



The Use of Genially-Based Learning Media in Pancasila Education and Its Impact on Student Participation: A Study of Grade VIII-H Students at SMP Negeri 1 Kayen

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Abstract

This study investigated the use of Genially-based learning media in Pancasila Education and its impact on student participation among Grade VIII-H students at SMP Negeri 1 Kayen. The research was motivated by low classroom participation, declining concentration, and learning fatigue experienced during afternoon instructional sessions. A descriptive qualitative approach was employed to examine students' learning behaviors following the implementation of Genially integrated with Baamboozle-based gamified quizzes. Data were collected over a five-month internship through participant observation, semi-structured interviews, and documentation. The findings reveal that the integration of interactive multimedia, instructional videos, visual learning materials, and collaborative gamification increased students' attention, participation, classroom interaction, and learning motivation. Students became more confident in expressing opinions, asking questions, and engaging in collaborative discussions. Nevertheless, the effectiveness of the interactive media declined during cognitively demanding activities because physical fatigue and the afternoon learning schedule reduced students' sustained concentration. The study concludes that Genially-based learning media can effectively enhance student participation when supported by appropriate instructional design and classroom conditions, while emphasizing the importance of considering learners' physical readiness to optimize the implementation of technology-enhanced learning.

Keywords: Genially, Interactive Learning Media, Pancasila Education, Student Participation, Technology-Enhanced Learning.



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INTRODUCTION

The rapid advancement of science and technology has reshaped multiple dimensions of human life, including educational systems that are increasingly required to adapt to digital transformation and knowledge-based societies. Contemporary pedagogy is no longer confined to traditional transmission models but is shifting toward learner-centered, technology-enhanced environments that emphasize participation, interaction, and higher-order thinking skills. In this global shift, education is expected to develop not only cognitive competence but also character formation and civic awareness as integral outcomes of schooling systems. Education fundamentally aims to develop holistic knowledge and individual potential in a structured learning ecosystem (Mubarok et al., 2024). The learning process is significantly influenced by the interaction between teachers, students, learning materials, and instructional media that mediate knowledge construction in the classroom (Lestari & Kurnia, 2022). Within this transformation, digital pedagogy has become a central discourse in 21st-century education as institutions attempt to align instructional practices with technological innovation and student engagement demands. The integration of digital learning tools is increasingly considered essential to support adaptive learning environments that respond to diverse learner needs and contexts. Educational innovation through interactive media is therefore positioned as a strategic response to bridge traditional instructional limitations and contemporary learning expectations (Faiza & Wardhani, 2024).

Recent scholarship in instructional design consistently highlights the growing relevance of interactive learning media as a means of improving student engagement and learning effectiveness across different educational levels. Interactive media functions as a communicative bridge that enables educators to deliver content in more dynamic, visual, and participatory formats that enhance learner comprehension (Afifah et al., 2022). Empirical findings suggest that interactive learning environments

contribute to improved student thinking skills and promote more meaningful classroom interactions between teachers and learners (Utomo & Yulianti, 2017). The use of interactive quiz-based tools has also been associated with increased student learning outcomes and classroom engagement, particularly in primary education contexts (Sukma & Handayani, 2022). In addition, interactive media that integrates multimedia elements such as video and comic-based visualization has been shown to strengthen conceptual understanding and learner motivation (Safitri & Jupriyanto, 2025). The relevance of such media is further reinforced by its ability to create enjoyable learning experiences that reduce monotony and increase participation intensity among students (Sukma et al., 2022). In broader educational discourse, interactive learning tools are increasingly viewed as essential instruments for preparing students to meet the demands of the digital era and complex global competencies (Faiza & Wardhani, 2024). These developments indicate a clear paradigm shift toward media-rich instructional ecosystems that prioritize engagement and interactivity as core pedagogical principles.

Among various digital learning platforms, Genially has emerged as a widely discussed tool in contemporary educational research due to its flexibility and interactive design capabilities. Studies indicate that Genially-based learning media can significantly enhance student interest and motivation in civic education contexts by providing visually engaging and structured content delivery (Arum et al., 2025). Research also demonstrates that Genially-based gamification approaches can improve learning motivation by embedding game-like elements into instructional activities that stimulate active participation (Halawa et al., 2025). In civic education learning environments, Genially has been found to increase student engagement and learning interest, particularly in secondary school settings where abstract concepts often require visualization support (Jesan et al., 2025). Further evidence suggests that Genially-based instructional media can increase learning interest in history and social science subjects by transforming conventional materials into interactive digital experiences (Putri et al., 2023). In addition, deep learning-assisted Genially models have been shown to improve conceptual understanding of students in civic education learning processes (Nursukowati et al., 2025). The integration of Genially into web-based instructional design also supports the development of digital literacy skills among students through structured interactive exposure (Ifrianingsih et al., 2025). These findings collectively position Genially as a promising pedagogical innovation that aligns with constructivist learning principles and student-centered instructional design.

