



## Effectiveness of Genially interactive media in improving presentation competence of elementary school students

Rina Indrawaty<sup>1</sup>, Euis Eti Rohaeti<sup>2</sup>, Reka Yuda Mahardika<sup>3</sup>

<sup>1,2,3</sup>KIP Siliwangi, Kota Cimahi, Indonesia

[rinaindrawaty1971@gmail.com](mailto:rinaindrawaty1971@gmail.com)<sup>1</sup>, [e2rht@ikipsiliwangi.ac.id](mailto:e2rht@ikipsiliwangi.ac.id)<sup>2</sup>, [rekayuda@ikipsiliwangi.ac.id](mailto:rekayuda@ikipsiliwangi.ac.id)<sup>3</sup>

### ABSTRACT

Genially media, with all its advantages, is one of the reliable alternatives to address the challenges of modern education, particularly in creating innovative, enjoyable, and meaningful learning experiences for students. This study aims to measure the effectiveness of Genially interactive media in improving the presentation skills of fifth-grade elementary school students. The method used is quasi-experimental with a one-group pretest-post-test design. Participants consisted of 29 students selected through purposive sampling. Data were collected through presentation tests before (pretest) and after (post-test) the intervention using Genially over three sessions. Data analysis utilized the Shapiro-Wilk test for normality and the Wilcoxon Signed-Rank test to measure the significance of improvement. The results showed an average increase in presentation scores from 61.21 (pre-test) to 84.48 (post-test) with significance at 0.001. These findings prove that Genially is effective in improving students' presentation competencies, supporting constructivism theory and multimedia-based learning. The implications of this study emphasize the importance of integrating digital media into the elementary school curriculum. Genially media not only serves as a learning aid but also as an effective tool in comprehensively improving presentation skills among elementary school students.

### ARTICLE INFO

#### Article History:

Received: 1 May 2025

Revised: 22 Aug 2025

Accepted: 30 Aug 2025

Available online: 22 Sep 2025

Publish: 28 Nov 2025

#### Keywords:

Genially; interactive media;  
presentation competence

#### Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

### ABSTRAK

Media Genially dengan semua keunggulannya menjadi salah satu alternatif yang dapat diandalkan untuk menjawab tantangan pendidikan modern, khususnya dalam menciptakan pengalaman belajar yang inovatif, menyenangkan, dan bermakna bagi peserta didik. Penelitian ini bertujuan untuk mengukur efektivitas media interaktif Genially dalam meningkatkan kompetensi presentasi peserta didik kelas V Sekolah Dasar (SD). Metode yang digunakan adalah quasi-experimental dengan desain one group pretest-posttest. Partisipan terdiri dari 29 peserta didik yang dipilih secara purposif. Data dikumpulkan melalui tes presentasi sebelum (pretest) dan setelah (posttest) intervensi menggunakan Genially selama tiga pertemuan. Analisis data menggunakan uji Shapiro-Wilk untuk normalitas dan uji Wilcoxon Signed-Rank untuk mengukur signifikansi peningkatan. Hasil menunjukkan peningkatan rata-rata skor presentasi dari 61,21 (pretest) menjadi 84,48 (posttest) dengan signifikansi 0,001. Temuan ini membuktikan bahwa Genially efektif dalam meningkatkan kompetensi presentasi peserta didik, mendukung teori konstruktivisme dan pembelajaran berbasis multimedia. Implikasi penelitian ini menekankan pentingnya integrasi media digital dalam kurikulum sekolah dasar. Media Genially tidak hanya berperan sebagai alat bantu pembelajaran, tetapi juga sebagai sarana yang efektif dalam meningkatkan keterampilan presentasi secara menyeluruh pada peserta didik SD.

