



YouTube Media in Increasing Student Interest in Dance Arts Learning

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ABSTRACT

As technology advances, learning media are needed to support classroom learning and increase student interest. This research, motivated by these challenges, focuses on utilizing YouTube as a learning medium to increase student interest in dance lessons. The purpose of this study was to determine the effectiveness of YouTube in dance lessons. This study uses the classroom action research (CAR) method, conducted over 2 cycles, where each cycle consists of 2 meetings with 4 stages, namely planning, implementation, observation, and reflection. The method used in this study was a learning interest questionnaire. The population and sample used in this study were class VIII C at SMPN 1 Lembang with a total of 38 students. The results of the study showed that using YouTube media in class learning can be more effective in increasing students' learning interest, based on the results of the One-Sample T test, the results obtained a significance value of <0.001 where the significance value is <0.05 (α). It was concluded that there is a difference between the average value of students' learning interest before and after being given treatment using YouTube media. Therefore, it can be concluded that YouTube media can increase students' learning interest in learning dance art.

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1. INTRODUCTION

Along with the development of the times and technological advances, the need for learning media that supports the learning process in the classroom with 21st century technology is increasingly urgent (Firdaus et al. 2025; Badaruddin 2023). The definition of learning media is media that can be used in the learning process and contains instructional messages or information, called learning media (Fajriah, Sadiyah, and Setiabudi 2022; Lubis 2024; Badaruddin et al. 2025). In Indonesia, social media usage reached 150 million users in January 2019, demonstrating the enormous potential for utilizing social media as an innovative learning tool (Badaruddin, Masunah, and Milyartini 2023; Komalasari et al. 2021; Nurfadilah, Badaruddin, and Firdaus 2025). One platform with significant appeal is YouTube, which offers a variety of content that can be used as an effective and engaging learning medium. In the context of dance instruction at SMPN 1 Lembang, conventional learning media often fails to engage students, necessitating a new approach that aligns with the characteristics and interests of today's digital generation.

This research focuses on utilizing YouTube as a learning medium to increase student interest in dance lessons at SMPN 1 Lembang. By utilizing engaging and informative videos, it is hoped that students will be more motivated and interested in participating in dance lessons (Putri 2024; Lastri 2023). This study aims to evaluate the effectiveness of YouTube as a learning tool and how this media influences students' interest and participation in the learning process.

Previous research shows that the use of social media and digital platforms as learning tools has a positive impact on students' interest and understanding Andiarna and Rahayu (2020) found that social media usage in Indonesia has increased significantly, with 130 million active users utilizing social media as a daily communication tool Faizah and Fatayan (2022) shows that YouTube as a learning medium is effective in helping students understand material through visualization and audio, which is in line with the findings Wijaya (2022) that YouTube is a leading digital platform that can facilitate interactive learning. Other research by Walangadi and Pratama (2020) emphasizes the importance of engaging learning to increase students' learning motivation. In the context of dance learning, Febriana (2020);(Fauziyah, et al. 2025; Sandi, et al. 2024; Kurniati et al. 2023) suggests that innovative learning methods, including the use of technology, can increase student interest in learning traditional dance. Based on these findings, our study aims to explore the use of YouTube as a learning medium to increase interest in learning dance at SMPN 1 Lembang.

This research is based on the theory of multimedia learning by Mayer (2009), which emphasizes the importance of visual and audio media to enhance comprehension and retention of learning. According to this theory, engaging videos can help students integrate new information with existing knowledge. In addition, the learning motivation theory by Gagné and Deci (2005) are relevant in this study, as they emphasize that intrinsic motivation can be enhanced through relevant and engaging learning. Using YouTube as a learning medium is expected to create a more interactive and engaging

learning environment for students. Albert Bandura's social learning theory emphasizes the importance of observation, imitation, and modeling in the learning process (Amin and Missouri 2023; Nisa, et al. 2023; Badaruddin and Firdaus 2025) Individuals can learn new behaviors and information through observing models. In education, the use of media such as YouTube allows students to observe and imitate the techniques and concepts demonstrated in videos (Prayoga, R., & Sunaryo 2024). This allows students to not only passively receive information but also observe, internalize, and apply that knowledge in practice. In dance learning, video demonstrations of dance movements help students understand and master the movements more effectively, enriching the learning experience, and increasing their interest and motivation in learning (Bandura, 1986).

