

Research Article

Development of Interactive Learning Media for A1 Vocabulary on the Theme “*Freizeit*” Using the Genially Website at Universitas Negeri Medan

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Abstract: In this study, an interactive learning medium was developed to practice German A1-level vocabulary with the theme “*Freizeit*”, based on a website created using Genially. This research is classified as development research, in which the development process of the learning medium employed the ADDIE model, consisting of five stages: analysis, design, development, implementation, and evaluation. The study was conducted in the German Language Education Study Program at Universitas Negeri Medan. The research data consisted of vocabulary on the theme “*Freizeit*”, taken from the *Netzwerk* textbook and other online sources. The research subjects were second-semester students of the 2024 cohort. The instruments used included questionnaires, pretest and posttest, expert validation sheets, and documentation. The results of the validation from media experts and material experts indicated that the medium was suitable for use in learning, with scores of 92% and 89%, respectively. The trial conducted with students showed a positive response with an average score of 91%. The students’ average pretest score was 58.3, which increased to 84.7 in the posttest. Statistical tests revealed that the calculated t-value (12.45) was greater than the critical t-table value (2.045), indicating a significant difference between the pretest and posttest results. Thus, the use of the Genially interactive learning medium proved effective in improving German A1 vocabulary mastery and was able to create a more engaging and interactive learning atmosphere while supporting independent learning.

Keywords: A1 Vocabulary; Development; Freizeit; Genially; Interactive Learning Media

1. Introduction

In Indonesia, German has been taught at universities and secondary schools. German is one of the foreign languages that is highly in demand, as it not only carries academic value but also opens opportunities in the fields of employment and cultural interaction (Nugroho & Susanti, 2023). Foreign language learning does not only focus on the four language skills—speaking, writing, listening, and reading—but also on vocabulary acquisition (Fitriani & Wulandari, 2022). Hidayati and Rahman (2021) emphasize that vocabulary mastery is one of the essential aspects of language learning since vocabulary serves as the foundation for building both oral and written language skills. Similarly, Putri, Saud, and Anwar (2021) argue that the quality of one’s language skills depends on the quality and quantity of vocabulary possessed.

At the A1 level, according to the *Gemeinsamer Europäischer Referenzrahmen für Sprachen* (GER), learners are required to understand and use basic vocabulary in everyday life, including the theme *Freizeit* (leisure time). However, in practice, vocabulary teaching is often still delivered conventionally, such as through textbooks and lectures, which are less engaging and do not fully encourage active student participation (Ilmiyanti & Fiqti, 2020). This condition potentially hinders learning motivation as well as deep comprehension of the material. Therefore, it is necessary to develop more interactive learning media that align with technological advancements and students’ learning styles (Pratama & Sari, 2021).

To obtain data regarding vocabulary learning and mastery of German A1-level students in the German Language Education Study Program at Universitas Negeri Medan,

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questionnaires were distributed. The results revealed that students' vocabulary mastery remained low. This was due to limited memory retention and a lack of motivation to learn German. One contributing factor is the use of monotonous and less innovative teaching methods and media, which makes classroom learning uninteresting and causes distractions. In line with Hardiansyah (2022), beginner students often face challenges in understanding new vocabulary. By connecting language learning with activities that interest them, such as films, music, or social activities, their learning motivation can naturally increase.

One solution to enhance students' interest and vocabulary mastery is the development of engaging interactive learning media using the Genially platform. According to Putri, Mulyawati, and Zen (2025), the use of interactive and innovative media in the learning process significantly stimulates motivation and improves learning outcomes. Purnama and Pramudiani (2021) also explain that interactive learning media are integrated digital tools that assist teachers in communicating with students and include electronic texts, graphics, moving images, and audio. Likewise, Manurung (2020) states that interactive animation learning media serve as effective teaching aids that can improve comprehension and support learning efficiency.

The use of Genially as a learning medium is based on its advantages. As described by Permatasari et al. (2021), Genially is a free online learning platform that provides numerous ready-to-use templates offering high-quality, easily accessible interactive learning content that accommodates the three primary learning styles: visual, auditory, and kinesthetic. The integration of Genially in German vocabulary learning aims to create an enjoyable learning atmosphere, increase interaction, and facilitate vocabulary comprehension through visualization and engaging activities.

Based on these considerations, it is essential to develop learning media that can support students in improving their vocabulary mastery at the A1 level. Therefore, this study developed an A1 vocabulary learning medium with the theme "*Freizeit*" using the Genially platform. The presence of this learning medium is expected to make German learning in the German Language Education Study Program at Universitas Negeri Medan more effective and engaging, thereby enhancing students' German language proficiency.

