



Development of Genially-based interactive multimedia for junior high school English learning

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ABSTRACT

The integration of technology into education is crucial for enhancing learning quality and student engagement. Many junior high school students face difficulties in learning English, particularly in writing descriptive texts, due to the lack of interactive and engaging media. This study aims to develop interactive learning multimedia using the Genially platform to support English learning at SMP N 2 STM Hulu. The research employed the ADDIE instructional design model, while the product development process followed the Multimedia Development Life Cycle (MDLC) model. The media features descriptive text materials enhanced with animations, games, quizzes, and videos to support student comprehension and motivation. Validation by subject matter experts indicates high feasibility. Field trials showed practicality, and results from the independent t-test indicated a significant difference in learning outcomes between the experimental and control classes. These findings suggest that Genially-based multimedia developed through MDLC within the ADDIE framework is a highly feasible, practical, and effective tool to enhance the quality of English language learning in junior high schools.

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ABSTRAK

Integrasi teknologi dalam pendidikan menjadi kebutuhan penting untuk meningkatkan kualitas pembelajaran dan keterlibatan peserta didik. Banyak peserta didik SMP mengalami kesulitan dalam pembelajaran Bahasa Inggris, khususnya dalam menulis teks deskriptif, karena kurangnya media yang interaktif dan menarik. Penelitian ini bertujuan untuk mengembangkan multimedia pembelajaran interaktif menggunakan platform Genially untuk mendukung pembelajaran Bahasa Inggris di SMP N 2 STM Hulu. Penelitian ini menggunakan model desain pembelajaran ADDIE, sementara proses pengembangan produk multimedia mengikuti model Multimedia Development Life Cycle (MDLC). Media yang dikembangkan memuat materi teks deskriptif dengan animasi, permainan, kuis, dan video untuk meningkatkan pemahaman dan motivasi peserta didik. Hasil validasi ahli materi, ahli media, dan ahli desain pembelajaran menunjukkan kelayakan tinggi. Uji coba lapangan menunjukkan kepraktisan dan memperlihatkan hasil uji t independen menunjukkan perbedaan signifikan antara hasil belajar kelas eksperimen dan kelas kontrol. Temuan ini menyimpulkan bahwa multimedia berbasis Genially yang dikembangkan melalui model MDLC dalam kerangka ADDIE sangat layak, praktis, dan efektif untuk meningkatkan kualitas pembelajaran Bahasa Inggris di tingkat SMP.

Kata Kunci: Genially; MDLC; multimedia interaktif; pembelajaran bahasa Inggris

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INTRODUCTION

Before the digital transformation era, school learning activities were predominantly teacher-centered, depending on printed textbooks, chalk-and-talk methods, and lectures. Students were positioned as passive recipients of information with limited opportunity for interaction, collaboration, or creative exploration. The manual education system is transformed into a systematic one through the methodical management of knowledge and skills inherent in the definition of technology, which is continually evolving with discoveries and updates in the technological system (Fangestu & Syahrizal, 2023). The integration of digital tools in education has enabled the use of multimedia content, online platforms, and interactive applications that support various learning styles and enhance engagement (Yusuf & Susanti, 2022). This shift enables students to access materials at any time and from anywhere, fostering digital literacy and promoting autonomous learning. In the context of English language instruction at the junior high school level in Indonesia, students are expected to master four core competencies: listening, speaking, reading, and writing. Of the four language skills—reading, writing, speaking, and listening—the scores for reading and writing were not as predicted (Suharyat, 2023).

Interactive multimedia has been recognized for its potential to enhance student motivation and performance in language learning (Haq & Irawati, 2022; Sya'ro & Dewi, 2022). Multimedia resources that integrate visuals, sounds, and interaction can provide meaningful contexts for learning vocabulary and sentence structures, which is essential in writing tasks (Ahmadi, 2018). In particular, Genially—a web-based platform for creating interactive learning content—has proven effective in improving student engagement and motivation. Despite its potential, Genially remains underused in Indonesian classrooms, especially for English writing instruction. Furthermore, existing studies on Genially and multimedia use often lack integration with robust instructional design models. To ensure pedagogical quality, multimedia development must be grounded in structured frameworks such as ADDIE (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model is an instructional systems design framework used to design and develop learning experiences that involve identifying the requirements and understanding the solutions that learners should achieve (Szabo, 2022).