Learning media is a communication tool between teachers and students in the learning process. Students can understand material more quickly than by reading textbooks, by using learning media such as YouTube (Royanti and Eliza 2024; Sulistiyawati, Prabowo, and Ulumuddin 2017; Santoso, Budiman, and Badaruddin 2024). Because media learning can attract students so they don't get bored during the learning process Masunah (2022). By using YouTube media, the learning process in the classroom can be made easier, by utilizing the use of YouTube media as a tool to increase students' interest in learning dance arts. Utilizing digital media is expected to create a more engaging and motivating learning experience for students, as well as provide practical guidance for teachers in designing more innovative and effective teaching strategies. It is important for teachers to utilize technology as a learning medium so that students can utilize it to its full potential (Nurhidayati, Komalasari, and Supriyatna 2023).

Based on initial observations made by researchers, interest in learning at school still needs to be increased, judging from the response of students in class in dance arts learning which is still passive so that it needs improvement. In this study, the main objective is to increase students' interest in learning dance at SMPN 1 Lembang through the use of YouTube as a learning tool. The right approach in the learning process can have a positive influence, especially in triggering students' enthusiasm for learning and also enriching the learning experience (Hermawati, Rohayani, and Barnas, nd).

This study aims to explore how YouTube use can influence students' learning interests by providing a more engaging and interactive alternative to currently used conventional methods. Specifically, this study aims to determine students' interest levels before implementing YouTube, the learning process that occurs with the use of this medium, and the results of YouTube's use in increasing students' interest in dance.

2. METHODS

This study uses the Classroom Action Research (CAR) method to improve the quality of dance learning at SMPN 1 Lembang. The CAR method, developed by Kemmis and McTaggart, involves repeated actions to improve the quality of learning through four steps: planning, implementing actions, observing, and reflecting (Taufik1 2023; Sugiyono 2020). CAR aims to improve the learning process directly in the classroom by collecting and analyzing qualitative data. The collected quantitative data is then interpreted qualitatively to ensure increased student interest and engagement. This theory is based

on basic thinking that emphasizes the importance of repeated actions to improve the learning process, as well as the validity and accountability of the information collected (Kemmis and McTaggart, 1988);(Sabaria and Budiman 2022; Budiman et al. 2022).

Participants in this study were the principal, arts and culture teachers, and 38 students of class VIII C at SMPN 1 Lembang. The researcher was directly involved from beginning to end to observe and analyze the process and results of the study. This study was conducted at SMPN 1 Lembang, located at JL. Raya Lembang No. 357 Jayagiri, Lembang District, West Bandung Regency, West Java 4039. Class VIII C was selected based on observations that indicated that students' learning interests in the class needed to be improved.

The research sample in this study consisted of 38 students of class VIII C at SMPN 1 Lembang. This sample was determined based on the research objective of increasing students' interest in learning. The researcher chose class VIII C because students in this class showed less creativity compared to students in other classes, so it was considered representative for this study. According to the purposive sampling theory of Sugiyono (2016), selecting samples that are relevant to the research objectives is very important to obtain accurate and reliable results.

Data collection in this study involved four main methods: observation, interviews, questionnaires, and documentation. Direct observations were conducted in class VIII C of SMPN 1 Lembang to observe students' behavior and learning interests during the dance learning process. These observations included student participation, their responses to the use of YouTube as a learning medium, and their interactions with the teacher and classmates. Structured interviews were conducted with the arts and culture teacher to obtain in-depth information regarding the teacher's perception of students' learning interests, the teaching strategies used, and the challenges faced in teaching dance. A questionnaire was distributed to students to collect quantitative data regarding their learning interests before and after the use of YouTube in learning. This questionnaire was designed with closed-ended questions and a Likert scale to measure students' levels of interest and responses more objectively. Documentation in the form of photographs and video recordings of learning activities was used to supplement the research data, provide visual evidence of the activities carried out, and assist in validating the observation and interview data. By using this combination of data collection techniques, this study sought to obtain a comprehensive picture of the effectiveness of using YouTube as a learning medium in increasing students' interest in learning dance.

The data analysis used in this study was qualitative descriptive analysis and quantitative statistical testing. Qualitative data from observations and interviews were analyzed descriptively to understand patterns and themes that emerged in the learning process. For quantitative data, a paired t-test was used to compare students' pretest and posttest mean scores. The theory underlying this technique is inferential statistics, which allows researchers to test hypotheses regarding the difference in means between two related sample groups (Sugiyono 2016). The hypothesis tested is whether there is a significant difference between students' learning interests before and after using YouTube as a learning medium. If the significance value (p-value) is <0.05 , then H_0 (no significant difference) is rejected and H_1 (there is a significant difference) is accepted.

