teachers who are proficient in technology-based learning design can create a more interactive and meaningful learning atmosphere (Daryanto 2016). Thus, abstract material can be explained concretely through the integration of text, animation, graphics, audio, and visuals (Asnawati and Sutiah 2023).

An interesting, innovative, and interactive learning media that is easy for teachers to use is *genially media.* This media is a web-based platform that is able to bring learning content to life by covering three learning modalities for students, namely visual, auditory, and kinesthetic (Permatasari, Pujayanto, and Fauzi 2021). *Genially* provides various features such as *power point, education games,* learning videos, animations, infographics, as well as quizzes *and games* (Enstein, Bulu, and Nahak 2022).

Genially-based interactive learning media has been proven to improve learning outcomes. This is shown in Siti Muna Arfada Rifda's research in 2024 entitled *"Development of Genially-Based Interactive Learning Media on Energy Source Materials Class III Madrasah Ibtidaiyah Negeri 3 Jember."* His research showed an increase in learning outcomes by 75% after the application of *genially media* (Arfada Rifda 2024). In addition, Meli Miranda and Elly Prihast's research in 2024 is titled *"Development of Anecdotal Text Teaching Materials Assisted by Web Genially in Class X Students of Budi Satrya Private High School."* Showing effective research results to be applied in the learning process with an average score of 83.5% (Miranda and Wuriyani 2024). Based on the above problems, this study aims to develop a *genially* game-based *interactive learning media* on the Islamic Cultural History map at MTs Al-Jauharotunnaqiyyah Cibeber that is valid, practical, and effective in the process of teaching and learning activities in the classroom.

METHODS

The method used in this study is *Research and Development* (RnD). The RnD method was chosen because it is an effective approach or method to develop quality

research products (Zef Risal, Rachman Hakim 2022). The expansion model used is the Plomp model. This model is one of the procedural models that is seen as simpler and more flexible at each stage. There are five stages that must be taken by researchers in developing products, namely 1) *prelimenary investigation*, 2) *design*, 3) *realization/construction*, 4) *test, evaluation and revision*, 5) *implementation* (Damayanti and Yohandri 2022).

The population in this study is all students of MTs Al-Jauharotunnaqiyyah Cibeber, Cilegon City Center. In the 2024/2025 school year, there are 762 students. Sampling in this study was carried out on students of class VII A which amounted to 25 students. Sampling was carried out using *purposive sampling* techniques or non-random samples based on certain considerations. researcher chose the *purposive sampling* technique" based on the consideration of the subjects taken to meet the most research criteria. This can include time, effort, and cost limitations for researchers.

RESULTS AND DISCUSSION

This research was conducted with the aim of developing *Genially* game-based *interactive learning media* in the subject of Islamic Cultural History at MTs Al-Jauharotunnaqiyyah Cibeber. The development procedure is carried out following the Plomp model, which includes *the prelimenary investigation* phase, the *design phase,* the realization/construction *phase*, the *test, evaluation, and revision* phase, and finally the *implementation* phase(implementation). Development procedures are carried out in a structured and systematic manner so that the products produced are in accordance with the needs of students and the applicable curriculum. *The output* of this research is to produce *Genially* game-based *interactive learning media* on the subject of Islamic Cultural History that is valid, practical, and effective.

Learning media validation was carried out to three expert validators, including media experts, material experts, and learning experts. The evaluation carried out includes the assessment of instructional aspects, content aspects, display aspects, linguistic aspects, and presentation aspects. The results of the evaluation from the expert validators showed an average score of 94%, with details of the assessment of the media expert validator 90%, the assessment of the material expert of 98%, and the assessment of the learning expert of 95%. As such, *Genially*'s game-based *interactive learning media* is declared 'highly valid' and does not require any additional revisions or improvements. This is in accordance with his opinion of Herman Dwi Surjono who stated that learning media is declared valid if it meets three aspects, namely the instructional aspect, the display aspect, and the content aspect (Surjono 2017).

