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Development of a PowerPoint-Based GERITA Media to Improve Grade I Students' Learning Outcomes

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ABSTRACT

Purpose – This study aims to develop, assess the feasibility of, and test the effectiveness of the GERITA (Visual Stimuli in Dance Movement) PowerPoint-based learning medium to improve the learning outcomes.

Methodology – This is a Research and Development (R&D) study using the ADDIE model with a pre-experimental one-group pretest-posttest design. The research subjects were 22 first-grade students at SD Negeri 2 Kertanegara, Purbalingga Regency. The research method used was a mixed-methods approach. Data were collected using test-based (pre-test and post-test) and non-test-based (interviews, questionnaires, and documentation) techniques, then analyzed using normality tests, paired-samples t-tests, and N-gain tests.

Findings – The development of the GERITA media integrates visual, audio, and interactive navigation elements into a single, simple digital platform, while also applying an embodied learning approach that connects visual and audio stimuli with students' physical experiences. The results of the feasibility validation indicated that the GERITA media received a "highly feasible" rating, with subject matter expert validation scoring 92.85% and media expert validation scoring 96%. A paired-sample t-test demonstrated the effectiveness of the GERITA medium, revealing a significant improvement in student learning outcomes, with a significance level (2-tailed) of 0.001 (<0.05), or a 29% increase from the pre-test average score of 53.18 to 82.73 on the post-test, placing it in the "moderately effective" category; the N-gain test yielded a value of 0.6634, placing it in the "moderate" category.

Contribution –This study provides concrete evidence that interactive PowerPoint-based learning media can be an effective, practical, and viable innovative learning strategy to improve student learning outcomes in elementary schools, particularly in first grade.

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INTRODUCTION

Dance education is one of the subjects in the Arts, Culture, and Crafts (SBdP) curriculum in elementary schools. Dance education fundamentally aims to foster creativity, enhance emotional and social sensitivity, refine character, and enrich critical thinking skills. Through dance education, students can explore their imagination, enhance their creativity, and express their ideas through movement (Taher et al., 2023). Additionally, students also have the opportunity to learn to collaborate in groups, communicate effectively, and expand their empathy and tolerance toward their peers (Dewi, 2025). Learning with art, learning through art, and learning about art are three approaches used in SBDP instruction that allow students to be creative and appreciate aesthetic experiences (Saputro & Wijayanti, 2021). However, in reality, dance education in elementary schools still faces several challenges, including limited access to teaching materials.

Based on interviews with first-grade teachers at SD Negeri 2 Kertanegara, the following issues in dance education were identified: students' interest and engagement in learning remain low, and teachers rely solely on conventional methods, such as lectures. This passivity is evident in students' tendency to be passive during lessons. Additionally, the learning materials used are limited and non-interactive, making the learning process monotonous. These conditions result in low student achievement. Of 22 students, only 5 met the learning standards, yielding a mastery rate of just 22.5%; many have not yet reached the established minimum competency threshold of 70. This low mastery rate indicates that the current teaching approach is ineffective and does not support deep student understanding. Learning will not achieve mastery or practical understanding unless teachers implement innovations that encourage active student engagement.

One approach to addressing this issue is to develop interactive PowerPoint-based digital media equipped with navigation features, visual and audio illustrations, and interactive quizzes. PowerPoint-based learning media is a form of educational material that integrates text, sound, images, and video (Ristiana, 2019). Learning media such as images and videos can convey information in a more realistic, vivid, and easily understandable way to lower-grade students (Yusra et al., 2025). PowerPoint media can also cater to and support various student learning styles-visual, auditory, and kinesthetic-simultaneously (Maryana et al., 2019). PowerPoint-based learning media will benefit both students and teachers because it is easy to use, encourages students to learn proactively and independently, and supports each student's learning process and style at their own pace (Octaviani, 2021).

