

Edpuzzle-based Interactive Video Media on Basic Dance Movement Material to Improve Student Learning Outcomes

Destia Hera Ramadani^{1*}, Atip Nurharini² 

^{1,2} Pendidikan Guru Sekolah Dasar, Universitas Negeri Semarang, Semarang, Indonesia

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ABSTRAK

Penggunaan media pembelajaran sangat penting untuk pembelajaran seni tari. Namun, dalam kenyataannya guru masih kurang dalam memanfaatkan media untuk pembelajaran seni tari. Kurangnya pemanfaatan media pembelajaran ini dapat berpengaruh pada hasil belajar peserta didik. Penelitian ini bertujuan untuk mengetahui media video interaktif berbasis edpuzzle materi gerak dasar tari mampu meningkatkan hasil belajar peserta didik. Metode penelitian ini menggunakan Research and Development (RnD). Model yang digunakan adalah ADDIE (Analysis, Design, Development, Implementation, Evaluation). Adapun Subjek dalam penelitian ini adalah peserta didik kelas IV SD Lab School UNNES. Sumber data penelitian ini diperoleh dari hasil observasi, wawancara dan angket. Hasil dalam penelitian ini menunjukkan bahwa hasil belajar pretest dan posttest peserta didik pada uji coba skala kecil memiliki nilai N-Gain 0,78 dengan kriteria tinggi. Sedangkan pada uji coba skala besar mendapatkan nilai N-Gain 0,77 dengan kriteria tinggi. Sehingga dapat disimpulkan bahwa media video interaktif berbasis edpuzzle dapat meningkatkan hasil belajar peserta didik. Implikasi penelitian ini yaitu media pembelajaran video interaktif berbasis edpuzzle meningkatkan hasil belajar seni tari peserta didik, selain itu media ini juga membantu peserta didik untuk memahami materi, sehingga proses belajar menjadi lebih efektif.

ABSTRACT

The use of learning media is essential for learning to dance. But teachers still need to use the media to learn to dance. The lack of use of this learning media can affect the students' learning outcomes, as the study aims to determine. This study aims to assess whether the development of interactive video media based on Edpuzzle, the primary dance movement material in art lessons, can improve student learning outcomes. This research method uses research and development. The model used is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The source of this research data was obtained from observations, interviews, and questionnaires. The results showed that material experts' feasibility level of Edpuzzle-based interactive video media received a value of 81.25% with feasible criteria, and media experts obtained a value of 95% with very achievable criteria. So, the products developed in this study can be used in learning dance at SD Kota Semarang. Based on the results of media trials, it can improve student learning outcomes. The pre-test and post-test learning results of students in small-scale trials have an N-Gain value of 0.78 with high criteria. While in large-scale trials, get an N-Gain value of 0.77 with high criteria. This research implies that interactive video learning media based on Edpuzzle can improve dance students' learning outcomes. Besides, this media also helps students understand the material, making the learning process more effective.

1. INTRODUCTION

Art contains aesthetic value, which is defined as an activity or process for individuals to gain knowledge about and understand the surrounding environment. This fundamental form of art can be felt by individuals within themselves as they reach a new level of life. Art can also be understood as a way to reflect how humans can develop their ideas through direct aesthetic experience (Damayanti, 2017; Kardum et al., 2020). Art is a tool that can provide aesthetic value. As has been known for a long time, art always contains noble values (Budi et al., 2023; Kasiyan, 2019). In everyday life, the existence of art, especially traditional art, is able to provide an assessment of customs, social guidelines, attitudes, and daily behavior in society. (Endang Retnowati, 2016; Triyanto et al., 2019). However, currently, traditional arts are starting

to fade into existence (Acong & Trisakti, 2023). The existence of art needs to be preserved by providing an understanding of art from an early age, for example, to elementary school students. Students can gain an understanding of art without studying, but the process of understanding art will become easier through learning activities (Suwardi et al., 2016; Tiyas, 2022). Arts education has an important role in the development of students. Art and arts education influence creativity (Astuti, 2013; Kasiyan, 2019). Art education, especially art, is able to train students to express their ideas and feelings using their whole body (Heyang & Martin, 2022; RT Wulandari, 2017). Dance education is also one thing that helps realize national education (Saci SP et al., 2021).