**Kata Kunci:** Genially; kompetensi presentasi; media interaktif

### How to cite (APA 7)

Indrawaty, R., Rohaeti, E. E., & Mahardika, R. Y. (2025). Effectiveness of Genially interactive media in improving presentation competence of elementary school students. *Inovasi Kurikulum*, 22(4), 2161-2172.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



### Copyright

2025, Rina Indrawaty, Euis Eti Rohaeti, Reka Yuda Mahardika. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. \*Corresponding author: [rinaindrawaty1971@gmail.com](mailto:rinaindrawaty1971@gmail.com)

## INTRODUCTION

Presentation skills are one of the essential 21st-century competencies that must be developed by students from an early age. Presentations function not only as a medium for delivering information but also as a means of strengthening self-confidence, developing critical thinking, and building structured communication skills. In the context of *Kurikulum Merdeka*, which supports the development of both hard and soft skills, presentation skills are emphasised as learning outcomes that require students to communicate their ideas effectively (Nursianda *et al.*, 2025). Low student engagement with monotonous, non-contextual learning media limits students' ability to explain scientific concepts systematically, particularly in science subjects (Sintya & Utami, 2025). This condition is further supported by evidence that most teachers rely on lecture-based methods without the use of learning media, resulting in monotonous learning processes (Cantika *et al.*, 2022).

The use of interactive digital learning media, such as Genially, is a viable option for addressing these challenges. Genially, as a web-based platform, provides various features, including presentations, posters, learning videos, educational games, electronic posters, and other types of interactive teaching materials that can be accessed online, thereby making it easier for students to access the learning content (Hermita *et al.*, 2022; Rahayu *et al.*, 2023). Genially offers an alternative for addressing the challenges of modern education, particularly by creating innovative, enjoyable, and meaningful learning experiences for students. Genially plays a highly significant role in facilitating the delivery of learning materials and fostering dynamic interaction between students and the learning content (Nurhalifah & Falah, 2021). Interactive features such as animations, quizzes, interactive images, and other multimedia elements enable teachers to present learning materials with engaging visual displays (Zulaichah *et al.*, 2025).

Genially facilitates teachers and educators in designing materials that are not only visually engaging but also enable students to more easily understand complex concepts through visualisation, animation, simulation, and digital interactivity (Rinjani, 2024). The use of Genially-based interactive learning media has demonstrated a highly positive impact on the delivery of learning materials and interaction within the learning process. As indicated by prior studies, the use of Genially has been shown to significantly increase students' interest in learning, with average scores in the experimental class higher than those in the control class. (Dewi & Setyaningsih, 2024). Furthermore, previous findings emphasise that the use of Genially in IPAS learning can enhance students' critical thinking skills, which are integral to 21st-century competencies (Maharani & Nasution, 2025). This media encourages students to be more actively involved in the learning process, not only passively receiving information but also interacting, asking questions, exploring, and applying knowledge in relevant contexts.

Other findings indicate that Genially-based learning can significantly improve cognitive learning outcomes in the IPA subject (Azizah *et al.*, 2025). The learning interactions facilitated by Genially are dialogical and participatory rather than one-way. Students become more actively involved, both in discussion activities, simulations, and interactive quizzes available on this platform (Luthfia *et al.*, 2025). This aligns with previous findings that Genially media can improve the learning outcomes of grade 10 students in office administration (Fadilah & Kusdiyanti, 2023). Not only is Genially effective in face-to-face learning, but it has also proven relevant and effective in distance and blended learning. This is reflected in students' positive responses and the significant improvement in learning outcomes.

Unlike previous studies that examined Genially media in relation to learning outcomes or subject-matter mastery, this study focuses on Genially media in relation to the presentation skills of elementary school (SD) students. Therefore, this research aims to address this gap by empirically evaluating how the use of Genially can holistically improve elementary school students' presentation skills, while accounting for diverse learning needs and characteristics. The research problems are formulated as follows: (1) how

effective is interactive Genially media in improving the presentation competence of elementary school students, and (2) whether there is a significant improvement in aspects of logical delivery, material organisation, and communication effectiveness after the learning intervention using this media. The purpose of this study is to empirically examine and analyse the effectiveness of using Genially in presentation learning. This research is expected to provide data-based recommendations for implementing interactive digital media in elementary education.