Although many studies have discussed the use of PowerPoint-based learning media for elementary school students, none have specifically developed interactive PowerPoint-based materials for first-grade students to recognize visual stimuli in dance movements. Most previous studies have focused on the use of digital learning media in higher grades. This study introduces an innovation: the development of a PowerPoint-based medium, GERITA (Visual Stimuli in Dance Movement), an interactive learning application specifically designed for first-grade elementary school students. This medium integrates visual, audio, and interactive navigation elements into a single, simple digital platform, while also applying an embodied learning approach that connects visual and audio stimuli with students' physical experiences through activities involving imitation and the creation of their own movements. With GERITA's interactive design, students can easily access materials, exercises, and quizzes independently, resulting in a more participatory and enjoyable learning experience that encourages active student engagement in dance education.

Previous research has shown that developing PowerPoint-based digital media increases student engagement in learning and improves learning outcomes. The use of PowerPoint-based digital media can capture students' attention, motivate them to follow teachers' lessons, and be effective in the learning process (Ristiana, 2019). PowerPoint media can capture students' attention during learning (Nurfadillah & Azhar, 2021). Interactive PowerPoint media is highly useful in the teaching-learning process as it can improve learning outcomes (Putri et al., 2023). Overall, findings from previous research indicate that PowerPoint-based digital media holds the potential to enhance students' interest and learning outcomes.

This study aims to develop, assess the feasibility of, and test the effectiveness of the GERITA (Visual Stimuli in Dance Movement) learning material, based on PowerPoint, to improve the learning outcomes of

first-grade students at SD Negeri 2 Kertanegara in the Dance Arts subject, specifically regarding the topic of recognizing visual stimuli in dance movement.

METHODOLOGY

Research Design

This study is a type of Research and Development (R&D) aimed at developing a product, assessing its feasibility, and testing its effectiveness. The study uses a mixed-methods design. The research design employs an exploratory sequential design, specifically a one-group pretest-posttest design.

The research development model used is the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Sugiyono, 2015). The first stage, analysis, involves identifying teacher and student needs and student characteristics to determine the target product specifications. The second stage is design, which involves creating a product design tailored to the analysis conducted. The third stage, development, includes the product creation phase and the expert validation testing phase, to assess the media's suitability and, if necessary, provide suggestions. The fourth stage, implementation, involves applying the developed product to students in two phases: a small-scale and a large-scale phase. The fifth stage is evaluation, which measures the effectiveness of the developed product on students using statistical tests.

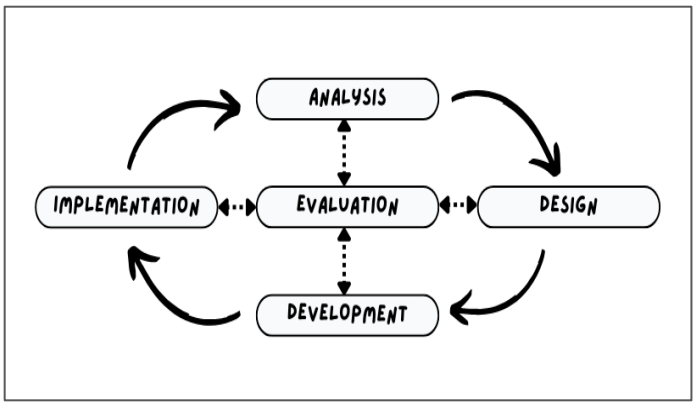

Figure 1. The Stages of the ADDIE Model

Participant

This study was conducted at SD Negeri 2 Kertanegara in Purbalingga Regency, beginning with a needs analysis on 8 December, 2025, and concluding with an evaluation on 8 March, 2026. The subjects of this study were 22 first-grade students at SD Negeri 2 Kertanegara, comprising 11 boys and 11 girls, aged 6–7 years, selected purposively. In terms of cognitive development, children aged 6–7 years are in the concrete operational stage, during which their knowledge and understanding remain limited. Therefore, they understand ideas better through pictures, direct interaction, and situations relevant to daily activities. Teacher interviews guided the selection of research subjects, revealing low student interest and underutilized learning media that compromised instructional quality and student outcomes.