2. Methode

This study was conducted in the odd semester of the 2024/2025 academic year in the German Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. The target of this research was first-semester students learning German with vocabulary mastery at the A1 level. The research subjects consisted of one class of students in the German Language Education Study Program, selected purposively. This research employed a development approach using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it enables the development process of learning media to be carried out systematically and structurally. The ADDIE development model is illustrated below:

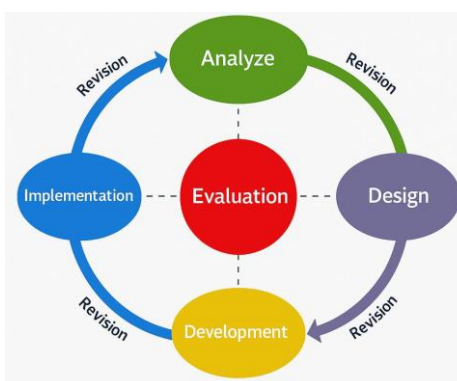


Figure 1. The ADDIE Development Model

Analysis

The analysis stage involved collecting initial data and information through a literature review and distributing questionnaires to students regarding the difficulties in learning A1-level vocabulary with the theme *Freizeit*. The methods used included interviews with German

language lecturers and the distribution of questionnaires to students. The interviews with lecturers aimed to explore their views on the challenges faced by students as well as the learning media that had been previously used. A needs analysis was carried out by distributing questionnaires to identify the types of learning media required by students in learning German.

Design

After identifying the problems, the design phase continued with planning the solutions to be implemented. At this stage, the Snakes and Ladders game to be used as a learning medium was designed. The game design included the layout of the game board, including the positions of the snakes and ladders that would influence the players' paths, as well as questions relevant to the theme *Freizeit* (leisure time).

In addition, a game guideline providing clear instructions to students on how to play, the rules, and the assessment criteria was prepared. This guideline included the basic rules of the game, how to answer the questions, and how the evaluation would be conducted based on the number of correctly answered questions, as well as the preparation of assessment instruments.

Development

This stage involves the creation and validation of the learning media. The steps carried out in this development process included the creation of a prototype of the learning media using Genially and validation by media experts. At this stage, the Genially website was used to develop the interactive game-based learning media. Visual elements such as animations, audio, and videos were added to make the learning experience more engaging and enjoyable for the students.

Implementation

A limited trial of the learning media was conducted with a small group of students, followed by revisions based on their feedback.

Evaluation

The data from student tests and questionnaires were analyzed to measure the effectiveness of the media in improving vocabulary mastery. After the initial trial, testing, evaluation, and revision phases were conducted to ensure that the developed media met the expected standards. Validation was carried out by subject matter experts and media experts to assess the feasibility of the product. This assessment included the alignment of the material with the curriculum, the suitability of the media as a learning aid, and the visual appeal of the game. After receiving feedback from the experts, the researchers made revisions to enhance the quality of the media.

3. Results and Discussion

Development Process

Analysis Phase

The analysis phase aims to collect data and analyze information, define problems, and plan the subsequent steps in the development process. At this stage, a needs analysis and a learning obstacle analysis were conducted. This analysis was carried out to identify the learning obstacles faced by students that hinder their mastery of German vocabulary, particularly on the theme *Freizeit*. The learning obstacle analysis was conducted by administering trial questions on the *Freizeit* (leisure time) material. After the trial questions were given, interviews were conducted to obtain feedback from the respondents, revealing that students often experienced difficulties in understanding vocabulary and sentence structures in German. In addition, many students expressed low interest in the subject, primarily due to the lack of engaging and interactive learning media.

Based on the needs questionnaire distributed to second-semester students, it was found that students required learning materials beyond textbooks that were easy to understand. Lecturers also indicated the need for additional learning materials that could increase students' interest in learning and facilitate their comprehension of the material. In response, an interactive learning medium in the form of a Snakes and Ladders game using the Genially website was proposed and designed to be as engaging as possible. It is expected that this medium can enhance students' learning motivation and assist them in understanding the material more effectively.

Design Phase

At this stage, the Snakes and Ladders game was designed using the Genially website. The first step in designing the Snakes and Ladders game was to prepare the game guidelines,

followed by coloring the game pieces, arranging the ladders, snakes, and question points on the *Freizeit* theme, as this forms the core of the entire media development. Once the questions were determined, the next step was to prepare the media concept, which was documented in a narrative text format, also known as a storyboard, to convey the objectives of the media development project: to create an interactive and innovative learning medium.

