

## **Interactive Media Development With Genially Application Materials Build Curved Side Space For Elementary School Students**

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### **ABSTRACT**

This study is a Research and Development (R&D). This study was developed by using development models with three phases: the preliminary analysis phase, the development phase or manufacture (Prototyping Phase) and the assessment phase. The product developed in this study was an interactive media product with the genial application of curved side room building materials for elementary school students that have valid and practical criteria so that this interactive media product can be used by teachers and students. Moreover, the interactive media product can be an alternative to the learning process. Students were positively more enthusiastic in learning because the use of interactive media provided learning that was different from the usual learning, and developing interactive media with the application genially material builds curved side rooms can create the teaching and learning process more interesting. The aim of this study is to develop an interactive media development product with the application of genially valid and practical curved side building materials. The interactive media product was validated by three experts: material experts, media experts, and linguists. Meanwhile, the practicality of interactive media products was seen from the questionnaire of teacher responses to interactive media products and the practicality of students given by researchers during the trial was limited to small groups. Data collection techniques carried out by researchers were observation, interviews, and questionnaires. Data processing was carried out in a quantitative and qualitative.

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## 1. INTRODUCTION

Mathematics learning in elementary schools is an interesting thing, because at this age students are in a period of intelligence development (Syahputri, 2018). In mathematics learning education is considered as a subject in which to teach the concepts, facts and material of mathematics itself. At the stage of learning mathematics itself begins with the development of core ideas in learning, teaching, assessment, as well as planning. One way for students to get to know more about mathematics is to study geometry (Jelatu et al., 2018).

Geometry is a mathematical study that studies lines, points, planes and spaces as well as properties and measures that must be studied with mature concepts (Muhassanah et al., 2014). Students' understanding of the concept of geometry is needed by the responsibility of educators. Geometry, which is one of the studies of mathematical science, is one of the important knowledge areas in human life, this mathematics learning can basically help students to practice thinking, problem solving, communication, and attitudes to appreciate students for the future. To overcome this problem, it is necessary to develop the concept of geometry. In the material taught to students, geometry is generally divided into 2, the first is a flat build and the second is a space building (Tas et al., 2019).

In understanding the material of building a space, students still have difficulties. Teachers still teach by the lecture method, explaining the material in front of the class, and only involving students who master learning. The learning process is mostly carried out by the teacher so that students are not actively involved in the learning process and cause students to get bored in learning. The lack of variations in learning methods and learning media is also closely related to the low absorption and memory of students in learning and understanding learning materials (Sagita, 2015). For this reason, it is necessary to create pleasant learning conditions, with these pleasant learning conditions, students are more motivated to follow the learning process (Dwiranata et al., 2019).

With the development and new discoveries in the field of science and technology, of course, it also affects education in Indonesia. The more sophisticated the use of science and technology in education and learning, the better the quality of education will be. The influence of these developments can be seen from efforts to innovate the education and learning system. Teachers are required to be able to arouse students' interest and motivation in learning. Surely every student has their own intelligence, and interests. Not all students have average intelligence. With this, of course, as a teacher, you have great challenges and responsibilities to be able to deliver learning materials as effectively and as well as possible to students so that all students can understand the learning delivered well (Syahroni & Nurfitriyanti, 2018).

The effort that teachers can make to deliver the material effectively and well is to use various media to help and support the learning process. The learning media that will be used must of course be adjusted to the learning material. The word "Media" literally means middle, introductory or intermediate (Shalikhah, 2017). Media is the form and channel used for information processing. Media can be interpreted as an intermediary for the delivery of messages or information from the messenger to the recipient of the message that can be seen, heard, manipulated, read, and talked about. If there is no mutual interaction between the giver and receiver of the message, the media used will not run effectively and efficiently (Nurseto, 2012).

