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Development of Genially Based Interactive Learning Multimedia for Social Studies (IPS) in Grade VII at SMP Negeri 32 OKU

Aziza Sri Wahyuni[1*], Yamanto Isa[2], Leni Pebriantika[3]
[1,2,3] *Universitas Baturaja, Indonesia*

Corresponding e-mail : azizawahyuni617@dinas.belajar.id

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ABSTRACT

This research is motivated by the limited use of technology-based learning media in Social Science subjects at SMP Negeri 32 OKU, where instruction still relies on conventional textbooks. The abstract nature of Social Science topics, specifically "Life in the Pre-literacy Era," often leads to low student motivation and difficulty in conceptualizing historical events. The primary objective of this study is to develop a website-based interactive learning multimedia using Genially and Canva platforms to create a more engaging and flexible learning environment. The research follows the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) combined with Tessmer's formative evaluation stages, including expert review, one-to-one, small group, and field testing. Results from expert validation show high feasibility scores: 92.4% from material experts, 86.1% from learning design experts, and 87.5% from media experts. In practical application, the field test involving 32 students yielded an average score of 89.8%, placing the product in the "Very Good" category. The conclusion of this research is that the developed website-based interactive multimedia is valid, practical, and effective for use in Social Science instruction. This product contributes a modern technological solution to enhance independent learning and student engagement in the digital era.

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INTRODUCTION

Education is one of the most fundamental factors in shaping high-quality human resources who are competitive and capable of excelling at the global level. According to (BP et al., 2022), education is a learning process experienced by individuals that enables them to understand various aspects of life, develop maturity, and enhance their critical thinking skills. Essentially, education is viewed as a continuous learning process through which individuals acquire knowledge and develop a deeper understanding, leading to more mature attitudes and behaviors. Furthermore, the educational process is directed toward fostering students' critical thinking abilities, ensuring that they do not merely act as passive recipients of information, but rather become analytical and solution-oriented individuals in responding to the complexities of life.

In the current digital era, the field of education faces both significant challenges and opportunities with the emergence of Information and Communication Technology (ICT). ICT plays a crucial role in transforming educational processes to meet the demands of contemporary learning (Ningrum et al., 2025). The integration of technology into classroom practices is no longer merely a trend, but a systematic effort to achieve effective learning. Effective learning is

characterized by its ability to facilitate deep understanding of subject matter, encourage active student participation, and foster innovative creativity.

Conceptually, learning is understood as a multi-directional interaction process involving students, teachers, and various learning resources within a specific learning environment. The success of this process is largely determined by the integration and interaction among all learning components (Faizah & Kamal, 2024). Teaching effectiveness is measured by the extent to which predetermined learning objectives are achieved optimally. In this context, educational transformation through technology requires innovation in the development of learning media and resources (Fithriyah et al., 2024). Learning media play a central role as channels for delivering messages, information, and ideas from teachers to students, enabling the content to be more easily understood and internalized.

Technology-based learning media in the modern era no longer function merely as static visual aids, but have evolved into facilitators of active learning (Mariana et al., 2025). The use of interactive multimedia, educational websites, and learning applications enables students to engage directly with instructional content, thereby creating more engaging and efficient learning experiences. One particularly relevant innovation is interactive learning multimedia, which integrates various forms of media such as text, audio, video, and images, combined with two-way interaction features (Pratama et al., 2022). This interactivity provides users with hands-on experiences, allowing them to feel as though they are actively immersed in the learning environment.

The integration of interactive multimedia with web-based platforms offers significant advantages, particularly in terms of accessibility and flexibility. A website, as a collection of interconnected digital pages accessible via the internet, enables learning materials to be accessed anytime and anywhere through various devices such as computers, laptops, and smartphones (Dondo et al., 2022). In the educational context, learning websites support independent learning, allowing students to explore content at their own pace (self-paced learning) while also developing critical thinking skills through the analysis of digital information (Lutfiah, 2023). According to (Marianti et al., 2025), one effective approach to developing web-based multimedia is through the integration of platforms such as Genially and Canva. Genially provides interactive features without requiring complex programming skills, while Canva supports the creation of visually appealing and informative designs (Sobandi et al., 2023). The combination of these platforms can enhance students' learning motivation and assist teachers in delivering creative and contextually relevant instructional materials.