Data Collection

Data collection methods included both test and non-test techniques. The test techniques used were pre-tests and post-tests to assess whether students' learning outcomes in the Dance Arts subject improved after the implementation of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium. The psychometric measures used to assess the quality of test items in the pre-test and post-test include validity through expert validation, reliability using Cronbach's Alpha, and item analysis covering discriminant power and difficulty index using SPSS version 26. Meanwhile, the non-test techniques used in this study include interviews, questionnaires, and documentation. Interviews were conducted with first-grade teachers at SD

Negeri 2 Kertanegara to obtain in-depth information regarding classroom learning issues. Questionnaires identified teacher and student needs, assessed subject-matter and media expert perceptions, and evaluated user responses to the developed learning media. Photographic and textual documentation substantiated the research findings by providing empirical evidence of the study's field implementation.

Instrument

The research instruments included interview sheets, needs assessment questionnaires, validation questionnaires for subject-matter and media experts, learning outcome tests (pre-tests and post-tests), and feedback questionnaires for teachers and students. One question found in both the validation and feedback questionnaires asked whether the GERITA media could make learning more enjoyable. The validation and feedback forms utilized a 5-point Likert scale to quantify expert and user evaluations, with the following categories: 5 (Strongly Agree), 4 (Agree), 3 (Somewhat Agree), 2 (Somewhat Disagree), and 1 (Disagree). Meanwhile, the student needs a questionnaire and student response sheets that use Yes/No statements.

Data Analysis

The data analysis in this study includes preliminary, product, and final analyses. Preliminary data analysis involves examining the results of the needs assessment survey. Product data analysis includes media feasibility testing based on expert validation and questionnaires regarding teacher and student responses to media use. The final data analysis includes statistical testing of the media's effectiveness in improving learning outcomes using normality tests, paired-samples t-tests, and N-gain tests. We conducted all data analysis using Microsoft Excel and SPSS version 26. The following table shows the N-Gain criteria.

Table 1. N-Gain Value Criteria

Index N-Gain (g)	Category
N-Gain ≥ 0,70	High
0,30 < N-Gain < 0,70	Medium
N-Gain ≤ 0,30	Low

(Lestari & Yudhanegara, 2017: 235)

FINDINGS

This study developed the GERITA (Visual Stimuli in Dance Movement) learning medium, based on PowerPoint, for teaching dance in first-grade elementary school classes, focusing on recognizing visual stimuli in dance movement. The ADDIE model guided the development of the GERITA medium through five sequential stages: analysis, design, development, implementation, and evaluation. This section presents the research findings for each stage of the systematic development process.

Stage 1: Analysis

During the analysis phase, the researcher identified issues in dance education in the first grade at SD Negeri 2 Kertanegara through semi-structured interviews with the first-grade teacher at SD Negeri 2 Kertanegara, as well as assessments based on teacher and student needs surveys. The results of the interviews with teachers indicated that “In dance education in Grade 1 at SD Negeri 2 Kertanegara, students' interest and engagement in learning remain low, as teachers rely solely on conventional methods such as lectures. Students actively demonstrate this passivity through their lack of engagement during lessons. Additionally, the learning materials used are limited and non-interactive, making the learning process monotonous. These conditions result in low student learning outcomes" (Rizky Pambajeng Ramadani, personal communication, 8 December, 2025). A student needs survey substantiates this claim, revealing that 17 out of 22 students experienced boredom and disengagement during the learning process.

Furthermore, the survey results indicate that teachers urgently need innovative learning materials to support their teaching. Based on the results of this problem identification, there is a need for innovative interactive learning media. Teachers suggest developing materials that introduce visual stimuli into dance movements to increase students' interest and engagement in learning, thereby improving learning outcomes. These findings indicate that to enhance students' interest, engagement, and learning outcomes, interactive media such as GERITA (Visual Stimuli in Dance Movements), a PowerPoint-based tool, is necessary.

Stage 2: Design

The next phase is designing the educational media. In this phase, the researcher developed a media concept tailored to the results of the problem identification, specifically, the interviews and needs analysis conducted previously, and aligned with the learning outcomes (LO) and learning objectives (LO) to be achieved in the lesson on recognizing visual stimuli in dance movement. This phase involves developing a GERITA (Visual Stimuli in Dance Movement) media prototype based on the PowerPoint and the lesson plan to be implemented. The media prototype is shown in Figure 2.