## LITERATURE REVIEW

### Presentation Skills as 21st Century Skills

Presentation skills refer to an individual's ability to convey information to others. The implementation of presentations typically involves the use of supporting media to facilitate audience understanding of the information (Fahrudin & Pamungkas, 2022). Presentation support media can include Genially, PowerPoint, Google Slides, Prezi, Canva, and other tools that support the visual representation of the information being conveyed. The use of presentation media can enhance audience engagement, information clarity, and the effectiveness of information delivery (Melnytska & Kudelska, 2024; Utami, 2025). Presentation skills are a component of communication, one of the elements of Communication, Collaboration, Critical thinking, and Creativity (4C) in 21st-century education. Therefore, learning that encourages the expression of ideas and argumentation should be facilitated from the elementary school level onward. Presentation skills constitute an essential component of communication skills within the 4C framework of 21st-century education (Ramadhan *et al.*, 2025).

Presentation skills not only support the development of critical thinking but also foster the courage to express ideas openly. Therefore, it is important for the education sector, particularly at the elementary school level, to design learning activities that actively encourage students to express their ideas and support the formation of students' academic identity, as this motivation helps them internalise the knowledge they present. These skills are considered essential in responding to the digital era, which demands effective communication across various media. Training in presentation skills not only enhances students' self-confidence and systematic thinking but also contributes to the development of their academic identity. In the digital era, which requires effective communication across multiple media, these skills become increasingly relevant and strategic to develop from an early stage, preparing students to face future challenges adaptively and confidently in public speaking (Prasetyo *et al.*, 2023).

### Interactive Media in Digital Learning

Interactive media have become an integral part of digital learning approaches that emphasise student activeness and participation. Interactive media have been successful in capturing students' attention, increasing motivation, and improving learning outcomes through engaging displays enhanced by animations (Manurung, 2020). Genially, as a web-based interactive media, provides visualisation, animation, and quiz features that support meaningful learning experiences (Barrera & Maier, 2024; Zulaichah *et al.*, 2025). The study found that the use of Genially has a tangible effect on increasing students' learning motivation through enjoyable, interactive approaches, thereby stimulating engagement among students who were previously inclined to be passive (Saputri *et al.*, 2024). Other studies indicate that interactive media can enhance understanding of abstract concepts, increase learning motivation, and strengthen engagement in the learning process through dynamic visual presentation (Pradana, 2025). Genially interactive media have a strategic role in creating meaningful and participatory learning (Shalimar & Rukmana, 2024). The integration of visual elements, animations, and interactive features in Genially has been shown to enhance cognitive absorption, increase learning motivation, and foster students'

emotional engagement and focus. The use of this medium not only enriches the learning experience but also effectively addresses the challenges of learning in the digital era (Luthfiyah et al., 2025).

## The Influence of Genially on Students' Communication Competence

Genially is not only a presentation support medium but also a pedagogical tool that is capable of facilitating students' communication skills. Digital interaction through Genially encourages students to organise and deliver messages in a more structured manner. The use of this medium affects students' vocabulary, speaking confidence, and the expression of ideas. In addition, Genially supports two-way communication between students and the learning material, as well as among students during group presentation sessions. This condition fosters the emergence of a collaborative learning environment. The use of Genially fosters a learning environment that is communicative, enjoyable, and non-monotonous (Suspito et al., 2024). Genially has been proven to provide visual communication experiences that strengthen students' memory retention and delivery structure. Genially serves a dual function as both a presentation medium and an effective pedagogical tool in developing students' communication skills. This media not only encourages students to present ideas in a structured and confident manner but also builds a collaborative, interactive, and enjoyable learning environment. By integrating visual elements and digital technology, Genially has been shown to enhance students' communication experiences both individually and in groups, and to significantly improve the quality of content delivery (Selly & Devi, 2025).

## METHODS

This study employed a quantitative, quasi-experimental, one-group pre-test-post-test design to assess the effectiveness of Genially interactive media in improving the presentation competence of elementary school students. This design allows researchers to evaluate changes in students' competence before and after the intervention without involving a control group. This design is relevant and practical for implementation in homogeneous classroom settings and in contexts of limited resources in elementary schools. This method facilitates statistical evaluation of changes in students' presentation skill scores following the implementation of Genially interactive media, providing a basis for concluding the media's effectiveness in learning.

