



# Developing Interactive Quiz Media Based on Genially Application to Improve Students' Learning Motivation

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**Abstract:** The minimal use of interactive learning media in the implementation of quizzes during learning causes a lack of enthusiasm and motivation for students to work on the given practice questions. This study aims to develop an interactive quiz using the genially application as a learning tool to improve the learning motivation of grade VI students at Public Elementary Schools in Paropo. The research method used is R&D (Research and Development) with the ADDIE model. Data were collected through interviews, observations, and questionnaires, then analyzed quantitatively and qualitatively. This study was validated by material experts and media experts. The results of the validation of material experts showed an average score of 87% and validation of media experts with an average of 90% and the quiz results obtained by students in the experimental class averaged 82.70 while the average quiz score of students in the control class was 60. From the aspect of student motivation in the category of students who are active in learning, an average of 83.3% has increased from the previous average of 33.3%. In the category of enthusiasm in learning, it increased to 82.2%. And the category of student interest in the implementation of learning after implementing the genially application became 88.3%.

**Keywords:** Genially Application; Interactive; Implementation; Student Learning Motivation

## Introduction

In general, education means a life process in developing each individual to be able to live and continue life (Advin & Rahmatina, 2020). Education is also interpreted as a tool that has an important role in ensuring human survival, because education functions as a means of increasing human intelligence, emotions, and initiative, as well as in forming an independent character in order to create quality human resources (Tillawari, 2020). Education in the era of globalization demands innovation in the learning process, including in teaching Physics in high schools (SMA). One form of innovation in learning is to use or utilize interactive application-based learning media as a supporting tool for the learning process. This can help increase the effectiveness of learning and enrich the learning experience of students.

One of the web-based learning applications or online platforms is Genially, where this application can create interactive content that has interesting features such as presentations, posters, quizzes, games, animated videos and so on. According to (Andrini, 2021) this learning media functions to increase student learning motivation, make students active and responsive, besides that learning media can also be used as an intermediary for evaluation starting from discussing what has been learned and providing exercises for students. Another opinion was also expressed by that Genially is a free online application that opens high-quality interactive learning content and can cover three student learning styles, namely visual, auditory and kinesthetic (Sri Parnayathi, 2020).

There are many features on Genially, one of which is the creation of quizzes that can be used as a learning tool.

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In addition, genially can be used in creating educational games, questions, puzzles, or tests that can be accessed online. The use of the Genially platform as a learning media material is still something new and is still rarely found in the learning process. With Genially, it makes it easier for teachers to create quizzes or other interesting learning evaluation materials. In addition, this digital learning media application provides many advantages, including various easy-to-use templates, animations, and texts that are easy to process, along with easy-to-manage content and customizable buttons that are tailored to specific requirements (Hidayah, 2019). Genially is quite easy to use for both teachers and learners. Genial y just needs to send a link to Students and learners can directly take the quiz Which has made by Teacher. By Because That, the existence of the genially platform make activity Study teach become pleasant. Matter This due to the availability of various features and templates with various interesting themes, so that learning activities it doesn't feel boring with material that only consists of text and picture. Genially can used on smartphone and also computer. In addition, Genially has a time limit feature and page which contains the results mark Which got by participants educate (Daryanes, Darmadi, Fikri, & Sayuti, 2023).

Based on the results of interviews conducted with teachers at Public Elementary Schools in Paropo, it was obtained that in learning activities teachers have never used learning media when conducting quizzes for students (Subekti & Prahmana, 2021). And the results of interviews with students stated that the learning carried out by teachers tends to make students quickly bored, saturated and less meaningful. This could be due to the rare use of learning media that are in accordance with the characteristics of their teaching materials, especially when holding quizzes, they have never used interactive learning media (Lieung, Rahayu, & Yampap, 2021).

It is essential for teachers to demonstrate innovation in providing meaningful educational experiences to students. This is done to ensure that the ongoing learning process encourages increased student engagement and motivation, which ultimately leads to improved academic performance (Hasyim, Wulanadri, & Bahmid, 2020). Motivation that Good in process Study will get results Which Good also. This means that the intensity of student motivation will greatly determine their achievement. in Study (Taufiq, Junaidi, 2020). The existence of communication two direction between teachers and students in learning activities can increase the level understanding students towards material that is taught by the teacher (Adawiyah, Susilawati, & Anwar, 2020). The teacher should ensure that the subject matter that has been delivered will be understood by the students so that there is no misunderstanding of the material. For elementary school students, they have the nature of

getting bored easily or easily disliking a difficult subject because the teacher's explanation of the material is difficult for students to digest (Kuncahyono, Suwandayani, & Muzakki, 2020).

