THE EFFECT OF USING GENIALLY ASSISTED LEARNING MEDIA ON PANCASILA EDUCATION LESSONS FOR ELEMENTARY STUDENTS

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Abstract.

This research is based on the background of students' results in pancasila lessons which has still low in learning outcome caused by the lack of effective use of learning media. This study aims to determine the difference in learning outcomes between classes that use Genially learning media and classes that do not use it, as well as to determine the difference in the improvement of student learning outcomes in pancasila Education subjects, especially the material of rights and obligations, in class fourth grader at private elementary school, Bogor. This study used a quasi-experimental method with a nonequivalent control group design. The research subjects were divided into two classes, experimental class consisting of 29 students, and control class consisting of 25 students. Written tests and multiple-choice questions are the test that as research instruments for taking the data. Based on data analysis, it shows there is significant differences in posttest results between students who use genially learning media and students who do not use it. From these data, it can be concluded that genially learning media has a significant effect on student learning outcomes and can be used as an effective alternative learning media for teachers in learning pancasila Education.

Keywords: learning media; genially; pancasila Education

PENGARUH PENGGUNAAN MEDIA PEMBELAJARAN *GENIALLY* TERHADAP PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK SISWA SEKOLAH DASAR

Abstrak. Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa yang disebabkan oleh kurangnya penggunaan media pembelajaran yang efektif. Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar antara kelas yang menggunakan media pembelajaran genially dan kelas yang tidak menggunakannya, serta untuk mengetahui perbedaan peningkatan hasil belajar siswa pada mata pelajaran pendidikan pancasila, khususnya materi hak dan kewajiban, di kelas IV salah satu sekolah dasar swasta di kota Bogor. Penelitian ini menggunakan metode eksperimen kuasi dengan desain *non-equivalent control group design*. Sebagai subjek penelitian terdiri dari dua kelas, yaitu kelas eksperimen terdiri dari 29 siswa, dan kelas kontrol terdiri dari 25 siswa. Soal tes tulis dan pilihan ganda merupakan instrumen penelitian untuk mengambil data. Berdasarkan analisis data menunjukkan hasil bahwa adanya perbedaan signifikan pada hasil post-test antara siswa yang menggunakan media pembelajaran genially dengan siswa yang tidak menggunakannya. Dari data tersebut, dapat disimpulkan bahwa media pembelajaran genially berpengaruh signifikan terhadap hasil belajar siswa dan dapat dijadikan sebagai alternatif media pembelajaran yang efektif bagi guru dalam pembelajaran pendidikan pancasila.

Kata Kunci: media pembelajaran; genially; pendidikan pancasila

I. INTRODUCTION

The development of science has a significant impact on everyday life, including in the world of education. This is due to the need for each individual to have a high intellectual level as well as adequate skills. Over time, education continues to undergo rapid changes, especially with various innovations in the field of technology that play an important role in supporting and improving the quality of learning. Therefore, teachers strive to innovate in the learning process through the development of more effective learning media.

Advances in science and technology in the industrial era 4.0 are developing very rapidly, encouraging digital transformation in various aspects, including education. This rapid technological development continues to create new patterns in learning, thus demanding high adaptability. In the teaching-learning process, the utilization of technology in the classroom has become a major need as well as a demand in the global era (Saputra *et al*., 2023). One of the important elements in education that must follow the flow of technological development is learning media.

Learning media is one of the important elements in the teaching and learning process (Lestari, 2023). Teachers utilize media as a means to convey material to make it easier for students to understand. The use of media in learning can increase new interests and desires, encourage learning motivation, and provide stimulation for learning activities. In addition, learning media also plays a role in having a positive psychological impact on students. Its functions include arousing learning motivation, repeating material that has been learned, providing learning stimulus, activating student responses, providing direct feedback, and supporting appropriate training (Sunami *et al*., 2021). Applying models and learning media correctly is necessary to achieve learning success. The utilization of learning media in this digital era is

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very significant in modern education today (Taufik et al. 2023).