Despite the growing body of research supporting interactive and Genially-based learning media, several conceptual and empirical limitations remain evident within the literature. Many studies focus predominantly on student motivation and interest without sufficiently examining behavioral dimensions such as active participation and classroom interaction dynamics. Some findings also indicate that the effectiveness of interactive media may vary depending on instructional design quality and teacher readiness, which are often underexplored variables in empirical studies. Student learning conditions such as boredom and academic fatigue continue to influence classroom engagement, suggesting that media innovation alone may not fully resolve participation issues (Ismanto, 2024). Although gamification and interactive media approaches have shown positive outcomes, inconsistencies remain in how these tools affect different learning environments and subject areas (Mahbubi, 2025). In addition, limited attention has been given to the implementation of Genially-based learning media in civic education at the junior secondary school level, particularly in contexts where infrastructural constraints exist. Several studies also rely heavily on short-term interventions, making it difficult to assess sustained behavioral changes in student participation. These gaps highlight the need for more context-sensitive and empirically grounded research that examines interactive media beyond surface-level engagement indicators.

The urgency of addressing student participation in civic education becomes increasingly critical in the context of digital-era learning environments where passive learning tendencies continue to persist. Classroom observations in many schools indicate that traditional lecture-based instruction still dominates teaching practices, limiting opportunities for meaningful student interaction and engagement. This condition becomes more complex when technological facilities are available but not optimally utilized due to accessibility constraints or limited instructional integration. The persistence of low student responsiveness, reduced attention span, and minimal collaborative interaction signals a pedagogical gap that requires immediate innovation. Civic education, as a subject that emphasizes values, identity, and democratic participation, demands learning approaches that actively engage students in reflective and interactive processes. The integration of interactive media is therefore not

merely a technological enhancement but a pedagogical necessity to foster meaningful participation. Addressing this issue is essential to ensure that learning environments align with contemporary educational demands and student psychological conditions in classroom settings.

This study positions itself within the intersection of contemporary pedagogy, digital learning innovation, and civic education didactics by focusing on the role of Genially-based learning media integrated with interactive quiz activities in shaping student participation. Unlike previous studies that primarily emphasize motivation or learning outcomes, this research specifically examines behavioral participation as a central construct in classroom interaction dynamics. The study investigates how structured digital learning environments can influence student responsiveness, engagement intensity, and interaction patterns during Pancasila Education learning sessions. By focusing on Grade VIII-H students at SMP Negeri 1 Kayen, the research provides a contextualized empirical contribution that reflects real classroom conditions in secondary education settings. Methodologically, the study contributes by offering a practical model of integrating multimedia learning platforms with interactive assessment tools within a single instructional ecosystem. The findings are expected to enrich contemporary discourse on digital pedagogy by providing evidence-based insights into how interactive media shapes participatory learning behavior. Ultimately, this research aims to offer a pedagogical framework that supports more active, meaningful, and student-centered civic education learning environments.

RESEARCH METHODS

The study uses a qualitative empirical research design to examine student participation in Pancasila Education learning through Genially-based learning media in a real classroom context. A descriptive qualitative approach is applied to understand in depth how interactive digital media influences student engagement and learning behavior in line with contemporary perspectives on digital pedagogy and classroom interaction (Roosinda et al., 2021). The research was conducted over five months at SMP Negeri 1 Kayen during an internship program. The participants consisted of 30 students from Grade VIII-H, selected using purposive sampling based on observed low classroom participation and relevance to the research focus on student engagement in civic education learning environments (Ferdinal et al., 2024). Data were collected through participant observation, semi-structured interviews, and documentation to ensure methodological triangulation and contextual richness. Observation was conducted during Pancasila Education learning activities to record patterns of student participation, responsiveness, and interaction in Genially-based learning sessions, while interviews explored students' experiences and perceptions of interactive learning media. Documentation was used to support empirical evidence through field notes and visual records of classroom activities.

The research instruments included observation sheets, interview guidelines, and documentation checklists designed to systematically capture indicators of student participation and learning interaction. Validity was ensured through expert judgment and triangulation of data sources, consistent with qualitative research standards in educational studies on interactive media implementation (Afifah et al., 2022). Reliability was strengthened through consistent observation procedures and repeated documentation across multiple learning sessions to ensure data stability. Data analysis followed the interactive model consisting of data condensation, data display, and conclusion drawing, where relevant information related to student participation was selected, organized, and interpreted into structured narrative forms. The analysis process was continuously refined through iterative comparison of observation results, interview data, and documentation findings to ensure interpretive accuracy regarding student engagement in Genially-based learning environments (Arum et al., 2025). Ethical considerations were strictly applied by obtaining informed consent, maintaining student confidentiality, and ensuring that the research process did not interfere with normal instructional activities. This methodological design was intended to ensure rigor, credibility, and contextual validity in examining the impact of interactive learning media on student participation in Pancasila Education.

RESULTS AND DISCUSSION

Initial Condition of Student Participation Before the Implementation of Genially-Based Learning Media

The preliminary observations conducted in Grade VIII-H at SMP Negeri 1 Kayen revealed that student participation during Pancasila Education lessons remained relatively limited before the

introduction of Genially-based learning media. Classroom instruction was predominantly organized through conventional lecture-based practices in which the teacher assumed the primary role in delivering information while students mainly listened and recorded explanations. Opportunities for dialogue, collaborative problem-solving, and reflective discussion occurred only occasionally, resulting in a learning environment characterized by one-way communication. This instructional pattern positioned students as passive recipients of knowledge rather than active participants in the learning process. The situation became more apparent during lessons on *Wawasan Nusantara*, a topic requiring conceptual understanding rather than simple memorization. Many students demonstrated difficulty maintaining concentration throughout the instructional session, particularly because the subject was scheduled during the afternoon when physical and cognitive fatigue had begun to emerge. These classroom characteristics indicate that the instructional environment had not yet provided sufficient opportunities to cultivate active participation, interaction, and meaningful engagement, which are widely recognized as essential components of contemporary student-centered learning (Lestari & Kurnia, 2022).