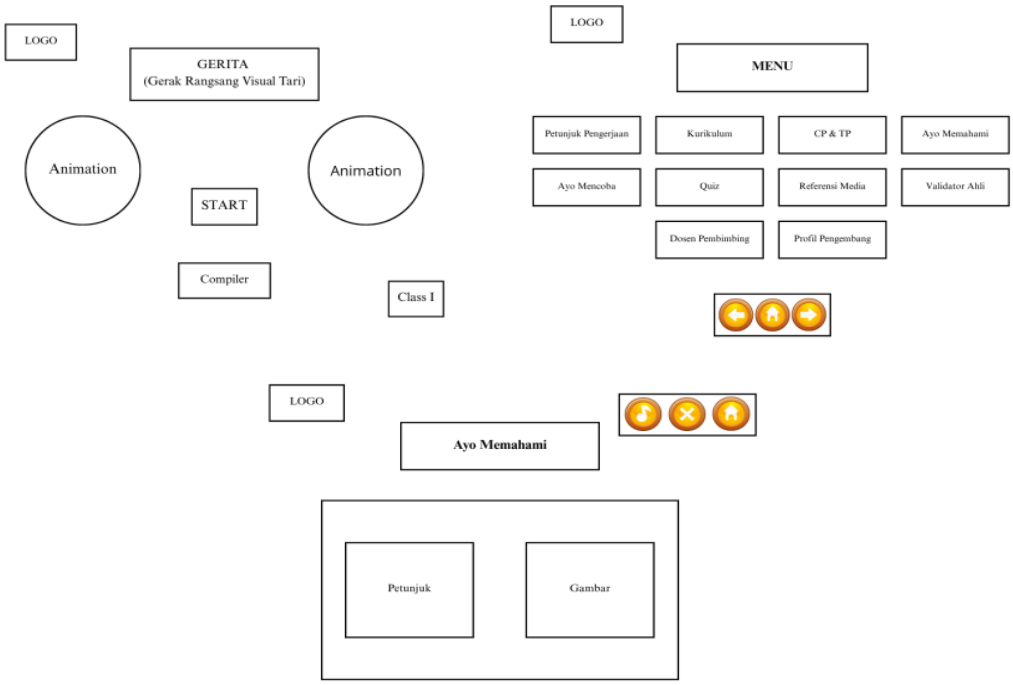

Figure 2. Media Prototype

Stage 3: Development

The development phase materializes the initial designs into functional instructional media. The PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media was designed in Canva for visual design and in Microsoft PowerPoint for integrating hyperlinks and accompanying music. The development of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media was carried out by combining various components, namely the front page or cover, the menu (containing 10 sections, including instructions for use, curriculum, learning outcomes & learning objectives, let us understand, let us try, quiz, media references, expert validators, supervising lecturers, and developer profiles), and the closing page. The content in the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media focuses on recognizing visual stimuli in dance movements. The media contains an image of an animal, instructions, audio to accompany the movements, and navigation buttons. A total of 20 animal types are used, comprising 80% unfamiliar and 20% familiar animals.

The GERITA (Visual Stimuli in Dance Movement) media, based on PowerPoint, includes navigation buttons that make it easy for teachers and students to navigate to the desired sections. In addition, it includes audio as background music for the movements to attract students' attention and encourage their active participation. In this article, the results of the product development are presented as screenshots of each section of the main elements, including the 10 menu items. Of the 20 types of animals divided into 3 sections in the menu (let us understand, let us try, quiz), only 1 of each is displayed, because every animal in the slide has the same design and layout: an image of the animal, instructions, background music, and navigation buttons. Thus, a single example screen represents the overall design of the developed media. The results of developing the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media are shown in Figure 3.

Figure 3. Results of the Development of the GERITA (Visual Stimuli in Dance Movement) Media Based on PowerPoint

After developing the GERITA (Visual Stimuli in Dance Movement) PowerPoint-based teaching material, a validation test was conducted by two validators, a subject matter expert and a media expert, to determine whether the material was suitable for use before being implemented in the classroom. The results of the validation by the subject-matter expert and the media expert are presented in Tables 2 and 3, respectively.

