

## Development of Genially Interactive Multimedia on Materials for the National Movement Organization for Middle School Students

Kristoforus Bagas Romualdi<sup>1</sup>, Ajat Sudrajat<sup>2</sup>, Aman<sup>3</sup>

<sup>1</sup> Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; [kristoforusbagas.2021@student.uny.ac.id](mailto:kristoforusbagas.2021@student.uny.ac.id)

<sup>2</sup> Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; [ajat@uny.ac.id](mailto:ajat@uny.ac.id)

<sup>3</sup> Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; [aman@uny.ac.id](mailto:aman@uny.ac.id)

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### ABSTRACT

This study aims to produce interactive multimedia learning using the Genially application on the subject matter of national movement organizations for grade VIII junior high school students. The stages in this research and development adopt the ADDIE method: analysis, design, development, implementation, and evaluation. The results showed that based on the validation findings of material experts, who gave an average score of 4.7, media experts gave an average score of 4.1, and the validation of the two teachers revealed an average score of 4.3. The media developed by researchers in small-scale trials obtained an average score of 4.25 or very feasible criteria during the implementation phase. At the implementation stage, researchers conducted a limited trial involving 15 class VIII students of SMP Negeri 4 Sijuk. In the results of this implementation phase, students give an assessment with the "very appropriate" criteria.

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#### Corresponding Author:

**Kristoforus Bagas Romualdi**

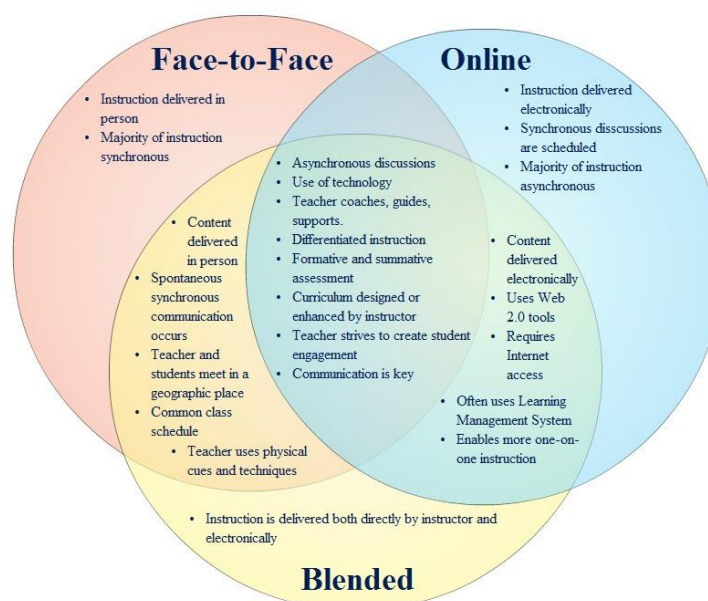
Pendidikan Sejarah Universitas Negeri Yogyakarta, Yogyakarta, [kristoforusbagas.2021@student.uny.ac.id](mailto:kristoforusbagas.2021@student.uny.ac.id)

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## 1. INTRODUCTION

Technological advances that are increasingly sophisticated, like today, provide great opportunities for teachers to further optimize their abilities in using instructional media (Bayram, 2021). Therefore, teachers are expected to be able to take advantage of the existence of technology as a means to present creative learning experiences so that students can develop and be motivated to optimize technology (Akçayır & Akçayır, 2018; Loderer, Pekrun, & Lester, 2020). Teachers no longer have to object to the use of contemporary technological tools that are appropriate for the times (Syahrial et al., 2022). Additionally, today's students are very close to utilizing technology in their daily lives. In the end, the use of technology can be used by teachers to communicate with the parents of students. Aside from being a learning tool for students and a communication tool, the use of information technology is also useful for teachers in the teaching process. Teachers can be examples or role models in the proper use and use of technology and how to use it correctly.

Utilizing information technology will make it easier for teachers to convey the material being taught. It can also improve learning that is more effective and efficient. The use of technology will make innovation for teachers in teaching and learning. Besides that, it can create a more interesting atmosphere and can improve student learning outcomes. The existence of technology makes it easier for students to find or collect information related to the material being taught.