Education always refers to the learning process, both are interconnected activities. Learning is an interactive activity between teachers and students. In learning activities, the use of media is an important factor that teachers need to pay attention to. Media is the teacher's intermediary in delivering material (SW Anggraeni et al., 2021; Suseno et al., 2020). Media is used in learning to increase motivation and foster students' enthusiasm for learning (Prehanto et al., 2021; Wahyuni & Sadzidah, 2022). Motivation to learn is important because it can influence learning success (Octaviana & Rochmawati, 2021; Suarim, 2021). Apart from increasing enthusiasm for learning, the use of media in learning also improves learning outcomes and strengthens learning (Olivea, 2021). Media helps teachers to facilitate the delivery of subject matter to students so that students can easily understand the information provided by the teacher (Nirmalasari & Susanti, 2023; Saci SP et al., 2021; Setyoningtyas & Ghofur, 2021; R. Wulandari et al., 2022). The use of media must be adjusted to the needs of students. Currently, technological developments are taking place very rapidly so teachers need to pay attention to technology in selecting the learning media to be used. Technology-based learning media has more complete and up-to-date information, apart from that, technology-based learning media can also provide participants with an understanding of technology educate (Hasanah, 2020). The use of media in learning can also influence student learning outcomes (Ainullah et al., 2023). Using appropriate learning media can improve student learning outcomes. Learning outcomes are the values obtained by students based on the abilities they have after participating in learning activities (Asriadi et al., 2019). Learning outcomes are used to determine the extent of students' mastery of the material. Learning outcomes can be seen from students' learning achievements which are based on the KKM or Minimum Completeness Criteria in each subject (Private, 2022). Learning outcomes can also be observed through several indicators of changes in student behavior in the cognitive, affective and psychomotor domains (Ulfah & Arifudin, 2021; Zamzani et al., 2022).

Based on observations in the implementation of dance learning, several obstacles are often found that cause students to be unable to obtain maximum learning results. One of the dance learning materials that is difficult for students to understand is the basic dance movements. This happens because in the basic dance movement material there are many foreign terms, and students' ability to practice dance movements is required. Therefore, learning media are needed that are able to provide material explanations regarding movement explanations accompanied by video tutorials for performing these dance movements so that students can imitate them. Most schools also have adequate facilities and infrastructure available for the use of technology-assisted learning media. Such as the availability of LCDs, projectors, and speakers. However, teachers are still lacking in utilizing these infrastructure facilities optimally. Some teachers already use media in their learning activities. However, the media used usually only provides information on learning materials without paying attention to the attractiveness of students. So apart from providing media, teachers also need to pay attention to the media used, which must be able to attract students' attention. This is because learning media must pay attention to ease of use and attractiveness for students (Agustien et al., 2018; Suprianto et al., 2019).

Interactive videos based on the edpuzzle platform are one alternative solution that can be chosen to help the dance learning process. Interactive video is a learning medium that contains various components such as images, sound and illustrations (Kasturi et al., 2022). Interactive videos are videos that are able to connect two-way interactions between teachers and students (Biassari et al., 2021; Hasanah, 2020; Mardhiyana et al., 2022; Wardani & Syofyan, 2018). Interactive videos not only present material with illustrations and sound but also contain material and questions making it easier for students to master the lesson material (Lakapu et al., 2023). Edpuzzle is an online learning media in the form of a website with facilities for adding clips and editing videos that can help the teaching and learning process (Kemalasari, 2022; Syarif Hidayat et al., 2021). Edpuzzle was chosen because it makes it easier for teachers to create learning with video content. Edpuzzle also offers various learning resources including YouTube without containing distractions such as advertisements and so on (Hamid B & Suryadi, 2021; Sirri & Lestari, 2020). The choice of edpuzzle is also based on the rapid development of technology, so that various types of information can be accessed very easily using sophisticated tools such as smartphones, tablets and laptops connected to the internet network (Tanjung et al., 2022). Edpuzzle also allows students to learn

independently, because the current learning concept is not only limited to schools and teachers (Kristiantari, 2021).