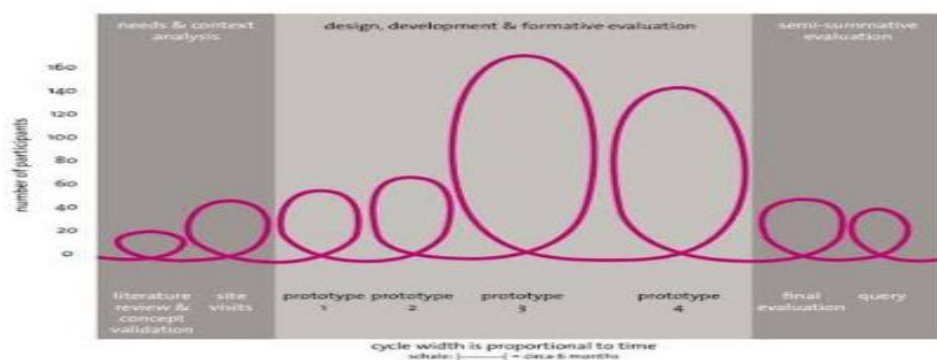
One of the media that can be used and created by teachers is computer-based interactive media. Interactive media is the use of computers in the creation of text, graphics, audio, and moving images that allow users to interact and communicate. Interactive media that can be used is not only in the form of technology-based and computer-based media, but teachers can also make media from used goods with the creativity of their respective teachers. There are still many teachers who are not optimal in utilizing media, because if you use interactive media from used goods, of course, it will take a long time in the manufacturing process and the lack of facilities and infrastructure if teachers use technology-based media. Therefore, every teacher must continue to conduct the trainings that have been held and continue to learn how to make media, especially technology and computer-based media (Yuniarni et al., 2019).

Research on the development of interactive media in elementary schools obtained the result that the development of interactive media is feasible and can be used in the learning process. Interactive media development can also create innovative and more engaging learning. Using interactive media will certainly make learning active and fun for students. Fun learning can certainly affect student learning outcomes. Interactive media is effective in bringing up student learning activities. The use of interactive media can certainly also make it easy for students to understand the material being taught and can have a good impact on the student learning process. With interactive media, it can create an interactive and fun Mathematics learning process and can improve student achievement in learning (Qistina et al., 2019; Shalikhah, 2017; Syahroni & Nurfitriyanti, 2018).

Interactive learning media in this research is a learning media created by applying genially material to build curved side spaces. *Genially* is an online service that can be used to create and create beautiful and interesting interactive stories both in the form of posters, interactive content, infographics and games (Azizah et al., 2021). Based on the description above, the author will conduct research with the title "Interactive Media Development With *Genially* Applications Materials Build Curved Side Space For Elementary School Students".

## 2. METHODS

The research location is located at a school in Pekanbaru, namely SDIT Raudhadurrahmah. This research has been conducted in class VI of Elementary School, Ta year of teaching 2021/2022. The type of research used in this research is development research or commonly known as *Research and Development* (R&D). The development model that will be used in the research is the Plomp model (2013) with a preliminary analysis phase (*Preliminary Research*), a development or manufacturing phase (*Prototyping Phase*) and an assessment (assessment phase). These phases can be described by McCenney in (plomp, 2013) as shown below:



**Picture 1.** Phases of Plomp Development

From the picture above, it can be briefly described about the development phase of Plomp: In the initial phase or commonly referred to as the preliminary phase, researchers will look for information on problems contained in mathematics learning, especially in the material building curved side rooms. At this stage, several analyses are carried out, namely needs analysis, curriculum analysis and student analysis.

Next is the Development and Prototyping Phase. The results of the analysis in the preliminary phase or in the initial phase continued by developing interactive media using genially the material to build the curved side room began to be designed. The activities carried out at this stage are to start collecting the components needed, understanding the learning material that will be included in the development of this interactive media product. To be able to ensure that the product to be developed is valid and practical, a formative evaluation will be carried out (design, development, and formative

evaluation). Formative tests are carried out through self-evaluation, expert review and one-to-one evaluation and small group evaluation.