According to (Damayanti et al., 2022), interactive learning multimedia integrates text, animation, graphics, audio, and video to create engaging learning experiences that enhance students' motivation and learning outcomes. Supporting this perspective, (Tiarasari, 2021) argues that interactive multimedia is not limited to delivering static content, but also serves as a medium that facilitates student activities such as exploration, media control, and reflection, thereby promoting the development of cognitive skills. Furthermore, in the context of elementary education, (Kadek et al., 2024) highlight that interactive multimedia is effective in improving students' conceptual understanding, as it enables them to actively engage in the learning process rather than passively receive information.

According to (Wayan & Andari, 2025), web-based interactive multimedia is a form of learning media designed by integrating text, images, videos, and animations that can be accessed online to improve students' learning outcomes. This type of media is capable of creating an engaging learning experience while enhancing students' motivation through its interactive and flexible features. Furthermore, it is explained that web-based interactive learning multimedia enables students to interact directly with learning materials through web platforms such as

Genially. This provides convenience for independent learning and encourages students to actively participate in the learning process (Said et al., 2023).

The implementation of web-based interactive multimedia has become increasingly essential in Social Studies (IPS) at the junior high school (SMP) level. This subject has distinctive characteristics, as it requires students to understand interconnected concepts in social, historical, geographical, and economic domains (Nursa'ban & Supardi, 2023). However, much of the content in Social Studies is abstract and cannot be directly observed by students, such as past historical events or large-scale geographical phenomena. Therefore, these materials require the support of visual and interactive media to make them more concrete and easier to understand (Ayuningtyas & Rokhmaniyah, 2024).

However, conditions in the field indicate a gap between technological demands and the actual implementation of learning in schools. Based on preliminary observations conducted at SMP Negeri 32 OKU, particularly in Grade VII Social Studies classes, it was found that teachers have not optimally utilized technology-based learning media. The instructional materials used are still dominated by conventional printed textbooks, which provide limited opportunities for direct interaction. As a result, the presentation of content tends to be monotonous and traditional, leading to low levels of student motivation and engagement in the learning process. Students often encounter difficulties in visualizing Social Studies concepts and relating them to real-life contexts.

The results of interviews with the Social Studies teacher at SMP Negeri 32 OKU further support these findings. The teacher stated that teaching Social Studies requires additional effort due to its broad scope, which includes Geography, History, Sociology, and Economics. Many of the topics are "not directly observable" and cannot be easily perceived through students' senses, thus requiring the support of innovative learning media. However, the availability of interactive ICT-based learning media at the school remains very limited, resulting in a learning process that tends to be passive (Riyadi, 2025) & (Romualdi & Sudrajat, 2023).

Referring to these challenges, web-based interactive learning multimedia emerges as a practical and innovative solution. By integrating text, images, audio, video, and animation within a dynamic web platform, this approach is expected to shift the learning paradigm from passive to active engagement. Students are positioned as active participants who construct their own knowledge through independent exploration and digital interaction. Through the use of Canva for designing visual elements such as maps and infographics, and Genially for developing simulations and interactive quizzes, Social Studies learning can become more meaningful and engaging (Septianingsih et al., 2023).

The strategic utilization of website-based interactive multimedia specifically through the synergy of the Genially platform and Canva represents a vital solution for overcoming the pedagogical barriers associated with visualizing abstract concepts. This technological integration is particularly pertinent to Social Studies (IPS) at the Junior High School (SMP) level, a subject that necessitates a deep understanding of multi-dimensional historical, geographical, and sociological frameworks (Ningrum et al., 2025). The current reality at SMP Negeri 32 OKU reveals a persistent over-reliance on conventional printed textbooks, which often results in diminished student motivation. This issue is most pronounced in topics such as "Life in the Pre-literacy Era," where the lack of tangible evidence and direct observability makes it difficult for students to construct mental models of the material without the aid of interactive digital intervention.