The results of previous research have shown that edpuzzle can be an alternative learning media that can foster students' interest in learning (Heistyka & Malasari, 2022). Other research also states that using edpuzzles in learning makes students more motivated and enthusiastic about learning (W. Anggraeni et al., 2023; Wiadnyana et al., 2022). Further research states that Edpuzzle-based teaching materials are very suitable for use and can increase students' interest in learning (Kurniasih et al., 2023). In line with this, other research also states the same thing, namely that the Edpuzzle learning media has a significant effect on students' cognitive learning outcomes (Hidayat et al., 2023). Based on the results of this research, it can be concluded that the use of edpuzzle-based media will foster students' interest and motivation, so that students' understanding will increase. This increase will also have a positive effect on student learning outcomes. Therefore, researchers chose to develop interactive video media based on edpuzzle to improve student learning outcomes. This research aims to analyze interactive video media based on edpuzzle, basic dance movement material which is able to improve student learning outcomes.

2. METHOD

The method used in this research is the research and development (RnD) method. The RnD research method functions to develop and validate products. Developing a product means that the researcher will produce a new product or update a previously existing product to make it better. Meanwhile, the purpose of validating is for researchers to carry out tests to determine the validity or effectiveness of the product that has been developed. So the RnD method can be said to be a scientific way to research, design, produce, and test the validity of the products that have been produced (Aeni et al., 2017; Sugiyono, 2022). This edpuzzle-based interactive video media was developed using the ADDIE model, with five stages that need to be carried out: analysis, design, development, implementation, and evaluation. The development of edpuzzle-based interactive video media went through stages of small-scale trials and large-scale trials. This trial activity was carried out by teachers and students of class IV SD Lab School UNNES, totaling 36 students. Data collection techniques were carried out using observation, interviews, and questionnaires. Observations were carried out by researchers by making observations during the process of teaching dance regarding basic dance movements. Researchers observed all processes that took place during learning, starting from the way the teacher taught, the media used by the teacher, and the students' responses to learning. To obtain further information, researchers conducted interviews and distributed questionnaires to teachers and students. The instrument used by researchers to collect data is a questionnaire instrument given to material expert validators, media experts, and users. The media users produced in this research are teachers and students of class IV SD Lab School UNNES. The validation questionnaire instrument grid for material experts, media experts, and users is presented in Table 1, Table 2, and Table 3.

Table 1. The Material Expert Validator Instrument Grid

Aspect	Indicator	No. Question
Content Quality	1. Suitability of teaching materials	1
	2. Completeness of teaching materials	2,3
	3. Balance of teaching materials	4,5,6,7,8,9
	4. Attract students' interest	10
Instructional Quality	1. Provide learning opportunities	11
	2. Providing assistance for learning	12
	3. Motivational qualities	13
	4. Instructional flexibility	14
	5. Quality of tests and assessments	15,16
	6. Providing an impact on students	17,18,19,20

Table 2. The Media Expert Validator Instrument Grid

Aspect	Indicator	No. Question
Media function learning	1. Generating motivation to learn	1
	2. Provide learning stimulus	2
	3. Activate student responses	3
	4. Promote harmonious training	4
Technical quality	1. Readability of learning media	5,6,7

Aspect	Indicator	No. Question
Design and appearance	2. Ease of use	8,9
	3. Display/impression quality	10,11,12,13,14,15
	4. Quality of program management	16,17
	5. Quality of documentation	18
	1. Uniformity of buttons or icons	19
	2. Quality design and appearance	20

Table 3. The Teacher and Student Response Grid

Aspect	Indicator	No. Question
Material	1. Material suitability	1
	2. Presentation of material	2,3,4,5,6,7,8
Product use	1. Can be used anywhere and anytime	9
	2. Helps learning	10,11,12
Language	1. Easy to understand language	13

There are three types of data analysis in this research, including media validity test data analysis, user response test data analysis, and calculation of students' pretest and posttest learning outcomes scores. Media validity test data was obtained from the results of expert assessments consisting of two experts, namely material experts and media experts. Meanwhile, user response tests are obtained from the results of assessments by media users, consisting of teachers and students. This validity and response test was carried out with the aim of determining the level of validity of the media being developed. The validation criteria for learning media that will be used for decision-making are presented in [Table 4](#).

