

Development Of Learning Media Using Adobe Animate And Blooket In Skiing Subjects

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Abstract

Keywords:

Adobe Animate; Blooket;
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Development

This study aimed to develop learning media using Adobe Animate and Blooket for Islamic Cultural History (SKI) at MA Miftahul Jannah Palangka Raya, assess its feasibility, and examine teachers' and students' responses to its use. The study employed a Research and Development (R&D) approach based on the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through observations, interviews, documentation, and questionnaires, and analyzed using descriptive quantitative methods with percentage calculations. The findings showed that the learning media was successfully developed by integrating Adobe Animate to present learning materials and Blooket to provide game-based assessments. The main contribution of this study lies in combining these two tools to connect material presentation and assessment within a single learning sequence. The media expert validation score was 88.89%, categorized as highly feasible, while the material expert validation score was 79.17%, categorized as feasible. The teacher response score was 75%, categorized as good, while the responses of 19 students reached 85.53%, categorized as very good. These findings indicate that the developed media met the feasibility criteria and received positive responses from both teachers and students. However, the study did not assess whether the media improved student learning outcomes. Therefore, the integrated use of Adobe Animate and Blooket offers an alternative for making SKI learning more varied and interactive.

Abstrak

Kata kunci:

Adobe Animate, Blooket;
Media Pembelajaran;
Sejarah Kebudayaan
Islam; Pengembangan
Media

Penelitian ini bertujuan mengembangkan media pembelajaran menggunakan Adobe Animate dan Blooket pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MA Miftahul Jannah Palangka Raya, mengetahui kelayakan media, serta respons guru dan peserta didik terhadap penggunaannya. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi Analysis, Design, Development, Implementation, dan Evaluation. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan angket, kemudian dianalisis secara deskriptif kuantitatif menggunakan persentase. Hasil penelitian menunjukkan bahwa media berhasil dikembangkan dengan mengintegrasikan Adobe Animate sebagai media penyampaian materi dan Blooket sebagai media evaluasi berbasis permainan. Integrasi ini menjadi kontribusi penelitian karena menghubungkan kegiatan penyampaian materi dengan evaluasi dalam satu alur pembelajaran. Hasil validasi ahli media memperoleh 88,89% dengan kategori sangat layak, sedangkan ahli materi memperoleh 79,17% dengan kategori layak. Respons guru memperoleh 75% dengan kategori baik, sedangkan respons 19 peserta didik memperoleh 85,53% dengan kategori sangat baik. Hasil tersebut menunjukkan bahwa media memenuhi kriteria kelayakan dan memperoleh respons positif dari pengguna. Namun, penelitian ini belum menguji efektivitas media terhadap peningkatan hasil belajar peserta didik. Dengan demikian, media Adobe Animate dan Blooket dapat menjadi alternatif untuk mendukung pembelajaran SKI yang lebih bervariasi dan interaktif.



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Introduction

Learning is the core of the educational process, which aims to create an active, interesting, and fun learning atmosphere. To realize effective learning, teachers need to utilize learning media to make the learning process more active and interesting (Salsabila & Asnafiyah, 2024). The use of learning media can help teachers convey information better so that students can more easily receive the material and learning goals can be achieved (Indriana & Rohmadi, 2021). Learning media not only functions as a tool in delivering material, but also plays a role in increasing students' motivation, participation, and understanding of the material learned (Rohim & Wardhani, 2021). The use of the right learning media can create a more varied learning experience so that students can more easily understand the material and achieve learning goals optimally (Muzakki et al., 2024).

One of the subjects that requires the use of learning media is Islamic Cultural History (SKI). SKI subjects not only study Islamic historical events, but also instill exemplary values that can be applied in daily life (Linda et al., 2024). However, SKI material that contains a lot of historical events, such as place names or names of characters that need to be remembered, makes some students find SKI learning less interesting and boring (Khair et al., 2025).