An analysis of current literature indicates a positive trend in the utilization of interactive platforms to enhance the quality of learning across various educational levels and disciplines. Research by (Mahaputri et al., 2025) demonstrates that the integration of Genially and Canva is highly feasible and effective in increasing student learning motivation in Science subjects at the elementary school level. At the junior high school level, (Romualdi & Sudrajat, 2023) successfully

validated the use of Genially to visualize national movement organization material within Grade VIII Social Studies. Meanwhile, (Tampubolon et al., 2025) expanded this scope by integrating the MDLC model within the ADDIE framework to develop effective English language multimedia. Nevertheless, variations in interactivity features exist, as seen in the study by (Said et al., 2023) which utilized Google Sites; although capable of boosting motivation in Social Studies, the platform still possesses limitations regarding deep gamification features compared to the macro-interaction capabilities offered by Genially. Collectively, these studies emphasize the necessity for media that can unify micro-design aesthetics with robust interactive functionality to address abstract subject matter.

Despite the confirmed effectiveness of digital platforms, a critical research gap remains. Current literature often treats visual design (Canva) and functional interactivity (Genially) as separate entities, frequently leading to a lack of aesthetic-functional cohesion in the final product. Furthermore, there is a notable scarcity of Grade VII Social Studies research that applies the rigorous ADDIE-Tessmer framework to ensure quality across multiple layers of formative evaluation (one-to-one, small group, and field testing). This research addresses these shortcomings by offering a novel integration of Canva's micro-design aesthetics with Genially's macro-interaction engine, specifically tailored for the pre-literacy curriculum at SMP Negeri 32 OKU. By embedding narrative-driven YouTube content and Wordwall-based gamified assessment into a single web ecosystem, this study does not merely introduce a new tool; it reconstructs the historical learning experience from a passive, text-heavy process into an active, exploratory digital journey.

Based on the background elaborated above, it is deemed necessary to conduct a systematic development study. The primary focus of this research is to develop a multimedia product that is valid, practical, and effective in improving the quality of Social Studies learning at the junior high school level. Therefore, this study is entitled: "The Development of Web-Based Interactive Learning Multimedia for Grade VII Social Studies (IPS) at SMP Negeri 32 OKU."

METHOD

This research employs the Research and Development (R&D) method. The objective of this study is to produce a specific product and test its effectiveness within an educational context. The development framework strictly adheres to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) developed by Robert Maribe Branch (Sugiyono, 2024). This model provides a systematic and flexible structure for creating technology-based learning media. Furthermore, to ensure product quality, this study integrates Tessmer's Formative Evaluation model, which emphasizes iterative refinement through stages such as self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field testing.

Participants

The target population for this study consists of all Grade VII students at SMP Negeri 32 OKU. The research utilized purposive sampling to select participants for different evaluation stages from Class VII.A.

1) One-to-One Evaluation: Three students were selected based on varying academic achievement levels (one high-achieving, one average, and one low-achieving student) to identify initial interface and readability issues.
2) Small Group Evaluation: Nine students were selected representing a cross-section of academic abilities to test the practicality and attractiveness of the media.
3) Field Test: The final implementation involved the entire Class VII.A, consisting of 32 students. The demographic distribution included 15 male and 17 female students, with an age range of 12 to 13 years.

Instrument

Data collection was facilitated through structured questionnaires using a 4-point Likert scale (1: Poor, 2: Fair, 3: Good, 4: Very Good) to eliminate neutral bias and ensure clear feasibility results. The instruments were divided into three expert categories and one user category:

1) Material Validation: 16 items measuring goal alignment, content accuracy, and pedagogical principles.
2) Learning Design Validation: 10 items assessing systematic flow, instructional strategy, and feedback mechanisms.
3) Media Validation: 8 items focusing on visual composition, navigation functionality, and technical performance.
4) Student Response: 10 items evaluating clarity, motivation, and learning independence.

The primary instruments used for data collection in this study are observation guides, interview protocols, and structured questionnaires. Questionnaires were designed to gather both qualitative and quantitative data regarding the feasibility and practicality of the interactive multimedia. These instruments were distributed to three groups of experts for validation and to students for product testing.

Table 1. Feasibility Assessment Interval Scale

Interval	Scale (1-4)	Expert Description	Product Category
86-100	4	Use without revision	Very Feasible
76-85	3	Use with minor revision	Feasible
56-75	2	Use with major revision	Quite Feasible
10-55	1	Not usable	Not Feasible

Data Collection

The development process followed the integrated ADDIE-Tessmer protocol. The systematic flow of these stages is illustrated in Figure 1.