Table 4. The Expert Validator Rating Interval Scale

Assessment Score	Category
4	Very good
3	Good
2	Not good
1	Very not good

The results of the feasibility data percentage are then converted to the criteria in [Table 5](#).

Table 5. The Media Eligibility Criteria

Eligibility Level	Criteria
81.26% - 100%	Very worthy
62.52% - 81.25%	Worthy
43.76% - 62.51%	Decent enough
25% - 43.75%	Not worth it

The data analysis technique used in calculating pre-test and post-test learning outcome scores is carried out using the Normality Gain Test, or N-Gain. This test was carried out to determine the magnitude of the increase in students' pre-test and post-test learning outcomes. The N-Gain test calculation is carried out by subtracting the posttest score from the pre-test score, then dividing by the maximum score minus the pre-test score ([Oktavia et al., 2019](#)). The results of the N-Gain value calculation are then converted based on the following classification:

Table 6. Distribution of N-Gain Value Criteria

N-Gain Value	Criteria
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

3. RESULT AND DISCUSSION

Result

The product developed in this research is interactive video media based on edpuzzle, basic dance movement material. This media was developed using the stages of the ADDIE model. This stage consists of

five stages, namely analysis, design, development, implementation, and evaluation. The analysis phase of this research was carried out by analyzing the needs of teachers and students.

Needs analysis is carried out through observation and interviews related to media in learning activities. The results of the needs analysis carried out by researchers found that the use of learning media in the dance learning process at SD Lab School UNNES is still limited. The media used is dance videos from YouTube, which are shown to students. The dance videos shown to students contain dances without further explanation regarding the basic movements of the dance, so the media is still not enough to attract students' attention and makes students' understanding of the material poor. Apart from that, it is also known that SD Lab School at UNNES has provided facilities and infrastructure that support the use of technology-assisted learning media. Such as the availability of LCDs, projectors, and speakers. The use of technology in learning really needs to be done considering the phenomenon of technological development, which is currently increasingly rapid. This is the basis for researchers to produce innovative learning media development that suits the needs of students.

After analyzing and finding problems, the next stage is the planning (design) stage for the product to be developed. The development of edpuzzle-based interactive video media is based on KD and learning indicators. The KD in SBdP learning developed in this research is KD 3.3, understanding the basics of regional dance movements, and KD 4.3, demonstrating the basics of regional dance movements in the learning theme. 1: The Beauty of Togetherness. Interactive video media is also designed to be used anywhere and at any time, making it easier for students to understand the learning material. At the planning stage, researchers also created learning tools such as teaching modules and questionnaires for data collection.

After going through the planning stage, the next stage is the development stage. At this stage, the researcher develops and realizes that the design that was created in the previous stage has finally become a product. The development stage is a stage carried out to combine components such as material, images, and videos so that it becomes an edpuzzle-based interactive video media that can be used in learning. In the development stage, the edpuzzle-based interactive video media was prepared using the help of several software and website platforms, namely Canva, Inshot, YouTube, and Edpuzzle. The development stage of this research will later produce a product in the form of edpuzzle-based interactive video media, as shown in Figure 1.