The results of observations and interviews with homeroom teachers of two four grader classes at private elementary school revealed several facts, one of which was the lack of use of learning media in pancasila education lessons, especially on the material of rights and obligations. This condition causes students to be less enthusiastic and lackluster in participating in the learning process. Based on interviews, it was revealed that pancasila education learning in four grader class still rarely uses innovative learning media. One of the main reasons is time constraints, so teachers only use makeshift media. This situation is contrary to the demands of the times, where learning should have been integrated with technology to create a more interesting and relevant learning experience for students. So that this has an impact on learning outcomes, as for the learning outcomes in summative results of two class subject.

TABLE 1. Percentage of Daily Summative Results

Class	Student	Below Passing Grade	Above Passing Grade
IV C	25	52%	48%
IV D	25	48%	52%

Table 1 above shows that there are still students who score below the passing grade. It can be seen that more than half students in both of class are below the passing grade of their daily summative test results of pancasila education on the material of rights and obligations. The low student learning outcomes are an obstacle in achieving learning objectives. In order to achieve learning objectives, teachers need to have the ability to choose appropriate strategies, techniques, approaches, methods, learning resources, and media so that the learning process can take place effectively and efficiently (Septiani *et al*., 2022). This ability is important for all subjects in elementary schools, including pancasila education, especially in choosing the right learning media (Humairah, 2021). Learning media itself is one of the factors that have a significant effect on student learning outcomes (Azizah & Pamujo, 2024). Therefore, teachers must utilize their knowledge and experience to create meaningful, fun, creative, dynamic, and dialogical learning so that learning objectives can be achieved. One solution to overcome problems in learning is to use learning media. Media acts as an intermediary that conveys information from the source to the receiver, able to stimulate students' thoughts, feelings, attention, and motivation. Thus, learning media can provide concrete experiences and help students understand the material more deeply.

An effective learning process requires the use of appropriate and efficient media. In learning, students sometimes feel bored and saturated if the methods used are less interactive and creative, making it difficult to focus their attention. One of the digital media that can help attract students' attention is genially. Genially is a platform specifically designed for educators to create interactive and innovative learning experiences. This platform provides various features such as games, quizzes, electronic posters, and others (Susanto & Afandi, 2022). Genially is a free online application that enables the creation of quality, interactive and kinesthetic learning content (Rusmining *et al*., 2024). This media offers various features that can be customized according to the needs and desires of users. The gamification feature of the genially web platform differs from other media because it offers entertaining and unique games and quizzes, as well as customizable design templates to enhance learning activities (Hamidi *et al*., 2023). Teachers and students can access this genially media via smartphones or laptops anytime and anywhere (Isnaini and Huda, 2020).

The application of the genially web platform has been proven by previous researchers to successfully increase students' interest and learning outcomes in science subjects (Fatma, 2022). Thus, this media is practical and valid for use in learning (Suspito *et al*., 2023). Similar studies also demonstrate that genially media can enhance students' independence and learning outcomes. Based on several previous studies, it can be concluded that the application of the genially web platform as a learning medium is effective in improving learning outcomes and making the learning process more efficient.

Genially is a dynamic tool for creating interactive learning materials that combine multimedia elements such as images, animations, text, and quizzes. My research focuses on how genially is implemented as a learning aid and its impact on the educational experience. The study explores its effectiveness in enhancing engagement, understanding, and retention of knowledge, particularly among elementary school students (Nurjamilah & Fahyuni, 2024). Genially learning media can be integrated into various subjects, including pancasila education in elementary schools. Pancasila education is a subject that contains teaching about the values of pancasila applied in daily life, as well as forming students into citizens who obey religious rules and laws (Khairani *et al*., 2021). This learning has an important role in building students' character, preparing them for the future, and maintaining the sustainability of Indonesia's national values (Septiani *et al*., 2022). The use of genially in this learning can help deliver the material in a more interesting and interactive way, so that students more easily understand and live the values taught. Fatma, (2022) said that in order to stimulate students' learning outcomes in the classroom, students need to be given a stimulus using game-based learning materials. Learning materials are therefore used to support the learning process and as a tool to motivate students and improve their learning outcomes