Previous research has demonstrated the effectiveness of Genially-based, ADDIE-designed multimedia in enhancing student engagement. This approach was employed in a vocational education context and resulted in a statistically significant increase in student activity compared to traditional methods (Rahayu et al., 2024). The novelty of this research lies in the integration of ADDIE and MDLC models in developing Genially-based multimedia tailored to support junior high school students in writing descriptive texts. At SMP N 2 STM Hulu, challenges persist in English learning, especially in descriptive writing. Teacher interviews and classroom observations revealed that students had low motivation and limited participation in writing tasks. The continued use of static, non-interactive learning materials—such as handouts and linear PowerPoint presentations—fails to address students' diverse learning preferences and does not align with their digital habits. This gap highlights the urgent need for digital, interactive learning solutions that are engaging, accessible, and pedagogically sound. Therefore, this study aims to present the process and outcome of

developing Genially-based interactive multimedia for teaching descriptive texts in English to grade 8 students. By applying both instructional and multimedia development models, this research offers a practical and innovative solution to improve students' writing performance through engaging and student-centered digital instruction.

LITERATURE REVIEW

Interactive Multimedia in Language Learning

Interactive multimedia has become increasingly popular in educational settings due to its potential to enhance students' engagement, motivation, and learning outcomes. The global significance attributed to foreign language learning has prompted the proposal of diverse methods to meet this demand (Saputra et al., 2020). Recent studies have confirmed these theoretical principles in real-world educational settings. The use of multimedia elements, such as animation, video, and simulation, can be engaging for students and enhance the quality of the learning process (Rajagukguk et al., 2025). A meta-analysis also found that the use of interactive technology significantly improves learners' motivation, self-efficacy, and achievement across all language skills—listening, speaking, reading, writing, vocabulary, and grammar (He et al., 2024). Similarly, it highlighted that exposure to interactive multimedia materials enriches vocabulary and sentence structure mastery in EFL contexts, leading to improved writing performance (Ahmadi, 2018).

The research highlighted how technology-enhanced teaching strategies might close the gap between conventional instruction and contemporary educational methodologies (Lindra et al., 2025). The use of interactive multimedia in learning can help students develop 21st-century skills, including problem-solving, critical thinking, and collaboration. The use of environment-based interactive learning media and learning motivation has a significant effect on learning outcomes. In the Indonesian context, the implementation of interactive multimedia can enhance students' learning motivation, deepen their understanding of the material, and facilitate independent learning (Mustadi et al., 2024). In their study in elementary schools in Yogyakarta, it was found that students who used interactive media showed significant improvement in second language skills. Additionally, the use of technology, such as YouTube, as a source of language input has proven effective in improving students' writing fluency. Many students demonstrate better performance in the receptive skills, specifically listening and reading, than in the productive skills, namely speaking and writing (Awajan, 2022).

The Genially Platform for Educational Purposes

The development of effective learning media that meet the needs of elementary school students is a pressing challenge in the world of education (Pohan et al., 2025). The application of interactive multimedia is a promising approach to addressing the challenges of developing adaptive learning media, emphasizing the active involvement of learners in solving contextual problems. To improve the quality of education, several factors must be considered, including the enhancement of human resources among both educators and students. The media and techniques used in the teaching and learning process can impact the learning achievement obtained by students (Suryanto & Rizal, 2020). In learning,

educators must be able to determine suitable and varied media (Hayaturrohman et al., 2025). Genially is one of the digital platforms that enables educators to design interactive and multimedia-rich learning content. It supports features such as animations, clickable buttons, embedded videos, quizzes, and gamification, which are effective in sustaining learners' attention and facilitating active learning. In vocational education contexts, web-based media using Genially was developed for a food technology course (Mutiarah et al., 2024).