Classroom observations conducted across multiple instructional meetings further demonstrated that low participation was reflected in several observable behavioral indicators rather than a single aspect of classroom performance. Students generally paid attention during the opening minutes of the lesson but gradually lost focus as the teacher continued lengthy verbal explanations without the support of interactive instructional media. Only a few students voluntarily answered questions posed by the teacher, while the majority remained silent and waited for direct instruction before responding. Peer interaction associated with the learning materials also occurred infrequently because classroom activities rarely required collaborative discussion or shared problem-solving. Several students were observed engaging in conversations unrelated to the lesson, whereas others appeared tired and occasionally rested their heads on their desks during instruction. These recurring behavioral patterns were consistently identified throughout the observation period and are summarized in Table 1, which presents the baseline profile of student participation before the instructional intervention.

Table 1. Initial Observation of Student Participation in Grade VIII-H Prior to the Implementation of Genially-Based Learning Media

Participation Indicator	Observation Findings
Student attention	Students initially focused on the lesson but gradually became distracted and showed signs of fatigue during prolonged teacher explanations.
Verbal participation	Most students rarely answered questions voluntarily and tended to respond only after direct prompting from the teacher.
Classroom interaction	Interaction among students was limited, with very few collaborative discussions related to the learning materials.
Learning engagement	Participation in classroom activities remained low because students primarily listened rather than actively contributing to the learning process.
Learning motivation	Students showed limited enthusiasm toward <i>Wawasan Nusantara</i> , which was commonly perceived as a memorization-oriented topic.

The baseline observations presented in Table 1 demonstrate that student participation was constrained across cognitive, behavioral, and social dimensions of classroom engagement. The consistently low level of verbal participation suggests that students lacked sufficient confidence and instructional support to communicate their ideas during learning activities. Limited classroom interaction further indicates that opportunities for collaborative knowledge construction had not been adequately facilitated within the existing instructional approach. Observation notes also revealed that declining attention frequently coincided with extended periods of teacher explanation, suggesting that

the instructional format itself contributed to reduced classroom engagement. These findings support the argument that participation is influenced not only by individual student characteristics but also by the pedagogical environment in which learning occurs. Contemporary educational research emphasizes that interactive learning environments provide stronger cognitive stimulation than conventional instructional approaches because they encourage students to participate actively in constructing knowledge rather than merely receiving information (Faiza & Wardhani, 2024). Similar evidence also indicates that interactive instructional media can enhance behavioral engagement by creating more attractive learning experiences capable of sustaining students' attention throughout classroom activities (Mubarok et al., 2024).

The observational findings also revealed that students' passive participation was closely associated with the characteristics of the instructional approach employed during Pancasila Education lessons. Throughout the observation period, the teacher remained the dominant source of information, while students were primarily expected to listen, take notes, and complete individual assignments. Opportunities for inquiry-based learning, collaborative discussion, and reflective dialogue were rarely incorporated into classroom activities. Consequently, students had limited opportunities to express opinions, negotiate ideas, or construct understanding through social interaction. This instructional pattern gradually reduced students' willingness to initiate communication because classroom participation was largely limited to responding when directly addressed by the teacher. Several students interviewed after the observations admitted that they preferred remaining silent because they were uncertain whether their answers would be correct, while others perceived the learning process as repetitive and predictable. These findings suggest that instructional strategies emphasizing information transmission rather than active engagement may unintentionally reinforce passive learning behaviors, a pattern that has also been identified in previous studies examining participation in Pancasila Education classrooms (Ferdinal et al., 2024).

Another factor contributing to the low level of participation was the nature of the instructional content delivered during the observation period. The topic of *Wawasan Nusantara* requires students to understand national identity, territorial integrity, and civic values through conceptual reasoning rather than memorizing isolated facts. In practice, however, the material was commonly presented through verbal explanations accompanied by notes written on the whiteboard, providing limited opportunities for students to visualize relationships among concepts. Many students consequently perceived the lesson as abstract and heavily dependent on memorization, reducing both curiosity and intrinsic motivation to participate during classroom discussions. This perception became more evident during interviews, where several participants explained that lengthy explanations without visual support made it difficult to maintain concentration until the lesson ended. Such classroom experiences correspond with studies indicating that interactive multimedia facilitates conceptual understanding by presenting complex learning materials through visual representations capable of reducing cognitive burden (Afifah et al., 2022). Similar findings also demonstrate that learning media integrating multimedia elements improve students' interest because instructional content becomes easier to interpret and more closely connected to authentic learning experiences (Putri et al., 2023). These observations indicate that the limited use of instructional media contributed not only to reduced participation but also to students' difficulty in constructing meaningful understanding of the learning content.