**Figure 1.** Interactive media among Online Learning, Blended, Face-to-Face (Farrelly, 2023)

The Global Education Census conducted by Cambridge International in 2018 revealed that 40% of Indonesian students were the most frequent users of computers and IT (Shortt, Tilak, Kuznetcova, Martens, & Akinkuolie, 2021). Meanwhile, 81% of students use smartphones more frequently to complete homework (Ashour, 2020). The Covid-19 pandemic, according to the researchers, is to blame for this figure's sharp rise during the online school period. Teachers need to pay attention to the fact that students who, on average, have good technological literacy tend to get bored more quickly when the learning process is carried out through conventional methods (Simamora, 2020). Thus, it is believed that the use of technology-based media can increase student learning motivation compared to just using conventional media around textbooks, worksheets, and so on (Bursali & Yilmaz, 2019; Simamora, De Fretes, Purba, & Pasaribu, 2020). Technology that continues to develop has presented many applications that can be used as alternative learning media (Puspitarini & Hanif, 2019). Nizwardi and Ambiyar (2016) explained that learning media is everything related to software and hardware that can be used to convey the contents of teaching materials from learning resources to students so that they can stimulate thoughts, feelings, concerns and interests, and make the learning process more effective. In this context, teachers must be careful in choosing alternative media to be used so that the media in question can really help students in the learning process (Rozal, Ananda, Zb, Fauziddin, & Sulman, 2021; Susanty, Hartati, Sholihin, Syahid, & Liriwati, 2021). It would be even better if the selected technology-based learning medium could be employed by students anywhere and anytime.

All facets of global society, including the economy, politics, arts, culture, and education, have been impacted by the rapid development of cutting-edge technologies. The field of education needs to be open to making constructive changes in order to help students and teachers progress. The use of information technology in education, or at least the use of learning applications/media that have been

produced for effective and efficient learning, constitutes a comprehensive kind of innovation that complements innovations in the areas of curriculum, facilities, and infrastructure.

Genially is one of the technologically based educational resources that teachers can use. A digital platform named Genially can support interactive multimedia concepts, giving students a comfortable learning environment through several features. This application itself is able to help users create attractive presentations, infographics, and e-Modules. In addition, users may contribute movies, photographs, hyperlinks, and multimedia items that might impress users, in this instance students (Palioura & Dimoulas, 2022). Previous studies on the development of Genially for Indonesian subjects claimed that the product was appropriate for use as a learning medium (Aryani, Alim, Witri, & ..., 2022). Additionally, some people use Genially as a math-related instructional game (Hermita, Alim, et al., 2021). However, there is still not much research on the development of Genially multimedia for the subject of historical material at the VIII grade level of junior high school. The developed application provides material that is not only contained in school textbooks, but also journal articles, credible mass media, learning videos, practice questions, and reflections. Genially is also an online service that creates visually appealing and engaging stories in the form of posters, games, interactive content, and infographics. Genially also ranks among the top 100 in the learning media application. This application is also known to have a number of benefits (Hermita, Putra, et al., 2021).

Generally, games can help students improve their writing skills. Thus, some of the game-based activities that can effectively develop writing skills include recognizing and using correct grammatical structures, identifying appropriate transitions, organizing ideas in paragraphs, and demonstrating awareness of essay organization. When students play these games, they can improve their vocabulary knowledge, which helps them write better (Castillo-Cuesta, 2022). Another benefit of Genially's media is that students can access it at any time and from any location online by just clicking on a page or link instead of physically downloading presentation material (Ni'mah, Warisman, & Hermiati, 2022). Students can also use their PCs and cellphones to access Genially. The availability of Genially can also be a response to the problem of employing learning materials by teachers who have not been ideal due to time and money restrictions (Ratniati & Harahap, 2022). In addition, the usage of Genially's interactive multimedia is considered to be able to ideally enable students to learn because it includes more than one sensory organ when employed. In reality, students themselves can operate the media using the navigation features provided by the application. The person may recall up to 50% of what he sees and hears. In reality, the capacity to remember can approach 80% of what is seen, heard, and done all at once (Umbara, Munir, Susilana, & Puadi, 2019). In terms of students' perceptions of the utility of Genially games, 75% agreed that they helped them improve their grammatical knowledge. Similarly, 84.37% of them agreed that these games helped them improve their vocabulary knowledge (Cabrera-Solano, 2022).