Their ADDIE-based development trial showed very high teacher validation (~94%) and overwhelmingly positive student responses (~4.9/5), demonstrating Genially's practical ease of use, flexibility, and appeal. Genially is also utilized to create interactive infographics for vocational school students (Grasia et al., 2023). They found the product extremely feasible and practical, supporting engagement in public relations and protocol coursework. Even in primary education—where gamification enhancement is critical—ADDIE-based Genially media is designed to increase student engagement in technical subjects (Rahayu et al., 2024). Their research confirmed improved engagement and classroom participation via the platform. Another study found a significant difference in student learning outcomes before and after using the Genially media (Fadilah & Kusdiyanti, 2023). This analytics feature can also be a valuable tool for evaluating the effectiveness of multimedia-based learning in enhancing student engagement and understanding. Furthermore, although these studies demonstrate Genially's educational value, research integrating Genially into structured instructional design frameworks remains limited, especially in junior high school English writing contexts. This gap forms a foundation for the present study's innovation.

Instructional Design with the ADDIE Model

In the digital era, the integration of technology into the ADDIE model is becoming increasingly important. A systematic review highlighted that incorporating technology with the ADDIE model can improve learner engagement and learning effectiveness (Abuhassna et al., 2024). The study also identified a range of commonly used technologies, such as e-learning platforms and collaborative tools, that can be integrated at each stage of the ADDIE model. The ADDIE model has been widely applied in the context of online learning. A study has shown that the model is effective in supporting distance learning through asynchronous approaches, multimedia use, and collaborative learning strategies (Spatioti et al., 2022). The results of their meta-analysis showed that ADDIE can meet various teaching needs. When designing blended English language courses at Shandong Vocational College, the use of the ADDIE model was justified by explaining how postgraduate students are increasingly reliant on their electronic devices (Yao, 2021).

Consequently, this would motivate them to try learning English online while also helping teachers overcome the difficulties that come with teaching the English language online. To foster joint communication among the online university community learning English, the ADDIE model is also utilized to enhance students' understanding and performance (Zhang, 2020). Another application of ADDIE was used in order to improve the creative writing skills of English as a Foreign Language (EFL) college students. Almelhi arbitrarily chose 60 students from the English Department and used a checklist to assess their creative writing skills. As a result, the study concluded that the EFL students did, indeed, improve their creative writing

skills. In simple terms, ADDIE provides teachers with a sound, efficient, and rewarding plan that offers both teachers and students the assurance of a better learning experience (Almelhi, 2021).

Multimedia Development Life Cycle (MDLC)

The Multimedia Development Life Cycle (MDLC) is a multimedia product development cycle that encompasses the stages of product analysis, development, and launch. Although it has the same development roots as the Software Development Life Cycle (SDLC), MDLC has unique characteristics related to the development and use of multimedia elements. The development of technology, especially in interactive multimedia, is increasing (Roedavan et al., 2022). The Multimedia Development Life Cycle (MDLC) is a structured framework used for creating interactive multimedia products. Initially adapted from the Software Development Life Cycle (SDLC), MDLC addresses the unique demands of multimedia—such as combining text, audio, graphics, and interaction—by outlining six distinct phases: Concept, Design, Material Collecting, Assembly, Testing, and Distribution.

The six main stages in MDLC are: Concept, Determining the purpose, target users, and basic ideas of the multimedia product to be developed. Next Design: Creating a navigation design, storyboard, and user interface structure. Furthermore, the next stage is Material Collecting, which involves gathering all the necessary elements, such as text, images, audio, and video. After that, to the Assembly stage: Integrating all multimedia elements using development software. Continued to the Testing stage: Conducting trials to ensure all functions run well and following the objectives. Moreover, the last is the Distribution stage: Deploying the final product to users through appropriate media. These stages ensure that the multimedia products produced meet quality standards and user needs.

In this study, MDLC complements the ADDIE model by focusing on the technical creation of the Genially-based media. The integration of MDLC and ADDIE provides both pedagogical coherence and rigorous multimedia development, which are essential for producing adequate digital learning resources. Some researchers have utilized the MDLC model in the development of various multimedia products. A solar system AR application developed using MDLC, achieving a 78% usability score (SUS) with primary school users (Aryani et al., 2024). Similarly, MDLC was also applied to create a learning system, resulting in increased student interest and improved learning outcomes. These case studies illustrate that MDLC is suitable across a range of educational products, not limited to non-interactive content.