Based on the results of observations at MA Miftahul Jannah Palangka Raya, teachers have not used media that has been specially developed to support the delivery of material, as a result of which some students lack focus and learning motivation is not optimal. The lack of use of innovative learning media by teachers is one of the factors that cause the learning process to be less than optimal (Annisa et al., 2025). Therefore, interesting, interactive, and easy-to-understand learning media is needed to support the SKI learning process (Khuziaifah, 2024). One of the alternative media that can be used is **Adobe Animate**, which is software that is able to present material in a visual, interactive, and engaging way (Rarumangkay et al., 2023). In addition,, **Blooket** can be used as a game-based learning evaluation medium that is able to increase student participation, motivation, and involvement in the learning process (Fadli & Marazaenal, 2024). The combination of the two media is expected to be able to create more interesting and effective SKI learning. This is also supported by the results of previous research which shows that the use of interactive learning media has a positive impact on the learning process.

One of them is research conducted by (Taufit et al., 2026) shows that learning media is based on **Adobe Animate** It is suitable for use because it is able to support a more interesting learning process, increase students' understanding, and provide positive results in learning

activities. In addition, the research conducted by (Putri et al., 2025) shows that the use of the Blooket application has an effect on improving student learning outcomes. This media is able to create more interactive learning so that students are more active in following the learning process. Although previous research shows that Adobe Animate and Blooket provide positive results in the learning process, the two media are still used separately. Based on this description, it is necessary to develop learning media that is able to combine material delivery and learning evaluation in one learning process that supports each other.

The novelty of this research lies in the development of learning media that integrates Adobe Animate as a material delivery medium and Blooket as a game-based evaluation medium. The integration of the two media not only combines two applications, but also connects the stages of material delivery with evaluation activities in one learning flow. Adobe Animate is used to present SKI material visually and interactively through text, video, and animation. After students learn the material, Blooket is used as a game-based evaluation medium with questions tailored to the material that has been delivered.

The integration of the two media is expected to provide a more varied learning flow, from material delivery to evaluation, to support more interesting and interactive SKI learning. Therefore, this study aims to develop learning media using Adobe Animate and Blooket in the subject of Islamic Cultural History (SKI) at MA Miftahul Jannah Palangka Raya that is suitable for use in the learning process.

Method

This research uses the type of Research and Development (R&D) research which aims to develop learning media using Adobe Animate and Blooket in the subject of Islamic Cultural History (SKI). According to Sugiyono (2022) research and development (Research and Development) is a research method used to produce a product as well as test the feasibility of the product (Kasliyanto et al., 2025). The development model used in this study is the ADDIE model which consists of five stages, namely *analysis*, *design*, *development*, *implementation*, and *Evaluation* (Muthmainnah et al., 2022). The researcher chose the ADDIE model because it has systematic and interrelated stages that facilitate the process of developing learning media from needs analysis to product evaluation. At the stage Analysis, Observations, interviews, and needs analysis were carried out to find out the problems of SKI learning. Stages Design Includes material design, display, navigation, and evaluation. At the stage Development, The media is developed using Adobe Animate and Blooket, then validated by subject matter experts and media experts and revised based on validator input. Stages Implementation is carried out by using media in SKI learning and providing response questionnaires to teachers and students. Stage Evaluation This is done by reviewing the results of validation and user responses as the basis for assessing the developed product.

The research subjects consisted of one material expert, one media expert, one SKI subject teacher, and 19 students of grade XII of MA Miftahul Jannah Palangka Raya. Material experts are PAI subject teachers at MA Miftahul Jannah Palangka Raya, while media experts are lecturers who have competence in the field of learning media. The research instruments consist of material expert validation sheets, media expert validation sheets, teacher response questionnaires, and student response questionnaires. The material expert validation instruments include curriculum aspects, material content quality, and language feasibility.

