

THE EFFECT OF USING GENIALLY LEARNING MEDIA ON THE AKIDAH AKHLAK LEARNING OUTCOMES OF STUDENTS AT MTS MA'ARIF HIKMAH

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Abstract

This study aims to examine the effectiveness of using Genially learning media in improving students' learning outcomes in Akidah Akhlak at MTs Ma'arif Hikmah. The background of this research is the need for interactive and innovative learning media to enhance students' understanding and engagement in Islamic education, particularly in the digital era. This research employed a quantitative approach with a quasi-experimental design using a one-group pretest-posttest model. The sample consisted of 33 eighth-grade students selected through saturated sampling technique. The data were collected using learning achievement tests administered before (pretest) and after (posttest) the implementation of Genially-based learning media. The data were analyzed using descriptive statistics, N-Gain analysis, and paired sample t-test. The results show that the average pretest score was 40.06, while the posttest score increased to 85.06. The N-Gain value of 0.743 indicates a high level of effectiveness. Furthermore, the paired sample t-test result shows a significance value of 0.000 ($p < 0.05$), which means there is a statistically significant difference between pretest and posttest scores after the implementation of Genially. It can be concluded that the use of Genially learning media is effective in improving students' learning outcomes in Akidah Akhlak. This finding implies that interactive digital media can enhance students' understanding and engagement in Islamic education learning.

Keywords: Akidah Akhlak, Genially, Learning Media, Learning Outcomes, Quasi-Experimental Research



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INTRODUCTION

Advances in information and communication technology have brought about significant changes in the world of education, including in the learning process at madrasahs. The use of digital technology is no longer merely a supplementary tool, but has become an integral part of efforts to improve the quality of students' learning processes and outcomes. Various interactive learning platforms provide opportunities for teachers to present material in a more engaging, communicative and learner-centred manner. In this context, the use of technology-based learning media has become a relevant strategy for creating effective and meaningful learning (Wu, 2024).

Learning media play a vital role in conveying learning messages so that they are more easily understood by learners. (Arsyad, 2011) explains that learning media encompasses anything that can be used to convey messages in a way that stimulates learners' thoughts, feelings, attention and willingness to learn. In line with this, (Sudjana, 2009) state that the appropriate use of learning media can enhance learning motivation and help learners understand the material in a more concrete and systematic manner. Consequently, learning media are a crucial component in determining the success of the learning process.

One of the digital learning media currently gaining traction is Genially. Genially is a web-based platform that enables teachers to create interactive learning media such as presentations, infographics, quizzes, educational games, and various other forms of learning visualisations (Afni & Bektiningsih, 2024). Genially's strength lies in its ability to integrate text, images, audio, video, animations and interactive elements into a single, engaging display, thereby enhancing learners' engagement in the learning process (Rahayu, 2026). These characteristics make Genially particularly relevant for use in learning in today's digital age.

In the teaching of Akidah Akhlak, the use of engaging and interactive media is of paramount importance. This subject not only emphasises cognitive aspects but also the development of Islamic attitudes and values that must be internalised in daily life. However, in practice, Akidah Akhlak lessons still tend to rely on lecture-based methods with limited media, resulting in less varied learning and students tending to be passive. This situation can lead to low levels of understanding and poor learning outcomes among pupils (KAPPU, 2022).

Learning outcomes themselves represent behavioural changes that occur in pupils following the learning process, encompassing cognitive, affective and psychomotor aspects. (Bloom et al., 1956) explains that learning outcomes serve as indicators of changes in pupils' abilities following the learning process. Meanwhile, (Hamalik, 2003) states that learning outcomes reflect the extent to which pupils succeed in achieving the set learning objectives. Consequently, improving learning outcomes is one of the key indicators for assessing the effectiveness of the learning process.

Several previous studies have shown that the use of Genially-based learning media has a positive impact on pupils' learning processes and outcomes. Research by (Suspito et al., 2023) showed that Genially can enhance pupils' motivation and learning activity in the subject of Islamic Religious Education. Another study by (Putra & Afrina, 2023) found that Genially-based media is effective in improving pupils' learning outcomes compared to conventional media. Furthermore, research by (Zainuddin et al., 2023) also revealed that the interactive features in Genially help pupils understand the material in greater depth.

Nevertheless, studies on the use of Genially as a learning medium for the Akidah Akhlak subject at the madrasah tsanawiyah level remain relatively limited. Most previous research has focused on general subjects or the development of learning media without specifically measuring their effectiveness on learning outcomes in Akidah Akhlak. This indicates a research gap that requires further investigation.

Based on the above, this study aims to analyse the effectiveness of using Genially as a learning medium in improving the learning outcomes in Akidah Akhlak among pupils at MTs Ma'arif Hikmah. The results of this study are expected to make a theoretical contribution to the development of technology-based learning and to serve as a practical reference for teachers in selecting more effective learning media to enhance pupils' learning outcomes.

RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental design, utilising a one-group pre-test post-test design. A quantitative approach was adopted because this study aimed to measure improvements in pupils' learning outcomes in Akidah Akhlak before and after the intervention the use of the Genially learning platform expressed as numerical data and analysed using inferential statistics (Sugiyono, 2019).

This research design did not utilise a control group; instead, there was a single group that underwent a pre-test before the intervention and a post-test after the intervention. This design was employed to determine the effectiveness of using the Genially learning medium in improving students' learning outcomes (Creswell & Poth, 2017). The research sequence is as follows: $O_1 \rightarrow X \rightarrow O_2$

Explanation: O_1 = pre-test (initial test before using Genially), X = treatment (use of the Genially learning medium), O_2 = post-test (final test after using Genially). The research was conducted at MTs Ma'arif Hikmah during the second semester of the 2025/2026 academic year. The research subjects were 33 Year 8 pupils. The sampling technique used was saturation sampling, whereby the entire population was included in the study sample as the sample size was relatively small (Sugiyono, 2019).

Research data were obtained through learning outcome tests in the form of pre-tests and post-tests in the subject of Akidah Akhlak. The tests were designed based on the learning outcomes and material that had been taught using the Genially platform. The tests consisted of multiple-choice questions measuring knowledge, understanding and the application of Akidah Akhlak concepts.

Before being used in the study, the test instruments were assessed for validity and reliability. Validity was tested using Pearson's Product-Moment correlation to determine the accuracy of the test items in measuring the variables under investigation (Arikunto, 2021). Test items were deemed valid if the calculated r -value was greater than the table r -value at a 5% significance level. The reliability of the instrument was analysed using Cronbach's Alpha coefficient, and the instrument was deemed reliable if the reliability value was ≥ 0.70 (Nunnally & Bernstein, 1994).

Data analysis was carried out in several stages. Firstly, a descriptive statistical analysis was conducted to determine the profile of students' pre-test and post-test scores. Secondly, a normality test using the Kolmogorov-Smirnov test was carried out to determine whether the data were normally distributed. The data were deemed to be normally distributed if the significance value was greater than 0.05 (Ghozali, 2006).

Subsequently, to determine the effectiveness of using the Genially learning medium on learning outcomes in Akidah Akhlak, a paired-sample t -test was conducted to compare the pre-test and post-test scores. This test was used to determine whether there was a significant difference between the pre- and post-intervention periods.

The research hypothesis is accepted if the significance value (Sig. 2-tailed) is less than 0.05, indicating that there is an improvement in students' learning outcomes following the use of the Genially learning medium (Sugiyono, 2019).

Furthermore, to determine the extent of the improvement in learning outcomes, an N-Gain (normalised gain) analysis was used, calculated using the formula:

$$N\text{-Gain} = \frac{\text{Posttest} - \text{Pretest}}{\text{SkorMaksimum} - \text{Pretest}}$$

The N-Gain results were then categorised into low, medium and high to assess the effectiveness of the improvement in pupils' learning outcomes.

RESULTS AND DISCUSSION

Results

Description of Students' Learning Outcomes in Aqidah and Akhlak

This study was conducted on 33 Year 8 pupils at MTs Ma'arif Hikmah to determine the effectiveness of using the Genially learning platform in improving learning outcomes in Aqidah and Akhlak. Data on learning outcomes were obtained through a pre-test administered before the intervention and a post-test administered after the implementation of the Genially learning platform.

Based on the results of the data analysis, descriptive statistics were obtained, as presented in Table 1 below.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores.

Statistics	Pretest	Posttest
Statistics	Pretest	Posttest
Number of Students	33	33
Highest Score	50	100
Lowest Score	11	42,5
Mean	40,06	85,06
Standard Deviation	10,17	11,90

Table 1 shows that the students' average pre-test score was 40.06, whilst the average post-test score rose to 85.06. This increase represents a difference of 45 points following the implementation of the Genially learning resource.

Furthermore, the highest score achieved by a pupil rose from 50 to 100, whilst the lowest score increased from 11 to 42.5. This indicates that there was an improvement not only in the class average but also in the overall individual achievement of the pupils.

It can therefore be concluded that there was an improvement in pupils' learning outcomes following the implementation of the Genially learning medium in the teaching of Akidah Akhlak.

Analysis of Learning Gains (N-Gain)

An N-Gain analysis was carried out to determine the extent to which pupils' learning outcomes had improved.

Table 2. N-Gain Analysis Results

Indicator	Value
Average N-Gain	0,743
Category	High

Based on the calculations, the average N-Gain value was found to be 0.743. According to Hake's criteria, this value falls into the 'high' category. This indicates that the use of the Genially learning medium is highly effective in improving students' learning outcomes in Akidah Akhlak.

Hypothesis Testing (Paired-Sample t-Test)

Hypothesis testing was carried out to determine the difference in students' learning outcomes before and after the intervention using the Genially learning medium. The analysis was conducted using a Paired-Sample t-Test.

