



Increasing Learning Activity Through Interactive Media in Dance Arts Learning

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ABSTRACT

This research is motivated by the low learning activity of students in class VII of SMP Negeri 14 Bandung towards dance learning. The purpose of this research is to improve the ongoing learning process by implementing interactive PowerPoint media to increase student learning activity. The method used is Classroom Action Research (CAR) which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of this research are 34 students of class VII B, consisting of 16 boys and 18 girls. Data were collected through observation, interviews, documentation, and questionnaires, then analyzed descriptively qualitatively and quantitatively. The results of the study show an increase in learning activity in each cycle. In the pre-cycle stage, activity only reached 14.71% (5 students), increased to 41.18% (14 students) in cycle I, and reached 88.24% (30 students) in cycle II. With a minimum completion criterion of 70%. Based on these data, it can be concluded that interactive PowerPoint media has been proven to increase student learning engagement. This research indicates that interactive PowerPoint media is effective in increasing student active participation. Therefore, this media is recommended as an alternative, innovative and applicable learning strategy to increase classroom learning engagement.

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1. INTRODUCTION

Learning dance arts at the junior high school (SMP) level is part of arts education which aims to develop students' abilities of expression, appreciation and aesthetic sensitivity (Aprilianty et al., 2024; Badaruddin & Firdaus, 2025; Kristinawati et al., 2025). The learning process is ideally designed to create an atmosphere that is fun, active, and encourages interaction (Badaruddin, Masunah, et al., 2025; Budiman et al., 2022; Fitriyah et al., 2024). This is in line with constructivism theory which emphasizes the importance of active student involvement in building understanding through learning experiences (Badaruddin, Firdaus, et al., 2025; Firdaus et al., 2025; Komalasari et al., 2021a).

Student learning activity is an important indicator of the success of the educational process. Dimiyati & Mudjiono (1994) states that active learning reflects the intellectual, emotional and physical involvement of students in teaching and learning activities (Nurhidayati, A., Komalasari, H., & Supriyatna, 2023; Permata et al., 2024). This activeness encourages students to not only be recipients of information, but also active seekers and constructors of knowledge (Amelia et al., 2025; Kuriniati, 2023). However, in practice, dance instruction in schools is still dominated by conventional approaches, such as lectures and demonstrations, which provide little space for active participation.

A similar situation was observed in the seventh grade of SMP Negeri 14 Bandung. Students showed a lack of enthusiasm, minimal participation in discussions, and tended to be passive during the lesson. This is thought to stem from monotonous methods and the limited use of media appropriate to the characteristics of current students. The mismatch between learning strategies and student needs resulted in boredom and low motivation, thus hindering the achievement of learning objectives, particularly in dance, which demands movement exploration and self-expression (Abdilah et al., 2025; Sabaria & Budiman, 2022; Sandi et al., 2024; Bloom, 1956).

In response to these conditions, an innovative and contextual approach is needed. One solution that can be implemented is the use of interactive learning media such as interactive PowerPoint presentations, which have been proven to increase student engagement in learning. Ramsi (2023) explains that interactive learning media not only makes the learning process more engaging but also significantly increases students' focus and active engagement in understanding the material. In this context, media plays a role not only as a visual aid but also as a means of two-way communication between teachers and students, enriching interactions during learning activities (Badaruddin, Firdaus, et al., 2025; Nurfadilah et al., 2025).

Previous research has supported the effectiveness of interactive PowerPoint. Previous research has shown the effectiveness of using interactive media, including PowerPoint, in increasing student learning activity. Pertiwi et al. (2022) found an increase in student engagement through PowerPoint media in learning in elementary schools. Similar results were also obtained by Septianwari & Nopiana (2023) in the context of physical education learning, as well as by Asril (2022) in mathematics learning which shows that an interactive approach is able to encourage students to be more active and responsive. However, the application of this media specifically in dance arts learning is still rarely studied. Integrating interactive PowerPoint into learning is a strategy that is relevant to today's student learning needs. Supported by features such as animation,