Media expert validation instruments include aspects of Adobe Animate display, use of Adobe Animate, Blooket display, Blooket use, and media feasibility. The trial was conducted on 19 students of grade XII. Students learned the material through Adobe Animate, then took the evaluation through Blooket and filled out a response questionnaire after media use.

Meanwhile, the teacher and student response questionnaire was used to determine the response to the use of Adobe Animate and Blooket learning media developed. Furthermore, the validation data and questionnaire results were analyzed in a quantitative descriptive manner to determine the feasibility of the media and the responses of teachers and students. The percentage of validation results was used to determine the level of feasibility of the media and materials developed with the formula:

$$P = \frac{\sum x}{\sum x^i} \times 100\%$$

Description:

P = percentage of media eligibility

$\sum x$ = the number of scores obtained

$\sum x^i$ = ideal score of all indicators

The percentage results are then interpreted based on the media feasibility criteria as follows:

Table 1
Media Eligibility Criteria

Percentage Assessment	Interpretasi Eligibility
81-100%	Highly Worth It
61-80%	Worthy
41-60%	Quite Decent
21-40%	Less Worthy
0-20%	Not Eligible

(Arikunto, 2010)

Meanwhile, **the** results of the responses of teachers and students were then interpreted based on the categories that had been determined in the study as follows:

Table 2
Criteria Respon

Interval (%)	Criteria
$80 < DP \leq 100$	Excellent
$60 < DP \leq 80$	Good
$40 < DP \leq 60$	Enough
$20 < DP \leq 40$	Less
$DP \leq 20$	Very Less

(Sugiyono, 2019)

Results and Discussion

Results

The results of this research are in the form of learning media using Adobe Animate and Blooket in the subject of Islamic Cultural History (SKI) grade XII at MA Miftahul Jannah Palangka Raya. The development of media is carried out using the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The results of the research at each stage of development are presented as follows.

Analysis Stage

At the analysis stage, needs analysis, material analysis, and learning environment analysis were carried out as the basis for developing learning media. Data were obtained through observation using checklist sheets, interviews with SKI subject teachers, and questionnaires on student needs at MA Miftahul Jannah Palangka Raya. The results of the interviews showed that SKI learning still uses the lecture method with media limited to YouTube videos and there is no learning media specifically developed by teachers. The results of the observation also show that some students lack focus on participating in learning. Based on the results of the needs questionnaire, students need interesting and interactive learning media as well as evaluation activities that are not only carried out conventionally. The material analysis was carried out on the material on the process of entering Islam into Indonesia which contains many names of figures, regions, and years of events so that it is quite difficult for students to remember. In terms of the learning environment, the school already has supporting facilities in the form of projectors, teachers' laptops, and adequate internet networks for the application of digital learning media. Based on the results of the analysis, learning media was developed using Adobe Animate for the delivery of material and Blooket as a game-based evaluation media.

Design Stage

At the design stage, a learning media design is produced which includes the preparation of materials, displays, navigation, and evaluation designs using Adobe Animate and Blooket. The media design is prepared based on the results of needs analysis. Adobe Animate is used to present SKI materials in a structured manner through text, images, and interactive navigation while Blooket is designed as a game-based evaluation medium. The combination of these two media is expected to provide variety in the delivery of material and the implementation of learning evaluations. The appearance of the media design that has been created is presented in the following image.



Figure 1 Initial view of Adobe Animate

An Adobe Animate media initial view that contains the subject title, the PLAY button to the media usage guide, and the profile icon button to the main menu page.



Figure 2 Media usage guide page

On this page, instructions for the function of the navigation buttons are presented to make it easier for users to interact with the media



Figure 3 Main Menu Page

The main menu page is a learning navigation hub that provides five interactive menu options.

