

DEVELOPMENT OF GENIALLY-BASED INTERACTIVE LEARNING MEDIA IN FIQH SUBJECTS AT MTSN 1 BLITAR CITY

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ABSTRACT

This study was prompted by the limited variety of instructional media and the low level of active student participation in the classroom. These conditions lead to boredom, drowsiness, and a loss of focus among students during the learning process. To address these issues, the integration of Genially-based interactive instructional media is considered crucial for stimulating student engagement while optimizing their academic understanding. The objectives of this study are to describe the process of developing Genially-based interactive learning media for the 7th-grade Fiqh class at MTsN 1 Blitar City; to describe the level of feasibility of developing Genially-based interactive learning media for the 7th-grade Fiqh class at MTsN 1 Blitar City. This study employed a Research and Development approach using the ADDIE model, which consists of five research procedure: Analyze, Design, Development, Implementation, and Evaluation. The results of this study are as follows: This research produces Genially-based interactive learning media products for Fiqh material for class VII, especially obligatory prayer material under certain conditions. The product was developed using the ADDIE model which has been adjusted to the needs of the material and the characteristics of students, so as to produce effective media that can be accessed online through the Genially.com website. The use of Nieveen's parameters yielded satisfactory results, including: curriculum content relevance at 96% (highly valid), design consistency (85%), and instructional structure (94%)—all categorized as valid. Additionally, the practicality level from the students' perspective reached 80% (practical), supported by an effectiveness level achieving 100% mastery.

Keywords: Development, Interactive Learning Media, Genially, Fiqh, Class VII, MTs

INTRODUCTION

The development of science and technology has driven a paradigm shift in learning from educator-centered (*teacher center*) becomes student-centered learning (*student center*). This approach provides students with the opportunity to actively explore knowledge so that they can understand the material more deeply. Through student-focused learning, it is expected that students can be actively involved, practice critical thinking, conduct analysis, and solve problems faced. (Apada et al. 2022:324) This is why educators are not only required to master the teaching materials, but also to be able to integrate learning strategies with the appropriate use of technology so that learning goals can be achieved optimally. (Akbar et al. 2024:135) Therefore, the use of interactive learning media is one of the relevant alternatives to create a more interesting learning experience, increase student involvement during the learning process, and help students understand the material more effectively. (Putra, Mujiwati, and Ali 2026:283)



Although the use of technology in learning continues to develop, its implementation in educational units still faces various obstacles, especially in the selection and use of learning media that are able to accommodate the needs of students. (Akbar et al. 2024:134) Based on the results of observations and interviews conducted at MTsN 1 Blitar City, Fiqh learning in grade VII is still dominated by lecture methods with media support in the form of package books, student worksheets (LKPD), and simple presentations so that learning interactions tend to take place one-way. (Observation, September 23, 2025) These findings are in line with the research of Rianingsih et al. which shows that Fiqh learning which is still dominated by lecture methods and the lack of variety of learning strategies have an impact on the low learning outcomes of students, so the integration of learning media is needed to increase student attention and involvement. (Rianingsih et al. 2026) In fact, Fiqh material not only emphasizes mastery of concepts, but also requires contextual understanding and students' ability to apply Islamic laws to daily life situations. (Iman Harahap, Widiyanti, and Zulhimma 2026:76) Therefore, interactive learning media is needed that is able to provide a more interesting learning experience, encourage active involvement of students, and facilitate a deeper understanding of the material.

Research by Marianti et al. shows that interactive learning media based on the genially platform is very feasible to be used as one of the learning media that supports teachers and students in improving students' writing skills. In addition, this learning media is very practical to use as a tool in the learning process and has the potential to be applied in learning descriptive texts. As well as the learning media developed can help improve the writing skills of descriptive texts for grade VII junior high school students. (Marianti, Permatasari, and Zulhafizh 2025:249)

In addition, the results of Hidayati, Huriawati, and Supadmiati's research obtained results that the use of quiz games with this genially website is calculated to be more efficient to give students an understanding of practicing questions in the form of quizzes that are very diverse, the application of quiz game media with genially websites can improve the learning outcomes of grade IV students of SDN Mojopurno 01 Madiun in the subject of IPAS chapter 8 "Building a Civilized Society". (Putri Hidayati, Huriawati, and Supadmiati 2025:145)

Research by Ningsih and his colleagues It also obtained results that the application of Genially-based learning media, from the planning stage to implementation, has been proven to be able to create an active, interactive, and student-centered learning atmosphere. This approach facilitates students in understanding the concept of decimal numbers in a more meaningful way. In addition, students' responses to the use of Genially media in general were very positive, reflecting an increase in motivation and active involvement of students in the learning process. (Ningsih et al. 2026:362)

Based on the previous research above, it can be underlined that the integration of web-based interactive learning media, including the Genially platform, has been proven to be able to significantly increase the motivation, active engagement, and learning outcomes of students at various levels of education. Most of the previous research shows that the use of dynamic visual technology is able to transform conventional learning to be more student-centered. However, the majority of previous research still applies this media to general materials that are theoretical and have not touched much on the material of religious fiqh that requires complex procedural visualization.