And in the continuation of the assessment phase, in this assessment phase, a small-scale trial was carried out on six students and two teachers. This phase is focused on seeing the practicality of the interactive media products developed. The level of practicality of this product can be seen from the ease of use, attractiveness, and benefits of the product being developed. So that the products produced in this study are prototypes that meet valid and practical criteria.

The test subjects in this study were students of the high grade of Primary School, namely class VI students of SDIT Raudhaturrahmah, totaling 9 people. Where 3 learners as research subjects in the one-on-one evaluation stage and 6 students as research subjects in the small group evaluation stage. Apart from students, another subject in this study was a teacher at SDIT Raudhaturrahmah. The type of data taken by the researcher is primary data obtained directly through interviews or providing questionnaires. The data taken are quantitative data in the form of numbers obtained from the validation results, teacher practicality questionnaires and student practicality questionnaires. In this study, the data collection techniques carried out by researchers were observation, questionnaires, and interviews. Data processing in this study was carried out by means of quantitative and descriptive analysis. Quantitative analysis is used to process data in the form of numbers obtained from product validation questionnaires, product trial questionnaires. Meanwhile, descriptive analysis is used to process information from the results of interviews and observations provided by teachers and students in the preliminary research phase.

The validation and activity aspects assessed are made in the form of an assessment scale. The assessment scale used by researchers is the Likert Scale with a score range of 1-4. Media validation is determined by the average score given by the validator with a predetermined score in the Excellent category (Score 4), Good category (Score 3), the Less Good category (Score 2), and the Not Good category (Score 1).

In determining the criteria in decision making which includes validation and practicality of the product, a questionnaire is obtained which is given to validators, teachers, and students.

Categorization of teacher and learner responses was analyzed by percentage (%) using the following formula.

$$\text{Validity Score / Practicality} = \frac{\text{Score}}{\text{Maximum Score}} \times 100\%$$

After the percentage is obtained, then grouping according to the criteria that have been modified can be seen in table 1.

Table 1. Percentage of Validation Criteria and Practicality

Average interval of scores (%)	Category
$81,25 < ko \leq 100$	Very Valid / Very Practical
$62,5 < ko \leq 81,25$	Valid / Practical
$43,75 < ko \leq 62,5$	Less Valid / Less Practical
$25 < ko \leq 43,75$	Invalid / Impractical

Source: (Sugiyono, 2019)

### 3. Results of Research and Discussion

#### A. Preliminary Research Phase

##### 1. Need Analysis

Based on the results of interviews conducted by researchers with class VI teachers at SDIT Raudhaturrahmah, data was obtained that in the learning process teachers used the learning lecture method. Students will be more enthusiastic in learning because the use of this interactive media provides learning that is different from the usual learning and by developing interactive media with *the application genially* the material builds the curved side room can make the teaching and learning process more interesting., the teacher will explain the subject matter in the early stages of learning, then the teacher will give examples of questions, and then the teacher gives practice questions to the learners. It is not uncommon for students to find it difficult to understand the material of the curved side room.

Learning media is still very rarely used in the learning process of material building curved side rooms. The teacher only uses props in the form of concrete objects in the form of building spaces and in the form of pictures of building spaces displayed in ppt. Teachers are happy that if this interactive media product is developed, this product can be an alternative in learning. Students will be more enthusiastic in learning because the use of interactive media provides learning that is different from the usual learning and by developing interactive media with the application *genially* material builds curved side rooms can make the teaching and learning process more interesting.

##### 2. Curriculum Analysis

The activities carried out at this stage aim to formulate learning achievements in the material to build a curved side room, whether the material is sufficient to achieve learning objectives. In the interactive media with genially applications developed discussing the material for building curved side rooms that adapt to the 2013 curriculum, it can be seen in table 2.