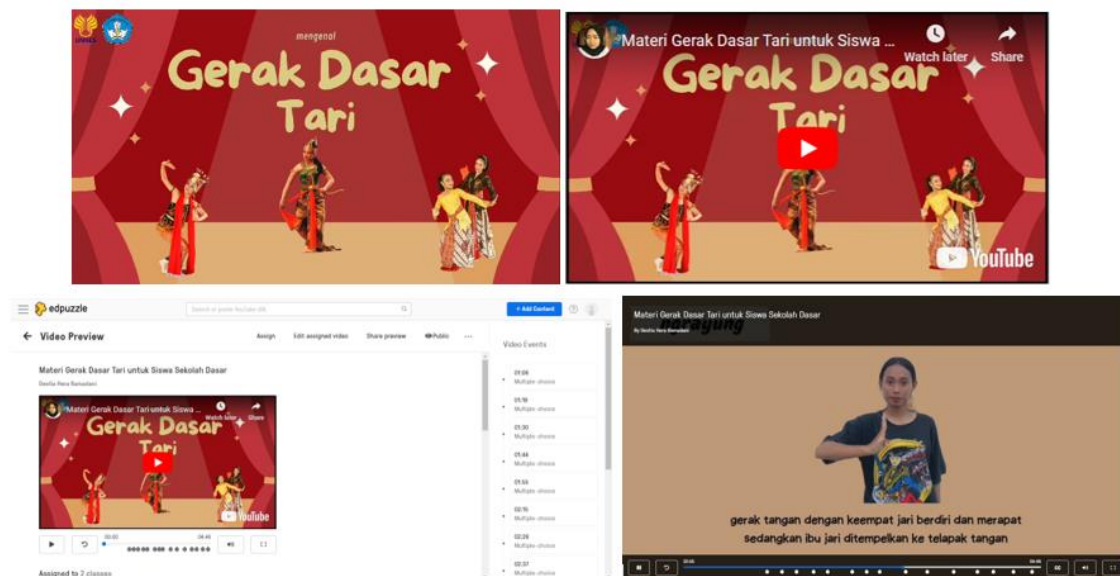


Figure 1. The Edpuzzle Based Interactive Video Media

After the product has been created, at the development stage, a feasibility test for interactive video media based on edpuzzle is also carried out. This feasibility test was carried out to obtain validity from expert validators and users. The feasibility test of expert validators was carried out by distributing questionnaires to assess media expert validators and material experts. Meanwhile, user feasibility testing was carried out by distributing teacher response questionnaires and student response questionnaires from small-scale and large-scale trials. The results of the assessments carried out by material experts and media experts on edpuzzle-based interactive videos are presented in Table 7 and Table 8.

Table 7. The Media Assessment Results by Material Validators

Aspect	Maximum Score	Score	Percentage	Criteria
Content quality	40	32	80%	Worthy
Instructional quality	40	33	82.5%	Very worthy
Total	80	65	81.25%	Worthy

Table 8. The Media Assessment Results by Media Validators

Aspect	Maximum Score	Score	Percentage	Criteria
Media function learning	16	16	100%	Very worthy
Technical quality	56	52	82.5%	Very worthy
Design and appearance	8	8	100%	Very worthy
Total	80	76	95%	Very worthy

Based on Table 7 and Table 8, it is known that the results of the assessment by material experts obtained a result of 81.25% with appropriate criteria. Meanwhile, the results of the assessment by media experts obtained a result of 95% with very feasible criteria. So the accumulated results obtained from material expert validators and media experts for edpuzzle-based interactive video media are 88.125% with very feasible criteria. Thus, the edpuzzle-based interactive video media developed can be used as a learning medium in dance learning. However, there are still several suggestions for improvement by experts for this media, which can be seen in Table 9 and Table 10.

Table 9. The Comments and Suggestions by Subject Matter Experts

No.	Comments and Suggestions
1.	Improve the order of presentation of material
2.	Fixed errors in writing. The names of the dance movements are in Javanese so it needs to be written in italics
3.	Added descriptions to some dance movement material

Table 10. The Comments and Suggestions by Media Experts

No.	Comments and Suggestions
1.	Adjust the background color to the image color for contrast. Before doing it improvement, there are 2 pages that use almost the same colored background the image is in the material so it looks less contrasty.
2.	Adjust the text size with the border. Before repairs were carried out, there was 1 page that was using a large border but the text size is too small.

After passing the development stage, the next stage is the implementation stage. This stage is carried out after the media being developed meets the appropriate criteria set by the validator at the development stage. At this stage, the product that has been developed is then tested through learning. The trial was carried out in two cycles, namely small-scale trials and large-scale trials. A small-scale trial was carried out with the teacher and six randomly selected class IVA students. At this stage, teachers and students carry out learning activities using edpuzzle-based interactive video media. After learning, teachers and students are asked to fill out a teacher and student response questionnaire to provide their assessment of edpuzzle-based interactive video media. Teachers and students need to assess this media because they are users who have implemented the use of media in learning activities. The results of teacher and student assessments in small-scale trials can be seen in Table 11 and Table 12.