The respondents were 29 fifth-grade students from SD Kartika 10-1, selected purposively, with an age range of 10–11 years and relatively homogeneous learning backgrounds. The selection of fifth-grade students as respondents was based on the premise that they already possess sufficient literacy and cognitive abilities to use interactive learning media effectively, as supported by various studies. The research instrument was a presentation skills test that included indicators such as idea delivery, material structure, self-confidence, and media use. This instrument had previously been validated through content validity testing by subject-matter and learning-media experts and was piloted with a small group to ensure validity and reliability in accordance with quantitative research standards.

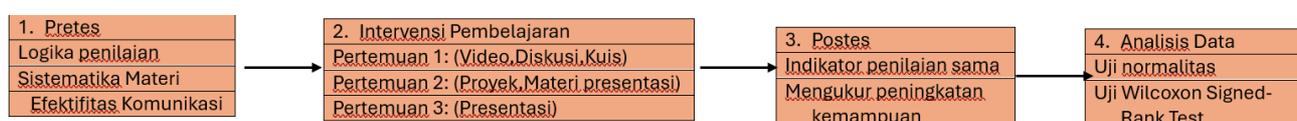


Figure 1. Research Flow

Source: Research, 2025

The flowchart of this research method (see **Figure 1**) is provided with the following explanation.

1. The pre-test was conducted before the learning intervention began, during which students were asked to deliver a simple presentation as an initial measure of their abilities. The pre-test assessment focused on three main indicators, namely logical delivery, material organisation, and communication effectiveness. The results of this pre-test served as an initial benchmark for assessing students' presentation skills prior to using Genially.
2. The learning intervention was conducted across three meetings using interactive media created in Genially.



**Figure 2.** The Genially application is designed for 3 meetings.  
Source: Research, 2025

This media (see **Figure 2**) was specifically designed by integrating interactive visual elements, educational videos, quiz games, and group discussion activities. This approach was intended to support meaningful learning processes while accommodating various student learning styles.

3. The post-test was conducted after all intervention sessions were completed, during which students again delivered a presentation using the same assessment instrument as in the pre-test. This post-test aimed to measure any improvements in students' presentation skills following instruction using Genially.
4. The pre-test and post-test data were analysed quantitatively. The first step was to conduct a Shapiro–Wilk normality test to assess the distribution of the data. The test results indicated that the data were not normally distributed, with significance values of 0.040 for the pre-test and 0.08 for the post-test, both below 0.05. Therefore, the analysis continued with the nonparametric Wilcoxon Signed-Rank Test, which is appropriate for paired data that do not follow a normal distribution. This test was employed to determine whether there was a significant difference between the pre-test and post-test results, thereby

providing a valid description of the effect of using Genially media on the improvement of students' presentation competence

## RESULTS AND DISCUSSION

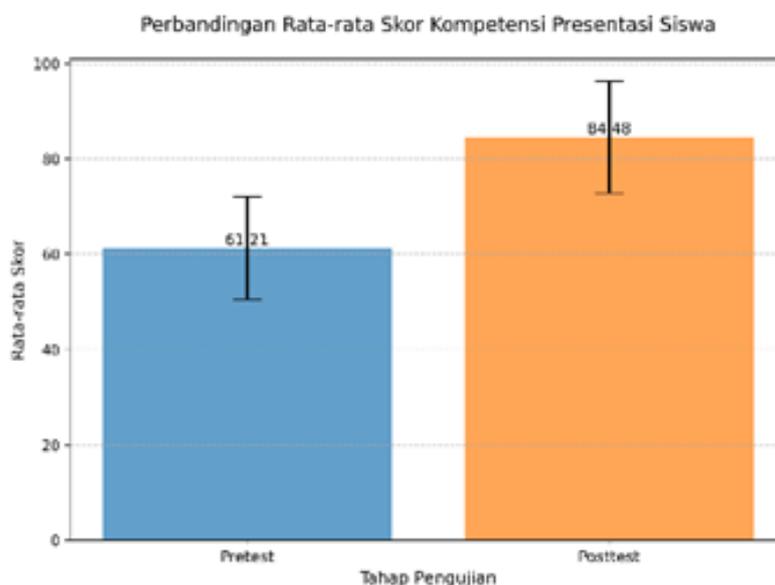
This study demonstrates a significant improvement in students' presentation skills after using Genially as a learning medium, indicating the effectiveness of interactive media in supporting the development of students' communication skills.