Based on the description above, genially learning media can be an effective alternative to optimize the learning process, especially in pancasila education lessons on the material of rights and obligations. The use of genially allows learning to be more interactive, interesting, and relevant to the needs of students, so that it can increase their understanding and enthusiasm for the material being taught. For this reason, researchers are interested in conducting research with the title "The Effect of Using Genially Assisted Learning Media on Pancasila Education Lessons on the Material of Rights and

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Obligations". The objectives of this study are: (1) get information on how the difference in learning outcomes between fourth grade students of SD Kesatuan who use Genially learning media with students who do not use Genially learning media in Pancasila Education subjects, (2) to determine the difference in the improvement of learning outcomes between fourth grade students of SD Kesatuan who use Genially learning media with students who do not use Genially learning media in Pancasila Education subjects.

II. RESEARCH METHOD

The research method used in this study is a pseudo-experimental method. According to Sugiyono (2018), experimental research is a method used to seek the effect of certain treatments on other variables under controlled conditions. This study aims to determine the difference in improving student learning outcomes between classes that use Genially-assisted learning media and classes that do not use these learning media in Pancasila Education lessons with the material of rights and obligations. The research design used is nonequivalent control group design, which involves two different groups. The first group is the experimental group, which is the group that gets learning treatment using Genially-assisted learning media, while the second group is the control group, which serves as a comparison group and does not get learning treatment using Genially media. The research design is as follows:

TABLE 2. Research Design Nonequivalent Control Group Design

Group	*Pretest*	Treatment	*Posttest*
Experiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

X_1 : Learning by using Genially learning media
X_2 : Learning by not using Genially media
O_1 : Pretest of experimental class
O_2 : Posttest of experimental class
O_3 : Control class pretest
O_4 : Control class posttest

The subjects in this study were fourth grade students of SD Kesatuan Bogor consisting of two classes with a total of 50 students. Students of class IV C acted as an experimental class that would be taught using Genially learning media, while students of class IV D served as a control class taught without using Genially learning media. The data collection technique used in this study is a test, which serves as a research instrument. The test used is an objective test, in which students are asked to choose the correct answer from several options that have been provided. The number of test questions consisted of 20 items multiple choice test, both pretest and posttest. The questions given to the experimental and control classes were similar, with the aim of knowing the changes that occurred after the treatment was given.

Technical data analysis uses instrument analysis and result analysis. Instrument analysis includes testing the level of difficulty, differentiation, validity, and reliability of the questions. As for the analysis of research results, researchers used the normality test, homogeneity test, T-test, and N-Gain test to measure differences in learning outcomes and improvements between the experimental group and the control group.

The learning process in the experimental and control classes began with the implementation of a pretest to collect data on students' initial understanding before being given treatment. In the control class, learning took place without using learning media, while in the experimental class the learning process used Genially-assisted learning media which was attractively designed and contained material on rights and obligations. Learning activities were carried out in accordance with the lesson plan that had been prepared by the researcher. After the treatment was completed, students in both classes were given a posttest to evaluate their learning outcomes after participating in the learning. Through this activity, data on student learning outcomes were obtained as a basis for analyzing differences in learning outcomes between experimental and control classes.

Data processing in this study uses parametric statistical tests, which require that the data for each variable must be normally distributed (Sugiyono, 2018). To ensure normal distribution, a normality test was conducted on the pretest and posttest data from both groups (control class and experimental class). The normality test was carried out with the liliefors test

After the normality test is carried out, proceed with the homogeneity test. The homogeneity test is important if the researcher wants to generalize the research results, especially if the research data comes from separate groups in one population (Arikunto, 2013). The homogeneity test was carried out by calculating the pretest and posttest scores of the two groups. The analysis was carried out using the levene test with the following criteria: If $F_{count} < F_{table}$ or Sig > α (0.05), then the data has a homogeneous variant. If $F_{count} > F_{table}$ or sig < α (0.05), then the data does not have a homogeneous variant. After the normality and homogeneity tests were completed, a t-test was conducted to test the correctness of the research hypothesis. The t-test was used to compare the posttest data of the control class and the experimental class. The t-test criteria are as follows: If $t_{count} < t_{table}$ or sig > α (0.05), then H_0 is accepted (there is no influence between before and after treatment). If $t_{count} > t_{table}$ or Sig < α (0.05), then H_0 is rejected (there is an influence between before and after treatment). H_0 means there is no significant difference, while H_a indicates a significant effect between the treatment using Genially learning media and without the learning media.