**Table 2** Learning Objectives and Learning Outcomes

Before		After	
Learning Objectives	Learning Outcomes	Learning Objectives	Learning Outcomes
1. Comparing the build chambers of the tube, cone, and ball.	1. Learners can compare the build of tube chambers, cones and balls.	1. Classifying the build chambers of tubes, cones, and balls according to their properties.	1. Learners can know the definition of tubes, cones, and balls.
2. Identifying the build chambers of tubes, cones, and balls.	2. Learners can write down the properties of waking up the chambers of tubes, cones, and balls.	2. Comparing different shapes of tube chambers, cones, and balls.	2. Learners can know the nets of tubes and cones.
			3. Learners can determine the formula of the surface area of

- 
- tubes, cones, and balls.
4. Learners can determine the formula for the surface volume of tubes, cones, and balls.
- 

### 3. Learner Analytics

Student analysis is carried out to examine the characteristics of students which include age, learning style, academic ability, students' liking for color and students' preferences for images and animations.

The results of the researcher's interview with the learner found that the age of the student the researcher interviewed ranged from 12-13 years. In learning, there are still students who do not like mathematics lessons and consider mathematics lessons as one of the lessons that are quite difficult, this is because students find it difficult such as understanding the material, understanding concepts, division of formulas and understanding related problems in everyday life. One of the subject matters that is difficult for students to understand is in the material to build a curved side room.

Interactive media is designed so that learners can better understand and feel happy to learn the material of building curved side spaces. The results of interviews conducted by researchers, students prefer learning using media that contains interesting images and animations so that students are more enthusiastic and motivated to learn. Learners also like slightly bright colors such as green, blue, and red, as colors for the interactive media to be designed. Students are very enthusiastic when offered learning solutions using interactive media by utilizing computers and there are also some students who can operate computers well.

## B. Development or Prototyping Phase

### 1. Product Design or Development

At this stage, the process of designing and developing interactive media was carried out with a continuation of the stages of the initial research. At the design stage, the material and appearance that will be loaded on the product to be designed are determined. Interactive media was developed using the Genially application. The writing on this media used the *Single Font typeface* with varying writing sizes. The components of this interactive media were the main display, user instructions, learning objectives and achievements, material display, and practice questions. The following was a breakdown of the development results of the interactive media components.

#### 1) Main View

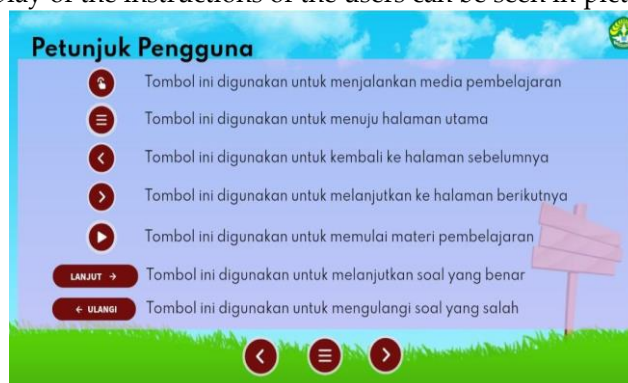
The main display on this interactive media was designed by using beautiful scenery nuances. The title was "**WELCOME TO INTERACTIVE LEARNING MEDIA BUILD A CURVED SIDE ROOM**". On the main display, there was also the name of the interactive media developer. Then, the main display appeared a display to start the interactive media by clicking on the button that has been provided. The main display can be seen in picture 2.



Picture 2. Main View

## 2) User Guide Display

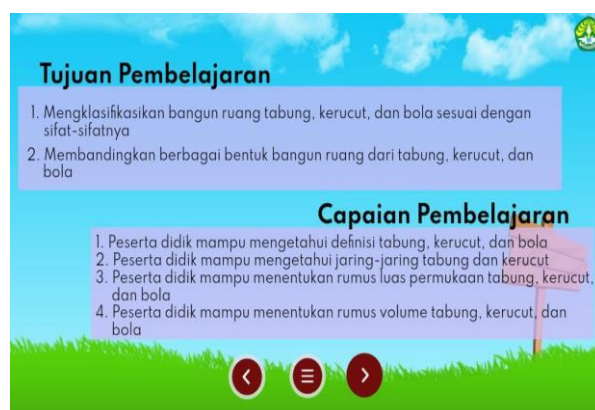
In the slide the user guide contains about the function of the navigation buttons contained in this interactive media. This user guide slide can be viewed after the user clicks the button on the slide after the main view. The display of the instructions of the users can be seen in picture 3.