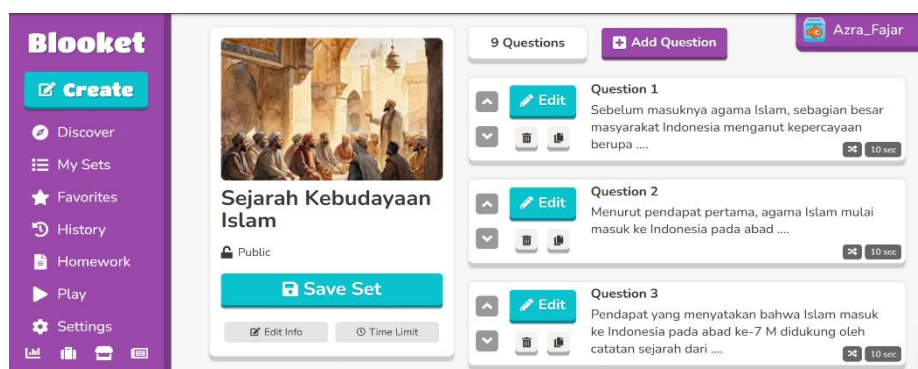


Figure 4 View Creating a question/quiz

Blooket is designed as an evaluation medium in the form of an interactive quiz. The questions are prepared based on SKI material that has been delivered through Adobe Animate and is equipped with a processing time.



Figure 5 Game Mode Display on Blooket

Blooket provides several game mode options, such as Gold Quest, Fishing Frenzy, and Crypto Hack, which can be used in evaluations to make quiz activities more interactive and engaging.

Development Stage

At the development stage, learning media products are produced using Adobe Animate and Blooket which are then validated by material experts and media experts to determine the feasibility of the product before being applied in learning.

Learning Media Product Results

At this stage, Adobe Animate was developed as a medium for delivering SKI material, while Blooket was used as a game-based evaluation medium.



Figure 6 Racing Game Mode Display

Blooket's evaluation media is realized in the form of interactive games, one of which is the Racing mode. In this mode, students compete to answer quizzes quickly and accurately to move the character to the finish line.



Figure 7 Learning Material Page View

This page presents a discussion of Islamic Cultural History material in stages. The text of the material is structured with an arrow navigation button to switch to the next page, as well as a home button to return to the main menu.

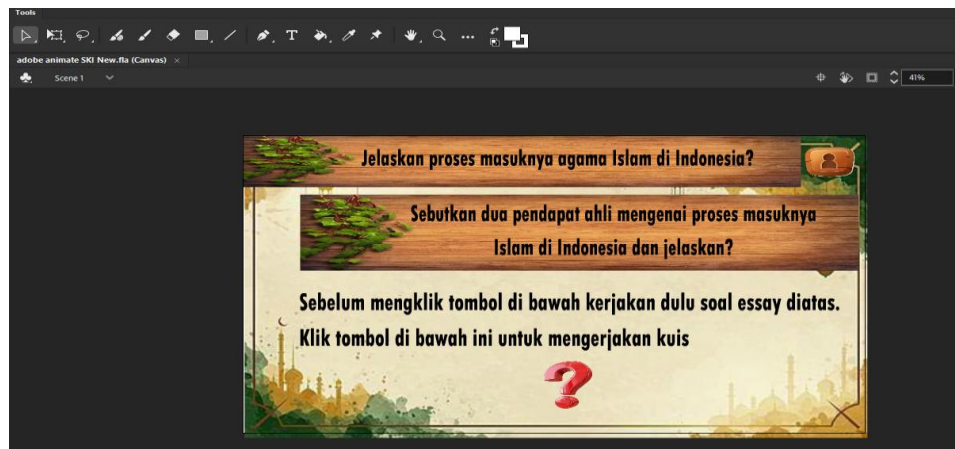


Figure 8 Practice Page View and Buttons Towards Blooket Quiz

This page contains instructions and essay questions to test students' initial understanding. At the bottom, there is an interactive button in the form of a question mark(?) that serves to direct users to the evaluation quiz on the Blooket platform.