The convergence of observational and interview findings demonstrates that low student participation cannot be explained solely by learner characteristics, as it emerged from the interaction between instructional practices, classroom conditions, and the nature of the learning materials. The afternoon learning schedule contributed to declining physical stamina, while the dominance of lecture-based instruction limited opportunities for active engagement and collaborative learning. Students' perception of *Wawasan Nusantara* as a difficult and memorization-oriented topic further strengthened passive learning behaviors, creating a classroom environment in which participation gradually diminished as the lesson progressed. These findings indicate that improving student participation requires more than increasing teacher questioning techniques because meaningful engagement depends upon learning environments capable of stimulating cognitive, behavioral, and emotional involvement simultaneously. Contemporary pedagogical perspectives emphasize that technology-enhanced learning environments can support this transformation by integrating multimedia, interaction, and learner autonomy into instructional practice (Faiza & Wardhani, 2024). The baseline conditions identified in this study therefore provide a clear empirical justification for introducing Genially-based learning media

as an instructional intervention designed to create a more interactive and participatory learning environment. The following sub-chapter examines how the implementation of the developed Genially media influenced student participation and reshaped classroom interaction during Pancasila Education learning.

Changes in Student Participation Following the Implementation of Genially-Based Learning Media

The implementation of Genially-based learning media fundamentally transformed the instructional process in Grade VIII-H during Pancasila Education lessons, particularly in the topic of *Wawasan Nusantara*. Prior to the intervention, classroom interaction was largely dominated by teacher explanations, whereas the introduction of the digital platform gradually shifted learning toward a more student-centered approach in which students demonstrated greater attention through multimedia content integrating visual elements, instructional videos, interactive navigation, and collaborative learning activities. The change in classroom dynamics was reflected in the increasing willingness of students to observe, respond, interact with both the instructional materials and their peers, and actively explore the learning materials before participating in subsequent discussions. This behavioral change suggests that interactive digital media may function as an effective pedagogical stimulus capable of encouraging students to become more actively involved in classroom learning activities. Such findings reinforce the perspective that technology-enhanced learning environments create opportunities for more meaningful engagement by positioning students as active participants rather than passive recipients of knowledge (Faiza & Wardhani, 2024). Interactive instructional media have likewise been reported to facilitate higher levels of participation by creating learning experiences that are visually attractive, cognitively stimulating, and responsive to students' learning preferences (Arum et al., 2025).

Changes in student participation were consistently observed across several behavioral indicators during classroom implementation, including attention, verbal responsiveness, collaborative interaction, task engagement, and learning motivation. Comparison between classroom observations conducted before and after the implementation demonstrated improvements across all observed dimensions. Students who had previously shown limited responses during teacher questioning gradually became more willing to express opinions, ask questions, and contribute to group discussions. The increase in participation was also accompanied by stronger collaboration among students during learning activities, particularly when completing interactive tasks embedded within the digital platform. These observational findings are summarized in Table 2, which illustrates the comparison of student participation before and after the implementation of Genially-based learning media.

Table 2. Comparison of Student Participation Before and After the Implementation of Genially-Based Learning Media

Participation Indicator	Before Implementation	After Implementation
Student attention	Low; students were frequently distracted and appeared drowsy	High; students maintained attention toward multimedia content throughout the lesson
Verbal participation	Students rarely responded voluntarily	Students actively asked questions and expressed opinions
Classroom interaction	Limited interaction between teacher and students	Frequent discussion and collaborative communication among students
Learning engagement	Passive involvement in instructional activities	Active participation in learning tasks and classroom discussion
Learning motivation	Low enthusiasm toward learning activities	Higher enthusiasm and willingness to participate in learning

The comparison presented in Table 2 demonstrates that the most substantial improvement occurred in students' verbal participation and classroom interaction, indicating that the integration of interactive multimedia altered not only learning behavior but also communication patterns within the classroom. Students became increasingly confident in responding to teacher questions because the visual presentation of learning materials provided clearer contextual references during discussion. Observation notes also indicated that students voluntarily initiated conversations regarding concepts presented in the learning media without continuous prompting from the teacher. These behavioral changes reflect improvements in both cognitive engagement and social participation, two dimensions considered essential in contemporary student-centered pedagogy. Similar patterns have been reported in previous studies showing that interactive learning media contribute positively to students' willingness to communicate and participate actively during instructional activities (Ferdinal et al., 2024). Research on Genially-based civic learning also demonstrates that visually rich instructional environments encourage students to become more actively involved in classroom interaction because information is presented through multiple modes of representation rather than conventional text-based explanations (Sukmanasa et al., 2024). The empirical evidence obtained in this study indicates that multimedia integration can effectively transform classroom participation from predominantly passive observation into active learning engagement.

The instructional media developed for this study were intentionally designed to integrate all learning components into a single web-based environment through the Genially platform. Instead of separating instructional materials, videos, learning objectives, and classroom assessment into different applications, every learning component was organized within one interactive interface that could be accessed sequentially throughout the lesson. This integrated structure allowed students to navigate instructional content more independently while maintaining continuity between conceptual explanation and learning activities. The multimedia presentation combined animated illustrations, instructional videos, visual navigation, and hyperlinks that enabled students to move smoothly between different learning sections without disrupting their concentration. The learning sequence was concluded with a collaborative Baamboozle quiz that functioned as a gamified formative assessment to reinforce conceptual understanding through group interaction. The implementation interface of the developed learning media is presented in Figures 1–5, illustrating the organization of instructional components within the Genially platform.