This is where the novelty of the research conducted by the researcher lies, which clearly distinguishes it from previous studies. The first main differentiator lies in the substance of the material and the depth of the content, where this study specifically develops Genially interactive media for the material of Obligatory Prayer in Certain Conditions in the Fiqh subject class VII at MTsN 1 Blitar City. The characteristics of the material that are full of special ordinances (such as praying in pain, in a vehicle, or in other emergency conditions) demand concrete visualization. Therefore, this media comprehensively integrates multisensory multimedia in the form of a combination of animations, images, demonstration videos, backsound, and interactive quizzes to facilitate students' procedural understanding.

METHODS

The method used in this study is *Research and Development*, because this research will produce, develop, and improve a learning product. This is in line with Gay's view, that research and development is a structured process to design a high-impact educational product such as learning media or classroom teaching strategy formulas, where the main focus is on problem solving in schools rather than proving theoretical hypotheses. (Ammah and Lestari 2024:52)

The development model applied to this research is the ADDIE model, which is adapted from Dick and Carey's development theory. The process of designing this interactive media is carried out through five main stages, namely analysis, design, development, implementation, and evaluation. to ensure the validity and reliability of the interactive learning media products developed. (Husayn and Ibrahim 2021:1368)

The data collection techniques in this study include Observation, Interview, Questionnaire, Test, and Documentation. The data analysis technique in this study uses two techniques, namely qualitative analysis and quantitative analysis. Qualitative data is analyzed through observation, interviews, and documentation studies. (Stuart 2024:198) In addition, feedback collected through validation by education experts and practitioners is used as a basis for consideration for revisions. Meanwhile, quantitative analysis is carried out through an analysis of the validity, reliability, and practicality of the questionnaire distributed to students, as well as an analysis of the effectiveness of student learning outcomes before and after being treated to determine the improvement of student learning outcomes.

RESULTS AND DISCUSSION

The process of developing interactive learning media using the Genially website on Fiqh materials is based on using the five stages of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). (Branch 2009:2) This model was chosen because it has a systematic, directed, and flexible development stage in accommodating the revision process. These characteristics allow researchers to evaluate at each stage of development, so that the weaknesses found can be improved gradually. Thus, the resulting product has a better level of validity, practicality, and quality before being implemented to users.

Stages of Analysis

At this stage, it begins with analyzing the curriculum used to determine the scope of subject matter that will be integrated into the learning media. Based on the results of the analysis, MTsN 1 Blitar City uses the Love-Based Curriculum (KBC) with a Deep Learning approach. The characteristics of the Love-Based Curriculum (KBC) and the Deep Learning approach are the main foundation for researchers in designing Genially-based interactive learning media. The following is a table of Learning Outcomes (CP), Learning Objectives (TP), and Learning Achievement Indicators (IKTP) of fiqh subjects in the material of Obligatory Prayer under Certain Conditions.

Then the analysis of facilities and infrastructure is carried out through observation. Based on the results of field observations, the madrasah has integrated various representative facilities and infrastructure to facilitate the demands of information technology-based learning. These digital supporting facilities include the availability of LCD projector units in each classroom, internet network accessibility to explore digital learning resources, and adequate computer laboratories for IT-based instructional activities. Observing the availability of facilities and infrastructure that has been facilitated by the madrasah, the researcher considers that these conditions are very compatible and allow to implement Genially's web-based interactive learning ecosystem. This is because the use of the Genially website only requires an internet network and also electronic devices such as computers or laptops with low specifications. The researcher's view is relevant to the empirical study from Yahya et al., which stated that one of the factors that determined the success or failure of learning was the availability of learning facilities and infrastructure which were tools that could help and facilitate teaching and learning activities. (Yahya, Rahman, and Mulyadi 2023:380)