**Table 1.** Statistical Analysis Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Prestes	61.2069	29	10.66161	1.97981
	Postes	84.4828	29	11.67605	2.16819

Source: Research, 2025

Based on the statistical analysis, the average presentation competency score in Table 1 increased from 61.21 at the pre-test to 84.48 at the post-test. Furthermore, this significant improvement is shown in greater detail in the following figure.



**Figure 3.** Comparison of Average Presentation Competency Scores  
Source: Research 2025

**Figure 3** shows substantial variation in scores, with a pre-test standard deviation of 10.66 and a post-test standard deviation of 11.68, indicating notable individual differences among students. A Shapiro–Wilk normality test was conducted to assess the validity of the data. The results of the normality test are presented as follows.

**Table 2.** Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Prestes	.191	29	.008	.925	29	.040
Postes	.173	29	.027	.895	29	.008

a. Lilliefors Significance Correction

Source: Research 2025

The results of the normality test (see **Table 2**) show significance (Sig.) values of 0.040 at the pre-test stage and 0.080 at the post-test stage. According to standard statistical criteria, data are considered normally distributed when the significance value is greater than 0.05. At the pre-test stage, the Sig. The value of 0.040, which is below 0.05, indicates that the data are not normally distributed. This suggests a deviation from a normal distribution, which may be attributable to differences in students' initial abilities prior to the learning intervention. In contrast, at the post-test stage, the Sig. The value 0.080, which exceeds 0.05, indicates that the data following the Genially-based learning intervention are normally distributed. Normality testing becomes less crucial in larger samples; however, when test results indicate non-normal distribution, it is recommended to apply non-parametric statistical tests such as the Wilcoxon Signed-Rank Test (for paired or pre–post designs) or the Mann–Whitney U Test (for two independent samples), as these methods do not rely on distributional assumptions and are more robust to outliers and ordinal data (Politi *et al.*, 2021). Next, the Wilcoxon Signed-Rank test was used to test the hypothesis of a difference in pre- and post-intervention scores, as the data did not follow a normal distribution.

**Table 3.** Wilcoxon Signed Rank Test Results

		N	Mean Rank	Sum of Ranks
Postes - Prestes	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	29 <sup>b</sup>	15.00	435.00
	Ties	0 <sup>c</sup>		
	Total	29		

a. Postes < Prestes

b. Postes > Prestes

c. Postes = Prestes

Source: Research 2025

Based on the results of the Wilcoxon Signed-Rank test in Table 3, the ranking distribution compares students' presentation competency scores between the post-test and pre-test. Furthermore, 29 students showed positive rank differences, meaning they increased their post-test scores relative to their pre-test scores (post-test > pre-test). There are no negative ranks (post-test < pre-test) or ties (post-test = pre-test), indicating that all students improved their scores following the treatment using Genially learning media. The mean rank of 15.00 indicates that all score changes were predominantly positive, consistent with a strong positive effect of the intervention. The results, which show that all data fall within the positive

ranks, strengthen the empirical evidence that the use of Genially media significantly improves students' presentation competencies.

**Table 4.** Wilcoxon Statistical Results

	Postes - Prestes
Z	-4.860 <sup>b</sup>
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Source: Research, 2025

**Table 4** presents the statistical findings from the Wilcoxon Signed-Rank Test, which was used to examine significant differences between pre-test and post-test scores in students' presentation competence. The Z statistic was  $-4.860$ , with a very small asymptotic significance (Asymp. Sig. 2-tailed) of  $< 0.001$ . This p-value is well below the 0.05 threshold, indicating a highly significant difference between the pre-test and post-test scores. These results demonstrate that the use of Genially interactive learning media has a strong positive effect on improving students' presentation competence. The negative Z value indicates that most post-test scores exceed pre-test scores, consistent with the ranks table, which shows 29 positive ranks, no negative ranks, and no ties.