video, hyperlinks, and quizzes that encourage active student participation, this medium can create visual, responsive, and engaging learning. [Hamdan & Fajri \(2025\)](#) confirms that the use of interactive PowerPoint media has a positive effect on student learning motivation. This media not only conveys information but also creates a more engaging and communicative learning environment. In the context of dance learning, interactive PowerPoint has the potential to support students' active involvement in exploring movement, understanding concepts, and creatively expressing their ideas. Based on these conditions, this study was conducted as an effort to improve the ongoing learning process in order to increase student activity through the application of interactive PowerPoint media in dance learning. This study aims to describe the initial conditions of learning activity, describe the media implementation process, and obtain the results of its application in increasing learning activity in class VII B students of SMP Negeri 14 Bandung.

2. METHODS

This research uses a qualitative approach with the Classroom Action Research (CAR) type ([Taufik1, 2023](#); [Titi Sutiarti S, 2020](#)). The research was conducted in two cycles, each consisting of planning, action, observation, and reflection. The model used refers to the PTK design by Kemmis and McTaggart, as this model allows for a continuous and adaptive learning improvement process to adapt to classroom conditions ([Nurmitasari et al., 2023](#); [Yanti & Masunah, 2021](#)). This research was conducted at SMPN 14 Bandung, located at Jl. Lap. Supratman No. 8, Cihapit, Bandung District, Bandung City, West Java, 40114. The subjects in this study were 34 students of class VII-B, consisting of 16 male students and 18 female students. The selection of this class was based on the results of initial reflections which showed low student learning activity in dance learning. Data collection was conducted through observation, interviews, documentation studies, and questionnaires. Observation was used to observe student activities during the learning process ([Aprilianty et al., 2024](#); [Yuliawan Kasmahidayat et al., 2024](#)). Interviews were used to obtain information about students' perspectives and experiences after participating in learning with interactive media. Documentation studies were used to collect visual evidence in the form of photos of activities, student work results, and notes during the learning process as supporting data in evaluating student engagement during the implementation of learning activities. Meanwhile, questionnaires were used as a measuring tool to determine the extent to which student learning activity increased after the implementation of interactive media.

The data obtained were analyzed descriptively using qualitative and quantitative methods. Qualitative analysis was used to process data from observations, interviews, and documentation by reducing, presenting, and drawing conclusions from findings during the action process. This process aimed to describe the dynamics of learning and student engagement in using interactive PowerPoint media. Meanwhile, quantitative analysis was used to measure the increase in student learning activity in each cycle. The activity score was calculated based on predetermined indicators and then presented as a percentage to determine the level of success of the action. The success criteria are determined based on the minimum threshold for achieving active learning, namely $\geq 70\%$ of students who demonstrate active learning according to the formulated indicators. This analytical approach is used to ensure an increase in learning activeness from the pre-

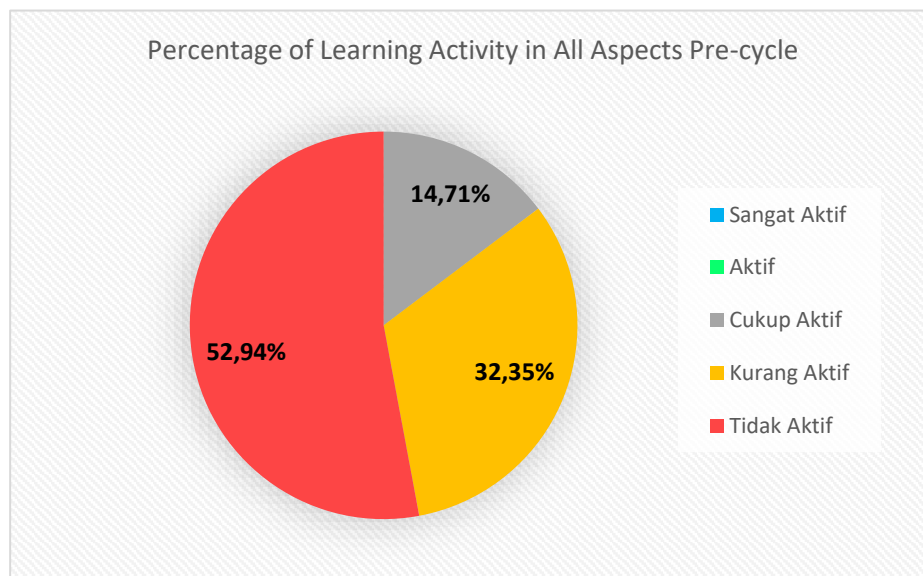
cycle, cycle I, to cycle II.