Picture 3. User Manual Display

## 3) Display of Learning Objectives and Learning Outcomes

In this interactive media, there were learning objectives that would be achieved during the learning process. Learning objectives that were adjust to the 2013 curriculum. The display of learning objectives can be seen in picture number 4.



Picture 4. View of Learning Objectives and Outcomes

#### 4) Material Display

The material presented in this interactive media was the understanding of building space, understanding, properties, step steps make tubes, cones, balls. Examples of waking up tube chambers, cones and balls in everyday life and the formula of waking up tube chambers, circuits, and balls. For users to easily understand the material quickly, the material on this media was packaged attractively and with simple sentences.

In the material slide, there were also several question commands that can help users in solving questions or completing questions contained in the material slides. It can be seen in picture 5.

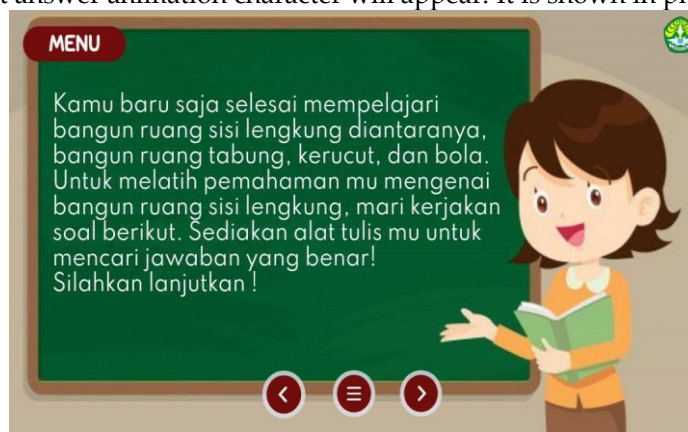


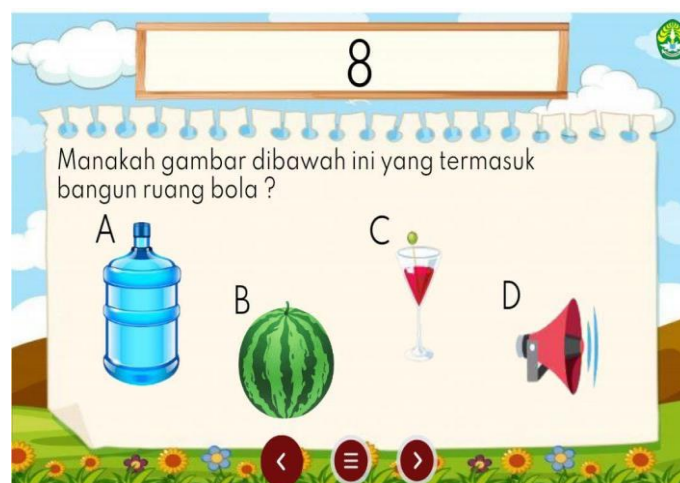


Picture 5. Material Display

5) Question Practice Display

The questions made are adjusted to the material that has been studied. The questions are made to be able to find out the extent to which the user mastered the material that has been studied using this interactive media. If the answer is correct, the correct answer animation character will appear and if it is wrong, an incorrect answer animation character will appear. It is shown in picture 6.





Picture 6. Question Practice View

## 2. Romartif Evaluation

### a. Self-Evaluation

Self-evaluation is carried out by researchers during the process of developing interactive media to be produced. The product was developed in its own check and asked for the help of peers to correct how the product was designed in the process of creating interactive media. In the previous material slides, there were questions that were less interactive then after self-evaluation the questions on the material slide display were made more interactive where there were several question commands that could help users in solving questions or completing questions contained in the material slides, it is shown in picture 7.