Development Phase

At this phase, Prototype I (initial) was produced as the realization of the design phase. The Snakes and Ladders game media began to be developed according to the design that had been prepared in the design stage.

- The first step in developing this media was to open the Genially website on Google, then click Log In to register an account.
- After logging in, enter the Genially website and click Games and Challenges, as the media is in the form of a game. Select the media you want to use, or more quickly, search for the desired media by name, such as the Snakes and Ladders game.
- Click Use this template to start editing the Snakes and Ladders game media. Design the game by adjusting the board size, theme, colors, adding snake and ladder images, and incorporating interactive Genially elements such as animations, audio, or video to make the game more engaging. Interactive elements can include buttons for dice and question points according to your preference.
- Add quizzes or challenges at the question points to provide learning activities during the gameplay.
- To insert instructional videos, first click the interactive elements and select Show More, then drag it to the dice. Next, click Web Link to paste the learning video link from YouTube, Google Drive, or other sources. Finally, save it. To play the learning video, click the play icon above the dice, and it will automatically open the instructional video.
- Click All Set at the blue button on the far right. Finally, click Copy and share the link via WhatsApp. When the shared link is clicked, it will automatically open the developed Snakes and Ladders media, which can then be used in the learning process.

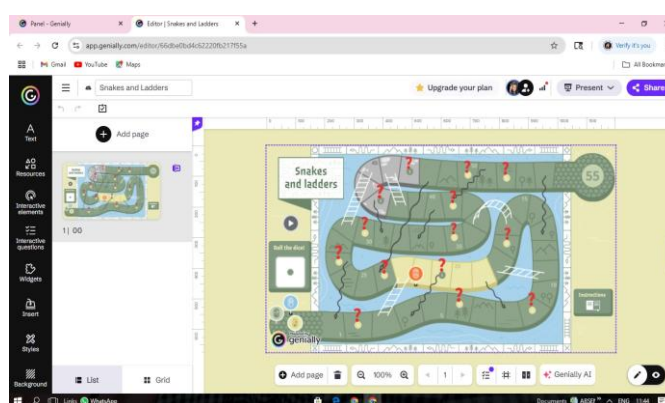


Figure 2. Interface of the Snakes and Ladders Learning Media

Implementation

A limited trial of the learning media was conducted with a small group of students, followed by revisions based on their feedback. In this activity, students analyzed and provided responses regarding the developed Snakes and Ladders game media. The purpose of this trial was to evaluate the practicality of the developed media by distributing questionnaires completed by the students. The trial was conducted in the German Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. The media trial carried out was a limited trial (small group trial) with 10 student participants. The selection of trial subjects was conducted using a proportionate stratified random sampling technique. The number of students for each proficiency level can be seen in Table 1 below:

Table 1. Number of Students by Proficiency Level

No.	Proficiency	Number of Students
1	High	6
2	Medium	10
3	Low	12
	Total	28

Based on the number of students at each proficiency level, 10 students were selected as subjects for the practicality trial, consisting of 4 students with high achievement, 3 students with medium achievement, and 3 students with low achievement.

Evaluation Phase

At this phase, the activities were focused on the validation process to assess the feasibility of the developed media.

a. Validation Activities

The validation activities were carried out by subject matter experts and media experts. Validation is a process used to assess whether the developed product is suitable for the next trial phase. The validation was conducted by requesting input from two subject matter experts, who were lecturers at Universitas Negeri Medan specializing in the relevant material, and one media expert, a lecturer at Universitas Negeri Medan specializing in design, to evaluate and provide suggestions and feedback.

b. Results of Validation by Subject Matter and Media Experts

The assessments obtained from the subject matter and media experts served as the basis for determining whether the developed product was feasible to be trialed with students. Comments, critiques, and suggestions from the experts were used to revise the product to ensure it was fully prepared for a limited trial.

Subject Matter Expert

The assessment by the subject matter expert was conducted to evaluate the quality of the content in the developed learning media. The aspects assessed included the alignment between the Course Learning Outcomes (CLOs) and Sub-CLOs, the relevance and depth of the material, and its presentation within the media. The evaluation used a scale of 1 to 4, where a score of 4 indicated excellent quality, 3 indicated good, 2 indicated sufficient, and 1 indicated poor. Table 2 presents the results of the subject matter expert's evaluation of the learning media:

Table 2. Material Assessment Aspects

No.	Proficiency	Number of Students
1	Alignment of CLOs and Sub-CLOs	4
2	Presentation of Material in the Media	4
3	Relevance of Material in Learning	3
4	Depth of Material According to A1 Level	4
5	Presentation of Material in Learning	3
6	Presentation of Example Questions and Explanations in the Media	4
7	Visuals and Video Display	4

The assessment scores used a range from 1 to 4, with the following criteria: 4 = Excellent, 3 = Good, 2 = Sufficient, and 1 = Poor. Based on the evaluation results, the total score obtained was 26 out of a maximum score of 28. This score was converted into a percentage of 92.8%, which falls into category A (Excellent). Therefore, the learning media was deemed feasible without requiring revisions.