METHODS

This study employed a research and development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as the overarching instructional design framework. Currently, various approaches to product development may involve end users at different stages of the production process, depending on the specific product requirements and goals. Among various product development approaches, the ADDIE model was selected because it aligns well with our exergame product, which is relatively new and unfamiliar to older adults. This model involves experts in the analysis and design phases, as well as end users, in the implementation and evaluation phases. During

the analysis stage, data on student needs, curriculum requirements, and classroom conditions were collected through observation, document analysis, and informal interviews with English teachers. The design phase involved outlining learning objectives, designing user interfaces, and determining the flow of interactive content. In the development stage, materials were created using Genially, incorporating features such as animations, interactive quizzes, and videos. The multimedia product was then validated by content experts, media experts, and instructional design experts using structured validation instruments.

In the implementation phase, the validated multimedia was tested in real classroom settings at SMP N 2 STM Hulu with eighth-grade students. The evaluation phase was conducted in two levels: formative evaluation during each development stage, and summative evaluation after implementation to assess the practicality and effectiveness of the media. The practicality test involved English teachers and students using the media during classroom sessions, followed by questionnaire-based feedback. The effectiveness test was conducted using a one-group pretest-posttest design to measure learning outcomes before and after the media was used. A total of 36 students participated in this test. Sampling was conducted purposively based on accessibility and relevance to the research focus. Quantitative data were analyzed using descriptive statistics, including mean and percentage gain scores, to evaluate the improvement in students' learning outcomes. Qualitative data from expert feedback and user responses were analyzed thematically to refine and validate the product.

RESULTS AND DISCUSSION

The development of interactive learning multimedia using Genially was evaluated through three aspects: feasibility, practicality, and effectiveness.

Feasibility of the Multimedia

The feasibility of the Genially-based interactive learning multimedia was assessed through expert validation. Three validators were involved: a content expert, a media expert, and an instructional design expert. The evaluation criteria included content accuracy, suitability to curriculum standards, visual and audio design quality, and instructional alignment. Each expert used a structured validation instrument to provide ratings and feedback.

Table 1. Summary of Validation

Evaluation Aspect	Respondents	Mean Score (%)	Category
Feasibility	Material expert	92.2	Very feasible
	Media Expert	89.2	Very feasible
	Instructional design expert	96.13	Very feasible

Source: Research findings, 2025

According to the results of the instrument assessment by material experts, an average score of 92.2 was obtained (see **Table 1**). From the results of the instrument assessment by media experts, an average score of 89.2 was obtained. From the results of the instrument assessment by instructional design experts, an average score of 96.1 was obtained. Based on the results of the feasibility test conducted by learning material experts, media experts, and instructional design experts, it can be concluded that the learning multimedia products

developed are highly feasible and can be effectively tested on students. In addition to conducting a validation process by several experts, a field trial was also conducted involving 18 students at UPT SPF SMP Negeri 2 STM Hulu. In individual trials, small group trials, and field trials, students used their respective Android devices because the multimedia developed was designed to be accessed using both Android and PC. A summary of the results of the field trial can be seen in the following table:

Table 2. Summary of Field Trial Results

Evaluation Aspects	Mean Score (%)	Category
Learning guides and information	91.11	Very feasible
Material	92.2	Very feasible
Evaluation	94.4	Very feasible
Media Design and Facilities	92.78	Very feasible
Pedagogical Effects	93.89	Very feasible

Source: Research findings, 2025

From the results of the field trial above, the student responses to English learning multimedia were obtained using the criteria "very feasible," with an average result of 92.89% (**Table 2**). Interactive media supports learning by ensuring content and design quality. The high feasibility rating suggests that the product meets both pedagogical and technical standards required for classroom use (Sya'ro & Dewi, 2022).

Practicality of the Multimedia

The practicality of the multimedia was evaluated through field trials involving English teachers and students. After implementing the media in classroom sessions, teachers and students completed a practical questionnaire. The aspects assessed included ease of use, clarity of instructions, attractiveness of media, and user engagement. To test the practicality of English learning multimedia using Genially, a practicality questionnaire was administered to English teachers and 8th-grade students at SMP Negeri 2 STM Hulu, and the results are presented in **Figure 1**.