3. RESULTS AND DISCUSSION

3.1. Learning Activity Before Interactive Media Implementation (Pre-Cycle)

Based on observations during the pre-cycle stage conducted on April 21, 2025, it was found that the level of student learning activity in dance lessons was still in the low category. This was evident in the majority of students do not fulfill the aspects in the indicators of learning activity, such as lack of enthusiasm among students in learning dance, only a few students dare to express opinions or display dance movements in front of the class, involvement in group work or discussions is still minimal, most students are passive in responding and seeking information about learning dance, when asked to practice dance movements and present learning outcomes, many students are shy, lack confidence, and are not enthusiastic. This condition is in line with the opinion [Sudjana \(2021\)](#), that the activeness of student learning can be observed through enthusiasm, participation, courage to express opinions, as well as the ability to work together and present learning outcomes ([Badaruddin, Masunah, et al., 2025](#); [Komalasari et al., 2021b](#)).

Based on the results of activity measurements learners regarding all aspects at the pre-cycle stage, data was obtained regarding the level of involvement learners which are grouped into five categories, namely very active, active, quite active, less active, and inactive. To provide a clearer picture, the distribution of this data is presented in the form graph in the image below:



Picture 1. Initial data Learning Activity in All Aspects of Pre-cycle

Based on the diagram above, it can be seen that the assessment results for each aspect of the learning activity indicator indicate that in the pre-cycle stage the majority of students, namely 85.29%, are in the less active to inactive category. Meanwhile, only 14.71% of students meet the criteria as active students. The minimum limit for learning activity completion set in this study is $\geq 70\%$. Observations at this initial stage were carried out as a reference to evaluate the actual conditions of student learning activity before the

implementation of interactive media.

The goal is to provide a basis for comparison between conditions before and after the action, as well as to analyze alternative actions that must be taken to increase active student participation during the learning process. The low achievement of this learning activity indicator indicates the need for more effective and participatory learning interventions. Reflection on this pre-cycle condition served as a starting point for researchers in formulating corrective measures. Therefore, in response to these findings, researchers designed corrective actions through the implementation of interactive media in the dance learning process. This action was implemented on class VII-B students at SMP Negeri 14 Bandung in the hope of significantly improving their learning activity.

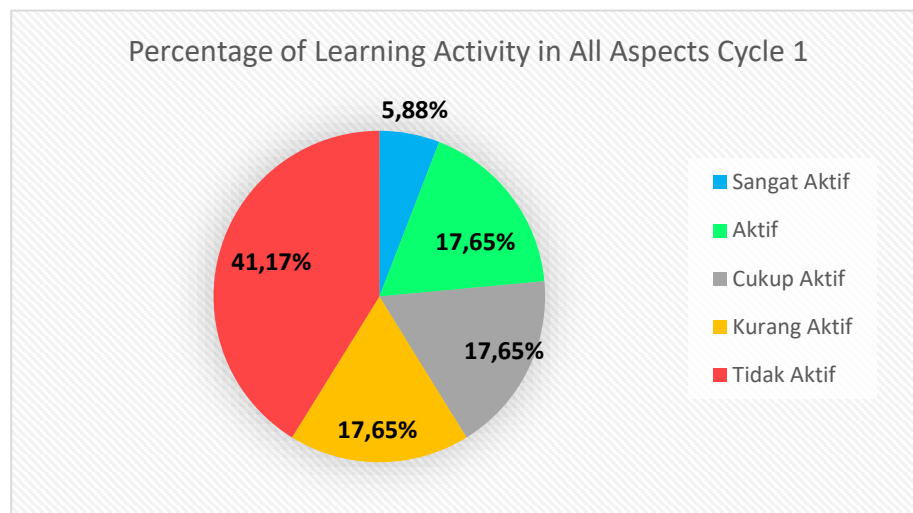
3.2. The Process of Implementing Interactive Media in Dance Learning

