



## Development of IN-WAY GENORA Learning Media (Interactive Wayground Based Material for Recognizing Norms in Society) Elementary School

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### ABSTRACT

This research is motivated by the low level of student involvement in Pancasila Education learning, particularly in the topic of recognizing norms in society. This condition is influenced by teacher centered learning practices and the limited use of interactive and technology based learning media in the classroom. As a result, students tend to be passive and less motivated during the learning process. This study aims to develop IN-WAY GENORA learning media (Interactive Wayground based Material on Recognizing Norms in Society) and to determine its feasibility and practicality for sixth grade elementary school students. The research employed the Research and Development (R&D) method using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. Data were collected through validation questionnaires completed by media experts, material experts, and language experts, as well as response questionnaires from teachers and students. The results indicate that the IN-WAY GENORA media achieved feasibility percentages of 91% from media experts, 91% from material experts, and 97% from language experts, all categorized as very feasible. Furthermore, student responses reached 86% and teacher responses reached 82%, both classified as very practical. These findings indicate that IN-WAY GENORA is highly suitable and practical for supporting Pancasila Education learning in elementary schools.

## 1. Introduction

Education can be understood as a process, action, or activity in teaching, as well as the methods used to deliver education. Every individual needs education that can support their growth and development in cognitive, affective, and psychomotor aspects (Dewi et al., 2022). Currently, education serves as a platform for growth

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and development, particularly in important areas such as intellectual development and quality of life. This is especially true given the rapid development of technology (Arafah et al., 2023). In today's global era, both formal and non formal education are constantly challenged to improve quality by adapting to ever advancing technological advances (Yonani et al., 2025). The introduction of technology into learning plays a crucial role in creating more varied and meaningful learning experiences (Sari & Zulherman, 2025).

Learning in elementary schools needs to be designed effectively so that teachers and students are able to achieve learning objectives. A good learning process is interactive, inspiring, motivating, and encouraging, and provides students with more opportunities to develop their creativity and abilities based on their skills and abilities. Students must be more involved and teachers must act as facilitators in the classroom, while teachers must be able to create a learning environment that inspires students to be more involved in their studies. Several factors influence learning activities, one of which is the selection of educational media that is easy to use, interactive, and interesting (Sukriadi et al., 2023; Maisaroh et al., 2025; Setiawan & Widiyanti, 2025; Putri et al., 2025).

Educational learning media plays a crucial and irreplaceable role in the learning process at school. Its integral role makes it a key element in achieving learning objectives efficiently and effectively. In an educational context, the media has a remarkable ability to explain topics that may be unclear or poorly understood by students (Permana et al., 2024). Learning media serves as a supportive tool in the teaching and learning process, creating a more efficient learning environment and achieving educational goals. Furthermore, learning media can increase students' motivation and interest in learning and is highly beneficial in enhancing their understanding because the information presented is presented in a more engaging and easily understood manner (Arafah et al., 2025; Juliani et al., 2025; Sari et al., 2025; Suarmita et al., 2025). In line with this strategic function of learning media, its use is also highly relevant in Pancasila Education learning, particularly in the material "Understanding Norms in Society." This material is a crucial part of Pancasila Education learning because it builds attitudes, behavior, awareness, and character that align with students' Pancasila values. Norms are rules or regulations that govern the lives of citizens. Norms are guidelines or laws that govern social life. Norms also serve as a reference, structure, and regulator of behavior (Drastawan, 2021). Simply put, norms are rules or customs that teach us what is good and what is bad behavior in everyday life. The norms that apply in society consist of several types, namely religious norms, moral norms, norms of politeness, and legal norms, all of which complement each other in regulating human behavior to create an orderly, peaceful, and orderly life.

In relation to the problems in the learning process and the use of learning media, researchers conducted research at SDN 015 Samarinda Ulu. Based on the results of observations and interviews conducted, it was found that learning activities were still dominated by the role of teachers through lecture methods, so that student participation in learning was not optimal and tended to be passive. Furthermore, the

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learning media used was still less varied and mostly relied only on textbooks and student worksheets, which resulted in a decline in student interest and motivation to learn. The use of interactive digital technology has also not been optimally implemented, while the use of projectors and presentation media such as powerpoint is only used on certain occasions. In addition, teachers face limitations in understanding and time in developing technology based learning media. This condition indicates the need to develop innovative learning media that are in accordance with the demands of current educational developments that are moving towards technology based learning and the digitalization of education in Indonesia. The use of this technology makes learning activities in the classroom more interesting and interactive (Safitri et al., 2024).