Table 11. The Media Assessment Results by Teachers (Small Scale)

Aspect	Maximum Score	Score	Percentage	Criteria
Material	32	29	90%	Very worthy
Product use	16	15	93.75%	Very worthy
Language	4	4	100%	Very worthy
Total	52	48	92%	Very worthy

Table 12. The Media Assessment Results by Students (Small Scale)

Aspect	Maximum Score	Score	Percentage	Criteria
Material	192	186	96.87%	Very worthy
Product use	96	90	93.75%	Very worthy
Language	24	20	83.3%	Very worthy
Total	312	296	94.87%	Very worthy

Based on Table 11 and Table 12, it is known that the results of the teacher's assessment in the small-scale trial obtained a result of 92% with very adequate criteria. Meanwhile, the student assessment results obtained a result of 94.87% with very adequate criteria. So the average accumulated media assessment results in small-scale trials obtained a result of 93.4% with very feasible criteria. The next testing step is a large-scale trial. This trial was carried out with the teacher and all 18 IVB students in class. At this stage, teachers and students also learn using interactive video media based on edpuzzle. After learning, teachers and students are asked to fill out a teacher and student response questionnaire to assess the media that has been used in learning. The results of teacher and student assessments in large-scale trials can be seen in Table 13 and Table 14.

Table 13. The Media Assessment Results by Teachers (Large Scale)

Aspect	Maximum Score	Score	Percentage	Criteria
Material	32	29	90%	Very worthy
Product use	16	16	100%	Very worthy
Language	4	4	100%	Very worthy
Total	52	48	94%	Very worthy

Table 14. The Media Assessment Results by Students (Large Scale)

Aspect	Maximum Score	Score	Percentage	Criteria
Material	576	533	92.53%	Very worthy
Product use	288	270	93.75%	Very worthy
Language	72	67	95.71%	Very worthy
Total	936	870	92.94%	Very worthy

Based on Table 13 and Table 14, it is known that the results of media assessment by teachers in large-scale trials obtained 94% results with very adequate criteria. Meanwhile, the results of the assessment by students in large-scale trials obtained results of 92.94% with very adequate criteria. So the average accumulated results of media assessments in large-scale trials obtained a result of 93.47% with very feasible criteria. The final stage of development research using the ADDIE model is the evaluation stage. In order to find out whether the use of edpuzzle-based interactive video media is able to improve student learning outcomes, in trial activities, both small and large scale, pre-test and post-test activities are also carried out. Pre-test activities are carried out to determine student learning outcomes before learning using media. Meanwhile, the post-test is carried out to determine students' learning outcomes after learning using media. The students' pre-test and post-test results were then carried out with the N-Gain test to determine the average increase in student learning outcomes before and after learning using edpuzzle-based interactive video media. The results of calculating the students' pre-test and post-test N-Gain tests at the small-scale trial stage can be seen in Table 15.

Table 15. The Results of N-Gain Pretest and Posttest Small Scale Trials

Learning outcomes	Average value	Average Difference	N-Gain	Criteria
Pretest	24	59.3	0.78	Tall
Posttest	83.3			

Table 15 shows that the pre-test and post-test learning results in the small-scale trial have a difference of 59.3 with an N-Gain value of 0.78, which means it has high criteria. So there is an increase in student learning outcomes in small-scale trials after using edpuzzle-based interactive video media as a

learning medium. Furthermore, the N-Gain test was also carried out on the pre-test and post-test results of large-scale trials and obtained the results presented in [Table 16](#).

Table 16. The Results of the N-Gain Pre-test and Post-test Large-Scale Trials

Learning outcomes	Average value	Average Difference	N-Gain	Criteria
Pretest	31.1	54.2	0.77	Tall
Posttest	85.3			

[Table 16](#) shows that the pre-test and post-test learning results obtained by students in large-scale trials have a difference of 54.2 with an N-Gain value of 0.77, which means they have high criteria. So it can be concluded that there is an increase in the average student learning outcomes in both cycles, so edpuzzle-based interactive video media is able to improve student learning outcomes.