During the interactive PowerPoint media implementation process, researchers developed a dance lesson plan. This plan served as a starting point for teachers in developing effective learning steps and achieving the desired objectives. This research was conducted through two classroom action cycles, each consisting of four systematic stages: planning, implementation, observation, and reflection. Cycle I took place on Wednesday, April 30, 2025. This phase focused on the initial process of introducing interactive media to students in dance learning. Teachers utilized interactive PowerPoint media as a learning aid that included animations, traditional dance videos, and visual quizzes that students could respond to directly. The material was presented in an engaging and contextual manner, encouraging students to visually observe floor patterns and understand their functions through direct interaction.



Figure 2. Observing Media and Operating Media

Based on the results of observations of activity measurements learners Regarding all aspects of cycle I, data was obtained regarding the level of involvement learners which are grouped into five categories, namely very active, active, fairly active, less active, and inactive. To provide a clearer picture, the distribution of this data is presented in graphical form in the image below:



Picture 3. Learning Activity in All Aspects of Cycle I

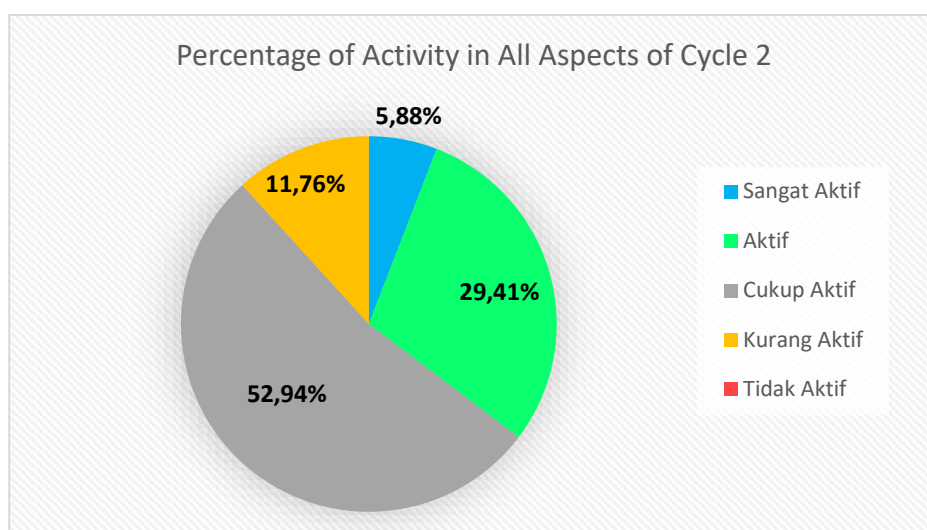
Based on the diagram above, observations in Cycle I show an increase in student learning activity, from 14.71% to 41.18%. Students began to actively answer quizzes and participate in group discussions. However, several indicators, such as the courage to ask questions and express opinions, remained low. Therefore, evaluation and improvements were carried out in the next stage. Cycle II took place on Wednesday, May 7, 2025. This cycle was implemented based on the reflections from the previous cycle, with several adjustments aimed at improving learning effectiveness. Some of the improvements included developing more structured and easily understood media instructions, strengthening group discussion sessions, and expanding opportunities for students to present. In this cycle, student engagement increased significantly. They actively answered quizzes, interacted with media, and displayed confidence in discussions and presentations. The educational game, memory card floor pattern, contributed to an active and enjoyable learning environment. The teacher acted as a facilitator, providing direction and appreciation, making learning more interactive and meaningful.