3. RESULTS AND DISCUSSION

3.1 Pre-Cycle Activities

In the pre-cycle stage, researchers conducted initial observations and evaluations of the learning interests of class VIII C students at SMPN 1 Lembang in dance learning. The results of the observations showed that students' learning interests were at a low level, with an average score of 64.53. This data indicates that most students do not yet have a strong motivation to be actively involved in dance learning. Factors contributing to this low learning interest include a lack of enjoyment, low interest in the material, suboptimal attention, and minimal student involvement during the learning process.

1) Happy Feeling

The first indicator measured was students' enjoyment of dance lessons. The average score for this indicator was 3.2. Although some students expressed enjoyment in the lessons, the majority still felt bored and unmotivated. This could be due to unengaging teaching methods and a lack of variety in the presentation of the material, which failed to capture students' attention.

2) Interest

Student engagement in the material being taught was the second indicator measured. The results showed an average score of 2.8, indicating that most students rarely actively asked questions or engaged in discussions during the lesson. This low engagement could be due to the material's lack of relevance to students' interests and needs, as well as the presentation being overly theoretical without adequate visual support.

3) Attention

Student attention during learning was also relatively low, with an average score of 2.5. This indicates that students often lacked focus on teacher explanations and were easily distracted. This lack of attention could be due to the use of less interactive teaching methods and the lack of learning media capable of maintaining student focus throughout the lesson.

4) Indicator Engagement

Engagement showed the lowest results, with an average score of only 2.1. Students rarely engaged in activities that required them to be active, such as following teacher instructions, asking questions when they didn't understand the material, or participating in group discussions. This low level of engagement indicates a significant gap between the teaching methods used and students' need for active learning.

Qualitative interviews with arts and culture teacher Mr. Indra Budiaji revealed that a major factor contributing to students' low learning interest is the lack of variety in teaching methods. Dance lessons are often delivered in a conventional manner, which doesn't engage students. The teacher also acknowledged that the use of innovative learning media, such as YouTube videos, has not been optimized, despite their significant potential to increase student engagement and understanding.

Researchers also noted that the monotonous classroom atmosphere and minimal interaction between teachers and students contributed to low learning interest. Students mostly received information passively, without being encouraged to actively participate in the learning process. This further reinforces the need for a more dynamic and interactive learning approach. The following table summarizes the results of the student learning interest questionnaire in the pre-cycle phase, which can serve as a reference in

designing interventions in the next cycle:

Table 1. Average Student Learning Interest in Pre-Cycle

No	Indicator	Sub Indicators	Average
1	Interest in Learning	Happy Feeling	3.2
2	Interest	Students often actively ask questions	2.8
3	Attention	Students pay attention to the teacher well	2.5
4	Involvement	Students carry out the teacher's instructions well	2.1

This table shows the distribution of students' learning interest scores that need to be improved, especially in the aspect of student involvement and attention in the dance arts learning process.

3.2 Cycle 1: Treatment Using YouTube Media in Learning Traditional Dance Movement Elements

In cycle I, after the intervention using YouTube as a learning aid, there was a significant increase in student learning interest. The average student interest score increased from 64.53 in the pre-cycle to 70.47. Although this increase did not reach the high category, it demonstrated that the use of instructional videos could increase student interest and engagement in learning dance.



Figure 1. Researchers provide material using YouTube media (Documentation, Ghaida, 2024)

Observations showed that students were becoming more active in the learning process, although some still tended to be passive, particularly during group discussions. In the second meeting, students began to show improved responsiveness, such as asking more questions and participating in the discussion, compared to the first meeting. This suggests that visualizing dance movements on YouTube helped students better understand the material, thus increasing their engagement in the learning process.

Table 2. Comparison of Student Learning Interest Scores in Pre-Cycle and Cycle I

No	Name	Student Learning Interest Score	Information	
			Pre Cycle	Cycle I
1	AF	61	65	76
2	AEP	60	67	77
3	AMH	57	61	73
...
38	ZH	66	75	83
Average		64.53	70.47	79.42

The table above shows an increase in students' learning interest scores from pre-cycle to cycle I, with an average increase of 5.94 points. The condition of students' learning interest in class VIII C in dance learning before using YouTube media needs to be improved again. Looking at the results of observations made by researchers, students' learning interest before using YouTube media has a minimum value of 52 and a maximum value of 81 with an average of 64.53, a standard deviation value of 7.835 and a variance of 61.391. Meanwhile, students' learning interest after using YouTube media experienced a sufficient increase with a minimum value of 58, a maximum value of 81 with an average value of 70.47, a standard deviation of 7.116, and a variance of 50.634. In students' learning interest after cycle II using YouTube media, there was a greater increase compared to cycle I with a minimum value of 72, a maximum value of 88, an average value obtained of 79.42 with a standard deviation of 4.266, and a variance of 18.196.