Table 2. Results of the Subject Matter Expert Validation

Indicator	Skor Earned	Percentage (%)	Category
Curriculum Alignment	10	100%	Very Feasible
The Truth of the Matter	15	100%	Very Feasible
Presentation of the Material	17	85%	Very Feasible
Suitability for Students	9	90%	Very Feasible
Learning Benefits	14	93,33%	Very Feasible
Total	65	92,85%	Very Feasible

Table 3. Results of the Media Expert Validation

Indicator	Skor Earned	Percentage (%)	Category
Media Display	24	96%	Very Feasible
Ease of Use	10	100%	Very Feasible
Suitability for Students	14	93,33%	Very Feasible
Total	48	96%	Very Feasible

Based on Table 2, the subject-matter expert validator's feasibility assessment indicates that the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media falls into the "highly feasible" category, with a score of 65 and a 92.85% confidence level. Meanwhile, based on Table 3, the media expert validator's feasibility assessment shows that the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media received a score of 48 at the 96% confidence level. The expert's feasibility assessment did not achieve a 100% score because several points received only 4, including the presentation of the material, the media's appearance, suitability for students, and learning benefits.

After validating the materials and media, the next step was to administer the 30-question pre-test and post-test to the 20 second-grade students at SD Negeri 2 Kertanegara. The purpose was to determine the validity of the questions before using them in the class that would be the subject of the study, namely, first grade. The pilot test data were then analyzed for validity and reliability using Cronbach's alpha, and the items were analyzed for discriminant power and difficulty index. Based on the validity test results, 10 questions were deemed valid. The researcher then used these valid questions as the research instrument.

Stage 4: Implementation

The fourth phase, implementation, involved pilot-testing the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media twice, on both small and large scales. The PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media was pilot-tested with 7 students on a small scale and 15 students on a large scale. In the small-scale trial phase, the sample was selected purposively. Purposive sampling is a technique for selecting a sample based on specific criteria (Sugiyono, 2023). The sample was selected to include 1 top-ranked student, 4 middle-ranked students, and 2 bottom-ranked students, to ensure the small-scale trial was conducted evenly and balanced.

Meanwhile, for the large-scale trial, the sample was selected purposively, comprising 4 top-ranked students, 8 middle-ranked students, and 3 bottom-ranked students. The implementation phase is carried out in three steps: the initial phase, the implementation phase, and the final phase. The initial phase involves administering a pre-test to students consisting of 10 multiple-choice questions to measure their initial understanding of the material to be taught before implementing the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media. Next, in the implementation phase, instruction was conducted using the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media. The final stage involved administering a post-test to students consisting of 10 multiple-choice questions to evaluate learning outcomes after conducting the lesson using the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium, and having students complete a feedback questionnaire after participating in the lesson. In the final stage of implementation, teachers also completed a feedback questionnaire regarding the lesson using the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media. The results of the teacher and student feedback questionnaires are shown in Table 4.

Table 4. Teacher and Student Response Questionnaire

Response	Skor Earned	Percentage (%)	Category
Teacher Response	67	95,71%	Very Practical
Student Response	915	92,42%	Very Practical

Table 4 shows that the GERITA medium falls into the "very practical" category and received a score of 67 (95.71%) based on the teacher feedback survey. In comparison, it received a score of 915 (92.42%) based on the student feedback survey, which included 22 students.

Stage 5: Evaluation

The evaluation phase aims to assess the effectiveness of the developed product. The effectiveness of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium in improving student learning outcomes was evaluated using a normality test, a paired-sample t-test, and an N-gain test. Overall effectiveness was assessed based on the product's suitability, improvements in learning outcomes, and level of practicality.

To assess the effectiveness of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium in improving student learning outcomes, learning outcome test data (pre-test and post-test) were used. After data collection, a normality test was conducted to assess whether the data were normally distributed. The Shapiro-Wilk test was used to assess normality. If the data were normally distributed, parametric statistical methods were then used for further analysis.