The selection of learning media is not only seen from the needs of students but can be seen from the material, the goals to be achieved, the characteristics or abilities of students, and the creativity of teachers. Technology-based learning media by creating learning media using the genially application can be more active in sharpening thinking power through material and practice questions collaborated with images, animations, concrete videos, and games that will be given to students (Abadi & Sukmayadi, 2021). The integration of creative technologies into educational materials has the potential to increase students' enthusiasm for learning (Nur Aini & Sulistyani, 2019), as engaging with captivating resources tends to increase their intrinsic motivation for academic pursuits.

## Method

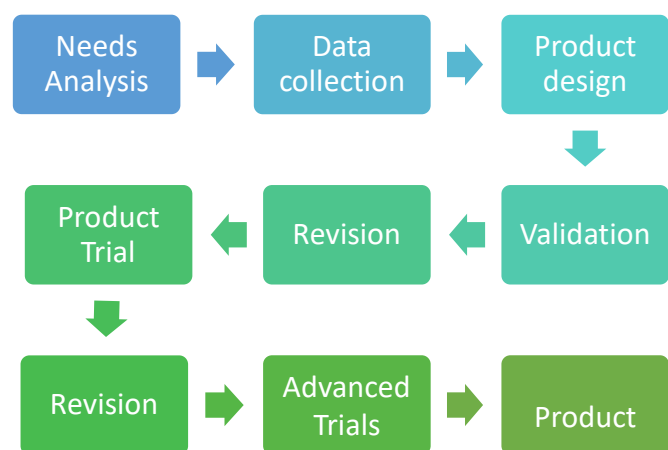
Type study Which used is R&D ( *Research and Development* ) using the ADDIE Model. The ADDIE Model consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. The method This is a study Which develop and test products that will be developed in education. According to Sugiyono (Lubis, Naldi, Reskina, Lubis, & Nurhayati, 2023) study development is research that is used to produce certain products, and test the effectiveness of the product. The first stage of ADDIE is to analyze the needs of students related to the need to develop interactive teaching materials. The second stage is to design or plan interactive quiz materials that will be used for students that are tailored to the needs of students (Yulianci, Nurjumiati, Asriyadin, & Adiansha, 2021). The third stage is to realize the design of the interactive teaching material product so that it is ready to be implemented (Beru Perangin-angin, 2017). The fourth stage is to implement the interactive quiz product that was developed for students after a validity test was conducted. The fifth stage is to evaluate the interactive quiz that was tested on students to see the effectiveness and efficiency of using the teaching materials (Officer et al., 2023).

The developed media and quiz instruments were first validated by material expert validators and media expert validators. After expert validation and student assessment, data analysis was carried out to determine the feasibility of the product that had been made (Ceberio, Almudí, & Franco, 2016). The feasibility criteria for materials and media were calculated using the following provisions:

**Table 1.** Eligibility Criteria

Percentage	Eligibility Criteria
81% - 100%	Very Worth It
61% - 80%	Worthy
41% - 60%	Enough
21% - 40%	Not feasible

The implementation of this development research was carried out in accordance with the development research procedures which can be seen as follows:

**Figure 1.** Stages of the ADDIE Development Model

## Result and Discussion

The first stage of the research and development procedure in the ADDIE model is Analysis. Needs analysis aims to ensure that the product developed is in accordance with the needs of students that can help improve student learning motivation. At this stage, the process of making quiz materials is described comprehensively from initiation to conclusion following sequential stages starting with analysis, design, development, implementation, and evaluation (Septiani & Rejekiingsih, 2020). The next stage is Design, namely product design planning consisting of selecting materials, compiling quiz instruments, selecting quiz question forms, and creating content consisting of visual designs such as selecting colors, images, and terms and conditions for completing quizzes. At the Development stage, the initial product developed is first validated by material experts and media experts (S. R. Manurung, 2020). The results of the validation of the quiz material instrument by material experts are presented in Table 2.