## Discussion

The significant improvement in students' presentation skills following the use of Genially learning media indicates the effectiveness of visual and interactive approaches in supporting students' communication skills. These findings address the study's main research question: whether Genially media can improve elementary school students' presentation skills. Based on the results of the Wilcoxon Signed-Rank Test, a significant difference was found between pre-test and post-test scores, indicating that the intervention using Genially media has a positive impact on the achievement of presentation competence. Theoretically, these results are consistent with the constructivist perspective presented in Jonassen's *\*Learning to solve problems: A handbook for designing problem-solving learning environments\**, which posits that meaningful learning occurs when students actively interact with learning materials. Genially provides visualisation, animation, and interactivity that stimulate students' cognitive and emotional engagement, thereby enhancing their involvement in the learning process. This supports Multimedia Learning Theory, which posits that processing information through verbal and visual channels simultaneously can enhance information absorption and retention in students' memory (Fyfield, 2022).

This improvement indicates that, in general, the use of Genially media has a positive effect on students' presentation skills. This aligns with the principles of constructivist learning, which emphasise the importance of cognitive and emotional activity in meaningful learning processes. The use of Genially also contributes to the development of 21st-century skills, including communication, collaboration, and digital literacy. Previous studies have found that integrating digital technology into learning can increase participation and preparation before class, strengthen self-confidence, and cultivate critical thinking about

the learning material (Yusuf, 2025). Furthermore, previous studies have concluded that Genially media affects students' critical thinking skills (Maharani & Nasution, 2025). This reinforces the findings of the present study, which show that students become more active, confident, and creative in organising and delivering presentations, thereby addressing the second research question. Genially media, which presents interactive visual elements, educational videos, quizzes, and group discussions, is believed to successfully stimulate students' active engagement and strengthen the logical and systematic delivery of the material (Barrera & Maier, 2024; Luthfiyah *et al.*, 2025).

Other analyses indicate relatively high variation in scores among students, as reflected in the standard deviations. This suggests that the effectiveness of Genially is not uniform but depends on individual student characteristics, including digital literacy levels, initial communication skills, and personal learning styles. This study remains limited in its ability to address the diverse learning outcomes of individual students when using Genially. Therefore, a differentiated learning approach using interactive digital media is relevant for accommodating the diversity of students' characteristics and learning styles (Rosyiddin *et al.*, 2023; Wulandari & Anggraini, 2025). On the other hand, the findings of this study also contribute to the literature on the effectiveness of educational technology, particularly in the context of elementary education in Indonesia. Practically, these findings have important implications for educators and education policymakers. Teachers need training in the use of Genially, not only as a presentation tool but also as a means to encourage idea exploration, structured thinking, and students' creativity. In addition, the curriculum should provide greater flexibility for integrating digital media into learning, thereby making the teaching and learning process more contextual and responsive to contemporary developments.

## CONCLUSION

This study successfully demonstrates the effectiveness of Genially interactive learning media in improving the presentation competence of SD students. Based on the Wilcoxon signed-rank test, there is a statistically significant increase in pre-test to post-test scores ( $p < 0.001$ ). This indicates that the use of Genially effectively enhances students' logical delivery, material organisation, and communication effectiveness following the learning intervention. With interactive visual elements, well-structured material organisation, and a communicative delivery approach within this medium, the learning process becomes more engaging and encourages active participation and creativity among students. Genially media functions not only as a learning support tool, but also as an effective medium for comprehensively improving presentation skills in elementary school students. Educational institutions and educators need to adopt and integrate Genially interactive learning media more broadly, particularly in subjects that require presentation skills and effective communication. Future research is recommended to expand the scope of subjects and the study duration to examine the consistency and long-term impact of using this medium across various learning contexts. The development of adaptive, interactive technology-based materials is also important for addressing the increasingly dynamic learning needs of students and for motivating them to continuously improve their communication skills.

## AUTHOR'S NOTE

Rina Indrawaty is a student in the Master's Program of Indonesian Language Education at IKIP Siliwangi, Indonesia, and also serves as a school principal at SMP BPI 1 Bandung. Her research interests include the development of language skills, innovation in learning media, and the implementation of technology in language education at the elementary and secondary levels. The author declares that there is no conflict of interest in the writing and publication of this article. All data, analyses, and content of the article were prepared independently, in accordance with applicable academic standards, and have been ensured to be free from plagiarism.