Table 5. Normality Test Results with Shapiro-Wilk

	Statistics	df	Say.
Pre-test	0.916	22	0.064
Posts-test	0.923	22	0.086

Based on Table 5, the pre-test and post-test values are 0.064 and 0.086, respectively. This falls within the criteria for the normality test, which states that if the value is >0.05, the data are normally distributed. It can be concluded that the pre-test and post-test data in this study are normally distributed. Thus, a paired-samples t-test can be conducted to analyze differences in learning outcomes before and after using the PowerPoint-based GERITA media.

Next, a paired-sample t-test evaluated the differences in learning outcomes before and after implementing the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium. The hypothesis is accepted if the calculated t-value is smaller than the critical t-value. Conversely, if the calculated t-value is greater than the critical t-value, the hypothesis is rejected.

Table 6. T-Test Results (Paired Sample T-Test)

	Means	t	df	One-side p	Two-side p
Prates-Pascates	-29.545	-36.946	21	<,001	<,001

Based on Table 6, the paired-sample t-test results indicate that Sig. (2-tailed) value is 0.001 (<0.05), indicating it is smaller than the generally accepted Sig. level. (2-tailed) value of 0.05, which means that the hypothesis is accepted, and the results of the paired-sample t-test indicate a significant improvement in student learning outcomes, specifically a 29% increase from the pre-test average of 53.18 to 82.73 on the post-test.

After conducting a paired-samples t-test, an N-gain test was performed to determine the extent of improvement in student learning outcomes between pre- and post-test scores. The N-gain test results showed that the average N-gain score was 0.6634 and the N-gain percentage was 66.3420, indicating that the students' learning outcomes improved to a level classified as "moderate". The N-gain presents test results in Table 7.

Table 7. N-gain Test Results

	N	Minimum	Maximum	Means	Std. Deviation
N-gain Score	22	0.43	1.00	0.6634	0.16978
N-gain Percentage	22	42.86	100.00	66.3420	16.97823
Valid N (listwise)	22				

DISCUSSION

Development of PowerPoint-Based GERITA (Visual Stimuli in Dance Movement) Media

This study developed a PowerPoint-based GERITA (Visual Stimuli in Dance Movement) teaching aid specifically designed for first-grade students to help them learn about the visual stimuli of dance movement. The development of the GERITA media was motivated by issues identified in dance education at Grade 1 of SD Negeri 2 Kertanegara, where student interest, engagement, and learning outcomes remained low, as teachers relied solely on conventional methods, such as lectures, which led students to become passive during lessons.

The integration of Canva-based visuals and Microsoft PowerPoint hyperlinks within the GERITA medium demonstrates how strategic design maximizes the pedagogical potential of accessible technologies. The PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media consists of several main components, namely the front page or cover, a menu page containing 10 subsections (user guide, curriculum, learning outcomes & learning objectives, let us understand, let us try, quiz, media references, expert validators, academic advisors, and developer profiles), and a closing page. The main learning elements consist of three components: "Let's Understand," "Let's Try," and "Quiz."

The main advantage of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium lies in the integration of visual, audio, and interactive navigation elements into a single, simple digital platform, while also applying an embodied learning approach that connects visual and audio stimuli with students' physical experiences through activities involving imitation and the creation of their own movements. From the perspective of Constructivism (Piaget and Vygotsky), the development of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) is highly relevant because it encourages students to use their direct experiences and prior knowledge to learn, rather than merely receiving information instantly (Nurjamilah et al., 2025). Students construct knowledge through active and contextual processes. They not only receive information but can also imitate dance movements from visual illustrations accompanied by background music. This aligns with multimedia learning theory (Mayer), which states that presenting information through a combination of images, audio, text, and animation can enhance understanding and extend students' memory retention (Marlina, 2025).

Feasibility of the GERITA (Visual Stimuli in Dance Movement) PowerPoint-Based Media

The PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media was rated "highly suitable" based on evaluations by subject-matter and media experts. However, several points received only a score of 4, including material presentation, media appearance, and suitability for first-grade students. The suitability of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media was also supported by the results of teacher and student response questionnaires, which categorized this media as "highly practical."