Figure 1. Genially Cover Page



Figure 2. Main Menu Interface



Figure 3. Learning Objectives Page



Figure 4. Learning Outcomes Page

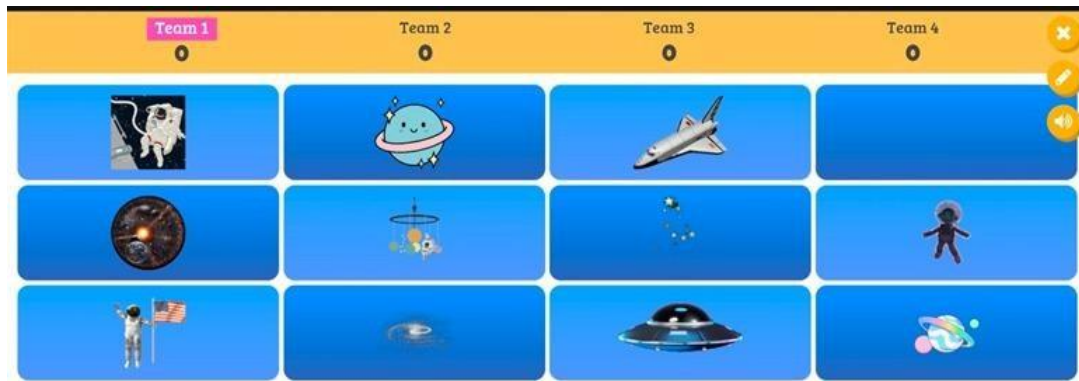


Figure 5. Baamboozle Gamified Quiz Interface

The interfaces presented in Figures 1–5 demonstrate that instructional content was delivered through an integrated multimedia environment designed to minimize cognitive disruption during learning activities. Students could access learning objectives, instructional videos, explanatory materials, and formative assessment without switching between multiple digital platforms, allowing greater continuity throughout the lesson. Such integration reduced unnecessary cognitive transitions and encouraged students to remain focused on the instructional sequence. The visual organization of information also supported students in understanding abstract concepts contained in *Wawasan Nusantara* by presenting textual explanations together with illustrations and multimedia representations. Previous research has emphasized that Genially-based instructional media facilitate greater learner autonomy because students actively navigate learning resources while constructing conceptual understanding through interactive exploration (Putri et al., 2023). Similar findings indicate that web-based interactive instructional design contributes to increased learning effectiveness by combining attractive visual communication with flexible navigation that accommodates diverse student learning preferences (Lasmawan & Kertih, 2025). Studies on game-based instructional design further explain that interactive multimedia environments are capable of strengthening cognitive engagement because students perceive learning activities as exploratory experiences rather than passive instructional sessions (Kuncoro, 2025).

Pedagogical Mechanisms of Integrating Genially and Baamboozle in Pancasila Education

The improvement in student participation observed during the implementation of Genially-based learning media cannot be attributed solely to the novelty of digital technology, but rather to the pedagogical mechanisms embedded within the instructional design. Classroom observations demonstrated that the learning environment shifted from passive information reception toward active knowledge construction because students were continuously encouraged to interact with visual content, multimedia explanations, and collaborative learning activities instead of depending exclusively on teacher explanations. This learning sequence promoted continuous cognitive engagement because each instructional component required students to actively process information, interpret visual representations, discuss concepts with their peers, and construct understanding rather than merely memorize factual content. The integration of multimedia resources also reduced the cognitive barriers commonly encountered when learning abstract civic concepts such as *Wawasan Nusantara*, allowing students to establish stronger connections between theoretical knowledge and authentic national contexts while increasing their confidence in explaining concepts during classroom discussions. These findings support the proposition that interactive multimedia facilitates deeper learning by creating opportunities for autonomous exploration and sustained learner engagement, an outcome consistently emphasized in studies examining the pedagogical effectiveness of Genially-based instructional media (Kuncoro, 2025). Similar evidence indicates that web-based interactive learning environments strengthen conceptual understanding because students actively construct knowledge through multimedia exploration instead of relying exclusively on teacher-centered explanations (Lasmawan & Kertih, 2025).

The instructional design implemented in this study deliberately integrated complementary pedagogical features into a unified digital learning environment to support different dimensions of classroom participation. Every component embedded within the Genially platform served a specific

instructional function that collectively contributed to students' cognitive engagement, behavioral participation, and collaborative interaction throughout the learning process. Interactive navigation enabled students to move independently across learning materials, while embedded instructional videos contextualized abstract civic concepts through visual explanation. Animated illustrations maintained students' attention by presenting information dynamically, reducing monotony frequently associated with conventional lecture-based instruction. Hyperlinks connected students with different learning resources without interrupting the instructional flow, creating a coherent learning experience that minimized unnecessary cognitive transitions. The learning sequence concluded with a collaborative Baamboozle quiz that transformed formative assessment into a socially interactive activity emphasizing discussion rather than individual memorization. The pedagogical functions of each instructional feature identified during classroom implementation are summarized in Table 3.