Material Expert Validation Results

After the product is completed, validation is carried out by material experts to assess the suitability of the material content, curriculum, and language use. The results of the material expert validation obtained a score of 38 out of a maximum score of 48, with a percentage of 79.17% and included in the feasible category. The material validation table is as follows.

Table 3
Material Validation

Aspects	Total Score
Curriculum Aspects	10
Quality of Content	12
Language Qualifications	16
Total	38
Maximum Score	48
Percentage	79,17%

Media Expert Validation Results

Media expert validation is carried out to assess the appearance, use, and feasibility of Adobe Animate and Blooket media. Validation is carried out before and after the media is improved based on the validator's suggestions and input. The results of the validation of media experts are the basis for improving the product before it is applied in learning. Revisions are carried out based on validator input, including improving colors and fonts to make them clearer and easier to read, adjusting the placement of the next and back buttons, adding materials, and including author profiles and media usage instructions. In addition, Adobe

Animate and Blooket are integrated through HTML5 so that both can be used. The results of the validation of media experts before the revision obtained a percentage of 54.17%, while after the revision it increased to 88.88%.

Table 4
Media Validation

No.	Aspects Assessed	Before Revision	After Revision
1	Adobe Animate Views	11	19
2	Uses of Adobe Animate	8	14
3	Blooket Display	6	11
4	Uses of Blooket	6	10
5	Media Eligibility	8	10
Total Score		39	64
Maximum Score		72	72
Percentage		54,17⁰%	88,88⁰%

Implementation Stage

At the implementation stage, the validated Adobe Animate and Blooket learning media are then applied in SKI learning in the classroom. At this stage, a trial is carried out for students on the developed media. The implementation of Adobe Animate and Blooket learning media implementation can be seen in the following image.

Figure 8 Adobe Animate Media Implementation



Figure 9 Blooket Media Implementation



Teacher's Response

The teacher's response was obtained through a questionnaire after the use of media in learning. The results of the teacher's response questionnaire obtained a percentage of 75% with the good category.

Table 5
Teacher's Response

No.	Aspects/Statements	SS	S	TS	STS	Shoes
1	Adobe Animate and Blooket media are easy to use		✓			3
2	Attractive and well-organized media display		✓			3

3	Images in Adobe Animate help explain the material	✓	3
4	Sentences in Adobe Animate are easy to understand	✓	4
5	Animation helps deliver material	✓	3
6	Blooket makes evaluation more interesting	✓	3
7	Media helps increase students' attention	✓	3
8	Media is easy to apply in SKI learning	✓	2
9	Media helps teachers in delivering material	✓	3
10	Media is suitable for use in SKI learning	✓	3
Total Score			30
Maximum Score			40
Percentage			75%

Student Response

Student responses were obtained through a questionnaire after using Adobe Animate and Blooket learning media in SKI learning. The assessment indicators of student response questionnaires were media display, material understanding, media use, learning interest and overall media. The questionnaire was given to 19 grade XII students to find out their responses to the developed media. The results of the questionnaire showed a percentage of 85.52% with the very good category. The results showed that students gave positive responses to the use of Adobe Animate and Blooket learning media in SKI learning.

Table 6 Student Responses

No.	Number of Students	Scores Obtained	Maximum Score	Percentage	Category
1	19	650	760	85,52%	Excellent

Evaluation Stage

The evaluation stage was carried out to determine the final results of the learning media that had been developed based on the results of validation of material experts, media experts, and the responses of teachers and students. The results of the evaluation showed that Adobe Animate and Blooket learning media had met the eligibility criteria and received positive responses. Based on these results, the developed learning media can be used in SKI learning.

Discussion

Adobe Animate and Blooket Learning Media Eligibility

The feasibility of Adobe Animate and Blooket learning media was reviewed based on the validation results of material experts and media experts. The validation results showed that the material obtained a suitable category, while the media after going through revision

obtained a very feasible category. The results showed that the product developed had met the assessment criteria in terms of material content and media appearance and use. These two aspects complement each other because learning media not only needs to present material that is in accordance with learning objectives, but also needs to have a display and navigation that supports its use. Thus, the feasibility of media is determined by the suitability of the material and the quality of media presentation at the same time. The use of interactive digital media, such as videos, animations, and interactive applications, can make the presentation of material more interesting and encourage students to be more active and involved in learning (Rohmiati, 2025).