Next is a needs analysis. According to Sunandar, needs analysis is an important step if planning is really expected to be in accordance with the actual circumstances. (Sunandar 2006; Sunuyeko et al. 2016:20) At this stage, the needs analysis is divided into two, namely the analysis of the needs of teachers and students. Analysis of teacher needs is carried out through observation and interviews. Field observations were carried out to observe the course of teaching and learning activities in the classroom. This observation process focuses on the way the teacher delivers the material, the type of learning media used, the students' learning motivation, and the students' responses to the explanations given by the teacher. The results of the observation show that there is a lack of variation in choosing learning methods and learning media. Based on the results of observations in the classroom, the strategy of delivering material by educators still relies on the lecture method combined with the use of conventional media in the form of Student Worksheets (LKS), whiteboards, and markers. Meanwhile, the interview was conducted to find out the obstacles faced when teaching and the needs of students, especially students in grades VII A and VII B. Interviews involving Fiqh subject teachers, he stated that "The obstacles that often arise are schedules that clash with competitions, so that students cannot take lessons. I quite regret this because I have to redo the material so that they don't get left behind. Re-explaining it certainly takes extra time, but it's already a risk that must be faced." (Interview, October 28) The results of the interview show that there are obstacles during the learning process, namely students or teachers often participate in activities inside and outside the school, this causes the learning process to be slightly hampered.

Based on the findings of these observations and interviews, the researcher concluded that teachers need new interactive learning media that is more flexible. The presence of this digital media is

expected to be able to facilitate the needs of students to be able to learn and access Fardhu Prayer materials in Certain Conditions independently anytime and anywhere. Because with this learning media, learning in the classroom can run properly even though teachers are unable to attend due to activities outside the school. In addition, if there are students who are unable to attend, they can access learning media at home so that they do not miss lessons. So that teachers do not need to re-explain the same material and learning continues as it should. Wiwin Hartanto also emphasized that flexibility makes it easier for students to access and get the learning materials they need so that the learning process can be carried out anytime and anywhere. Students can also reach the learning material repeatedly at any time so that the students' understanding of the material being studied is stronger. This makes the learning material more diverse and in accordance with the needs of students. (Wiwin Hartanto (2016); Farikhin, Hamdani, and Soraya 2022:102)

Next is the analysis of the needs of students. This analysis was carried out to develop differentiated learning strategies according to their learning needs. (Rachmadhani and Kamalia 2023:179) Student needs analysis is carried out by observation and questionnaires. Observations are carried out during learning to find out their response to the learning process. In addition, the researcher also distributed questionnaires to 71 students in grades VII A and VII B to analyze the overall needs of each student. The results of the questionnaire will later be used by researchers as a basic foundation in planning and designing interactive learning media using the Genially platform.

Table 1 Results of Student Needs Analysis

No.	Statement	Scores Obtained	Score Max	Mean	Category
1	Students' interest in learning the material.	283	335	4.01	Required
2	Students' difficulties in understanding the material.	238	335	3.28	Enough needed
3	Students' understanding through visual media	293	335	4.19	Required
4	Saturation of conventional learning methods.	238	335	3.49	Required
5	A variety of interactive media that can be explored.	269	335	3.86	Required
6	Evaluation media using interactive games or quizzes	261	335	3.74	Required
7	Involvement of students in learning in the classroom.	258	335	3.66	Required
8	Access to independent learning outside the classroom.	277	335	3.97	Required

Table 2 Frequency of Selection of Learning Media Types

The data shows that students need learning media that is equipped with visual elements and interactive features. This indicates that the use of digital media is very effective in supporting the dominant visual learning style among students, while encouraging them to be actively involved in learning activities. In addition, video media is still needed as a support to clarify the delivery of material, while audio and text are used as complements in enriching the presentation of information. These findings are in line with the theory *digital native* stated by Prensky, who stated that the digital native generation refers to individuals born after 1984 and grew up in the midst of the rapid development of digital technology. From an early age, they have become accustomed to using digital devices so that they have technical skills in utilizing technology and a tendency to choose interactive, flexible, and digital-based learning

No.	Media Type	Frequency	Percentage
1	Image/Illustration	49	70%
2	Quiz Games	44	63%
3	Video	31	44%
4	Audio	22	31%
5	Text	21	30%

experiences. These characteristics cause traditional passive learning approaches to often be less able to meet their learning needs and preferences.(Prensky 2001, Kirschner dan De Bruyckere 2017:136)

Design Stage

At this stage, the first step of the researcher in the design stage is to develop a framework in the form of *flowchart*, According to Hirumi *flowchart* Helping developers avoid missing stages in the media development process.(Hirumi 2022) In addition, *Layout* It is also arranged to make it easier to arrange the layout of the elements to be used to have consistency.