Media Expert

The assessment by the media expert was conducted to evaluate the visual and technical aspects of the developed learning media. The aspects assessed included functional speed, product design, ease of use, audio quality, level of interactivity, and its ability to enhance learning motivation. The evaluation used a scale of 1 to 4, where a score of 4 indicated excellent quality, 3 indicated good, 2 indicated sufficient, and 1 indicated poor. The results of the media expert's evaluation of the learning media are presented in Table 3:

Table 3. Media Assessment Aspects

No.	Proficiency	Number of Students
1	Functional Speed	4
2	Product Design	3
3	Ease of Use of the Learning Media	3
4	Learning Media	4
5	Audio Quality	3
6	Interactivity	4
7	Ability to Enhance German Learning Motivation	4

The assessment scores used a range from 1 to 4, with the following criteria: 4 = Excellent, 3 = Good, 2 = Sufficient, and 1 = Poor. Based on the evaluation results, the total score obtained was 25 out of a maximum score of 28. This score was converted into a percentage of 89.3%, which falls into category B (Good). Therefore, this learning media was deemed feasible without requiring revisions.

Based on the validation results from the subject matter experts and one media expert, the developed learning media was declared suitable for use in the learning process. Subsequently, a limited trial was conducted with 10 students, consisting of 4 high-achieving, 3 medium-achieving, and 3 low-achieving students. Student responses to the media showed an average score of 91%, indicating a highly positive reception.

Based on the pretest and posttest results:

- The students' average pretest score was 58.3.
- The students' average posttest score increased to 84.7.
- The statistical t-test results showed a calculated t-value of 12.45, while the critical t-value was 2.045, indicating that $t_{\text{calculated}} > t_{\text{critical}}$. This demonstrates a significant difference between the pretest and posttest results.

Thus, this interactive learning media proved effective in improving German A1-level vocabulary mastery, particularly on the theme "*Freizeit*".

The significant improvement in posttest scores can be attributed to the use of media that is not only visually appealing but also provides an interactive and enjoyable learning experience through the Genially-based Snakes and Ladders game. Visual elements, animations, as well as quiz and self-practice features provide cognitive stimulation that reinforces vocabulary mastery. Additionally, the quiz repetition feature allows students to perform self-assessment and independently reinforce the material.

These findings are in line with constructivist learning theory, where learners build knowledge through active exploration and direct engagement with the learning material. The media also aligns with the principles of multimodal learning, which involve using various types of stimuli (visual, auditory, kinesthetic) to strengthen information retention.

The results of this study are consistent with the findings of Permatasari et al. (2021), which demonstrated that using Genially significantly enhances students' learning motivation. Similarly, Purnama & Pramudiani (2021) stated that interactive digital media support active engagement in online learning. Therefore, Genially not only increases interest but also has a tangible impact on improving students' learning outcomes.

Development Results

The learning media developed in this study is an interactive digital Snakes and Ladders game created using the Genially website. This media was designed to enhance German A1-level vocabulary mastery, particularly on the theme "*Freizeit*" (leisure time). By combining elements of traditional games with interactive technology, the media provides an engaging, competitive, and immersive learning experience.

The game can be accessed online through the following link: [🔗 Snakes and Ladders – Genially Interactive Game](#)