The feasibility of the material includes aspects of the curriculum, the quality of the material content, and the feasibility of the language. The material on the process of entering Islam into Indonesia is prepared based on learning objectives and presented in an easy-to-understand language. The SKI material contains various figures, regions, and historical events that need to be understood by students. These conditions are considered in presenting the material through structured texts, images, and animations so that historical information is conveyed in a more varied manner.

The feasibility of materials in learning media can help students understand the material more easily because the material is presented in accordance with the learning objectives, content of the material, and the use of language that is easy to understand (Miftah & Rokhman, 2022). The feasibility of the material is also related to the characteristics of the SKI material used. The material on the process of entering Islam into Indonesia contains various figures, regions, and years of events that need to be understood and remembered by students. Nasution & Mahariah (2025) stated that the SKI material contains many facts in the form of important figures, events, and years so that students can experience difficulties in understanding and remembering the material. Therefore, the presentation of material through visuals and animation is one way to help students understand the information conveyed.

The results of the media expert validation showed an increase in assessment after the product was improved based on the validator's suggestions and input. Improvements include adjusting the color and font to make it easier to read, improvements to the placement of the next and back buttons, adding materials, including author profiles and instructions for use, and integration of Adobe Animate and Blooket through HTML5. These changes show that the validation process is not only used to determine eligibility categories, but also serves as a basis for improving the product before it is applied in learning. Improvements to the display and navigation are directed to support ease of use, while the addition of materials and instructions for use help complete the content and information needed by the user. Media expert validation results show an increase in assessment after the product has been improved based on the suggestions and feedback of validators. Improvements include adjusting the color and font to make it easier to read, improving the placement of the next and back buttons, adding materials, including author profiles and user instructions, and integration of Adobe Animate and Blooket through HTML5. These changes show that the validation process is not only used to determine the eligibility category, but also serves as a basis for refining the product before it is applied in learning. Improvements to the display and navigation are directed to support readability and ease of use, while the addition of materials and instructions for use helps to complete the

content and information required by users. Thus, the results of validation and revision play an important role in the learning media development process. Learning media is used as a means of delivering material so that information can be presented more clearly, easily understood, and supports the creation of an effective learning process (Azis, 2021).

The integration of Adobe Animate and Blooket in this study is based on the difference in the functions of the two media that complement each other. Adobe Animate is used to convey SKI material through text, images or animations and videos while Blooket is used to evaluate students' understanding through game-based quizzes after learning the material. The use of these two media forms a learning flow that connects learning activities with answering questions. Thus, students not only receive information through the media, but also get the opportunity to respond to the material that has been learned. This is in line with Jennah (2009)) explained that learning media functions as an instructional tool to convey information while engaging students mentally and through real activities in learning. Therefore, the combination of Adobe Animate and Blooket not only supports the delivery of material, but also provides activities to students through interactive evaluation activities.

Adobe Animate has the advantage of giving developers the freedom to customize the design and content of the media to their learning needs. Media creation can also be done in one application so that the development process is more integrated. However, creating complex media requires time and graphic design skills. In addition, media results need to be published in an appropriate format so that they are easily accessible to students. In this study, Adobe Animate media was published in EXE format to be displayed through a projector during learning so that students can view the material together without the need to receive media files directly. Meanwhile, the HTML5 format was created so that media can be accessed via the web on supporting devices, providing a more flexible access alternative.

Blooket has the advantage of presenting interactive game-based quizzes so that it provides variety in evaluation activities and has the potential to increase student interest. Game features and leaderboards can also create a more interesting evaluation atmosphere. However, game elements have the potential to distract students from the material being evaluated if their use is not directed properly.