The results indicate that the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media meet the feasibility standards for first-grade classes. This media features an interactive design and navigation that is easily accessible to teachers and students, even those with little to no experience with technology. The high level of suitability indicates that the development of media for lower grades must balance visual and audio appeal with student characteristics, so as not to create difficulties for teachers or students when implemented in the classroom. Positive evaluations from media and content experts indicate that the learning media have the potential to support students in understanding the material more engagingly and interactively (Mukhoerunnisa et al., 2024).

The Effectiveness of the PowerPoint-Based GERITA (Visual Stimuli in Dance Movement) Media

The GERITA (Visual Stimuli in Dance Movement) media, based on PowerPoint, proved highly effective in improving first-grade students' learning outcomes. The results of the paired-sample t-test showed a significant difference in student learning outcomes, with a p-value of 0.001 (<0.05) or a 29% increase, with the

average score rising from 53.18 on the pre-test to 82.73 on the post-test. In addition, the average N-gain value of 0.6634 and the N-gain percentage of 66.3420 fall into the "moderate" category.

Several factors contributed to these improved learning outcomes, particularly the integration of audio-visual elements. This approach is highly effective for first graders, helping to sustain their attention and bridging gaps in abstract comprehension. The combination of visual dance illustrations and accompanying music makes it easier for students to understand concepts in a more tangible, enjoyable way. This aligns with the Cognitive Theory of Multimedia Learning (Mayer), which states that the use of multimedia by optimizing two channels, audio and visual, can improve the efficiency of information reception (Rahayu et al., n.d.).

In addition, the kinesthetic approach through "let us understand" activities (imitating movements) is particularly well-suited for students in the early grades of elementary school. At this age, children experience very active sensorimotor development. Allowing students not only to observe and listen but also to move physically supports embodied learning, making knowledge more internalized and meaningful, which results in a significant increase in student motivation, engagement, and learning outcomes. This aligns with Piaget's cognitive constructivism, where understanding is gained through active exploration and physical experience, consistent with the "Learning by Doing" principle (Andhini & Khoiriya, 2025). Furthermore, these findings support the theory of embodied cognition (Snyder, 2017), which emphasizes that the meaning of values develops through real-world experiences rather than through cognitive memory (Ar & Rahayuningsih, 2026).

This study makes a significant contribution by demonstrating that developing interactive PowerPoint-based learning materials can be an innovative and cost-effective way to improve the quality of dance education in first-grade classrooms. Teachers are encouraged to be more open to using teaching tools that integrate visual, audio, and navigational elements in order to create a more engaging, interactive, and efficient learning environment.

However, this study has several limitations: we acknowledge several limitations in our study design, as we conducted the brief intervention at a single school with a limited sample, omitted a diverse comparison group, and did not track long-term knowledge retention. Therefore, it recommends that future research include a larger sample size, a longer intervention period, and an evaluation of long-term retention. The integration of technologies such as Augmented Reality (AR) and Virtual Reality (VR) could also serve as further innovations to enhance a more interactive and engaging learning experience.

CONCLUSION

Based on the research findings, this study successfully developed a PowerPoint-based GERITA (Visual Stimuli in Dance Movement) educational tool to recognize visual stimuli in dance movements for first-grade students at SD Negeri 2 Kertanegara in Purbalingga Regency, using the ADDIE model. The development of a digital educational tool that integrates visual illustrations, audio, and navigation into a single platform is the main contribution of this study. This media makes the material more engaging and easier for lower-grade students to understand.

The main advantage of the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) platform lies in its integration of visual and audio elements with interactive navigation within a single, user-friendly digital platform, while also implementing an embodied learning approach that connects visual and auditory stimuli with students' physical experiences through activities that involve imitating and creating their own movements. This makes the learning process more dynamic, captures students' interest, and helps teachers deliver material on visual stimuli in dance movement.

A feasibility assessment by subject-matter and media experts found that the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) media is highly suitable for use. Furthermore, this medium was rated highly practical by teachers and students in feedback surveys. Effectiveness testing indicates that the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium is sufficiently effective in improving first-grade students' learning outcomes regarding the topic of visual stimuli in dance movement.

Thus, the PowerPoint-based GERITA (Visual Stimuli in Dance Movement) medium can serve as an effective, practical, and viable innovative learning strategy to improve student learning outcomes in elementary school, particularly in first grade.

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