Discussion

In this development research, the product produced is an edpuzzle-based interactive video media that contains basic dance movement material for learning dance for class IV students at SD Lab School UNNES. The development of this media is based on problems found in class IV dance learning at SD Lab School, UNNES. Based on the problems found, learning media are needed that are able to provide understanding and improve student learning outcomes, especially for basic dance movement material. The product developed in this research has received a feasibility assessment from expert validators and users. Based on the assessment results from material expert validators, edpuzzle-based interactive video media has material that is appropriate to the learning objectives, has complete material, attracts students' interest, and has a good impact on students. Material expert validators gave an assessment of 81.25% with appropriate criteria for edpuzzle-based interactive video media. Based on the assessment of media expert validators, edpuzzle-based interactive video media is able to arouse students' learning motivation, provide learning stimuli, activate students' responses, be easy to use, and have an attractive appearance design. The results of the assessment of interactive video media based on edpuzzle from expert media validators obtained a result of 95% with very feasible criteria. Judging from the results of the media assessment by the expert validators, edpuzzle-based interactive video media is very suitable for use in learning.

After the media has been assessed by expert validators, the media-ed-puzzle-based interactive videos are tested in classroom learning. This trial was carried out in two cycles, namely small-scale trials and large-scale trials. Teachers and students as media users also provide their assessments of edpuzzle-based interactive video media. The results of the media assessment by the teacher obtained a result of 92% with very feasible criteria in the small-scale trial and a result of 94% with very feasible criteria in the large-scale trial. Meanwhile, students' assessments of edpuzzle-based interactive video media obtained results of 94.87% with very feasible criteria in small-scale trials and results of 92.94% with very feasible criteria in large-scale trials. According to teachers and students, the media developed has an interesting material presentation, helps understand the material in learning, the presentation of the material is easy to understand, and the media can also be used anywhere and at any time.

Based on the results of the data analysis, edpuzzle-based interactive video media is able to improve the dance learning outcomes of class IV students at SD Lab School UNNES. Based on the pretest and posttest learning results in small-scale and large-scale trials, there was an increase in the average learning outcomes of students. The pretest and posttest learning outcomes of students in the small-scale trial had a difference of 59.3 with an N-Gain value of 0.78, which means it has high criteria. Meanwhile, the pretest and posttest learning results of students in the large-scale trial had a difference of 54.2 with an N-Gain value of 0.77, which means they have high criteria. The advantage of this research is that, apart from being able to improve student learning outcomes, the use of edpuzzle-based interactive video media in learning also makes it easier for teachers to explain material with online videos without being disturbed by advertising. The use of edpuzzle-based interactive video media is very effective for use in dance learning because the use of this media allows students to practice the material, where practice is the essence of dance learning ([Nirmalasari & Susanti, 2023](#)). These results are in line with the results of previous research, which stated that the use of edpuzzles in the learning process, either individually or in groups, was able to improve student learning outcomes ([Amien et al., 2023](#)). In line with this, other research also states the same thing, namely that the Edpuzzle learning media has a significant effect on students' cognitive learning outcomes ([Amien et al., 2023](#); [Hidayat et al., 2023](#)). Subsequent research also stated something similar, namely that the application of edpuzzles in distance learning can be carried out well, and can attract student participation to be involved in learning, this is in line with improving student learning outcomes ([Syarif Hidayat et al., 2021](#)). The implication of this research is that edpuzzle-based learning media can facilitate students learning

independently, so that the learning process takes place effectively. Apart from that, this media is also able to improve student learning outcomes when used in the learning process. This research is limited to learning media in the form of interactive videos based on edpuzzles, basic dance movement material for learning dance in class IV elementary school, so the recommendations from this research are that it is hoped that there will be other research that develops this media for other learning materials.

4. CONCLUSION

The result of this research is a product in the form of interactive video learning media based on edpuzzle, basic dance movement material to improve students' dance learning outcomes. Students who previously had low learning outcomes got improved learning outcomes after using edpuzzle-based interactive video media as basic dance movement material in dance learning. So that edpuzzle-based interactive video media can be used in the learning process to overcome the lack of student learning outcomes because this media is able to improve student learning outcomes. Using this media, students will get interactive and fun learning so that their' understanding can increase, which will have an impact on improving student learning outcomes.

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