Picture 7. Self-Evaluation Improvement Results

### b. Expert or Expert Assessment

The expert or expert assessment stage is a stage to get feedback from experts or experts as material for revising the prototype before use, which produced prototype 3. Expert assessment is a stage to validate the product design in the form of interactive media that has been developed. This stage produced a revised product based on input from validators and was already valid. Product validation

was carried out by three experts consisting of material experts, media experts and linguists. This interactive media product was validated twice. Validation tests were carried out to assess the feasibility of the products that have been developed by the researcher. Validation was carried out by 3 validators, namely material experts, media experts and linguists. In the validation test, a data collection instrument in the form of a questionnaire was used. The questionnaire used was modified from the questionnaire (Alim, 2020) which has been adjusted to the needs of researchers. The following were the validation results obtained from the assessment instrument obtained from the validator.

**Table 3.** Validation Data from Material Experts

NO	Assessment Aspects	Average (%)	Category
1.	Material	93,75	Very Valid
2.	Learning	92,85	Very Valid
<b>Average</b>		<b>93,3</b>	<b>Very Valid</b>

**Table 4.** Validation Data from Media Experts

Assessment Aspects	Average (%)	Category
Program	100	Very Valid
Cosmetics	89,28	Very Valid
Language	100	Very Valid
<b>Average</b>	<b>96,42</b>	<b>Very Valid</b>

**Table 5.** Data Validation from Linguists

Assessment Aspects	Score	Total	Percentage (%)	Category
Question 1	4			
Question 2	4			
Question 3	4	16	100	Very Valid
Question 4	4			
<b>Average Score</b>	<b>12</b>		<b>100</b>	<b>Very Valid</b>

From the validation results carried out by material experts, the percentage of interactive media validation of the Material Build Curved Side Room with an average of 93.3% with the category was very valid, the results of media expert validation obtained the percentage of interactive media validation of the material Build a Curved Side Room with an average of 96.42% with the very valid category, and the results of the validation of linguists obtained the percentage of validation of interactive media material Build a Curved Side Room with an average of 100% with an average of 100% with very valid categories. After the validation stage by the expert or experts was completed, the next stage was the product trial.

### c. One to One Evaluation

One to One Evaluation or commonly known as individual evaluation, it aimed to see the readability of students to interactive media that has been developed. In this One-to-One Evaluation, 3 students of class VI SDIT Raudhaturrahmah were randomly selected. This activity was carried out on February 23, 2022. The activity carried out was to test-drive interactive media products for the material to build the curved side room that has been developed. This stage of individual evaluation was observed directly by the researcher. At this stage of individual evaluation, interviews were conducted with students regarding the interactive media that has been developed. For the results of the interviews that researchers conducted with students can be seen in appendix 7 page 86.

Researchers introduced interactive media products that have been developed and then researchers facilitate each student a laptop in which there was an interactive media product that has been developed. Students used the interactive media, then after the students used the interactive media that has been developed, the researcher conducts an interview. In the One-to-One Evaluation activity, the results were obtained that the interactive media of the Curved Side Room Building material that the researcher had developed had an attractive appearance, language that was easy to understand and the material presented could be understood by students. Students also feel happy if the teacher uses this interactive media in learning activities.

Based on the explanation above, it can be concluded that the products that have been developed can be accepted by students as a learning medium in the material Build a Curved Side Room.

### d. Small Group Trial

Small group evaluation or commonly known as Small Group Trial, at the small group evaluation stage, an interactive media trial of curved side room building material was carried out to 6 students of class VI SDIT Raudhaturrahmah who were randomly selected. Learning activities are carried out by dividing students in two groups with 3 students in each group. This activity was carried out on March 1, 2022.

The trial activity is carried out by opening learning first and introducing interactive media products that have been developed and then students use the products in groups. At this stage, a limited test is carried out to obtain information about the practicality of the interactive media products that have been developed. In addition to students, teachers are also included in assessing the practicality of interactive media for building curved side rooms that have been developed.