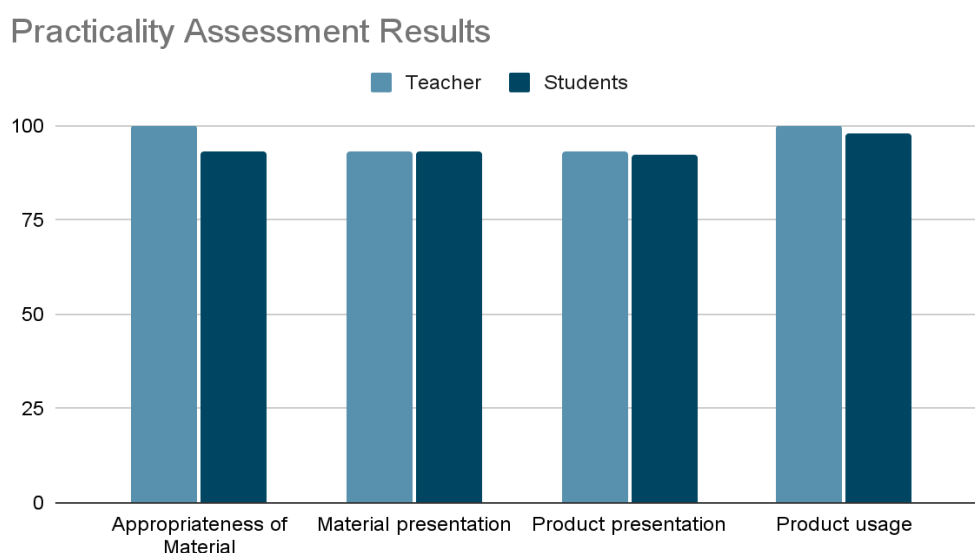


Figure 1. Diagram of Practicality Assessment Results by Teachers and Students
Source: Research findings, 2025

The average practicality score from teachers exceeded 90%, while students rated it slightly lower but still within the "practical" category (see **Figure 1**). Teachers reported that the media helped them deliver lessons more effectively and encouraged student participation. Students found the interactive quizzes and games enjoyable and helpful in understanding descriptive text. Interactive platforms like Genially promote student autonomy and interest in learning (Rahayu et al, 2024). The positive feedback from end-users indicates that the multimedia is easy to use and relevant to classroom needs.

Effectiveness of the Multimedia

To test the effectiveness of the multimedia, a one-group pretest-posttest design was used. A total of 36 students participated in this test, with their performance on descriptive writing tasks measured before and after using interactive media. The results obtained are as follows: The research in the experimental class yielded the lowest score of 50 and the highest score of 90. In comparison, the Mean value is 68.89, with modes 60 and 80, and a standard deviation of 11.83. The following is descriptive data from the class taught using learning media, specifically Genially, also known as the experimental class. Then, the research results in the control class showed that the lowest score obtained by a student was 30, and the highest score was 80. At the same time, the Mean value is 52.78 with a mode of 50 and a standard deviation of 11.87.

The following is descriptive data for the class taught with textbook media, also referred to as the control class. Furthermore, the analysis requirements test is carried out, which includes a normality test. The normality test is carried out to determine whether the data taken comes from a normally distributed population. In this study, the normality test used is the Lilliefors test, which is generally used for testing the normality of a single dataset. The data criteria are said to be normal when L_o is smaller than L_{tabel} , meaning that the population is normally distributed. Otherwise, if L_o is greater than L_{tabel} , it means that the population is not normally distributed. The following data present the results of the normality test for the experimental class and the control class, as shown in **Table 3**.

Table 3. Normality Test Result

Class	L_o	L_{tabel}	Category
Experimental Class	0.2183	0.239	Normal
Control class	0.0095	0.239	Normal

Source: Research findings, 2025

Based on **Table 3**, the L_o value in the experimental class is 0.2183 and the control class is 0.0095 with the value of L_{tabel} (0.05a), (18) = 0,239. So it can be concluded that both experimental and control classes are normally distributed. Furthermore, the homogeneity test was carried out. In this study, the homogeneity test used was the Fisher Test (F). The data criteria are said to be homogeneous if F_{count} is smaller than F_{tabel} , which means that the sample group has homogeneous variance; otherwise, if F_{count} is greater than F_{tabel} , it means that the sample group has heterogeneous variance. The following data present the results of the homogeneity test for the experimental class and control class, as shown in **Table 4**.