After the preparation of the two elements, the next step is to determine the color palette that will be used later. This color palette serves as a theme applied to the media. In this learning media, two different color palettes are used, the first color palette is predominantly dark used in the material so that students can focus on the material presented. Meanwhile, bright colors are used for the flash quiz theme to have a fun impression. The type of font is also determined at this stage so that the media has a good readability element. At this stage, it ends by collecting all media components that will be applied to learning media such as texts, photos, videos, illustrations, and quizzes. This learning medium uses the Sans Serif font type, this font type was chosen because it is faster to read and more accurate than serif typefaces.(Arwani, Az-zahra, and Rokhmawati 2024:59) One example of a sans serif font is the Poppins Family font. The Poppins font was chosen by the researchers because it has modern characteristics. So that it is able to increase readability and comfort during the learning process.

Tahap Development

At this stage, learning media began to be prepared from scratch using the website platform *Genially.com*. All those good plans *flowchart* or *Layout* that has been prepared previously used as a basis for the creation of interactive learning media based on *Genially*. Don't forget to also adjust to the color palette and type of font you chose beforehand. As well as several elements needed such as images, illustrations, audio, video, and navigation are added so that it becomes an interactive learning media product that is ready to be used. Furthermore, it includes Fiqh content regarding obligatory prayer materials under certain conditions along with validated quiz instruments, comprehensively integrated into the interface design using the predetermined Poppins font. At the product finalization stage, learning media is given an aesthetic touch in the form of transition animations and automatic feedback features to stimulate students' interest and interactivity aspects throughout the learning process. This design formula is in line with the Multimedia Learning Theory developed by Richard E. Mayer, which emphasizes that the construction of students' understanding and retention of information will be built much more effectively if the substance of the material is presented through a combination of text and images (visual) simultaneously, rather than relying solely on verbal text narratives.(Richard E dan Fiorella 2021:8)

In addition to designing interactive media, the researcher also developed supporting teaching tools in the form of teaching modules. The teaching module functions as a guide for educators to carry out learning by meeting several criteria that are in accordance with the needs of the characteristics of students. (Nengsih et al. 2024:151)The preparation of this module is comprehensively aligned with the mapping of Learning Outcomes (CP), Learning Objectives (IP), and Learning Goal Achievement Indicators (IKTP), as well as integrating the use of Genially-based media that has been developed tactically.

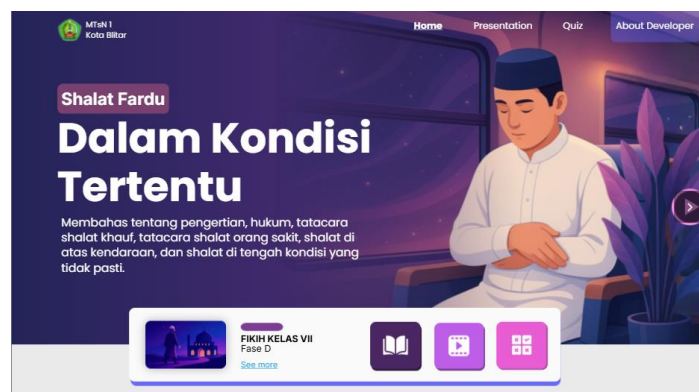


Figure 2 Genially-Based Interactive Learning Media Homepage

The learning media does not immediately proceed to the next stage, but must go through validation. Expert validation serves to obtain input in the form of criticism, suggestions, and recommendations for improvement. Referring to the views of Izza Azzahra et al., the media validation process is very important to ensure that the media meets quality standards in terms of content, presentation and language.(Izza, Sumadi, and Fikriyah 2025:623)

This validation consists of three experts, namely material experts, media experts, and learning experts. The role of the material expert is to test the accuracy of the content of the learning media with reference competency standards, ensure that the material presented does not exceed or fall short of the student's capacity for comprehension, as well as to avoid misunderstandings of irrelevant content terms,

and provide input for improvement before being tested. Meanwhile, the role of media experts is to test the feasibility of visual aesthetics and functionality of the product in order to be able to present an attractive interface. And the role of learning experts is to ensure that these digital media products are in accordance with student characteristics, school visions and missions, curriculum, and learning goals.