The participatory element of using media such as Google also greatly influences students. Multimedia with interactive features has significant potential to motivate students to respond positively to the subject matter presented (Mamolo, 2022; Ramlatchan & Watson, 2020). Generally speaking, it aids independent learners when considered in the context of digital technology. This is because, fundamentally, digital technology may be a technique to enhance student freedom so that they can progress (Choe et al., 2019; Hwa, 2018). Junior high school students (SMP) study history as a scientific topic that is included in social studies courses. I Gde asserts that teaching history aims to develop students' potential for inquiry and help them use it daily (Basri, 2021). As a result, without the assistance of history, education will not function as it should. Materials for carrying out a process of human development can be found in history (Ramadhan, Sunardi, & Musadad, 2021).

Someone who fully forgets their background can be compared to someone who is mentally sick since they have lost their identity and are posing a threat to the neighborhood (Doody & Keenan, 2021). According to Sartono's assertion, history is a topic that involves studying past events and delving into the significance of those events. As a way of educating students, the ideals covered in history classes can be connected to the present (Karima & Firza, 2019).

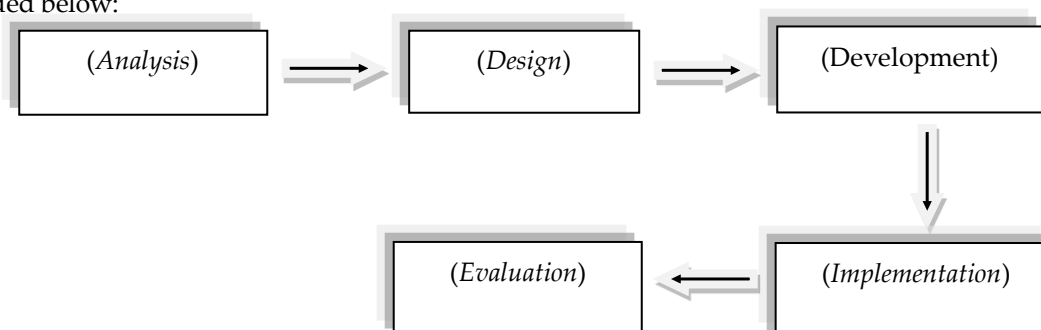
Given the importance of studying history, the teacher teaching the subject matter must develop numerous innovations to learn history creatively. In this situation, the lecture approach which is identical to the teacher as in history subjects, must be cooperated in different ways. The dominance of the one-way lecture method in historical contexts might cause students to be less than optimal in activating their imagination about the past (visual loss) since they acquire more information additively (Heng, Heal, Banks, & Preston, 2018; Miles, 2019). Students will learn more about historical context and ideals by using learning resources, including interactive multimedia from Genially.

Based on the description provided above, the researcher performed a study to determine the feasibility of developing Genially interactive multimedia as a history learning medium (IPS) for junior high school students in grade VIII. Teachers and lecturers, working in the capacities of experts and practitioners, respectively, examined the viability of the study's products. Additionally, only 15 students from SMP Negeri 4 Sijuk's class VIII participated in the restricted implementation of Genially's product. According to the information the researchers acquired from the local school administrator, since every student in class VIII for the 2021–2022 school year has a mobile phone (HP), it is essentially possible to employ digital technology-based media when making observations. The National Movement Organization is the source of the content in this Genially product.

## 2. METHODS

Research and development, or R&D, was the type of research employed in this study. According to Gall and Borg (1989), research and development is a procedure or technique that seeks to validate and develop products. A procedure or technique to validate and develop products (Sugiyono, 2015). Meanwhile, the research and development procedure is carried out to enhance new or current items to be accounted for. The product that will be created as a result of this research provides information on the National Movement. The participants were eighth-graders of SMP Negeri 4 Sijuk.

The ADDIE phases or model are modified according to the development methodology. The ADDIE model, according to Sugiyono, has five stages: analysis, design, development, implementation, and evaluation (Sugiyono, 2017). The five steps need to be completed progressively and methodically. The ADDIE model was chosen by the researcher because it is more organized, useful, and straightforward. The ADDIE paradigm is straightforward and organized, which makes it simpler to use (Almelhi, 2021). An outline of the research and development process using the ADDIE model is provided below:



**Figure 2.** ADDIE Development Steps (Sugiyono, 2015)

The data were collected from the results of validation studies conducted by material specialists, media experts, teachers, and small student trials. The validation and trials attempt to assess the practicality of the product generated by the researcher. The research instruments used will be validation sheets, observation sheets, and guidelines interviews. The validation sheet is used to determine the feasibility of Genially Interactive Multimedia based on the assessment of material experts and media experts. Observation sheets and interview guidelines were used to find out the responses and responses of teachers and students regarding the use of Genially Interactive Multimedia in social studies classes. A questionnaire was used to gather information for the analysis phase. According to Asdarina and Khatimah (2021), data analysis methodologies used to assess the feasibility of a product follow the

reference value and data conversion table. Since the category section aims to examine the feasibility of the researcher's product, the term "good" has been substituted with the word "decent." Table 1 below provides a reference to this value conversion table:

**Table 1.** Five-Scale Value Conversion Based on Benchmark Reference Assessment (PAP)

Interval	Score	Category
$x > X_i + 1,80 S_{bi}$	$x > 4,21$	Very Suitable
$X_i + 0,60 S_{bi} < x \leq X_i + 1,80 S_{bi}$	$3,40 < x \leq 4,21$	Suitable
$X_i - 0,60 S_{bi} < x \leq X_i + 0,60 S_{bi}$	$2,60 < x \leq 3,40$	Enough Suitable
$X_i - 1,80 S_{bi} < x \leq X_i - 0,60 S_{bi}$	$1,79 < x \leq 2,60$	Low Suitable
$x \leq X_i - 1,80 S_{bi}$	$X \leq 1,79$	Very Not Suitable

### 3. FINDINGS AND DISCUSSIONS

The reason for developing the interactive, multimedia-based learning materials produced by Genially was to aid junior high school students in class VIII in their history study, particularly the subject matter History of National Movement Organizations. It may obtain development goods on the website <https://view.genial.ly/6273aa5e7f0ea0001997a682/presentation-history-permovement-nasional> have reached the implementation and revision phases.

#### 3.1 Analysis Stage

A number of stages were taken throughout the analysis process, including front-end analysis, student analysis, idea analysis, and objective analysis. This step is crucial to complete in order for learning media items to be developed in accordance with those demands (Ratnawati et al., 2021). All eighth-grade students at SMP Negeri 4 SJ have Android-based smartphones. Therefore, Genially can be implemented with the help of these students, according to the findings of the front end study. To determine the student's starting state, a student analysis was conducted. It was discovered during the analysis that students found it simple to study independently with mobile devices. For class VIII SMP, a concept analysis was done to map Basic Competency (KD) and subject content in social studies, particularly national movement organizations. Describe learning objectives based on KD mapping and topic matter when the examination of objectives comes to a close. Social studies (IPS) educational goals emphasize understanding the nation, national spirit, patriotism, and community activities in the economic field within the space or territory of the Unitary State of the Republic of Indonesia. Social studies learning is integrated through the concepts of space, connections between spaces, and time. Space is a place where humans move, connections between spaces describe human mobility from one place to another, and time describes the period in which human life occurred.

#### 3.2 Design Stage

The design of interactive multimedia is the next step. At this point, the researcher chooses the content to be presented initially. The National Movement was the final selection made by the researchers for junior high school students in Grade VIII. The researcher then develops the learning objectives and organizes the subject matter by choosing the elements for building the learning tools using an overview of the pertinent references. Choose the names and designs of your products based on multimedia standards, meaning that they must include text, graphics, animation, video, and music. Finally, collaborate with experts from lecturers, teachers, and students to develop an assessment tool that will be used during the product validation process.

The photographs below show how the design turned out (prior to modification). The researcher created Genially, which first appeared in Figure 2. It includes the name of the composer, some music, and usage instructions. With the help of Genially's built-in capabilities, the researcher produced this initial display on their own. The learning components, comprising fundamental capabilities, subject content, and learning objectives, are displayed in Figure 3. Users need only touch or click on the accessible circle to get a wealth of data on fundamental skills, topic content, and learning objectives developed by researchers.



Figure 3. Generally First View



Figure 4. Learning Component

A presentation of the Genially media content created by the researcher may be found in Figure 4. Journals, articles from the news media, and YouTube videos are all included as learning programs in this medium. By seeking out reliable sources other than the textbook information supplied by the teacher or school, students are encouraged to get used to independent learning. There are additional elements in the content view that, when touched or clicked, direct the user to the page of a quick article or YouTube. Figure 5 illustrates what happens when a feature is touched or clicked.