Table 3. Pedagogical Functions of the Integrated Genially and Baamboozle Learning Media

Learning Feature	Pedagogical Function	Observed Influence on Student Participation
Interactive navigation menu	Guides students through structured learning sequences	Students explored instructional materials more independently.
Learning objectives and outcomes	Clarifies instructional expectations before learning begins	Students demonstrated stronger learning readiness and clearer task orientation.
Animated instructional materials	Supports conceptual understanding through multimedia representation	Students maintained attention and participated more actively during explanations.
Embedded instructional videos	Connects theoretical concepts with authentic contextual examples	Students asked more questions and contributed more frequently to classroom discussion.
Interactive hyperlinks	Encourages independent exploration of learning resources	Students became more autonomous during classroom learning activities.
Baamboozle collaborative quiz	Applies gamification through collaborative formative assessment	Group discussion, peer interaction, and verbal participation increased substantially.

The pedagogical functions presented in Table 3 demonstrate that student participation was enhanced not through isolated technological features but through the integration of complementary instructional components operating within a coherent learning environment. Interactive navigation reduced students' dependence on teacher direction because learners could independently determine the sequence in which they explored instructional materials. Multimedia explanations provided additional contextual support that enabled students to interpret abstract concepts more accurately before engaging in classroom discussion. Embedded videos further strengthened conceptual understanding by combining verbal explanations with visual representations, reducing the cognitive demands associated with processing complex civic education content. The inclusion of hyperlinks promoted self-directed exploration, encouraging students to revisit learning materials whenever clarification was required during collaborative activities. Previous studies have similarly concluded that interactive multimedia environments contribute to improvements in digital literacy, conceptual understanding, and classroom engagement because students actively construct meaning while interacting with digital learning resources (Ifrianingsih et al., 2025). Research conducted in history education likewise demonstrates that Genially-based instructional media effectively increase learning interest by integrating multimedia elements capable of sustaining students' cognitive attention throughout instructional activities (Putri et al., 2023). These findings indicate that the pedagogical effectiveness of Genially lies not merely in its

technological sophistication but in its capacity to organize multiple instructional strategies within a unified digital learning environment that continuously encourages active participation.

The integration of Baamboozle as a gamified formative assessment extended the pedagogical value of Genially by transforming evaluation activities into collaborative learning experiences rather than conventional testing sessions. Classroom observations showed that students displayed greater enthusiasm when assessment was presented in the form of team-based challenges because they perceived the activity as an engaging competition instead of an individual examination, encouraging every group member to contribute ideas that influenced the collective score. Students who had previously remained silent during teacher-led questioning became increasingly willing to express opinions after discussing possible answers with their peers, while the collaborative nature of the quiz reduced anxiety because responsibility for answering was shared among group members. Observation records further indicated that verbal interaction became more frequent during the gamified sessions, with students exchanging arguments, negotiating answers, and providing explanations before submitting responses. Previous research has demonstrated that gamification enhances learning motivation by introducing meaningful challenges and immediate feedback capable of sustaining learner engagement throughout instructional activities (Mahbubi, 2025). Similar findings in Pancasila and Civic Education indicate that Genially-supported gamification promotes higher classroom participation because competitive yet collaborative learning environments encourage students to communicate more confidently during instructional interaction (Herlis & Khairan, 2026).

Beyond increasing students' motivation, the combination of Genially and Baamboozle also strengthened collaborative learning processes that are fundamental to contemporary civic education. Rather than focusing exclusively on individual achievement, students were required to negotiate ideas, justify their reasoning, reach shared decisions before responding to each quiz question, and develop conceptual understanding through dialogue while simultaneously practicing communication and cooperative problem-solving skills. Observation data revealed that discussions within student groups frequently continued even after quiz questions had been completed, while interview responses suggested that collaborative discussion helped students understand concepts that had initially appeared difficult when explained only through lectures. These learning behaviors illustrate that participation encompasses cognitive, behavioral, and social engagement, all of which were stimulated through collaborative multimedia activities rather than isolated individual tasks. Previous studies have reported that culturally responsive interactive media in Pancasila Education facilitate more meaningful classroom interaction because students actively construct understanding through shared learning experiences instead of passive observation (Safitri, 2025). Comparable evidence also indicates that Genially-assisted learning supports deeper conceptual understanding in Pancasila Education by integrating interactive exploration with collaborative classroom dialogue that positions students as active contributors to the learning process (Nursukowati et al., 2025).

The findings of this study indicate that the pedagogical effectiveness of integrating Genially and Baamboozle originates from the complementary relationship between multimedia learning and collaborative gamification rather than from the use of digital technology alone. Genially functioned primarily as a cognitive learning environment by organizing instructional content through visual representation, multimedia explanation, and interactive navigation, whereas Baamboozle reinforced knowledge construction by encouraging collaborative discussion and formative evaluation within student groups, creating continuous opportunities for students to observe, interpret, discuss, and apply newly acquired knowledge throughout the learning process. The observed increase in classroom participation therefore reflects the interaction between instructional design and learner engagement rather than the novelty of technology itself. Such findings suggest that effective digital pedagogy requires educators to integrate technological tools with pedagogical strategies capable of promoting meaningful classroom interaction and sustained student participation. This interpretation aligns with broader perspectives emphasizing that technology integration in Pancasila Education should strengthen not only digital competence but also character development, democratic participation, and collaborative citizenship through interactive learning experiences (Kesuma et al., 2025). Similar arguments have been advanced in studies highlighting that learner-centered approaches in Pancasila Education contribute more effectively to the development of democratic character when instructional activities actively involve students in dialogue, reflection, and collaborative decision-making rather than passive information reception (Octavia & Tirtoni, 2024).