As a solution to the identified problems, this study seeks to develop IN-WAY GENORA (Wayground based Interactive Material on Understanding Norms in Society). The Wayground application/website is a Quizizz platform that has undergone a change of identity to Wayground and is used as an interactive learning medium in teaching and learning activities (Sugiarto et al., 2025). The development of IN-WAY GENORA media is expected to increase learning engagement, improve students' understanding of norm related material, encourage active participation in Pancasila Education learning at the elementary school level, and support teachers in managing the teaching and learning process more efficiently. Through this interactive learning media, teachers are also expected to be able to convey learning messages and information to students more effectively (Zahwa & Syafi'i, 2022).

Based on previous studies, they focused more on developing Wayground based teaching modules used as guides for teachers in implementing learning. Unlike my research, this study develops interactive Wayground based learning media designed for direct use by students. Therefore, the differences lie in the product's format and target audience, making this study distinctly novel despite using the same platform.

Based on the explanation above, this study focuses on three main elements. First, to determine the development phase of the IN-WAY GENORA learning media regarding the material Recognizing Norms in Society for sixth grade elementary school students. Second, to evaluate the feasibility of the media based on assessments from media experts, material experts, and language experts. Third, to determine the responses and reactions of students and teachers regarding the use of learning media. Through this study, it is hoped that the IN-WAY GENORA learning media can be an innovative, feasible, and effective choice in helping teachers deliver material. In addition, this research is expected to increase student participation, motivation, and understanding in the learning process and contribute to the development of interactive learning media that can be used and developed further in the world of education.

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## 2. Methodology

This research falls into the development category known as Research and Development (R and D). This type of research involves processes or steps aimed at creating new products or improving existing ones (Fadhillah & Octarya, 2023). By conducting research on educational issues, solutions can be found to develop and implement more innovative learning methods, one of which is Research and Development (R and D) (Okpatrioka, 2023). The researcher used the ADDIE development model, a five stage research and development model (Analysis, Design, Development, Implementation, and Evaluation), which is considered more systematic, adaptable, and appropriate for various learning needs (Rasyid, 2022).

This research was conducted at SDN 015 Samarinda Ulu located at Jl. Anggur, Sidodadi Village, Samarinda Ulu District, Samarinda City, East Kalimantan Province. Then, the subjects of this research were teachers and students totaling 1 teacher and 23 students consisting of 12 boys and 11 girls. The object of this research is IN-WAY GENORA as a Wayground based Interactive Learning Media Development for the Material of Recognizing Norms in Society in grade VI of Elementary School. The data collection methods used by the researcher included observation, interviews, and questionnaires. The instruments used to collect data included observation sheets, interview sheets, expert validation questionnaires (including three experts in media, language, and materials), and teacher and student response questionnaires. Aspects to be observed in the observation sheets and interviews included needs analysis, curriculum analysis, and materials analysis. Data collection instruments are the means used to obtain data in the field (Sahir, 2022).

Next, the media suitability questionnaire is assessed from three aspects: visual appearance, media readability, and function or content. The material suitability questionnaire is assessed from three aspects: content, language, and presentation. The language suitability questionnaire is assessed from three aspects: language suitability, readability, and language creativity. The questionnaire contains several statements with answers in the form of a Likert scale, a five point scale used to allow individuals to express their agreement or disagreement with certain statements (Bariah et al., 2024). Data obtained from the assessment scores on the expert validation sheet is then analyzed to determine categories on a likert scale, can be seen in table 1, as follows:

Table 1. Expert Assessment Categories Based on Likert Scale

Score	Category
5	Very Good
4	Good
3	Enough
2	Less
1	Very Less

Source: (Effendi et al., 2021)