## C. Assessment Results

In this assessment phase, it was carried out to determine the level of validity and practicality of interactive media that has been developed. There were two results in the assessment phase that have been carried out, namely the results of interactive media validation tests conducted by validators and the results of practicality tests during the learning process carried out at the product trial stage. Validity tests were carried out during the interactive media development phase, so that interactive media results are obtained that are valid for use. In the trial stage, individual trials and small group trials were carried out. Individual trials were conducted to see the readability of interactive media that had been developed. Practicality tests were carried out to teachers and learners. Practicality tests are carried out to measure the level of practicality of interactive media that has been developed. A small group trial was conducted on 6 class VI students of SDIT Raudhaturrahmah.

The data in the Assessment Phase was obtained through the dissemination of practicality questionnaires given to teachers and students. In the practicality test for teachers, a practicality test was carried out by 2 teachers at SDIT Raudhaturrahmah. The results of the practicality test by the teacher can be seen in the table below.

**Table 6** Results of Interactive Media Practicality Test by Teacher

No.	Assessment Aspects	Average Percentage Every Aspect (%)	Categories of Practicality
1	Attraction	100	Very Practical
2	Ease of Use	92,5	Very Practical
3	Benefit	91,66	Very Practical
<b>Average</b>		<b>94,72</b>	<b>Very Practical</b>

From the teacher's practicality questionnaire, the results were obtained that the interactive media products that have been developed are very practical to use because they have an attractive appearance, students are able to understand the instructions well, both in terms of purpose, language use, in accordance with the characteristics of grade VI elementary school students and provide benefits in delivering learning materials. The average percentage of interactive media practice that has been developed is 94.72% with the category of very practical.

After the practicality test is carried out on the teacher, then the practicality test is carried out to the students. The results of practicality by students can be seen in the table below.

**Table 7.** Results of Interactive Media Practicality Test by Students

No.	Assessment Aspects	Average Percentage Every Aspects (%)	Categories of Practicality
1	Assertion	88,33	Very Practical
2	Ease of Use	88,33	Very Practical
3	Benefit	84,16	Very Practical
<b>Average</b>		<b>86,94</b>	<b>Very Practical</b>

Based on the practicality test of interactive media by students, it can be concluded that the interactive media material builds the curved side room developed by researchers obtained a percentage of 86.94% in the very practical category, which means that interactive media can be understood and can be used easily by teachers and students.

## Discussion

This research is a type of development research or R &D using development methods (Research and Development). In Developing a product can be done by updating an existing product or creating a new product. This study aims to produce interactive media with the application of genially valid and practical curved side space building materials using the Plomp model. The Plomp model consists of 3 stages, namely, initial research, development, and assessment. In accordance with previous studies, as is the case with Qistina et al (2019); Shalikhah (2017); Syahroni & Nurfitriyani (2018), mentioned that the use of interactive media can certainly make students easy to understand the material being taught and can have a good impact on the fun mathematics learning process and can increase student achievement in learning.

In this study, the first phase carried out was preliminary research phase by analyzing the needs, curriculum, and students. The needs analysis is carried out knowing how the learning process takes

place which has been carried out so far, starting from the aspects of achieving or not learning objectives that occur in the classroom and the use of media in the learning process. Curriculum analysis is used as a foundation in formulating learning outcomes. Student analysis is carried out to examine the characteristics of students which include age, learning style, academic ability, students' liking for color and students' preferences for images and animations. From learner analysis, it is known that learners like slightly bright colors such as green, blue, and red, as colors for interactive media to be designed.

The second phase is the development phase (development or prototyping). In this phase, researchers design and develop interactive media products. Interactive media is developed using the Genially application according to the characteristics of students. The interactive media developed contains the main display, user instructions, learning objectives and outcomes, material display, and question exercises.