Table 4. Homogeneity Test

Class	F_{count}	F_{tabel}	Category
Experimental and Control class	1.080	4.451	Homogeneous

Source: Research findings, 2025

The table presents the results of the variance homogeneity test between the experimental and control classes. Based on the calculation results, the F_{count} value is 1.080, while the F_{tabel} value is 4.451. According to the homogeneity test criteria, the data is said to be homogeneous if $F_{count} < F_{tabel}$, which indicates that the sample groups have the same or uniform variance, because in this table the value of F_{count} (1.0396) is smaller than F_{tabel} (4.451), it can be concluded that the variance of the two groups (experimental and control) is homogeneous. This means that the two groups have similar distributions of data, making them eligible for further tests, such as the t-test. This test aims to determine whether there is a significant difference between student learning outcomes in the experimental and control classes. By using the t-test, it can be analyzed whether the treatment given to the experimental class has a statistically different effect compared to the control class. The following data presents the results of the t-test presented in **Table 5**.

Table 5. t-test

Class	t_{count}	t_{tabel}	Category
Independent sample t-test	12.55	1.691	There is a difference in learning outcomes between the experimental class and the control class

Source: Research findings, 2025

Based on the table, the t-count value is 12.55, while the t-table value is 1.691. Since the t-count value exceeds the t-table value, according to the decision-making criteria in the t-test, it can be concluded that there is a significant difference between student learning outcomes in the experimental and control classes.

Discussion

This research produced an interactive learning multimedia product using Genially for grade 8 students at SMP Negeri 2 STM Hulu, aimed at improving student learning outcomes, particularly in writing descriptive texts. The development process followed the ADDIE model, and the product refinement was guided by inputs from material experts, media experts, and instructional design experts. These inputs addressed weaknesses in areas such as content quality, learning guidance, media aesthetics, system navigation, and alignment with curriculum standards. Furthermore, the product demonstrated strong effectiveness, as students in the experimental group who used the interactive multimedia outperformed those in the control group who used conventional textbooks. This supports the finding that integrating multimedia in instruction significantly improves students' mastery of content and achievement of learning goals (Simbolon et al., 2021). The experimental group achieved higher average scores and greater learning completeness compared to the control group,

indicating that the multimedia product successfully facilitated the understanding and retention of descriptive text material.

This echoes findings that reported 83-90% positive perception among 4th-grade Indonesian students using Genially in science education (Suryanto & Rizal, 2020). Similarly, studies in vocational and humanities education contexts consistently report Genially as user-friendly, flexible, and engaging (Mutiaras et al., 2024). There are several advantages of interactive multimedia, such as products used in learning strategies, including that they can be developed for both direct and indirect learning (Baharuddin et al., 2024). This supports earlier research in Indonesia, which showed that interactive multimedia markedly improved EFL outcomes (Nabung, 2023). In summary, the development and implementation of interactive multimedia using Genially in this study has been proven to be feasible, practical, and effective in improving English learning outcomes. This is not only supported by empirical findings but also aligns with established instructional design theories and previous research, indicating the potential of Genially as a powerful educational technology tool.

CONCLUSION

The development of interactive learning multimedia using Genially in English language learning at SMP Negeri 2 STM Hulu was carried out in several stages, starting with an analysis of teacher and student needs, which revealed a high need for interactive multimedia to enhance student learning outcomes. The Merdeka curriculum implemented at school serves as the basis for selecting learning materials, with a focus on developing writing skills, particularly in descriptive text. Student characteristics, including attitude, motivation, and ability, are also analyzed to ensure that the multimedia developed can increase interest and motivation to learn. The multimedia development process in this study follows the steps of the Multimedia Development Life Cycle (MDLC), which includes concept (customizing multimedia templates and features according to learning needs), design (designing user-friendly appearance and content structure), material collection (text, images, audio, and video), creation (compiling multimedia using Genially), testing (Alpha testing to ensure all features function properly), and distribution. Validation by material experts, media experts, and learning design experts ensures the feasibility of the resulting product, which is then tested individually, in small groups, and in the field. The trial results show that the learning multimedia is feasible to use and effective in improving the quality of learning. The use of interactive learning multimedia tools, such as Genially, in English language learning is feasible, practical, and effective for improving students' writing skills in descriptive text materials. This research can serve as a basis for further studies that develop learning multimedia for various materials or levels. Future researchers are advised to conduct effectiveness tests on a larger scale and consider integrating the media with the Learning Management System (LMS) to facilitate online access and organization.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism.

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