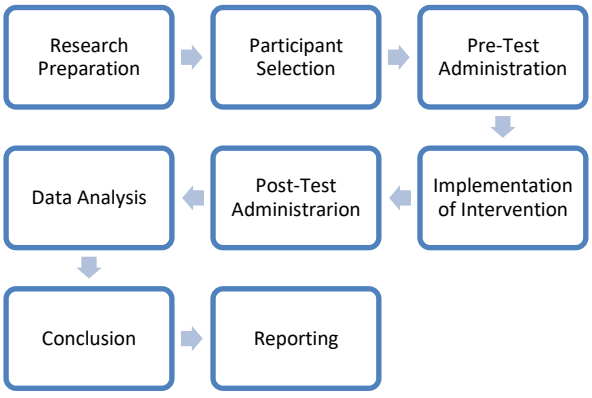

Figure 1. Research Flowchart Diagram

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III. RESULTS AND DISCUSSION

This research was conducted at SD Kesatuan Bogor, with two classes being the research samples. The control group consisted of 25 students of class IVD who did not receive treatment, while the experimental group consisted of 25 students of class IV C who received treatment through the application of Genially media.

At the end of this study, data were obtained which included data on student learning outcomes (post-test scores). The results of research and analysis of research data are learning outcomes data obtained from posttest scores in control classes and experimental classes. Furthermore, the data normality test was carried out in the control class and in the experimental class, the calculation results can be seen in the table below.

TABLE 3. Normality Test Result

Group	L_{count}	L_{table}	Criteria
Experiment	0.043	0.180	Normal
Control	0.072	0.180	Normal

Based on the normality test using liliefors in the experimental class with treatment using genially assisted teaching materials, the L_{count} was obtained (0.043). The price is compared with the L_{tabel} price (0.180) and the error rate of 5%, so the distribution in the experimental group data using Genially assisted teaching materials is normally distributed. Furthermore, homogeneity testing using the Fisher Test. The test criteria are H_a accepted if $F_{count} < F_{table}$ at a significant level $\alpha = 0.05$. The results of the normality test can be seen in the following table:

TABLE 4. Homogeneity Test Result

Varian tested	Numbered of Sample	db	F_{count}	F_{table}	α (0,05)
Experiment	25	50	1.5	2.66	Homogen
Control	25				
Amount	50				

Significance level test requirements Fcount < F_{table}

The data from the calculation of the homogeneity test on N-Gain learning outcomes in the experimental class and control class obtained F_{hitung} = 1.5 and F_{tabel} = 2.66 at a significant level of α = 0.05. Thus, it can be concluded that $F_{count} \leqslant F_{table}$ so it can be said that the variance distribution comes from a homogeneous group.

After the prerequisite test is completed, which includes testing the normality and homogeneity of the data, the next step is hypothesis testing. This hypothesis testing aims to determine whether the null hypothesis (H_0) proposed will be accepted or rejected. Based on the data on the average value of N-Gain for the Experiment group and the Control group, the t-test test results are presented in the following table:

TABLE 5. Hypothesis Test Results

Group	N	dk	N-Gain	t_{count}	t_{table}
Experiment	35	48	84	14	2.01174
Control	35		66		

Based on the calculation results, obtained t_{count} of 14 with dk (degrees of freedom) of 48 then obtained t_{table} at a significant level α / 2 = 0.05 / 2 = 0.025 of 2.01174. As for hypothesis testing using two-way testing, the test criteria are H_0 rejected if -2.01174> t_{count}> 2.01174. The following is a curve for the rejection and acceptance of H_0 in the Experiment group and Control group. So, it can be said that H_0 is rejected, meaning that there is a difference in the learning outcomes of the experimental class using Genially learning media with the control class that does not use Genially learning media. Where the N-Gain of learning outcomes of the experimental class is higher than that of the control class. According to Nurwahidah, et.al (2021) the students' learning results also increased because they gained new experiences in the learning process that they had never had before. The new experiment could motivate students learning, so that they curious and learning outcome also increase (Stranovská *et al.*, 2019; Cronin-Golomb & Bauer, 2023).