Figure 5. Example of a Content View



Figure 6. Click Results Feature Display

While Figure 6 shows the practice questions that may be accessed in Genially by clicking on a certain slide's question area when students touch or click on slide 6 on the Genially application link, a list of reflection questions is displayed in Figure 7.



Figure 7. View of the Task Questions

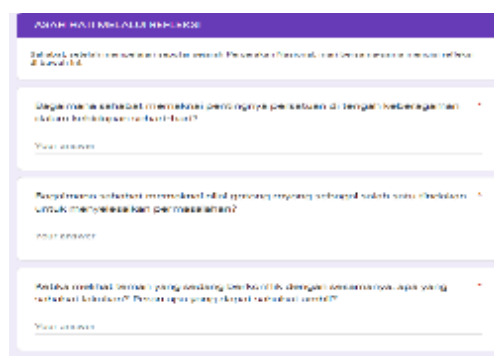


Figure 8. Questions for reflection are displayed

### 3.3 Development Stage

The development allows for evaluating products at various stages, resulting in learning resources that are appropriate for use in history classes. Before this product could be evaluated, it had to first be verified by material specialists, media experts, and history professors who were working professionals. Validators are people who are relevant to their professions and skilled in this research and development. To acquire opinions and recommendations for products that researchers have worked on before having them tested on students, researchers validate their work by consulting with experts and practitioners. The name of the validator is shown as follows:

#### 3.3.1 Material Expert Validation

Through a questionnaire created by the researcher, this validation seeks to gain an evaluation of the learning aspects, content aspects, and language aspects from material specialists. Through a questionnaire created by the researcher, this validation seeks to gain an evaluation of the learning aspects, content aspects, and language aspects from material specialists from university lecturers and senior teachers who have taught and understood learning media based on technology applications. In order to ensure that the research-based products are of the highest quality and appropriate in terms of material, this validation also seeks to receive criticism and recommendations. Table 2 shows the outcomes of the material expert validation.

Table 2. The outcomes of the material expert validation

Aspect	Score	Criteria	Suggestion
Learning Process	4,6	Very Suitable	The conflict between Sarekat Islam and Chinese traders is incorrectly described. The actual rivalry was between Sarekat Islam and Chinese traders, namely Chinese ancestors who had long before settled in Indonesia.
Content	4,7	Very Suitable Very Suitable	
Language	4,8		
<b>Average</b>	<b>4,7</b>	Very Suitable	<b>Useful for use with revision notes</b>

As can be seen from the material expert validation table above, the learning component of the researcher's media receives a score of 4.6 and is considered to be "very feasible." With a score of 4.7, the content aspect meets the "very feasible" requirement. The language component receives a final

score of 4.8 under the "very feasible" criterion. The overall material validation's mean is 4.7, making applying the findings with correction comments possible. The following are the replies to the critiques and recommendations.

**Table 3.** Suggestion and Correction Aspect of Material

Suggestion	Correction
<ul style="list-style-type: none"> <li>Providing students with the opportunity to think independently by exposing them to perspectives that differ from the official history, as is the case with historical narratives of Sarekat Islam</li> </ul>	<ul style="list-style-type: none"> <li>Given that the topic of the material is sensitive enough to be handled at the SMP level, the process of critiquing or comparing methods on narratives from official history, especially at the level of students who are just sitting in class VIII SMP, needs to get separate time between the teacher and students in class through the discussion method.</li> </ul>

### 3.3.2 Media Expert Validation




The purpose of the validation process with media experts is to obtain input and suggestions on how to enhance the visual impact and presentation of the products produced by researchers. To make sure that learning media products are of truly high quality and are workable from a media standpoint, this validation also solicits input and suggestions. The validation results from media experts are shown in the following table:

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

Aspect	Score	Criteria	Suggestion
Display	4,1	Suitable	<ul style="list-style-type: none"> <li>Choosing a background for slide 3</li> </ul>
Presentation	4,1	Suitable	<ul style="list-style-type: none"> <li>Provide a source description of the video from Youtube</li> </ul>
<b>Average</b>	<b>4,1</b>	Suitable	<b>Useful for use with revision notes</b>

The validation assessment from media experts is shown in the table above, with a score of 4.1 on the display aspect, or falling into the feasible category. The presentation component likewise receives a score of 4.1 and falls within the appropriate category. The two components of media expert validation have a mean score of 4.1. The findings of the media expert's validation of this application product fall within the "appropriate" criterion based on the average results from the combined range of the guideline table for converting quantitative to qualitative data. However, media experts offer two suggestions that are employed as a foundation for enhancing the product being created. This product's media validation thus leads to the conclusion that using it with revision notes is practical. Table 5 below shows the product responses and modifications made in response to criticism and recommendations from media experts:

**Table 5.** Product corrections by a media expert

Suggestion	Correction
<p><b>Revision 1:</b> Select the ideal slide's background color.</p> 	<p>Correction on slide 3</p> 
<p><b>Revision 2:</b> Provide a source description of the video from Youtube</p> 	<p>YouTube videos that have been downloaded only come in the form of copy links. In order for students to be taken to the video source when they click on a video or link</p>

### 3.3.3 Teacher Validation

Two teachers who teach history or social studies in class VIII at a junior high school were also included in the validation process. This teacher's validation aims to get information from experts on the feasibility of the Genially application product for class VIII SMP which contains information about the National Movement organization. The following table lists the validation results:

**Table 7.** Teacher Validation Results

Aspect	Score		Mean	Criteria
	Teacher I	Teacher II		
Learning Process	4,75	4,25	4,5	Very Suitable
Display	4,75	4,25	4,5	Very Suitable
Content	4,43	4,14	4,29	Very Suitable
Language	4,2	3,6	3,9	Suitable
<b>Total</b>			<b>4,3</b>	<b>Very Suitable</b>

Table 8 demonstrates that the learning component meets the "very feasible" requirement with an average score of 4.5 when the ratings from teachers I and II are combined. Additionally, the teacher gave a grade of "very feasible" (4.5) for the display component. With a final grade of 4.29, the teacher gave it a "very feasible" rating for the content component. The two teacher assessments' combined average score for the language component is 3.9, placing it in the "feasible" category. The final score received was 4.3, placing the product in the "very feasible" category according to teacher evaluation.

**Table 8.** Suggestion from teacher

Teacher	Suggestion
Teacher 1	To prevent the text and picture on slide 5 from having too much contrast, the image's backdrop has been changed to match the text (or vice versa).
Teacher 2	Questions for thought, preferably in a lighthearted manner. You might also utilize other kinds of distractions, such as photographs, etc.

The researcher made the two improvements suggested by the two validator teachers and then made the changes shown below.

**Table 9.** Product Improvement by Teacher

Recommendation	Correction
<b>Revision 1.</b> Change the background on 5 slide	Fix on slide 5



**Revisi 2.** Reflection form

**ASAH HATI MELALUI REFLEKSI**

Sahabat, setelah mempelajari sejarah gerakan Pergerakan Nasional, mari bersama-sama menguji refleksi di bawah ini.

Bagaimana sahabat memaknai pentingnya persatuan di tengah keberagaman dalam kehidupan sehari-hari?

Your answer

Improvements to the reflection problem

**ASAH HATI MELALUI REFLEKSI**

Sahabat, setelah mempelajari sejarah gerakan Pergerakan Nasional, mari bersama-sama menguji di bawah ini.

Bagaimana sahabat memaknai pentingnya persatuan di tengah keberagaman dalam kehidupan sehari-hari?

Sumber: Jaganan Sekolah

Your answer

### 3.4 Implementation Stage

After being approved by media experts, teachers, and subject matter experts, genially based learning media items are then put to the test or used with students. A small group of 15 SMP Negeri 4 Sijuk Grade VIII students from three different classrooms participated in the trial. At this point, a questionnaire was also completed by the students themselves. This survey seeks to ascertain the degree of viability of the media created by researchers, particularly in terms of appearance and content. The researcher will analyze and evaluate the information after collecting it from the student survey.

Table 10. Trial Results

Assessment Aspects	Score	Criteria	Suggestion
Learning Process	4,17	Suitable	<ul style="list-style-type: none"> <li>It's a good idea for the media to include a break that consists of questions but also includes a game or games.</li> </ul>
Content	4,32	Very Suitable	
Display	4,25	Very Suitable	
<b>Average</b>	<b>4,25</b>	Very Suitable	<ul style="list-style-type: none"> <li>When opening Genially's media on the phone, some of the text gets obliterated when the user touches the physical elements.</li> </ul>

It is clear from Table 10's findings of the limited trials that a sample size of 15 students was used to calculate the average for each evaluation component. The content component is included in the "very feasible" criterion with a score of 4.32; the display aspect is included in the "very feasible" criteria with an average score of 4.17; and the learning element is included in the "feasible" criterion. The material in the form of genetically interactive multimedia created by researchers meets the "very feasible" standard since the average of these three factors is 4.25. Three other critiques and suggestions were also made throughout this brief testing session.