Table 3. Results of the Paired-Sample t-Test

Variable	Mean	t-value	Sig. (2-tailed)
Pretest	40,06	15,926	0,000
Posttest	85,06		

The test results show that the significance value of 0.000 is less than 0.05; therefore, H_0 is rejected and H_1 is accepted. This means that there is a significant difference between the students' pre-test and post-test scores following the implementation of the Genially learning medium. Consequently, it can be concluded that the use of the Genially learning medium is effective in improving the learning outcomes in Akidah Akhlak for Year 8 pupils at MTs Ma'arif Hikmah.

Discussion

The Effectiveness of Using Genially as a Learning Tool on Learning Outcomes

The research findings indicate that there was a significant improvement in pupils' pre-test and post-test scores following the implementation of the Genially learning tool. The average student score rose from 40.06 to 85.06, with a high N-Gain of 0.743. This indicates that the Genially learning medium is effective in improving students' learning outcomes in Akidah Akhlak.

This finding is consistent with behaviourist theory, which states that changes in learning behaviour can occur through stimuli provided systematically and repeatedly (Skinner, 1965). In the context of this study, the Genially platform acts as a learning stimulus that provides an interactive learning experience, thereby driving changes in students' learning outcomes. Furthermore, cognitive theory also emphasises that learning involving visualisation, interactivity and active information processing can enhance students' understanding (Piaget, 1974). As an interactive learning platform, genially provides visual features, animations and navigation tools that enable students to construct knowledge in a more meaningful way.

Improvements in Students' Learning Outcomes

Significant improvements in learning outcomes also demonstrate that the use of digital learning platforms can optimise the learning process in the classroom. This is evidenced by the lowest mark rising from 11 to 42.5 and the highest mark rising from 50 to 100. According to constructivist learning theory, students find it easier to understand the material when they actively construct their knowledge through meaningful learning experiences (Piaget, 1974; Vygotsky, 1978). Genially enables students to interact with the material through visual media and interactive quizzes, ensuring that the learning process is not merely passive but also active.

Furthermore, engaging learning materials can boost students' motivation to learn. Motivation is one of the internal factors that significantly influences learning outcomes (Sardiman, 2011). With its attractive and interactive interface, Genially is able to create a more enjoyable learning environment, helping students to remain focused and motivated.

The Effectiveness of Digital Media in Akidah Akhlak Teaching

Akidah Akhlak is a subject that emphasises not only cognitive aspects but also affective aspects and moral values. Therefore, the use of interactive learning media is essential to aid the internalisation of these values. The results of this study indicate that Genially can help students understand Akidah Akhlak concepts more easily. This is in line with multimedia learning theory, which states that a combination of text, images and audio can enhance understanding and retention of information (Mayer, 2009).

Furthermore, the use of technology in learning also supports 21st-century learning theory, which emphasises digital literacy, collaboration and technology-based learning (Trilling & Fadel, 2009). Consequently, the use of Genially not only improves learning outcomes but also supports the development of students' digital competences.

Relation to Previous Research

The findings of this study are consistent with several previous studies indicating that digital learning media can improve students' learning outcomes. Research by (Plodkaew et al., 2025) found that web-based interactive media can significantly enhance students' conceptual understanding.

Another study by (Bunari et al., 2024) also showed that the use of technology-based learning media can improve students' motivation and learning outcomes in Islamic Education. Consequently, the findings of this study reinforce previous findings that digital learning media, particularly Genially, are effective in the learning process.

Implications of the Research

The results of this study have important implications for teachers, particularly in the teaching of Islamic Beliefs and Ethics. Teachers are expected to utilise digital learning media such as Genially to create more engaging, interactive and meaningful learning experiences. Furthermore, schools also need to support the development of teachers' digital competences so that the implementation of technology-based learning media can be optimised.

CONCLUSION

Based on the results of the data analysis and the discussion of the research, it can be concluded that the use of the Genially learning platform has proven effective in improving the learning outcomes in Akidah Akhlak among Year 8 pupils at MTs Ma'arif Hikmah. This is demonstrated by an increase in the pupils' average marks from 40.06 in the pre-test to 85.06 in the post-test, as well as an N-Gain score of 0.743, which falls within the 'high' category. Furthermore, the results of the paired-sample t-test showed a significance value of $0.000 < 0.05$, indicating a significant difference between learning outcomes before and after the intervention.

These findings answer the research question that the use of Genially not only provides variety in the learning process but also tangibly improves students' cognitive achievement in the subject of Akidah Akhlak. Consequently, Genially can be regarded as an effective learning medium for creating a more interactive, engaging and meaningful learning experience for pupils.

In substantive terms, this study demonstrates that improvements in learning outcomes are influenced not only by the delivery of content but also by the selection of learning media capable of fostering pupil engagement in the learning process. Consequently, the use of digital learning media such as Genially can serve as a strategic alternative for teachers in improving the quality of learning, particularly in subjects that involve concepts and values such as Akidah Akhlak. It can therefore be affirmed that the use of Genially as a learning medium makes a tangible contribution to improving students' learning outcomes, and is thus worthy of recommendation as one of the learning innovations at madrasah level.

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