Meanwhile, the teacher and student response scale questionnaire was intended to determine student and teacher responses to the product the researcher developed. The use of a four point scale in this study was chosen because it allows teachers and students to determine their attitudes more definitively, without providing a neutral option as a middle answer. In this way, the data obtained is expected to more clearly illustrate the tendencies of student and teacher assessments of learning media. Furthermore, the four point scale is considered simpler and easier to understand by respondents, both elementary school students and teachers. Therefore, the use of this scale is expected to reduce potential tendencies in filling out the questionnaire and produce more accurate data. This can be seen in table 2 as follows:

Table 2. Response Assessment Categories Based on Likert Scale

Score	Criteria
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Source: (Alvianto, 2025)

The data analysis techniques in this study included qualitative and quantitative analysis. Qualitative data analysis was used to analyze data obtained through interviews, observations, and input from experts and teachers. Meanwhile, quantitative data analysis was applied to process data in the form of scores obtained from expert validation questionnaires and student and teacher response questionnaires regarding the developed learning media (Saputra et al., 2022). Furthermore, the obtained assessment data was calculated using the validity test formula according to Anas Sudijono in (Kurniawati et al., 2024) as follows:

$$P = \frac{F}{N} \times 100\%$$

The results of these calculations are then used as the basis for determining the product's feasibility and response practicality, as presented in tables 3 and 4:

Table 3. Product Feasibility Scale

Average Score	Category
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Quite Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Source: Ishaq and Luthfi on (Mastiah et al., 2021)

Table 4. Practicality Criteria for Teacher and Student Responses

Average Score	Category
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Less practical
0% - 20%	Very Impractical

Source: (Fadhillah & Octarya, 2023)

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The variable P represents the percentage of the desired score, f represents the total score awarded by the validator, and n represents the maximum score.

### 3. Results and Discussion

This development research adapts the ADDIE development model and includes five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The first stage is analysis (*analisis*), which includes needs analysis, curriculum analysis, and material analysis. The results of the needs analysis include conducting observations and interviews with the homeroom teacher of grade VI A of SD Negeri 015 Samarinda Ulu to obtain the information needed regarding the development of learning media. The results found that learning is still teacher-centered with lecture methods, while the use of interactive technology and digital materials is still rarely done.

Projectors and powerpoint are only used occasionally due to the teacher's limited understanding of technology based media, even though the facilities are adequate. These conditions impact the learning process and cause students to easily feel bored and tired. The results of the curriculum analysis in grade VI-A of SD Negeri 015 Samarinda Ulu use the independent curriculum. The final process of the analysis stage is material analysis, where the researcher reviewed the learning content related to the topic of recognizing norms in the life of the sixth grade community. The analyzed material was selected based on the learning resources used in the school, then mapped for suitability with the learning objectives and achievements set in the curriculum. Through this analysis, researchers ensure that the IN-WAY GENORA media that will be developed in learning media is truly relevant, accurate, and able to optimally support students' learning needs.

The second stage is design (*desain*). Researchers began designing the IN-WAY GENORA media. Planning is carried out inseparably from problem analysis which is then adapted to the media to be developed and then designed by the researcher. The planning stage begins with the researcher formulating an initial design for the learning media to be developed. The design is carried out by creating a visual display using Canva, so that the material and graphic elements can be presented in an attractive, systematic, and easily understood way by students. Each slide is designed with consideration for the suitability of colors, icons, illustrations, and the flow of material presentation to support the achievement of learning objectives.

After the design was finalized, product development (*pengembangan*) was carried out according to the plan. Developing quality learning media requires attention to the principles of effectiveness, novelty, and accessibility (Kurnia et al., 2025). At this stage, the media was developed digitally using the Canva platform and then integrated into the Wayground application. In addition to media integration, evaluation items were also developed in the Wayground

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application, such as interactive quizzes in the form of essays, word clouds, video based questions, dropdown, polls, matching, fill in the blank, multiple choice, drag-drop, and labeling. The results of the product development in the form of IN-WAY GENORA media can be seen in figure 1:

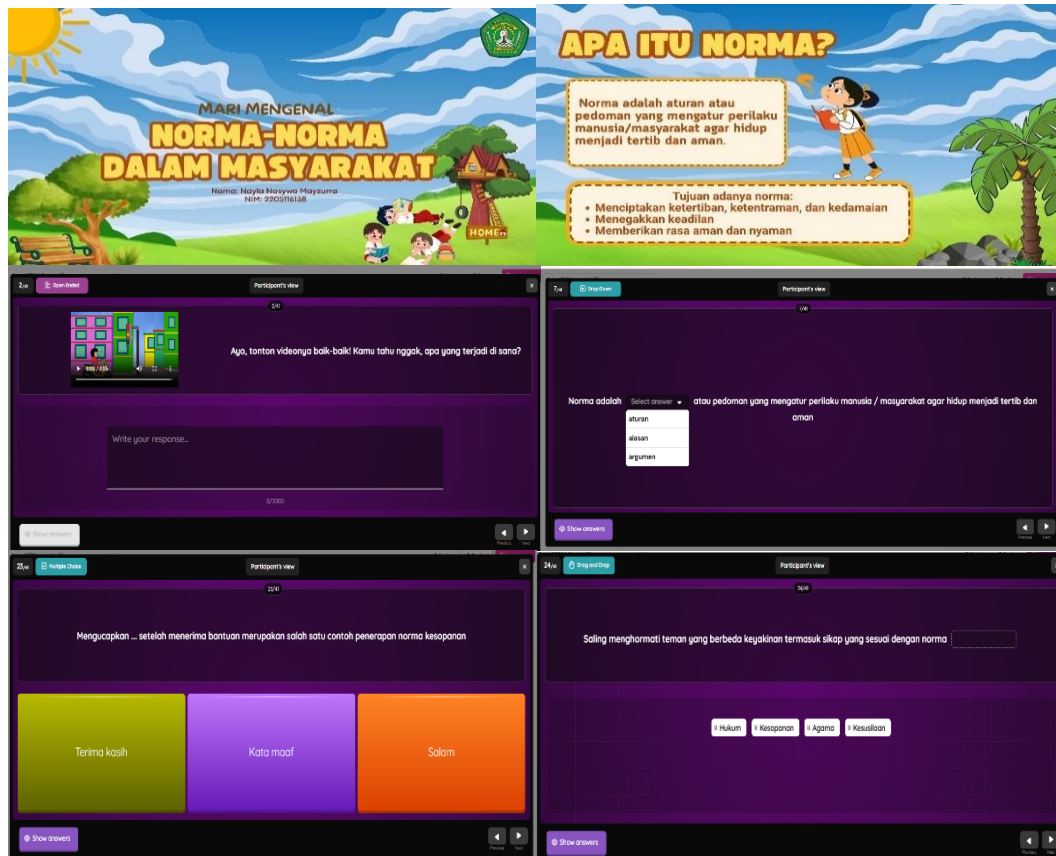


Figure 1. View of IN-WAY GENORA  
GENORA IN-WAY Media Link:

[https://wayground.com/admin/presentation/693fc4e78ea98327a25331a9?source=lesson\\_share](https://wayground.com/admin/presentation/693fc4e78ea98327a25331a9?source=lesson_share)

The next development stage included a media review and validation process by experts using a validation questionnaire provided by the researcher. The overall scores from each expert and practitioner were then combined and averaged to produce the final validity test score (Slamet, 2022). Validators included experts in the fields of language, materials, and media. Next, the researcher made improvements based on the validators' suggestions and notes to produce a quality product suitable for use in the learning process. Table 5 displays the results of the IN-WAY GENORA media assessment after the media, materials, and language validators validated it.