Table 3 Results of Expert Validation Analysis

No.	Aspects	Score	Percentage (%)	Remarks
1	Material Expert	96	96%	Highly Valid
2	Media Member	85	85%	Valid
3	Learning Expert	94	94%	Highly Valid
Average		92	92%	Highly Valid

Table 4 Criteria for Validation Results Category

Level of Achievement (%)	Qualification	Notes
85 – 100	Highly Valid	Can be used without repair
70 – 85	Valid	Usable but needs minor repairs
50 – 70	Less Valid	Can be used with major repairs
01 – 50	Invalid	Cannot be used

Through the summary of the data from the results of expert validation in Table 3, it can be concluded that the interactive learning media using *the Genially* platform has met the quality standards of development research. The average combined percentage of material, media, and learning validators is 92%, which falls within the very **valid criteria**. Therefore, this media is declared suitable for use in the Fiqh learning process at the junior high school/MTs level.

After the media is validated by experts, the next step is to carry out product revisions based on the inputs and suggestions that have been gathered. This product revision is carried out to improve the product that has been assessed by experts so that the product made is better than before. (Oktaviana and Ramadhani 2023:52) Each recommendation is carefully analyzed to detect the parts of the learning media that need to be improved, both in terms of material, display design, and practicality of the application. The media revision process is carried out in stages by adjusting all improvements according to the recommendations of the validators.

Tahap Implementation,

This stage is divided into two, namely small-scale trials (limited), and large-scale trials (broad). A limited-scale trial was carried out to collect data on initial response, readability level, and students'

perception of the functional Genially-based learning media that has been developed. The implementation of this limited-scale trial was held with fifteen students of class VII A MTsN 1 Blitar City on March 4, 2026. In the initial stage, the researcher introduced the Genially-based interactive multimedia by optimizing classroom infrastructure in the form of LCD projectors. The researcher provided a functional demonstration of the various features and navigation available in the media, while the students listened carefully to the presentation. Furthermore, the researcher provides stimulation in the form of opportunities for students to conduct independent exploration and interact directly with the digital teaching tool. In the next stage, the researcher distributed evaluation instruments to the test subjects to capture their perception data on Genially-based interactive multimedia.

Table 5 Results of Small-Scale Trial Questionnaire

No.	Questions	Shoes	Score Max	(%)
1	The instructions for use in this media are clear and easy to understand.	49	40	82%
2	The navigation feature works well and is easy to use.	53	40	88%
3	The display design in this media looks interesting.	52	40	87%
4	The combination of colors in this medium is comfortable to see.	52	40	87%
5	The text in this media is easy to read.	53	40	88%
6	The pictures and illustrations shown help to understand the material.	54	40	90%
7	The arrangement of material in the media is presented systematically and sequentially.	56	40	93%
8	Questions or quizzes in the media are in accordance with the material studied.	54	40	90%
9	This medium helps me learn more easily and more passionately.	54	40	90%
10	This media made me more interested in learning Fiqh material about obligatory prayers under certain conditions.	56	40	93%
Total		533	600	89%
$p = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100\%$				

Based on the data of the small-scale trial questionnaire above, a percentage result of 89% was obtained. Referring to Table 4, the results fall under the very **feasible criteria**. Based on the fulfillment of these qualifications, this interactive multimedia product is declared ready to be fully implemented in the next phase. Therefore, researchers can immediately step into large-scale trials without the need to make structural modifications or improvements to media components.

The data findings above prove that this interactive learning product has succeeded in presenting a fun learning stimulus for grade VII students. The interpretation was drawn based on the positive response and high acceptance of students when interacting with the media. This new learning experience based on interactive visual technology has been proven to spark students' curiosity, which in turn increases their attention retention as well as their focus retention to follow the entire Fiqh learning series without saturation. These field findings are in line with the concept of the Law of Effects coined by Edward Lee Thorndike which states that behaviors followed by positive consequences tend to be repeated, while behaviors followed by negative consequences tend to be stopped. He also states that learning occurs through trial and error, where individuals try different responses and only maintain behaviors that produce the desired consequences. (Islamiati, Fitria, and Amini 2023)

Next is the large-scale trial stage, this large-scale trial stage is carried out in two classes, namely classes VII A and VII B. The data collection process in class VII A was attended by 36 students on April 6, 2026, while for class VII B it was carried out with 34 students on April 7, 2026. This large-scale trial is divided into three activities, namely pretest, learning with Genially media, and posttest. According to Doolittle, pre-test serves to measure the student's initial knowledge or skills before the learning process begins, while post-test is used to evaluate achievement after learning interventions are carried out. (Doolittle 2010:150; Badianti 2023:113) Meanwhile, the posttest is used to determine the achievement of the final cognitive aspect of the acid-base material of students. (Kurniawan and Hidayah 2021:94)