## REFERENCES

- Azizah, F. A., Nawir, M., & Nasir, N. (2025). Pengaruh media Genially berbasis gamifikasi terhadap hasil belajar kognitif siswa ilmu pengetahuan alam SDN 170 Rumpia Kabupaten Wajo. *JagoMIPA: Jurnal Pendidikan Matematika dan IPA*, 5(2), 428-438.
- Barrera, P., & Maier, H. (2024). Implementation of Genially as a strategy in the teaching-learning process of Natural Sciences. *Mendive-Revista de Educacion*, 22(3), 1-15.
- Cantika, V. M., Khaerunnisa, L., & Yustikarini, R. (2022). Merdeka curriculum implementation at Wonoayu 1 Junior High School as sekolah penggerak. *Curricula: Journal of Curriculum Development*, 1(2), 175-188.
- Dewi, N. A., & Setyaningsih, D. (2025). Pengaruh Media Genially terhadap minat belajar siswa pada mata pelajaran IPAS kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 269-280.
- Fadilah, A. N., & Kusdiyanti, H. (2023). Meningkatkan hasil belajar peserta didik melalui pengembangan media pembelajaran berbasis Genially. *Jurnal Pendidikan Manajemen Perkantoran*, 8(2), 153-162.
- Fahrudin, A., & Pamungkas, A. D. (2022). Peningkatan kompetensi guru melalui pelatihan keterampilan pembuatan e-presentation dengan aplikasi Canva for Education. *Jurnal Pengabdian kepada Masyarakat Bangun Cipta, Rasa, dan Karsa*, 1(3), 76-81.
- Fyfield, M., Henderson, M., & Phillips, M. (2022). Improving instructional video design: A systematic review. *Australasian Journal of Educational Technology*, 38(3), 155-183.
- Hermita, N., Putra, Z. H., Alim, J. A., Wijaya, T. T., Anggoro, S., & Diniya, D. (2022). Elementary teachers' perceptions on Genially learning media using Item Response Theory (IRT). *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(1) 1-20.
- Luthfia, D., Irdiyansyah, I., & Mirawati, M. (2025). Pengembangan bahan ajar menggunakan aplikasi Genially pada materi kerjasama di lingkunganku. *Arus Jurnal Psikologi dan Pendidikan*, 4(2), 64-82.
- Luthfiah, H., Suciptaningsih, O. A., & Mas' ula, S. (2025). Integrasi teknologi digital dalam pembelajaran IPAS: Studi kasus penggunaan Genially pada materi ekosistem kelas 3 SD. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 8(6), 6156-6163.
- Maharani, A. P., & Nasution, I. S. (2025). Pengaruh media pembelajaran berbasis web Genially terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPAS. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 8(3), 3488-3493.
- Manurung, P. (2020). Multimedia interaktif sebagai media pembelajaran pada masa pandemi COVID-19. *Al-Fikru: Jurnal Ilmiah*, 14(1), 1-12.
- Melnytska, O., & Kudelska, O. (2024). Developing grammar competence in secondary school students via interactive apps (Bamboozle, Quizziz, Genially). *Journal of Cross-Cultural Education*, 1(4), 22-29.
- Nurhalifah, S., & Falah, I. F. (2024). Pemanfaatan media pembelajaran berbasis Genially untuk meningkatkan pemahaman siswa dalam PPKN kelas IV SDN 2 Puteran. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 655-664.
- Nursianda, A., Aulianti, F., Azzahra, F. D., & Jidan, H. (2025). Kurikulum merdeka: Based accounting