3.3 Cycle 2: Treatment Using YouTube Media in Learning Dance Music and Traditional Dance Floor Patterns

In cycle II, there was a significant increase in students' interest in learning compared to cycle I. Through updated planning, such as preparing lesson plans with different methods, preparing assessment questionnaires, and using interesting learning media such as videos from YouTube, students showed greater enthusiasm in the learning process.



Figure 2. Students are doing a presentation
(Ghaida Documentation, 2024)

The first and second meetings of cycle II, which discussed floor patterns and musical elements in traditional dance, were conducted with active student engagement through group discussions and presentations. Students not only became more engaged but also gained a better understanding of the material, as evidenced by the increased number of questions and engagement during the Q&A sessions.

Table 3. Results of the Average Increase in Students' Interest in Learning

No	Action	Average Interest	Category
1	Pre-cycle	64.53	Low
2	Cycle I	70.47	Currentl y
3	Cycle II	79.42	Tall

Observations and analysis of the questionnaire results showed that the average student interest in learning increased from cycle I to cycle II. The average score of student interest in learning increased from 70.47 in cycle I to 79.42 in cycle II, indicating a significant increase from the moderate to high category. By using more interactive learning media and improved teaching methods, students showed an increase in understanding and interest in the traditional dance learning material. This reflects the success of the strategic changes implemented to increase student interest in learning.

3.4 Results of Student Learning Interest Using YouTube as a Learning Medium

The results of the study indicate that the use of YouTube as a learning medium can increase students' interest in learning dance. In the pre-cycle, students' interest in learning averaged 64.53 with a minimum score of 52 and a maximum of 81. The application of YouTube media in cycle I showed an increase with an average student interest score reaching 70.47. Despite the increase, the average student score in cycle I still did not meet the expected Minimum Completion Criteria (KKM). Therefore, it was continued with cycle II which involved improvements and refinements to the materials and learning media.

In cycle II, the results showed a significant increase with an average value of students' learning interest reaching 79.42, a minimum value of 72, and a maximum value of 88. This increase illustrates that YouTube media has succeeded in attracting students' attention and increasing their participation in learning. The results of statistical analysis confirmed a significant difference between the average student learning interest before and after using YouTube media, with a t-count value of -18.240 and a significance of <0.001. The following graph illustrates changes in student learning interest from pre-cycle to cycle II, indicating that intervention through YouTube media has a positive and effective impact in increasing student learning interest.

Table 4. Results of Student Learning Interest After Using YouTube Media

Results	Minimum	Maximum	Mean	Standard Deviation	Variance
Pre-cycle student learning interest	52	81	64.53	7,835	61,391
Student learning interest after cycle I	58	84	70.47	7,116	50,634
Student learning interest after cycle II	72	88	79.42	4,266	18,196

Table 5. One-Sample T-Test Results on Learning Interest of Grade VIII C Students

Variables	n	t-count	Sig.	Level of Significance
Pre cycle & cycle II	38	-18,240	0,000	0.812

This significant increase in learning interest indicates that the use of YouTube is not only effective in attracting students' attention but also in improving their participation and engagement in dance learning. Implementation and evaluation conducted during cycles I and II indicate that YouTube can be a useful tool in increasing student interest and learning outcomes.

3.5 Discussion

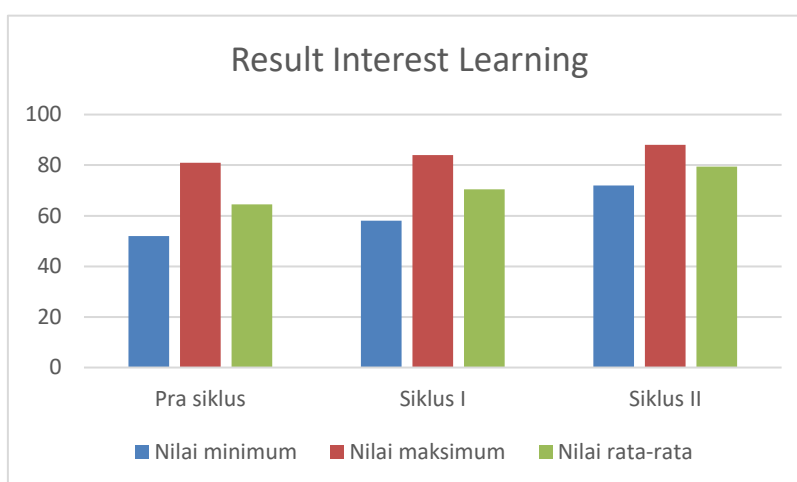
Based on research findings at SMPN 1 Lembang, students' interest in dance lessons experienced a significant change after the implementation of YouTube. Observations and interviews during the initial stages of the study indicated that student interest was low, with an average pre-test score of 64.53. This condition was caused by several factors, including the limited number of competent dance educators and the use of conventional learning methods.