Table 5. Results of the Assessment of IN-WAY GENORA Media by the Validator

Expert Validator	Total Scores Obtained (F)	Maximum Score (N)	Percentage (%)	Category
Media Expert	32	35	91%	Very Feasible
Language Expert	34	35	97%	Very Feasible
Subject Matter Expert	32	35	91%	Very Feasible

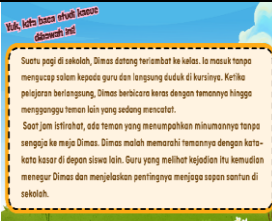
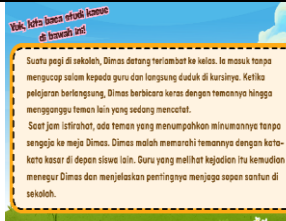
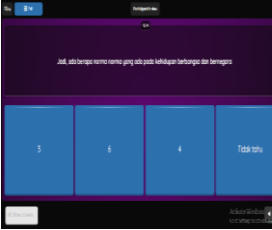
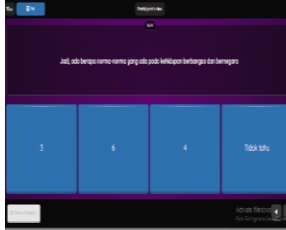
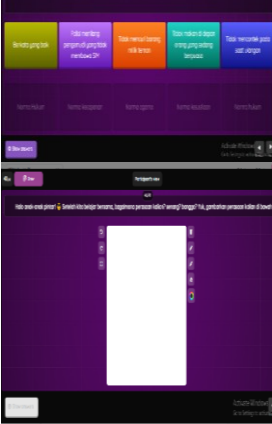
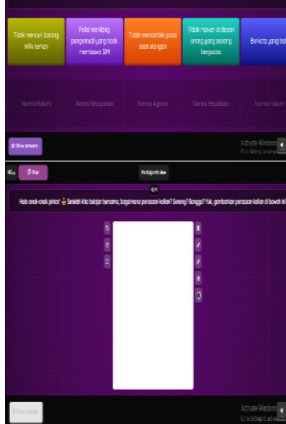
Table 5 shows the results of each validator. The results of the IN-WAY GENORA media validation from media experts fall into the “Very Feasible” category with a percentage value of 91%, the results of the language expert validation fall into the “Very Feasible” category and obtained a percentage value of 97%, and the results of the material expert validation fall into the “Very Feasible” category with a percentage value of 91%. In addition to being used to assess the feasibility of the IN-WAY GENORA media product, the expert validation questionnaire also serves to collect suggestions, input, and criticism that become the basis for product improvement or revision, so that the media can be perfected before being tested on students. After conducting validation on the media, material, and language aspects, researchers obtained various forms of revisions and suggestions that became the basis for improving the IN-WAY GENORA media.

The media expert validator provided suggestions for adding researcher identities to the IN-WAY GENORA media. Before the revision, the wayground page did not contain any identity of the person developing the media, while after the revision, a new page was added to include the researcher's identity. Furthermore, revisions were made to the background of the Wayground evaluation slide, which appeared dark. The researcher attempted to improve the appearance by changing the background color to a brighter one, but this was not possible because the background was the default color of the Wayground application. Then, revisions were made to the text on the evaluation question slide to enlarge it.

After the revision, it was discovered that the text in the evaluation quiz feature in the Wayground application could not be enlarged because it was the application's default setting. However, when the evaluation quiz feature in Wayground was accessed via a mobile device, the text size automatically appeared larger and was clearly legible. This is one of the weaknesses of wayground based learning media because the text in some sections could not be edited because it was the application's default setting. Certain elements have been set as default components so users do not have access to modify their appearance. This condition limits the process of content customization, because creators must adapt the material to the format provided by the system. In addition, linguists also provide several suggestions which can be seen in table 6. As follows:

Table 6. Summary of Validator Suggestions and Product Improvements

Suggestion by Language Validator	Improvements to Products	Before Refinement	After Refinement
Error in Word Separation.	Correcting separate words to be combined according to EYD.		
Error in not putting a period (.) at the end of several sentences	Correct punctuation at the end of sentences.		
Error in combining words	Correct the combined words to separate them to according EYD		

		
	<p>Error in the word “berterimakasih” and “dibawah”</p>	<p>Separating words according to EYD “berterima kasih” dan “di bawah”</p>
<p>Error using Hyphen (-)</p>		
	<p>Fix hyphen (-)</p>	<p>Adding conjunctions to words “norma-norma”</p>
<p>Error in use of capital letters.</p>		
	<p>Error in not using capital letters “kesopanan, agama, hukum, kesusilaan, bangga, senang” because it is considered a new sentence, the first letter must be capitalized.</p>	<p>Correcting letters that should be capitalized.</p>