The pretest is carried out by distributing question sheets to students, the questions amount to 20 questions for 10 minutes. After the pretest is completed, students are treated to learning activities using Genially-based interactive learning media that has been prepared beforehand. The activity started from the opening, core, and closing. The opening activity of the researcher begins the learning by carrying out an introductory activity allocated 15 minutes, this activity is in the form of an opening greeting, the delivery of the material that will be discussed today, namely about obligatory prayers under certain conditions, reception and attendance. The core activity was allocated 55 minutes, in this activity students observed the learning media that was being broadcast in the form of a homepage using an LCD projector. The learning media display returns to the main page to continue the next activity through a shortcut to the material menu to discuss the learning material. The researcher applied a flexible learning approach by freeing students to randomly choose topics according to their initial interests. The media displays the first sub-material which is packaged with a triggering question, namely "what is obligatory prayer in certain conditions?" so that students wonder and want to know more about the material, then the researcher invites students to find out more with "kepooinn yukk.." and students simultaneously answer "aayukk...", at that time the media also displays material about the meaning of obligatory prayer in certain conditions. The researcher explains a little about the meaning and provides examples and accompanied by images that can be swiped.

When they have finished discussing the definition, the researcher asks the students to give them the opportunity to ask questions, if no one asks and everyone has understood the next material is a flash quiz. The flash quiz is carried out by randomizing the attendance number in the lower left corner, for students whose attendance numbers appear, the students who answer the questions with the type of questions are right or wrong directly interact with the media. When students answer questions from

classmates to observe carefully, if the student answers correctly or incorrectly they get feedback directly, if they answer correctly they get appreciation and if wrong they are told the correct answer.

Once the material is finished. The next session is the Millionaire Quiz game which contains 10 multiple-choice questions. This quiz comes with points and assistance features such as tips, votes, and 50:50 to help students who have difficulty answering. This gamification process was started by the researcher by dividing students in the class into two groups, namely Team A and Team B, then explaining the rules and rules of play to the two teams. After both teams understand the way and rules of playing, representatives from both teams are welcome to come to the front of the class to shuffle one of the dice, for the group that gets the most dice, they will play first. In this game, the first player is Team B because he gets the most dice of 6 while Team A only gets 4 dice. The first question was answered by a representative of team B and assisted by teammates so that it could add excitement to this game. After finishing answering and being declared correct, the next question will be continued by Team A and so on. However, there was a time when the representative of Team A found an error in answering the question, so the question was immediately thrown to Team B, so that Team B got the opportunity to answer once again. Then continue to the next question until it ends and all teams get 50,000 points.

After the *Millionaire Quiz session* is over, the next stage is the closing. The researcher then guides the students to draw conclusions about the learning material that has been studied today. After reflecting together regarding the learning process, the class activity was officially closed with the reading of the closing prayer. The last stage of implementation is that the researcher distributes post-test instruments and questionnaires to all students after learning about the material of obligatory prayers under certain conditions. The implementation of this final evaluation is oriented to measure the level of cognitive competence of students after taking classical learning at school as well as testing the effectiveness of the use of Genially-based interactive multimedia as a means of enrichment outside the classroom, so that the significance of improving student learning outcomes can be measured empirically.

Tahap Evaluation

The valuation stage is carried out to assess the final feasibility of the product developed as a whole, because feasibility is one of the main indicators in development research to find out the extent to which the designed product is able to meet real needs in the classroom. The quality of a learning media is not only judged by the beauty of its appearance, but also by the suitability of its content, consistency between components in it, practicality of its use during learning, and the effectiveness of the product in helping students achieve the learning goals that have been set. (Akker et al. 2013:28)

Nieveen stated that the quality of an educational development product can be reviewed based on four main aspects, namely relevance, consistency, practicality, and effectiveness. Therefore, the Nieveen theory was chosen in this study because it offers a thorough and continuous evaluation indicator. Using the theoretical foundation, the feasibility of the product developed both in terms of theoretical feasibility through expert tests and field trials with class VII students can be measured and evaluated in a structured and objective manner. (Akker et al. 2010:26)