Based on the results of the validation and revision process, Adobe Animate and Blooket learning media meet the eligibility criteria for use in SKI learning on the developed material. This feasibility is supported by the suitability of the material, the quality of the media presentation, and the integration of the material delivery and evaluation functions. However, its use still needs to be adjusted to the learning objectives, the needs of students, and the facilities available.

Teacher and Student Response to Learning Media

Teachers' responses to Adobe Animate and Blooket learning media obtained a percentage of 75% with a good category. These results show that the developed media can be accepted and used in SKI learning. Adobe Animate assists teachers in delivering material through text, images, videos, and animations, while Blooket is used as an evaluation medium through quizzes. This is in line with Setria et al (2016) which explains that the use of media in learning can help the teaching and learning process and help students understand the material delivered by teachers.

The response of students obtained a percentage of 85.52% from 19 students in grade XII with the very good category. These results show that students gave positive responses to Adobe Animate and Blooket learning media. The presentation of material through text, images, animations, and videos as well as the use of game-based quizzes provided variety in SKI learning activities. This is in line with Dwicahya et al (2024) which explains that interactive learning media can encourage student participation through the presentation of interesting material and a more meaningful learning experience. However, positive response results cannot be interpreted directly as evidence of improved understanding or learning outcomes because this study did not measure the effectiveness of media through a comparison of learning outcomes before and after media use.

Students use Adobe Animate to learn the material, then use Blooket to take quizzes as an evaluation activity. Thus, the media developed not only helps the delivery of the material, but also provides activities that involve students in the learning process. Based on the results of the responses of teachers and students, Adobe Animate and Blooket can be used as an alternative media to support more varied and interactive SKI learning.

Conclusion

This research produced Islamic Cultural History (SKI) learning media using Adobe Animate and Blooket which were developed through the ADDIE model. The results of the validation of the material experts obtained a percentage of 79.17% with the feasible category, while the validation of the media experts obtained 88.89% after revision with the very feasible category. The teacher's response obtained 75% in the good category, while the response of 19 students obtained 85.53% in the very good category. The results showed that the developed media met the eligibility criteria and received positive responses from users. The contribution of this research lies in the integration of Adobe Animate as a medium for delivering material and Blooket as a game-based evaluation medium, so that the two complement each other in one SKI learning flow.

However, this study was limited to 19 students in grade XII at MA Miftahul Jannah Palangka Raya and only focused on the feasibility of media and user response. Therefore, the results of this study have not been able to prove the effectiveness of media in improving student learning outcomes. The results of further research are expected to provide a broader picture of the use of Adobe Animate and Blooket in SKI learning.

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Ethical Statement

This study involved teachers, expert validators, and Grade XII students in the development and evaluation of digital learning media. Ethical considerations relevant to

educational research, including voluntary participation, participant privacy, and the responsible handling of questionnaire and interview data, should be observed throughout the research process. Any institutional permissions, informed consent procedures, and ethical approvals obtained for this study should be accurately reported by the authors.

Artificial Intelligence (AI) Use Statement

The authors declare that artificial intelligence (AI) tools were used solely for language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI tools were not used to generate or manipulate research data, calculate validation scores, analyze questionnaire responses, or formulate research findings and conclusions. All substantive content was reviewed and verified by the authors, who assume full responsibility for the accuracy and integrity of the manuscript.

Author Contributions

Muhammad Azra Fajar contributed to the conceptualization, research design, development of learning media, data collection, data analysis, and preparation of the original manuscript. Abdul Azis contributed to methodological guidance, research supervision, validation of research procedures, interpretation of findings, and critical review of the manuscript. Rahmad contributed to academic supervision, evaluation of the developed learning media, interpretation of research results, and manuscript review and editing. All authors reviewed and approved the final version of the manuscript.

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Conflict of Interest Statement

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the conduct, analysis, interpretation, or publication of this research.

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