Table 11. Limited Trial

Recommendations	Correction
	<p>Game Learning</p> 
<b>Revision 1.</b> Add the game learning	

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<b>Revision 2.</b> The text on the information in the features is condensed.	HP's Chrome application or browser users can enable the desktop site functionality.
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The researcher included a puzzling element in revision one. Students will be immediately sent to an online puzzle page where the researchers themselves have created the questions if they touch and click on this feature.

### 3.5 Evaluation Stage

This study's assessment process was formative in nature. The purpose of formative evaluation is to ascertain whether the advancement made by researchers is consistent with the original goals of the study. The research's primary goal was to create and evaluate the feasibility of learning media in the form of General National Movement organization materials for junior high school students in Class VIII. Teachers, media specialists, and material experts served as validators in the researchers' feasibility tests. The findings of the evaluation of material experts fall under the heading of being very feasible.

Subject matter experts fill out evaluation forms that take into account issues with instruction, material, and language. The site (Andriyani & Suniasih, 2021) includes the suitability of material with basic competencies, providing training, benefits of articles, and videos, for explaining the material, providing training, providing learning objectives, and increasing motivation, is adopted for measuring learning aspects. Content elements that meet the "very feasible" requirement. According to measures from (Jo & Choi, 2021) and (Susanty et al., 2021), the curriculum's applicability, the accuracy of the information, and the manner in which it is given all fall under the category of the feasibility of content elements. The language component is awarded the final "very feasible" rating. The overall material validation average concludes that using it with correction comments is practical.

However, the results of the evaluation by media experts are appropriate for use. The components of evaluating text readability, image quality, and media use were used to create questionnaires for media experts (Johan, Rullyana, & Ardiansah, 2022; Yaniawati, 2021). However, media specialists offer two suggestions that are employed as a foundation for enhancing the product being created. First, in relation to the backdrop choice on slide 3. When creating educational media, the background must be carefully chosen to ensure students' eyes are comfortable seeing the display (bin Abdul Samat & Abdul Aziz, 2020; Hanif, 2020). Second, in compliance with the rules, a source must be given when posting movies or photographs that are someone else's creation.

Researchers moved on to the evaluation stage of history teaching practitioners at junior high schools and the equivalent, namely teachers, based on the assessment findings from material and media experts. The researcher's creation was categorized as very practicable for usage with revision notes based on the findings of the teacher's evaluation. Enter the teacher, who may also be connected to the background image on slide 5 and who may also make reflection questions entertaining, such as by sprinkling in illustrations. After being redesigned, Genially's product was tested on a small number of pupils at SMP Negeri 4 Sijuk with excellent results before moving on to the deployment stage.

## 4. CONCLUSIONS

Based on the study that was done at Sijuk 4 Public Middle School from the development series to the implementation stage, it was discovered that Genially's interactive multimedia could be used as a teaching tool for materials from national movement organizations. The findings of the validation of the material experts, who provided an assessment with an average of 4.7 or entered very feasible criteria, show this. In contrast, the media experts assessed with an average of 4.1 and entered the feasible criterion, While the two teachers' validation reveals that the average score was 4.3, which

meets very good standards. The media developed by researchers in small-scale trials received an average score of 4.25, or very feasible criteria, throughout the implementation stage. According to the comments and recommendations provided by media experts, teachers, students, and material experts, the researcher also made changes to the media. History teachers may use the study findings, which show that the product is suitable for usage, as a guide to help them choose Genially media as a creative learning tool. Additionally, the outcomes of the previous study might serve as a guide for undertaking additional research, such as quasi-experimental research. The use of interactive Genially in the classroom necessitates ongoing feedback and support from IPS teachers. Students can receive timely instructions and have the opportunity to clarify their doubts before, during, or after playing games in this manner. Providing high-quality feedback can certainly assist IPS teachers in providing a comprehensive understanding of any linguistic aspects that students should master, ensuring effective communication in the target language. Future research should focus on identifying teachers' perceptions of the use of genially-based games in the IPS classroom. In fact, future research can assess teachers' digital competencies in relation to social competence and social studies learning objectives, namely, shaping students to be good and responsible citizens.

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