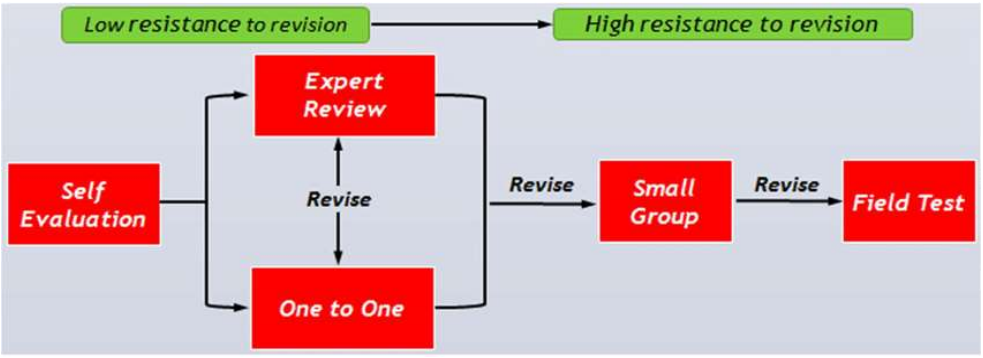

Figure 1. The ADDIE Development and Tessmer Evaluation Flowchart

A descriptive flowchart based on the text would show the cyclic nature of ADDIE. Analysis to Evaluation integrated with the progressive refinement of Tessmer's stages from Expert Review to Field Test) (Tampubolon et al., 2025). The technical specifications of the developed product include its accessibility via laptop/computer and smartphone, integration of YouTube for video content, Wordwall for interactive quizzes, and Google Forms for formal evaluation. All features require an active internet connection to function as the media is entirely website-based. By following these detailed procedures, other researchers can replicate this study to develop similar interactive learning tools for different subjects or educational levels (Isa et al., 2024).

Data collection was conducted systematically following the five stages of the ADDIE model and Tessmer's evaluation framework:

1) Analysis Stage: Conducted via initial observations and interviews at SMP Negeri 32 OKU to identify learning obstacles and the digital literacy levels of Grade VII students.
2) Design Stage: Involved the creation of storyboards and navigation flows. Instruments for expert validation (material, media, and design) were also prepared at this stage.

3) Development Stage: Realization of the design into a functional website using Genially as the primary platform and Canva for visual assets. This stage included Self-Evaluation and Expert Review. Experts provided feedback on material accuracy, interface design, and pedagogical alignment.
4) Implementation Stage: The product was tested in real learning environments. This included One-to-One Evaluation with 3 students of varying academic abilities, followed by a Small Group Evaluation with 9 students. The final stage was a Field Test involving 32 students in Grade VII.A.
5) Evaluation Stage: Formative evaluation occurred throughout the process to identify flaws. Summative evaluation was conducted after the field test to measure the overall effectiveness and response.

Data Analysis

Quantitative data from expert validation and student response questionnaires are analyzed using percentage descriptive statistics (Winaryati et al., 2021). The validity percentage ***P*** is calculated using the following equation:

(1)

$$P = \frac{f}{N} x100\ \%$$

In equation (1), ***f*** representatif the total empirical score obtained from the respondents, while ***N*** represents the maximum possible score (calculated as the number of items multiplied by the highest scale and the number of respondents). The resulting percentage is then categorized according to the feasibility criteria: 86–100% (Very Feasible), 76–85% (Feasible), 56–75% (Quite Feasible), and <55% (Not Feasible). Qualitative data, consisting of suggestions and notes from the experts, were analyzed descriptively to guide the final product revisions.

RESULTS AND DISCUSSION

The research and development process yielded a finalized product in the form of website-based interactive learning multimedia for Social Science (IPS) subjects. This section details the systematic findings from the development stages, expert validation, and field trials conducted at SMP Negeri 32 OKU. The development of this multimedia followed the ADDIE framework. In the Analysis phase, it was determined that students required a more visual and interactive approach to grasp abstract historical concepts, such as the pre-literacy era. During the Design phase, storyboards were created to integrate Genially as the primary interface and Canva for aesthetic content creation. The Development phase realized these designs into a functional website that incorporates various external platforms for a holistic learning experience.