- learning at SMK Negeri 1 Bandung. *Curricula: Journal of Curriculum Development*, 4(1), 29-46.
- Politi, M. T., Ferreira, J. C., & Patino, C. M. (2021). Nonparametric statistical tests: friend or foe?. *Jurnal Brasileiro de Pneumologia*, 47(4), 1-12.
- Pradana, S. (2025). Efektivitas penggunaan video animasi sebagai media pembelajaran interaktif di sekolah dasar. *Jurnal Transformasi Pendidikan Dasar*, 1(1), 33-39.
- Prasetyo, A., Hazmin, G., Muchran, M., & Nugroho, G. S. (2023). Meningkatkan keterampilan public speaking untuk meningkatkan kemampuan komunikasi di depan umum. *International Journal of Community Service Learning*, 7(2), 192-198.
- Rahayu, W. P., Hidayat, R., Zutiasari, I., Rusmana, D., Indarwati, R. A. A., & Zumroh, S. (2023). Peningkatan kemampuan membuat media pembelajaran dengan bantuan website Genially pada guru-guru SMK Islam Batu. *Portal Riset dan Inovasi Pengabdian Masyarakat (Prima)*, 2(3), 1-8.
- Ramadhan, D. A., Segara, N. B., Marzuqi, M. I., & Larasati, D. A. (2025). Pemanfaatan Canva sebagai sarana presentasi terhadap kemampuan komunikasi peserta didik dalam pembelajaran ilmu pengetahuan sosial di SMP Unesa 1 Labschool Surabaya. *Jurnal Dialektika Pendidikan IPS*, 5(1), 98-108.
- Rinjani, S. (2024). Implementasi Media Genially dalam pembelajaran bahasa Indonesia bagi mahasiswa PBSI UIN Jakarta. *Diajar: Jurnal Pendidikan dan Pembelajaran*, 3(1), 57-64.
- Rosyiddin, A. A. Z., Fiqih, A., Hadiapurwa, A., Nugraha, H., & Komara, D. A. (2023). The effect of interactive PowerPoint media design on student learning interests. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 8(1), 12-24.
- Saputri, D. M. A., Widodo, J. P., & Wibowo, S. (2024). The effect of Genially website-based gamification media on History learning motivation. *Santhet (Jurnal Sejarah Pendidikan dan Humaniora)*, 8(2), 1320-1326.
- Selly, J. B., & Devi, R. A. (2025). Pengaruh penggunaan platform Genially terhadap hasil belajar siswa pada materi ekosistem mata pelajaran IPAS kelas 3 di SD Inpres Osmok. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11(02), 402-412.
- Shalimar, A. K., & Rukmana, D. (2024). Pengembangan media pembelajaran berbasis problem solving menggunakan Aplikasi Genially pada materi bangun datar kelas V. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, 12(2), 272-290.
- Sintya, D. D., & Utami, N. C. M. (2025). Peningkatan motivasi belajar pada mata pelajaran Pendidikan Pancasila melalui active learning tipe true or false pada siswa kelas V SD. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(02), 200-218.
- Suspito, M. A., Churiyah, M., Arief, M., & Basuki, A. (2023). Peningkatan kemandirian dan hasil belajar siswa tingkat SMK menggunakan media pembelajaran Genially: Improving independence and learning outcomes of vocational level students using Genially learning media. *Efektor*, 10(2), 207-219.
- Utami, P. (2025). Peningkatan kompetensi pembuatan media presentasi interaktif berbasis teknologi digital (Canva) bagi mahasiswa kesehatan masyarakat. *Abdikan: Jurnal Pengabdian Masyarakat Bidang Sains dan Teknologi*, 4(3), 201-211.
- Wulandari, P. A. M., & Anggraini, N. (2025). Pembelajaran berdeferensiasi dalam mata pelajaran Bahasa Indonesia. *Carong: Jurnal Pendidikan, Sosial dan Humaniora*, 2(1), 108-116.
- Yusuf, M. (2025). Flipped classroom: Revolusi pengajaran dalam meningkatkan partisipasi siswa.

*Academicus: Journal of Teaching and Learning*, 4(1), 27-44.

Zulaichah, L., Pristiani, R., & Suciptaningsih, O. A. (2025). Inovasi bahan ajar berbasis Genially untuk meningkatkan motivasi dan pemahaman siswa SD dalam pembelajaran ekosistem: Studi pengembangan bahan ajar IPAS Kelas III SDN Percobaan 2 Kota Malang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 468-476.