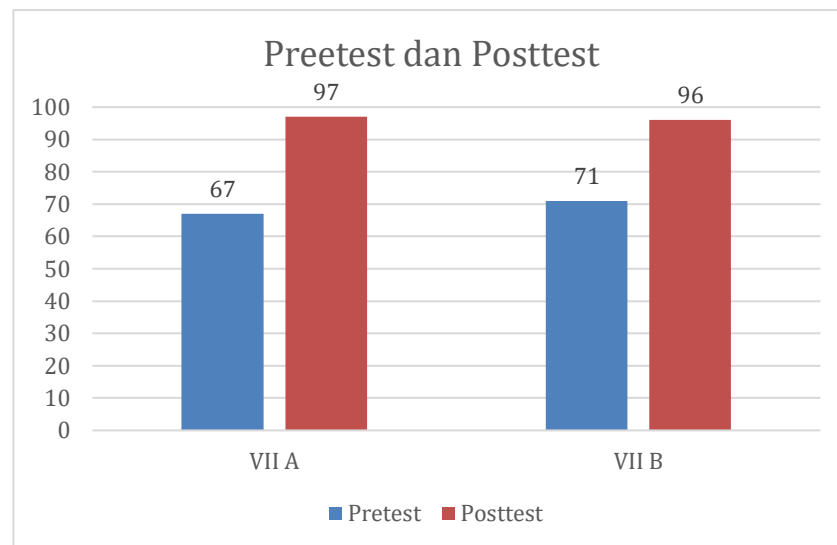
Aspek relevance analyzed through a validation process by a team of experts. This aspect measures the level of suitability between the content of the material in the media and the analysis of learning needs, learning objectives to be achieved, and the characteristics of students. It is important to assess this aspect

of relevance to ensure that the Fiqh material presented in Genially-based interactive media is on target and in accordance with the conditions of students in the classroom. (Akker et al. 2013:26) Based on the results of field validation, the subject matter expert gave a percentage score of 96% with the category **Very valid**. This very high percentage shows that the Fiqh material contained in Genially-based interactive learning media is very much in accordance with the learning outcomes and learning objectives that must be met by students in grade VII MTsN 1 Blitar City.

Next is the analysis on *aspek consistency* which is tested through the validation of media experts and learning experts. According to media experts, this product is judged based on media appearance, layout, color combination, text readability, navigation, animation, and media interactivity. The results of the validation test by the media expert obtained a percentage of 85% with the category **Valid**. These results show that Genially-based interactive learning media has been designed consistently, both in terms of visual appearance and media operational function in the field. In addition, the consistency aspect was also measured through a validation test of learning experts with a percentage score of 94% which was included in the category **Highly Valid**. The results of this test prove that the interactive learning media developed is in accordance with the learning strategy, characteristics of the students, and the learning goals to be achieved. This Genially-based media is able to support the creation of an active, interactive, and student-centered learning process. Therefore, each component in this learning media is interrelated to support a systematic learning process. This finding is in line with Nieveen's opinion that the consistency aspect is related to the integration between components in a learning product so that it can be developed logically. (Akker et al. 2013:26)

Aspek practicality analyzed through a questionnaire of student responses after using Genially-based interactive learning media. Based on the results of the questionnaire data analysis, the score was obtained of 4308 with a maximum score of 5325 with a percentage of 80% so that it was included in the maximum percentage score of 80% with the category **Practical**. These results show that this learning media is easy to use by grade VII students, both in terms of operation, navigation, and presentation of the material in the classroom. Students can access the material, understand the media instructions, and follow the learning flow easily without experiencing any significant difficulties. This finding is in line with Nieveen's theory that a product is said to be practical if the medium can be easily used by users according to its development objectives. (Akker et al. 2010:26)

The effectiveness aspect was analyzed through the learning outcomes of students before and after using Genially-based interactive learning media. The following is a comparison of student learning



outcomes.

Graph 1. comparison of pretest and posttest results

These results were used to measure the effectiveness analyzed using the Wilcoxon test, N-Gain calculation, and learning completeness. Based on the results of the Nonparametric Wilcoxon Signed Rank Test, an Asymp score was obtained. Sig. (2-tailed) of 0.000 which is smaller than 0.05. These results show a significant difference between the results of the pretest and posttest of grade VII MTsN 1 students of Blitar City after using Genially-based interactive learning media.

In addition, the results of the N-Gain calculation are used to calculate the effectiveness and achievement of students' academic competence after being given treatment. The mathematical procedure for measuring the value of the N-Gain coefficient in this field test adopts the following formulation:

$$g = \frac{Posttest - Pretest}{Skor Maks - Pretest}$$

Based on the post-test score of class VII A is 66.76 and increased to 97.03. Then it was calculated using the formula above and got a result of 0.91. Meanwhile, class VII B was recorded at 70.74 and increased to 96.32 and calculated using the formula above to produce a score of 0.87. The two N-Gain scores were calculated on average to produce a score of 0.89 Based on the interpretation criteria of the N-Gain index, the gain was included in the **high category** because it had exceeded the threshold of the criteria ($g > 0.70$). This objective fact indicates that the use of Genially-based interactive learning media has proven to be effective in triggering an increase in student learning outcomes with excellent performance.