The research and development process successfully yielded a finalized product titled "Kehidupan Masyarakat Pada Masa Praaksara" (Life of Society in the Pre-literacy Era). This section presents the developmental findings and evaluates the product's quality through expert validation and field trials, consists of several integrated interactive pages:

1. Opening and Menu Pages: Serve as the central navigation hub with clear iconography for ease of use.

   At the top of the page, the subject title “Social Studies for Grade VII Junior High School” is displayed, serving as the identity of the learning content. In the center of the page, the main title of the material is presented in a larger and more prominent font to easily capture users’ attention. Additionally, a navigation button labeled “Start” is provided to direct users to the next page. This button is designed with a contrasting color to ensure it is easily recognizable and accessible.

Figure 2. Home Page

2. Instructional Content: Four sub-modules (Paleolithic, Mesolithic, Neolithic, and Metal Age) presented through interactive slides.

Figure 3. Material menu page

3. Multimedia Integration: Embedded YouTube videos provide audio-visual reinforcement of the text-based material.

Figure 4. Material and Video menu page

4. Gamified Assessment: Wordwall-based interactive quizzes (matching games and multiple-choice) provide immediate engagement.

Figure 5. Quiz cover page

5. Formal Evaluation: Google Forms integration allows for structured assessment of student understanding.

Figure 6. Evaluation menu page

Analysis of Expert Validation

To ensure the academic and technical quality of the media, three experts performed rigorous evaluations. The results are summarized in Table 2 below.

Table 2. Summary of Expert Validation Scores

No	Expert Category	Total Score	Percentage (%)	Category
1	Material Expert	1478	92.4%	Very Good
2	Learning Design Expert	861	86.1%	Very Good
3	Media Expert	700	87.5%	Very Good

The Material Expert provided a score of 92.4%, confirming high content accuracy. The Learning Design Expert (86.1%) validated the pedagogical strategies, while the Media Expert (87.5%) praised the visual composition. These results align with research by (Romualdi & Sudrajat, 2023), whose Genially-based media also achieved high feasibility for Social Studies, and (Tampubolon et al., 2025), who found similar success using Genially within the ADDIE framework for junior high school levels.

Analysis of Student Responses (Field Trials)

The testing phase utilized Tessmer's formative evaluation to identify usability issues and measure student acceptance.

Table 3. Recapitulation of Student Response Stages

Testing Stage	Number of Respondents	Average Score (%)	Category
One-to-One Evaluation	3 Students	92.1%	Very Good
Small Group Evaluation	9 Students	91.8%	Very Good

Field Test	32 Students	89.8%	Very Good

In the One-to-One Evaluation, three students with varying academic levels used the media independently. Their high average score of 92.1% confirmed that the instructions and navigation were intuitive even for students with lower technology proficiency. During the Small Group Evaluation (91.8%), students highlighted that the interactive quizzes (Wordwall) made the subject of IPS much more enjoyable compared to traditional textbooks.

The final Field Test, involving 32 students in Grade VII.A, resulted in an 89.8% satisfaction rate. Detailed analysis of the field test data showed that the highest-rated indicators were "Clarity of Instructions" (91.5%) and "Systematic Learning Steps" (91.4%). These findings demonstrate that the multimedia effectively guides students through complex topics without requiring constant teacher intervention. The average score of 89.8% in the Field Test indicates the media is "Very Good". This score is consistent with the findings of (Mahaputri et al., 2025), who reported that integrated Genially-Canva media significantly boosts student engagement.

Discussion of Findings

The high feasibility scores confirm that Genially-based interactive multimedia effectively bridges the gap between abstract Grade VII Social Studies curriculum and student engagement.

Why the Media was Effective

The success of the multimedia can be attributed to its alignment with Constructivist Learning Theory. By utilizing a website-based format, students are no longer passive recipients of information. Instead, they become active explorers. The features such as "Reflection" and "Interactive Quizzes" force students to process information and build their own understanding of how environmental factors influenced prehistoric culture. Furthermore, the choice of Genially allowed for a "no-code" interactive experience that maintained high performance on both laptops and smartphones, catering to the diverse device availability in the school environment.