Supporting and Inhibiting Factors Affecting the Implementation of Genially-Based Learning Media

The implementation of Genially-based learning media in Grade VIII-H was influenced by several contextual factors that either facilitated or constrained its effectiveness during classroom instruction. Classroom observations demonstrated that the success of interactive digital learning was not determined solely by the quality of the instructional media but also by the availability of technological infrastructure, students' readiness to engage with digital learning, and the physical conditions under which instruction was conducted. These contextual variables shaped the extent to which students were able to participate actively throughout the learning process. Although the interactive media consistently attracted students' attention during the initial stages of learning, variations in classroom conditions occasionally affected the continuity of student engagement. The findings therefore suggest that the effectiveness of digital pedagogy should be interpreted within the broader learning ecosystem rather than as an isolated consequence of technological innovation. Similar perspectives emphasize that successful integration of educational technology depends upon the interaction between instructional design, learning environment, and institutional support that collectively influence students' learning experiences (Faiza & Wardhani, 2024). Observation and interview findings obtained in this study further confirmed that both supporting and inhibiting factors emerged simultaneously throughout the implementation process, requiring teachers to continuously adapt their instructional strategies to classroom conditions.

One of the strongest supporting factors identified during the implementation was the availability of school facilities that enabled the integration of interactive digital media into classroom instruction. SMP Negeri 1 Kayen possessed an Interactive Flat Panel (IFP) that allowed multimedia content, instructional videos, and interactive quizzes to be presented clearly during Pancasila Education lessons, and although the device was shared among teachers, its availability significantly enhanced the visual quality of classroom instruction whenever it could be utilized. Another important supporting factor was students' familiarity with digital technology, as most participants had previous experience interacting with online learning resources and digital applications, reducing the instructional time required to explain the operation of the Genially platform and allowing greater attention to be directed toward learning activities. Classroom observations further indicated that students quickly adapted to interactive navigation, multimedia features, and collaborative quiz activities without experiencing substantial operational difficulties. These findings support previous studies indicating that students' digital literacy contributes positively to the successful implementation of interactive multimedia because technological familiarity enables learners to focus more effectively on instructional objectives rather than platform operation (Ifrianingsih et al., 2025). Previous research has likewise shown that interactive web-based instructional media become more effective when supported by adequate technological infrastructure and learners who possess sufficient digital readiness to participate actively in technology-enhanced learning environments (Lasmawan & Kertih, 2025).

Table 4. Supporting and Inhibiting Factors Affecting the Implementation of Genially-Based Learning Media

Contextual Factor	Observed Influence on Classroom Implementation
Availability of Interactive Flat Panel (IFP)	Facilitated multimedia presentation and improved classroom visualization of instructional materials.
Students' digital familiarity	Accelerated adaptation to Genially features and encouraged independent exploration of learning resources.
Interactive multimedia design	<u>Increased students' curiosity, attention, and willingness to participate in classroom discussion.</u>

Internet instability	Occasionally delayed loading of animations and embedded multimedia content, interrupting instructional continuity.
Afternoon learning schedule	Reduced students' concentration because of physical fatigue and declining energy levels.
Students' physical condition	Limited sustained engagement during cognitively demanding activities despite initial enthusiasm toward the interactive media.

The findings presented in Table 4 indicate that technological readiness and classroom infrastructure substantially supported the implementation of interactive learning media, whereas technical and physiological factors occasionally reduced its instructional effectiveness. The availability of digital facilities encouraged smoother multimedia integration, allowing students to experience richer visual representations than those provided through conventional instruction. At the same time, unstable internet connectivity occasionally interrupted transitions between learning components because several multimedia features required continuous online access. Observation records further revealed that temporary delays in loading animations or videos slightly disrupted the instructional flow, although these interruptions did not fundamentally reduce students' interest in participating. The most influential inhibiting factor emerged from students' physical condition during afternoon lessons, as declining energy levels gradually affected concentration regardless of the quality of the instructional media. Similar studies have reported that external learning conditions, including classroom schedules and technological infrastructure, significantly influence the effectiveness of digital learning implementation because student engagement depends upon both pedagogical and contextual variables (Jesan et al., 2025). Evidence from research on Genially-based learning likewise suggests that interactive instructional media can substantially improve motivation and participation, yet their educational impact remains closely associated with supportive classroom conditions capable of sustaining students' cognitive readiness throughout the learning process (Halawa et al., 2025).

The classroom observations further demonstrated that students' physical condition constituted the most influential inhibiting factor affecting sustained participation during the implementation of Genially-based learning media. Although students initially responded enthusiastically to the multimedia presentation, their level of concentration gradually declined as the lesson progressed during the afternoon instructional schedule. Several students began to display signs of fatigue, including reduced attentiveness, slower responses to teacher questions, and diminished participation during collaborative activities requiring prolonged cognitive effort. Interview findings confirmed that students perceived the afternoon learning session as physically demanding because it followed several consecutive classroom periods with limited opportunities for rest. This condition became particularly evident during activities requiring analytical discussion, where some groups needed additional encouragement from the teacher to maintain active participation. Classroom observations indicated that the reduction in participation was associated more closely with physical exhaustion than with students' perceptions of the instructional media itself. Previous educational research has identified learning fatigue as an important external factor capable of reducing attention, motivation, and cognitive performance, particularly when students experience extended instructional schedules without adequate recovery time (Ismanto, 2024). These findings indicate that interactive multimedia alone cannot completely eliminate the effects of physiological fatigue, although it may delay the decline in classroom engagement compared with conventional lecture-based instruction.