Figure 4. Enthusiastic about giving opinions and putting together floor pattern puzzles

Based on the results of observations of activity measurements learners regarding all aspects in cycle II stage, data was obtained regarding the level of involvement learners which are grouped into five categories, namely very active, active,

quite active, less active, and inactive. To provide a clearer picture, the distribution of this data is presented in the form graph in the image below:



Picture 5. Learning Activity in All Aspects of Cycle II

Based on the diagram above, the results of observations in Cycle II show that as many as 88.23% of students have reached the active category, while the remaining 11.76% are still in the less active to inactive category. This finding indicates that the majority of students experienced an increase in learning activity after the implementation of interactive PowerPoint media in the learning process. Fulfillment of the activity indicators is evidence of the success of the applied learning strategy. Based on these achievements, the researcher decided to end the action in the second cycle because the goal of increasing learning activity had been optimally achieved.

3.3. Learning Activity After Interactive Media Implementation

After implementing this interactive PowerPoint media, student engagement in the dance learning process in class increased significantly in each cycle. This improvement is clearly visible in the results of Cycles I and II, as presented in the following graph:

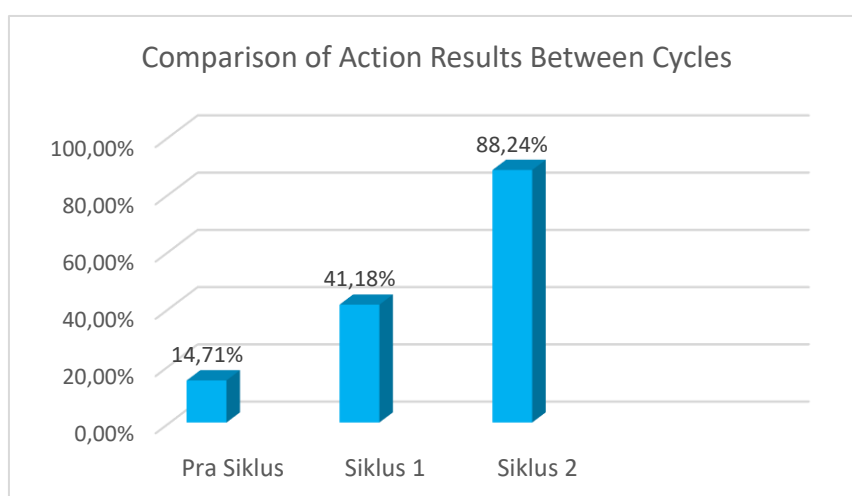


Figure 6. Percentage of Increase in Learning Activity Between Cycles

The graph above shows a significant increase in student learning engagement from the pre-cycle stage to cycle II. In the pre-cycle, only 14.71% met the indicator for active engagement in learning. This reflects low student participation, both in answering questions, engaging in discussions, and participating in direct dance learning practices. After implementing interactive media in cycle I, the level of student engagement increased to 41.18%. This increase indicates that students are beginning to demonstrate an active response to learning, such as expressing opinions, asking questions, and becoming more involved in group activities. The most significant change occurred in cycle II, where student engagement reached 88.24%. This achievement demonstrates a more even and comprehensive involvement of all students in various aspects of the learning activities. Students appeared more active in discussions, responsive to instructions, and enthusiastic about participating in each stage of dance learning. These findings indicate that in cycle II, student engagement in dance learning experienced an optimal increase in line with the objectives of the actions taken.