Next is a comparison diagram of the average results of pretest and posttest scores in the control class and in the experimental class:

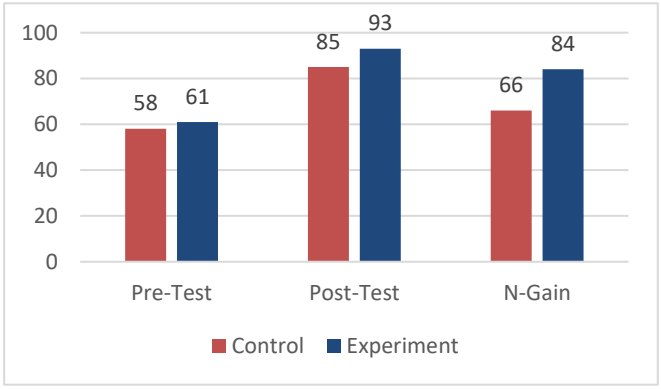

Figure 2. Diagram of Pretest, Posttest, and N-Gain of Experimental and Control Classes

Based on Figure 2, the average pretest score in the control class was 58, while the average posttest score reached 85. Meanwhile, in the experimental class, the average pretest score was 61, and the average posttest score increased to 93. This shows an increase in learning outcomes from pretest to posttest. In addition, the average N-Gain score calculated based on pretest and posttest scores in both groups was 84 for the experimental class and 66 for the control class

The application of Genially media has proven to improve students' pretest and posttest scores in learning outcomes. Darmawan et al. (2024) and Ni'mah *et al.*, (2022) stated that the use of genially media significantly enhances students' learning enthusiasm and captures their attention during the learning process. The implementation of genially media in Pancasila Education has been shown to improve students' understanding. This is supported by Suspito *et al.*, (2023), who noted that the use of genially media facilitates students' comprehension of the material and creates a sense of excitement when studying it. Likewise, Hasanah Ismiatul, & Lutfi (2024). that by showing genially to all students and giving them the opportunity to actively participate in answering the questions shown, students can gain hands-on experience that will help them improve their understanding of

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the material. In addition, teachers can also use Genially to run various creative activities, such as interactive games.

During the application of genially as a learning media, students became more motivated to think critically while solving problems and improved their skills. This aligns with the findings of Suniarti *et al* (2023) and Fadilah & Kusdiyanti (2023), which indicate that the use of genially media in learning processes resulted in improved learning outcomes.

The use of interactive media can make learning more fun and interesting, so that students become more active, think critically and get excited about learning. These media allow students to participate in quizzes and games that not only make them better understand the material, but also improve their overall learning outcomes. Thus, the use of interactive media can be an effective solution to address the problem of students' engagement and understanding of pancasila concept, particularly the rights and obligations. Because genially media provide digital and interactive mode that allows the students involve actively in learning process. Recognizing that primary school students are now the alpha generation who are native to technology, their learning should be facilitated with digital technology (Miller, 2023). Based on the survey data mentioned above, it can be concluded that the application of genially media can enhance students' learning outcomes. The implementation of genially media is effective as a learning tool and can foster students' thinking skills.

IV. CONCLUSION

Based on the formulation of the problem and the results of data analysis that have been presented, it can be concluded that there are differences in learning outcomes between students who use Genially learning media and students who do not use it in class IV at SD Kesatuan Kota Bogor. This shows that genially learning media has a positive influence on student learning outcomes in pancasila education subjects, especially on the material of rights and obligations. Judging from the average value of increasing learning outcomes, the use of genially learning media is proven to be more effective in improving student learning outcomes than learning without this media. Thus, it can be concluded that genially learning media has a significant effect on student learning outcomes and can be an alternative to innovative and effective learning media for teachers.

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