The level of completeness of students' learning outcomes is measured based on the KKM limit applicable in schools, which is 75. The percentage of learning completeness classically to find out the

number of students who graduated after utilizing Genially-based learning media is calculated with the following formula:

$$p = \frac{\text{jumlah siswa tuntas}}{\text{jumlah siswa}} \times 100\%$$

Based on calculations, all 71 students in grades VII A and VII B obtained a score of ≥ 75 , so that all students were declared complete and managed to reach 100% which is included in the **Very Good category**.

Based on the integration of data from the aspects of relevance, consistency, practicality, and effectiveness, the Genially-based interactive learning website developed by the researcher meets the quality criteria of learning products based on the Nieveen Theory. Therefore, this R&D product is stated to be very feasible to be applied in the Fiqh learning process for grade VII students at MTsN 1 Blitar City. This feasibility assessment is strengthened by the fact that the media has proven to be effective in supporting a more active, communicative, systematic, and oriented learning climate in the classroom.

The findings in this study are also supported by several relevant previous research results regarding the use of Genially-based interactive learning media in improving the quality of learning and student learning outcomes. Research by Nurul Afni and Kurniana Bektiningsih proves that Genially-based interactive learning media is stated to be very valid and effective in improving students' learning outcomes in Indonesian Cultural Wealth materials. The results of the previous research show that the use of the Genially platform is able to increase student engagement through the presentation of multimedia that is interactive, interesting, and easy to understand. (Afni and Bektiningsih 2024:266) These findings are very much in line with the results of this study which shows that the use of Genially-based interactive learning media is able to improve student learning outcomes. This improvement is supported by the integration of various multimedia components such as images, videos, animations, and interactive quizzes that make the Fiqh learning process more interesting and easy to understand for grade VII MTsN 1 Blitar City students.

In addition, research conducted by Hidayatullah and Aripin shows the development of genially-based learning media to improve the learning outcomes of science of solar system materials in elementary school students, learning media is stated to be very feasible and practical to use and effective. As evidenced by the validation results of media experts of 97.5%, the results of the validation of material experts of 88.75% and the results of the validation of linguists of 88.75%, this media is also very practical as evidenced by the results of the responses of teachers and students of 90.62% and 91.51% respectively. Meanwhile, the N-Gain result was 0.753 with a percentage of 75.3% which shows that this genially-based interactive media is quite effective. The research shows that the use of Genially-based learning media is able to create a more active learning atmosphere and increase students' motivation to learn. The results of the study are very relevant to this study because the Genially-based interactive learning media developed has also been proven to be able to increase students' active involvement during the learning process. (Hidayatullah and Aripin 2026:331)

Based on some of the previous researches, it can be concluded that Genially-based interactive learning media has the real ability to improve the quality of the learning process, engagement, and learning outcomes of students. Therefore, the results of this study reinforce the findings of previous research that

the use of Genially-based interactive media is very feasible to be used in the learning process in the classroom because it has been proven to be able to create a more active, interesting, and effective learning atmosphere.

CONCLUSION

The development of Genially-based interactive learning media was completed through an ADDIE five-stage procedure. Analysis of student needs, curriculum, and infrastructure facilities became the initial foundation of the research. The design stage integrates flowcharts through SmartArt as well as layouts using Shapes. The selection of visual elements is based on the aesthetic standards of the Colorhunt and Dafont websites. Expert validation is carried out to improve the quality of the device before the implementation stage. Media trials are carried out in stages in small groups and on a large scale to ensure the effectiveness of the product. The final evaluation measures the achievement of students' cognitive retention as an indicator of the validity of the instructional device.

Genially-based interactive learning media in Fiqh class VII MTsN 1 Blitar City meets Nieveen's quality standards. The validity of the material reached 96% according to the applicable curriculum. The integration of media design is assessed at 85% with a learning structure of 94%. The practicality of the product was confirmed through 80% student responses. The effectiveness of the media is evidenced by the improvement of learning outcomes through the Wilcoxon test. An average N-Gain score of 0.89 indicates a high category with 100% classical completeness. The integration of multimedia in Genially triggers active participation and motivation of students during the Fiqh learning process. These results show the optimization of the achievement of instructional objectives through the presentation of digitally structured materials.

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