3.4 Discussion

Before the implementation of interactive media, dance instruction in seventh-grade students at SMP Negeri 14 Bandung was conducted conventionally, using lectures and live demonstrations without the support of visual or digital media. This teacher-centered model resulted in passive students, with minimal interaction, and a lack of participation in discussions and practice. This finding is reinforced by [Azmi et al. \(2024\)](#) which states that conventional learning approaches tend to limit students' space for movement and involvement due to minimal interaction and exploration ([Abdilah et al., 2025](#); [Firdaus et al., 2025](#)). The results of pre-cycle observations showed that student learning activity was relatively low. Only 5 of 34 students (14.71%) met the activity indicators, while the majority still showed a passive attitude, reluctant to ask questions, rarely participated in discussions, and lacked confidence when performing dance movements. This condition indicates that the learning methods and media used were not yet able to encourage active student involvement. [Barnas & Masunah \(2023\)](#) emphasized that the use of digital and interactive media in arts learning can increase students' activeness and creative participation. In line with this, [Arsyad \(2011\)](#) stated that interactive visual media can attract attention and build student engagement more effectively. Thus, the low learning engagement in the pre-cycle phase indicates the need for remedial action through the implementation of more contextual, engaging learning media that align with the characteristics of 21st-century learners.

The implementation of dance learning using interactive PowerPoint media was carried out as a solution to the low student learning engagement identified in the pre-cycle stage. This media not only functions as a visual aid but also creates a communicative and enjoyable learning environment by combining elements of text, images, animation, sound, and interactivity. This is in line with the findings [Komalasari et al. \(2021\)](#) which confirms that the use of interactive technology in dance learning can increase students' creativity and activeness. In learning dance arts which requires visual and kinesthetic understanding, interactive media is very relevant. Learning media is a communication tool between teachers and students in the learning process ([Badaruddin et al., 2023](#);

[Badaruddin & Taryana, 2025](#); [Melandri et al., 2025](#)). In line with that, [Nurgiansah \(2022\)](#) states that the use of learning media is able to create two-way interactions, so that students do not only act as recipients of information, but are also actively involved in the process of observing, responding to, and practicing the material presented. In cycle I, learning engagement increased from 14.71% to 41.18%. Students began to actively ask questions, respond, and discuss, although engagement was uneven. Interactive PowerPoint presentations helped them understand dance movement concepts and floor patterns through concrete visualizations. To address this suboptimal participation, cycle II optimized the media through additional animations, quizzes, group exercises, dance videos, and discussions and reflections. Cycle II showed a significant increase to 88.24%. Students were more enthusiastic, actively engaged in discussions, confident in performing, and able to express ideas in group dance practice. This increase proves that the use of media in learning is able to create a more enjoyable and meaningful learning atmosphere for students ([Agustina et al., 2025](#); [Budiman et al., 2022](#); [Komalasari et al., 2021b](#); [Sabaria & Budiman, 2022](#)).

The results of this study indicate that the implementation of interactive PowerPoint media in dance learning can increase student learning activity. With the implementation of this interactive PowerPoint media, students are able to show their enthusiasm and enthusiasm in participating in dance learning both when the teacher explains the material and during group discussions, are able to respond to questions from the teacher and other students, express their own opinions, engage in individual and group discussions about, seek information and solve problems given by the teacher, and convey the learning outcomes obtained during class are some of the expected abilities. Based on the results of the implementation of the pre-cycle, improvements in cycles 1 and 2, it is known that student learning activity has increased in each cycle. Comparative data on student learning outcomes can be seen in the table below:

Table 1.Recapitulation of Research Observation Results

No	Learning Activity Indicators	Cycle					
		Pre Cycle		Cycle 1		Cycle 2	
		Amount	%	Amount	%	Amount	%
1	Enthusiasm and enthusiasm in participating in learning	4	11.76%	16	47.06%	27	79.42%
2	Dare to express your opinion	4	11.76%	13	38.24%	29	85.29%
3	Engage in group discussions and collaboration	7	20.58%	15	44.12%	27	79.42%
4	Able to find information and solve problems	12	35.29%	16	47.06%	30	88.24%

5	Able to present the results of understanding obtained while studying	9	26.47%	12	35.29%	25	73.53%
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To see the improvement from pre-cycle, cycle 1 and cycle 2, see the following graph:

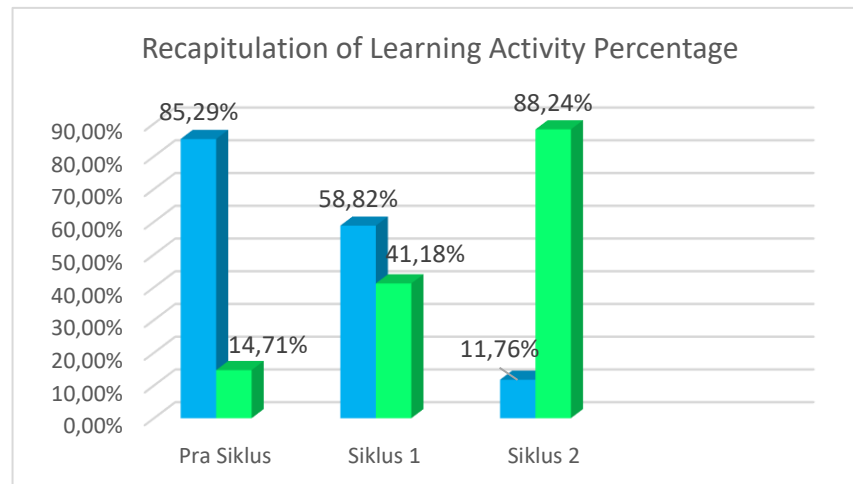


Figure 7. Percentage of success of Learning Activity

Based on the graphic above, it shows a decrease in the number of students who have not achieved complete learning activity, with a significant increase in cycle II reaching 88.24%. In cycle I, some students were still adapting to the use of interactive PowerPoint media. However, after being given reinforcement in the form of repeated practice and group reflection, student participation increased significantly. The use of interactive PowerPoint media has been proven to make dance learning more concrete and engaging. Through a combination of movement visualization, animation, video, and narration, students are better able to observe and imitate movements. This increased engagement is evident in their willingness to ask questions, respond to teacher explanations, and practice collaboratively in groups. This is in line with the view [Subay \(2024\)](#) which states that the use of digital media in interactive learning is able to create a more lively, communicative learning experience and encourage active student involvement ([Fauziyah et al., 2025](#); [Sandi et al., 2024](#)).

Interactive PowerPoint makes a major contribution to dance learning because it is able to transform abstract material into concrete visuals, thus facilitating understanding and improving student learning outcomes ([Hanifa & Astuti, 2022](#)). This media encourages active, innovative, creative, and independent learning and allows teachers to present floor patterns in an engaging way through animations, images, and videos ([Ajeng et al., 2024](#)). PowerPoint also supports various visual, auditory, and kinesthetic learning styles, allowing students to observe movement more clearly, understand the flow of movement, and appreciate aesthetic elements. Furthermore, this tool is equipped with practice and quiz features to support learning evaluation.

The use of interactive PowerPoint media has proven effective in increasing student learning engagement, encouraging participation through discussion, questions and answers, and hands-on practice of the movements demonstrated. This research also

confirms the findings of the study. [Kusuma et al. \(2022\)](#) that interactive PowerPoint media is an effective means to increase student activity and learning outcomes through active, fun and meaningful learning.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that, before using interactive PowerPoint media in dance learning for floor pattern material, student learning activity was still relatively low. This is evident from the results of initial observations which showed that only 14.71% of students met the learning activity indicators. Students tended to be passive in following lessons, participated less in discussions, and had not shown active involvement in floor pattern practice. The learning improvement process was carried out through the implementation of interactive PowerPoint media specifically designed to present floor pattern material visually, animatedly, and interactively. This media was used to visualize the types of floor patterns, display examples in the form of dance videos, and accompanied by practice questions and reflections to encourage students to think critically and actively. The use of this media aims to create engaging, communicative, and easy-to-understand learning in accordance with the characteristics of the dance subject.

The results of the increase in student learning activity were seen significantly after the implementation of interactive PowerPoint media. In the first cycle, student activity increased to 41.18%, and in the second cycle it reached 88.24%. Students were more enthusiastic, dared to ask questions, provide responses, and were actively involved in practicing floor patterns. The results of this study indicate that interactive PowerPoint media is effective in increasing student learning activity in dance learning for class VII B at SMP Negeri 14 Bandung.

5. AUTHORES' NOTE

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