Impact on Motivation and Independence

Table 4. Recapitulation of field trial evaluation results

No	Rated aspect	Value	
		Amount	**Percentage**
1	I can clearly understand the competencies that must be mastered after studying this material.	2842	88,8%
2	Learning objectives are conveyed in clear and easy-to-understand language.	2884	90,1%
3	Instructions for completing assignments or using media are very clear and not confusing.	2929	91,5%
4	The sequence of learning steps is arranged systematically.	2926	91,4%
5	The visual appearance and presentation of the material made me interested in continuing to learn.	2905	90,7%
6	The material presented was not boring and aroused my curiosity.	2885	90,1%
7	The practice questions given are in accordance with the material that has been studied previously.	2880	90%
8	The questions in the test were able to measure my understanding of the material content accurately.	2815	87,9%

9	The design of this material allows me to learn effectively even without intensive teacher assistance.	2886	90,1%
10	I feel able to correct and evaluate my own understanding through this material.	2815	87,9%
Total		28767	
Average		89,8	89,8%
Value Description		Very Good	
Predicate		A	

The multimedia significantly fostered student independence. Specifically, data from the field test instrument (Table 4, indicator 2) showed that 90.1% of students felt the " Learning objectives are conveyed in clear and easy-to-understand language", enabling them to navigate the modules with minimal teacher intervention. This supports the goal of self-paced learning highlighted in modern educational technology literature.

Comparison with Prior Studies

When compared to the research of (Said et al., 2023), which utilized Google Sites, this study's product offered deeper gamification through Wordwall, resulting in higher engagement scores during student trials. Furthermore, while (Septianingsih et al., 2023) proved Genially's effectiveness in elementary subjects, this study expands that success to the Grade VII junior high level, demonstrating the platform's versatility.

Limitations of the Study

Despite the positive outcomes, several limitations must be acknowledgement:

1) Geographic Scope: The study was conducted within a single-school context at SMP Negeri 32 OKU, which may limit the generalizability of the findings to broader regions.
2) Internet Dependency: As a website-based tool, the product requires a stable internet connection, making it less accessible in areas with limited digital infrastructure.
3) Outcome Measurement: The evaluation focused primarily on feasibility and student perception through questionnaires; it did not employ a pre-test/post-test design to quantitatively measure absolute learning gains in student achievement.

Applicability to Other Problems

The success of this ADDIE-Tessmer approach demonstrates high potential for broader application. The framework used here can be adapted to develop interactive digital tools for other abstract subjects, such as Natural Sciences or Citizenship Education, effectively digitizing learning materials for various educational levels.

CONCLUSIONS

The development of website-based interactive learning multimedia for Social Studies (IPS) at SMP Negeri 32 OKU has been successfully conducted in alignment with the established research objectives. Based on the evaluation findings, this product is declared valid and practical according to expert validation, which reached an average of 88.6%, and student response data from field trials that earned a score of 89.8% in the "Very Good" category. The integration of the Genially and Canva platforms has proven capable of visualizing the abstract "Life of Society in the Pre-literacy Era" material into engaging digital content that is easily understood by Grade VII students.

While the product demonstrates high levels of feasibility and practicality in facilitating independent learning, it is important to note that this study has limitations in objectively measuring improvements in learning outcomes, as it did not employ a controlled pre-test and post-test design. Consequently, the reported effectiveness is currently limited to user perception and technical validation. As a recommendation for future development, it is suggested that subsequent researchers conduct a follow-up study using a quasi-experimental design to

empirically measure the significant impact of this multimedia on students' cognitive learning outcomes. Furthermore, the media content could be expanded to include other Social Studies modules to support a more comprehensive digital transformation in education.

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AUTHOR CONTRIBUTION STATEMENT

ASW designed the research framework, developed the storyboards, and integrated the instructional content on the website platform. YI formulated the research methodology, oversaw the data collection process, and performed the statistical data analysis. LP coordinated the field implementation trials, managed the participant distributions, and prepared the final manuscript revisions. All authors read and approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that this research was prepared, researched, written, and edited without the aid of artificial intelligence (AI) techniques. All data collections, analysis, instructional designs, and manuscript revisions were performed solely by the human investigators to maintain the rigorous standards of independent academic publication.

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