After the interactive media product is developed, it is then self-assessment. The assessment itself is carried out by the researcher himself and his peers to correct how the product is designed in the process of making interactive media. After self-assessment, an assessment is then carried out by an expert or what is also called a validation test. Validation tests are carried out to assess the feasibility of the products that have been developed by the researcher. Validation is carried out by 3 validators, namely material experts, media experts and linguists. In the validation test, a data collection instrument in the form of a questionnaire was used. The questionnaire used is modified from the questionnaire (alim 2020) which has been adjusted to the needs of researchers. From the validation results carried out by material experts, the percentage of interactive media validation of the Material Build Curved Side Room with an average of 93.3% with the category is very valid, the results of media expert validation obtained the percentage of interactive media validation of the material Build a Curved Side Room with an average of 96.42% with the very valid category, and the results of the validation of linguists obtained the percentage of validation of interactive media material Build a Curved Side Room with an average of 100% with an average of 100% with very valid category.

The next stage is an individual evaluation carried out on 3 students of class VI SDIT Raudhaturrahmah who were randomly selected. The activity carried out is to test-drive interactive media with the aim of seeing the readability of students to the interactive media that has been developed. Based on individual evaluation, it is known that the product developed can be used by students.

The third phase of this study is the assessment phase. The implementation of the assessment phase can be seen from the results of practicality by students when conducting small group trials and the results of practicality by teachers. In the practicality test, responses were asked by 2 teachers and 6 students to measure the level of practicality of interactive media. In the practicality test using an instrument in the form of a questionnaire modified from the research practicality questionnaire (alim, 2020). The aspects assessed in the interactive media practicality test are the attractiveness, ease of use, and benefits of interactive media. The results of the practicality test conducted by the teacher obtained the average percentage of interactive media practicality of the Material Build a Curved Side Room of 94.72% with a very practical category. The results of the practicality test conducted by students obtained an average percentage of interactive media practice of the Curved Side Room Building material of 86.94% in the very practical category. Based on the results of the questionnaire that has been filled out by teachers and students, it shows that the interactive media material for building a curved side room has an attractive appearance, students are able to understand the instructions well, both in terms of purpose, language use, in accordance with the characteristics of grade VI elementary school students and provide benefits in delivering learning materials. Thus, it can be concluded that the interactive medium of the material Build a Curved Side Room is practically used for Elementary School students.

In accordance with the research on the development of interactive media in elementary schools, the results were obtained that the development of interactive media is feasible and can be used in the learning process. Interactive media development can also create innovative and more engaging learning. Using interactive media will certainly make learning active and fun for students. Fun learning

can certainly affect student learning outcomes. Interactive media is effective in bringing up student learning activities. The use of interactive media can certainly also make it easy for students to understand the material being taught and can have a good impact on the student learning process. With interactive media, it can create an interactive and fun Mathematics learning process and can improve student achievement in learning (Qistina et al., 2019; Shalikhah, 2017; Syahrone & Nurfitriyanti, 2018).

#### 4. CONCLUSION

From the results and discussion, it can be concluded that the interactive media with the Genially application of the resulting Curved Side Room Building material is very valid. This can be seen from the feasibility information by material experts with a percentage of 93.3%, media experts with a percentage of 96.42%, and from linguists with a percentage of 100%. Interactive media with genially application material Build Curved Side Space is very practical. This can be seen from the practicality information by teachers and students with an average percentage obtained by teachers of 94.72%, and the percentage obtained by students of 86.94% with a very practical category.

Based on the results of research on interactive media with the Genially application of material to Build a Curved Side Room, the researcher will provide the following recommendations:

1. For the process of designing interactive media, it would be nice to use a personal computer or laptop with high enough specifications, at least a laptop that has 8 GB of RAM, and provide an internet package that is enough to develop interactive media with this genially application.
2. For researchers, it can then be used as a guideline as a reference to develop interactive media and to conduct trials up to a large scale that is not only focused on one elementary school.
3. The results of the development of this interactive media are expected not only in the material to build the curved side room but can be adjusted to other learning materials.
4. The results of the development of interactive media for the Material build the Curved Side Room are expected to be carried out effectiveness tests to determine the influence of the use of interactive media.

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