The measurement of the level of practicality of *Genially*'s game-based

interactive learning media was carried out through the implementation of field trials. The assessment of the level of practicality was carried out through filling out a questionnaire of teacher and student responses related to ease of use, satisfaction and motivation, interactivity, and cognitive capacity that can help in mastering the material. From the results of the trial carried out to the students, a score of 593 out of a maximum total score of 625 was obtained, with a percentage of 94.88% or rounded to 95%. Then the results of the assessment from the response of the subject teachers obtained a score of 28 out of a maximum total score of 30, the percentage obtained was 93%. The average gain from student responses and teachers' responses after processing obtained an average percentage of 94%, with the category 'very practical'. This is in line with Nieveen's opinion quoted by Irawan that learning media is said to be practical if the user considers the ease of using it, namely being able to understand the material well, and in accordance with the design that has been planned by the researcher (Irawan and Hakim 2021).

Furthermore, the level of effectiveness of *Genially'*s game-based interactive learning media was carried out through two tests. The first test, namely a *small group* trial, used a type of *pre-experimental design* research using *the one group pretest-posttest model.* The second test, namely a *field trial*, uses a *quasi experiment type of research. Pre-test* and *post-test* were used to evaluate the improvement of students' learning outcomes between before and after using *Genially-based interactive* learning media in the subject of Islamic Cultural History. In the first test, the *results of the pre-test* obtained the completeness of student learning outcomes of 43.2% which showed that students' understanding of the subject matter was in the sufficient category. After being given *treatment* using interactive learning media, the acquisition of *post-test* results showed a significant increase with the percentage of student learning completeness of 82%. Then the results of the second test showed a significant comparison of learning outcomes between the control class and the experiment, namely the *posttest* data of the control class of 63% while the experimental class of 93%. Based on the *mann whitney test* that has been carried out, it is known that the data acquisition on *Asymp is known. Sig (2-tailed)* is 0 or less than 0.05. This indicates that the learning outcomes between the experimental class and the control class are significantly comparable.

The findings of this study strengthen the argument that well-designed learning media is able to overcome problems such as boredom and passivity of students in the learning process. By providing interesting and interactive elements, students can be more motivated to learn and understand the material presented. This shows that in interactive learning theory, it is necessary to include design aspects as an important factor in the process of developing interactive learning media that utilize technology.

The implementation findings of this study also strengthen the gamification theory put forward by Karl Kapp (2013) that the use of gamification into the learning process can attract attention, encourage engagement, motivation, and promote learning to students. This is evident from the observation carried out by the observer, namely the subject teacher, that the enthusiasm of the students for learning is so good, they look active and enthusiastic in following the learning process.

The findings of this study also suggest that teachers need to be given intensive training in designing and designing the use of technology in the learning process. Through this intensive training, teachers are expected to be able to improve their pedagogical aspects such as creativity, skills in designing and designing interactive, innovative, and interesting learning media. Thus, teachers can create more interesting learning nuances and increase student involvement in the learning process.

Furthermore, the results of this study also show that the integration of interactive learning media in the curriculum and teaching methodology is one of the effective strategies that can improve the quality of education. Therefore, the use of *genially* game-based interactive learning media can be adapted to other subjects, so that it can contribute to a wider positive impact in the field of education.

Finally, this research also opens up opportunities for future researchers in the development of genially interactive learning media. Further studies can explore the use of platforms *genially* at various levels of education and in various subjects to be able to see its impact on student learning outcomes. In addition, further research can also explore the influence on other aspects such as *critical thinking, communication, collaboration, creativity and innovation* needed by students.

CONCLUSION

The development research, utilizing the Plomp model (comprising the preliminary investigation, design, realization/construction, testing/evaluation/revision, and implementation phases), successfully produced a highly effective and feasible Genially game-based interactive learning medium for Islamic Cultural History at MTs Al-Jauharotunnaqiyyah Cibeber. The validity of the media was confirmed by expert assessment, achieving a "Very Feasible" category with an average score of 94% across media (90%), material (98%), and learning (95%) validators, indicating strong theoretical and technical soundness. Furthermore, the media demonstrated high practicality, categorized as "Very Practical" with an average score of 94% based on positive responses from both the subject teacher (93%) and students (95%). Crucially, the medium was proven effective in enhancing student understanding,

evidenced by a significant 67% increase between the pre-test and post-test scores, confirming its ability to improve learning outcomes in the classroom..

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