Teachers still rely on textbooks as the primary learning medium, resulting in a lack of student engagement and minimal classroom activity. This learning method, dominated by conventional approaches, tends to make students less active and motivated. Student responses during the learning process also show low levels of participation, reflecting the limited effectiveness of the methods used.

The implementation of YouTube media is expected to overcome this problem by providing more interesting and interactive materials. With quality and relevant videos, students can be more engaged in learning, which in turn can increase their interest and understanding of dance. This also opens up opportunities for teachers to explore learning methods that are more innovative and responsive to student needs. To overcome the problems faced, the researcher decided to implement YouTube media as an alternative in the learning process. In cycle I, the use of YouTube showed indications of improvement with an average student score reaching 70.47. Although there was an increase, this score still did not meet the Minimum Completion Criteria (KKM), indicating the need for further adjustments.

Reflections from Cycle I revealed that some students experienced boredom due to the videos being less engaging and too long. To address this, researchers must improve video quality by creating more engaging content tailored to student interests. Furthermore, it is important to address the needs of all students, including those in the back rows, by improving delivery methods and interactions during the learning process. These adjustments are expected to further enhance the effectiveness of YouTube in supporting the learning process and achieve better results in the next cycle.

In cycle II, the implemented improvements showed more satisfactory results. The average student score increased to 79.42 with 82.5% of students achieving the Minimum Competency Standard (KKM). The graphs presented illustrate significant increases in minimum, maximum, and average scores from pre-cycle to cycle II, indicating that YouTube media is effective in increasing student learning interest. Students became more active, asked questions frequently, and were more responsive during learning, indicating that the use of interactive learning media can stimulate positive student engagement.



Graph 1. Results of Increasing Student Interest in Learning

Overall, data from cycles I and II indicate that the use of YouTube media plays a significant role in increasing student interest and engagement in the learning process. This media not only facilitates the delivery of material but also creates a more enjoyable and interactive learning environment. With the appropriate use of media, students become

more motivated and active in the learning process, indicating that the application of innovative learning methods can significantly improve the quality of education. This study emphasizes the importance of continuous evaluation and improvement to ensure that the learning media implemented can continue to meet student needs and effectively improve their learning outcomes.

In the context of 21st-century education, the results of this study underscore the need to integrate technology into the learning process. YouTube, as a form of modern technology, can provide a more engaging and effective learning experience for students. By utilizing appropriate media, such as YouTube, teachers can overcome challenges in traditional learning and facilitate a more dynamic and responsive learning environment to students' needs. This research is expected to serve as a reference for educators to continue innovating and adapting their teaching methods to increase student interest and engagement in the learning process.

4 CONCLUSION

Based on the results of research conducted in pre-cycle, cycle I, and cycle II, it can be concluded that the application of YouTube media as a learning medium significantly increases students' interest in learning dance arts in class VIII C SMPN 1 Lembang. Before the application of YouTube media, students' interest in learning was relatively low with an average value of 64.53 and only 15% of students passed the KKM. However, after using YouTube media, there was a consistent increase, with the average value rising to 70.47 in cycle I, there was an increase to 25% or as many as 10 children who passed the KKM and 79.42 there was an increase of 57.5% in students who passed the KKM or as many as 33 children had passed the KKM p in cycle II. This study shows that in each cycle there is an increase by using YouTube media as a learning medium. This also proves that YouTube media as a learning medium is effective in increasing students' feelings of pleasure, interest, attention, and involvement. The implication of this study is the need for technology integration in learning to create a more interesting and effective environment. The Department of Education is expected to use this research as a reference for developing more creative and modern learning media. Meanwhile, future researchers are encouraged to develop further research utilizing emerging technologies, particularly YouTube, to simplify and improve the effectiveness of learning in various fields.

5 AUTHORES' NOTE

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