After going through the development process and obtaining feasibility approval from media, material, and language experts, the IN-WAY GENORA media is ready to enter the fourth stage, namely implementation. At this stage, the media can be applied to learning activities attended by all students in class VI-A of SD Negeri 015 Samarinda Ulu on November 26, 2025. The trial was conducted to obtain practicality data from students and teachers. At the implementation stage, after testing the media, students and teachers were asked to complete a response questionnaire. Student responses based on the questionnaire aimed to determine the level of practicality and also to determine student understanding (Rizaldi et al.,

2023; Julkifli et al., 2025; Syahrir et al., 2025; Sudarno et al., 2025). Table 7 shows the summary of student responses from the trial use of the IN-WAY GENORA media.

Table 7. Recapitulation of student response results

Assessment Aspects	Score ( <i>f</i> )	Maximum Score ( <i>n</i> )
Media Display	314	368
Presentation	158	184
Language	159	184
Amount	631	736
Percentage	86%	
Category	"Very Practical"	

Referring to table 7, it can be concluded that the results of the trial by students showed a percentage of 86%. The score of the student response questionnaire in the trial of the IN-WAY GENORA media fell within the percentage scale range of 81%-100% with the category of "Very Practical" used in learning activities. Furthermore, a questionnaire given to teachers was used to explore teacher responses and measure the practicality of the media developed. The assessment of the practicality of the IN-WAY GENORA media can be seen in table 8.

Table 8. Teacher response questionnaire results

Assessment Aspects	Score ( <i>f</i> )	Maximum Score ( <i>n</i> )
Content	11	12
Instructional Media	6	8
Appearance	9	12
Language	7	8
Amount	33	40
Percentage	82%	
Category	"Very Practical"	

Based on the results obtained in table 8, it can be concluded that the teacher's response to the IN-WAY GENORA media shows a percentage value of 82% with the category "Very Practical". Next, the final evaluation (*evaluasi*) stage is the final step in the product research and development model. At this stage, researchers refine each development phase, as all stages of the IN-WAY GENORA learning media development process need to be reviewed based on the questionnaire results and student responses. Following the assessment, experts provide notes and suggestions for improving the learning media. This stage is crucial for refining the media before it is assessed by media, material, and language validators. This evaluation identifies the weaknesses and shortcomings of the IN-WAY GENORA media. These weaknesses and shortcomings are then revised to create a better, more appropriate, and more effective product (Yuberti et al., 2021).

Every work created by humans certainly has its advantages and disadvantages, as does the IN-WAY GENORA learning media. The advantages of the IN-WAY GENORA learning media are that it provides various types of activities and evaluations, supports various formats such as creating interactive lessons in the form of presentations, videos, and is able to integrate presentations and evaluation

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quizzes. However, this media still has disadvantages such as some elements cannot be edited, then there are technical constraints such as unstable internet connections because it still depends on an internet connection (Ahmad et al., 2025). Although the IN-WAY GENORA learning media has advantages and disadvantages, this media is still suitable for use in the learning process. IN-WAY GENORA is able to provide information and support learning activities. In line with the statement (Adikasari, 2025) the use of wayground based media provides a more interactive learning experience as well as a real learning experience, building active interactions and learning motivation among students.

#### 4. Conclusion

Based on the results of the development research that has been conducted, it can be concluded that all research questions have been answered well. The process of developing IN-WAY GENORA media based on Wayground on the material of recognizing norms in society for grade VI students at SD Negeri 015 Samarinda Ulu has been carried out systematically according to the stages of the ADDIE model and has run smoothly. The resulting media is considered suitable for use based on the validation results of material experts, media experts, and language experts who showed very good quality in terms of content, appearance, and language use. In addition, the results of student and teacher responses show that the learning media is practical, easy to use, and able to increase student involvement and understanding in the learning process. The success of this research is evident in the achievement of all research objectives, namely the development of appropriate and practical learning media that were well received by students and teachers. Therefore, this development research can be declared successful, and the developed learning media can be used as an alternative interactive learning medium to support Pancasila Education in elementary schools and has the potential to be developed and applied to other learning materials.

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