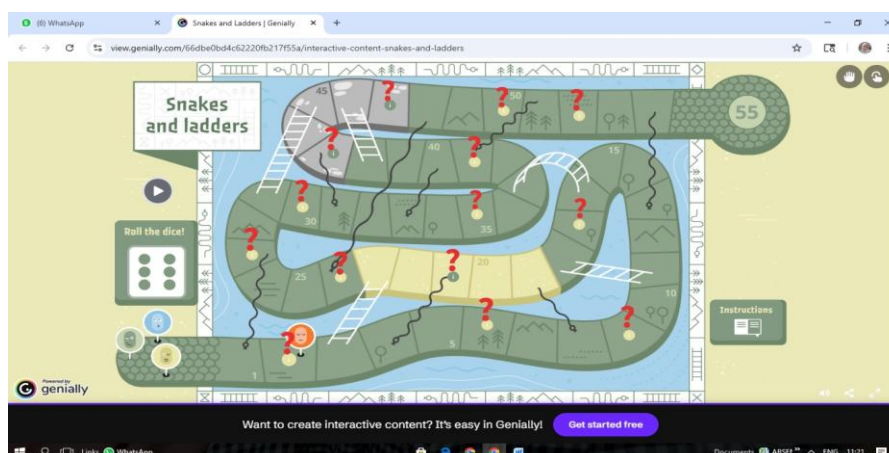


Figure 3. Final Interface of the Completed Learning Media

This learning media presents a total of 14 vocabulary questions that have been carefully prepared. The questions appear randomly when players land on specific squares on the game board, creating variety and new challenges in each game session. Through this approach, the media not only helps students memorize vocabulary but also understand its functional usage. With an engaging design, a competitive game system, and interactive features that support independent learning, the Genially-based Snakes and Ladders media has proven capable of creating a more lively learning environment, motivating students, and aligning with the needs of contemporary digital learning.

Discussion

The Genially-based Snakes and Ladders learning media was successfully developed with the aim of creating an engaging and interactive learning experience. The use of this media also demonstrated that students became more involved and motivated during the learning process. Students responded positively to the use of this media. Many reported feeling more engaged and motivated when learning with the game compared to traditional methods. The majority of students stated that the learning experience became more enjoyable and interactive. The Snakes and Ladders media proved effective in fostering an active learning environment. With elements of competition and challenge, students were more enthusiastic to participate in the learning process, thereby improving their understanding of the *Freizeit* vocabulary in German.

The Genially-based digital learning media provides a distinct learning experience through the integration of interactive elements such as games, quizzes, audio-visuals, and self-paced navigation. In this study, the implementation of interactive learning media in the form of the Snakes and Ladders game demonstrated significant results in improving A1-level German vocabulary mastery, particularly on the theme *Freizeit*. Based on pretest data, the students' average score was 58.3. After the implementation of the media, the average posttest score increased to 84.7, with a difference of 26.4 points or an improvement of 45.28%. A statistical t-test yielded a calculated t-value of 12.45, which was far higher than the critical t-value of 2.045 at a 0.05 significance level, indicating a meaningful improvement.

Furthermore, validation by subject matter and media experts indicated that this media was highly feasible for use in learning, with scores of 92% and 89%, respectively. These findings suggest that the quality of the content, visual presentation, and alignment of the media with learning needs met academic and technical feasibility criteria. Students also gave very positive feedback, with an average questionnaire score of 91%. Most students stated that this media facilitated their understanding and retention of vocabulary through a more engaging, varied, and user-friendly presentation.

The use of this media also provides students with opportunities for flexible learning. Features such as question repetition, self-assessment, and game interactivity allow students to learn at their own pace. This active and independent learning aligns with modern student-centered learning approaches and the principles of constructivist theory, in which knowledge is actively built by students through exploration and direct experience.

By combining dynamic visual design, relevant content, and enjoyable interaction, this media not only supports the achievement of learning outcomes but also creates a livelier and less monotonous classroom environment. Therefore, Genially-based learning media is highly suitable for teaching foreign language vocabulary at the beginner level, especially in the current digital education context, which requires innovative and responsive teaching approaches to meet students' learning needs.

4. Conclusion

This study successfully developed interactive web-based learning media using the Genially website to improve A1-level German vocabulary mastery on the theme *Freizeit* among students of the German Language Education Study Program at Universitas Negeri Medan. Through the application of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the media was designed to meet students' needs for effective and engaging vocabulary learning.

The feasibility assessment by media and subject matter experts indicated that the learning media was highly suitable for use, with average scores of 92% and 89%, respectively. Students' responses to the media were also highly positive, with an average score of 91%. Moreover, the pretest and posttest results demonstrated a significant improvement in vocabulary mastery, with the average score increasing from 58.3 to 84.7. The t-test results showed that $t_{\text{calculated}} (12.45) > t_{\text{critical}} (2.045)$ at a 0.05 significance level, indicating that the use of the Genially interactive learning media was effective in improving A1-level vocabulary on the theme *Freizeit*.

Overall, the development of this Genially-based interactive learning media proved effective in enhancing A1-level German vocabulary mastery, particularly on the theme *Freizeit*. The media is not only visually engaging but also pedagogically effective, providing students with an enjoyable and immersive learning experience.

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