**Table 2.** Data from Material Expert Assessment Results

Validators	Score	Percent %	Criteria
Expert material 1	88	88	Very Worthy
Expert material 2	86	86	Very Worthy
Amount Score	87	87	Very Worthy

Source: processed data

In Table 2. the assessment results by Material Expert 1 gave a score of 88 with the criteria of 'Very Eligible'. The results of Material Expert 2 with a score of 86 are also in the criteria of Very Eligible. The assessment results of Material Expert 1 and Material Expert 2 have an average score of 87 with a percentage of 85% and are in the criteria of Very Eligible. So from these results it shows that the selected material is declared valid and very feasible to be given to students (Fatikha, Setiawan, & Afiani, 2022). The results of the media expert validation are presented in Table 3.

**Table 3.** Media Expert Assessment Results Data

No.	Validators	Score	%	Criteria
All Aspect				
1	Expert Media 1	92	92	Very Worthy
2	Expert Media 2	88	88	Very Worthy
Amount Score		180	180	
Average Score		90	90	Very Worthy

Source: processed data

In Table 3, it can be seen that the assessment results given by the two media experts are with a total score of 180 and a percentage of 90% in the "Very Eligible" criteria. The implementation carried out at this stage is by conducting a small group tryout and then a big group tryout. Furthermore, the experiment on the Genially learning media that has been considered to meet the requirements is based on the validation test of experts at the implementation stage. The results of the student quizzes that were compared were students in class VI A and Class VI B where class VI A was the experimental class and class VI B was the control class. Students in class VI A used the Genially application while the control class used it conventionally (Wahyuni, Erman, Sudikan, & Jatmiko, 2020). Students in the experimental class had higher quiz scores with an average of 82.70 compared to students in the control class with an average of 60. The results of the quizzes that were compared are presented in the following table (Hadisaputra, Gunawan, & Yustiqvar, 2019).

**Table 4.** Results of the Comparison of Quiz Scores for The Experimental and Control Classes

Parameter	Class VI A	Class VI B
Average quiz score	82.70	60

Source: processed data

The implementation of the genially application shows a significant increase in student learning motivation (Indriani & Jayanti, 2022). Learning media is considered successful if it is able to motivate students to engage in innovative and participatory activities, thereby fostering a positive and enjoyable learning experience (Lokoc, Bailer, Schoeffmann, Muenzer, &

Awad, 2018). The results of students' responses to learning motivation are presented in Table 5.

**Table 5.** Increasing Student Learning Motivation

Motivation aspects of learning	Before the implementation of genially media		After the implementation of the media genially	
	Frequency	%	Frequency	%
Active in learning	36.6		88.3	
Passion in learning	33.3		82.2	
Interest	43.3		88.3	

Based on table 5. obtained in the aspect of student motivation which consists of three categories. The category of students who are active in learning has an average of 83.3%, an increase from before with an average of 33.3%. In the category of enthusiasm in learning before using the Genially application, it has an average of 33.3% and after using the Genially application it becomes 82.2%. This shows significant progress or improvement where students become motivated and enthusiastic about participating in learning (Gan, Menkhoff, & Smith, 2015). A significant increase is evident in the measure of student motivation during teaching and their enthusiasm for learning (Wehling et al., 2021). Furthermore, for student interest in the implementation of learning after implementing the Genially application, an average percentage of 88.3% has increased from the previous students who were interested in participating in learning of 43.3% (Rachmavita, 2020).

The characteristics of people who have learning motivation are diligent in doing assignments, showing interest or attraction to what is being studied (Fusaroli, Weed, Rocca, Fein, & Naigles, 2023), while according to Uno (H. M. Manurung & Simaremare, 2022) indicators of learning motivation include the presence of interesting things in learning, the presence of a conducive learning environment. In line with that, Asnawir and Usman (Rachmadtullah, Zulela, & Syarif Sumantri, 2019) also stated that learning media can raise motivation and stimulate students to learn.

## Conclusion

Based on the results of data analysis in this development research, it was obtained that the interactive quiz media based on genially developed using the ADDIE model procedure was declared valid by the validator where the results of the implementation in learning were proven to be successful in increasing student learning motivation. This also has an impact on improving student learning outcomes. Interactive quiz

media based on genially can provide an interesting learning experience for students. Of course, this is useful for overcoming student boredom with monotonous learning methods. So that the results of increasing student motivation and learning outcomes prove that the use of the genially application is very good and can be used effectively.

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## Author Contributions

E.K.S; L.D.S; G.N.T: preparation of initial draft, results, discussion methodology, analysis, conclusion. All authors have read and approved the published version of the manuscript.

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## Conflicts of Interest

The authors declare no conflict of interest

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