To minimize the impact of declining concentration, the teacher incorporated short ice-breaking activities between instructional segments as part of the classroom learning strategy. These activities consisted of brief movement exercises, light games, and simple interactive prompts designed to restore students' attention before continuing with concept exploration and collaborative discussion. Observation data showed that students responded positively to these activities because they temporarily increased classroom energy and encouraged students to refocus on the learning tasks. Students became more responsive immediately after each ice-breaking session, and classroom interaction improved during the transition to the following instructional activity. The positive effect, however, was relatively temporary because participation gradually decreased again when students engaged in cognitively

demanding tasks requiring sustained analytical thinking. Interview responses suggested that students appreciated the variation in learning activities, although several participants acknowledged that physical tiredness remained noticeable toward the end of the lesson. These findings imply that pedagogical innovation should be accompanied by instructional time management and classroom strategies capable of maintaining students' cognitive readiness throughout the learning process. Interactive learning environments have consistently been reported to improve students' motivation and engagement, yet their effectiveness is strengthened when instructional activities are organized in ways that accommodate learners' psychological and physical conditions (Sabrina, 2024). Similar findings also indicate that multimedia-assisted learning becomes more meaningful when teachers combine technological innovation with adaptive classroom management strategies that respond to fluctuations in students' learning readiness (Sukma & Handayani, 2022).

The overall findings demonstrate that the implementation of Genially-based learning media produced positive changes in student participation despite the presence of several contextual challenges encountered during classroom instruction. The interactive characteristics of the platform successfully encouraged students to become more attentive, communicative, and actively involved in collaborative learning activities, while the integration of Baamboozle transformed formative assessment into a participatory learning experience that stimulated classroom interaction; these improvements were further supported by appropriate technological facilities, students' digital familiarity, and instructional designs emphasizing multimedia learning and collaborative engagement. At the same time, internet instability and students' physical fatigue limited the consistency of participation during prolonged afternoon learning sessions, illustrating that instructional effectiveness depends upon the interaction between pedagogical design and classroom context. These findings reinforce the argument that technology-enhanced learning should be viewed as part of a broader educational ecosystem in which infrastructure, instructional strategy, classroom management, and learner readiness collectively determine educational outcomes. The present study contributes empirical evidence that Genially-based learning media can effectively promote active participation in Pancasila Education when supported by adaptive instructional practices capable of responding to contextual classroom conditions, while also extending previous research by demonstrating that the pedagogical value of interactive digital media lies not only in increasing student engagement but also in creating learning environments that encourage meaningful collaboration, dialogue, and active civic learning.

CONCLUSION

The findings of this study demonstrate that the implementation of Genially-based learning media positively influenced student participation in Pancasila Education among Grade VIII-H students at SMP Negeri 1 Kayen. The integration of multimedia content, interactive navigation, instructional videos, ice-breaking activities, and Baamboozle-based collaborative quizzes successfully transformed a teacher-centered learning environment into a more student-centered instructional process. Students exhibited greater attention, willingness to ask questions, confidence in expressing opinions, and collaboration with peers throughout the learning activities. The interactive learning environment also reduced students' perceptions of Pancasila Education, particularly the topic of Wawasan Nusantara, as a monotonous subject dominated by memorization. The qualitative evidence obtained through observation, interviews, and documentation consistently indicates that the pedagogical value of Genially lies not merely in its technological features but in its ability to facilitate meaningful classroom interaction and collaborative knowledge construction. At the same time, the study revealed that the effectiveness of interactive digital media is influenced by contextual factors beyond instructional design. Internet stability, classroom infrastructure, instructional scheduling, and students' physical readiness collectively determined the consistency of participation throughout the learning process.

The study also confirms that interactive learning media should be implemented through pedagogically appropriate strategies rather than being treated solely as technological innovations. Although Genially successfully increased students' motivation and engagement during the early stages of learning, prolonged afternoon instructional sessions and cognitive fatigue reduced the sustainability of active participation despite the presence of multimedia learning activities. These findings suggest that teachers need to consider instructional duration, students' cognitive readiness, and classroom management strategies when integrating interactive digital media into everyday teaching practice. The incorporation of collaborative gamification and short ice-breaking activities may help maintain students'

attention, although such strategies should be adjusted according to classroom conditions and learning schedules. Future studies are encouraged to investigate the effectiveness of similar interactive learning media across different grade levels, educational settings, and instructional time allocations in order to examine the relationship between students' physical readiness and technology-supported learning participation. Comparative research employing mixed-method or quasi-experimental approaches may also provide stronger empirical evidence regarding the long-term impact of interactive multimedia on student engagement and learning outcomes. The findings of this study contribute both theoretically and practically to contemporary digital pedagogy by demonstrating that well-designed interactive learning environments can strengthen participation in Pancasila Education while highlighting the importance of contextual factors in determining instructional effectiveness.

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