



Development of a GERANA E-Module Using Book Creator for Elementary Dance Education

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Abstract: This study aims to develop, determine the feasibility, and examine the effectiveness of the GERANA E-Module assisted by the Book Creator application in dance education. The study employed a Research and Development (R&D) method using the ADDIE model. The research subjects consisted of material experts, media experts, teachers, and fourth-grade elementary school students. Data were collected through interviews, observations, questionnaires, tests, and documentation and were analyzed using quantitative descriptive techniques. The development process resulted in the GERANA E-Module, which features text, images, and interactive videos. The novelty of the module lies in the integration of natural phenomenon-based movement concepts into elementary dance education. The validation results showed scores of 91.4% from material experts and 96% from media experts, both of which were categorized as highly feasible. The effectiveness of the module was evaluated using pretest and posttest data analyzed through normality tests, t-tests, and N-gain analysis. The t-test results showed a significance value of Sig. (2-tailed) < 0.001, indicating a significant difference between the pretest and posttest scores, while the N-gain score of 0.5733 was categorized as moderate. In conclusion, the GERANA E-Module is highly feasible and effective in improving students' motor skills in dance learning, particularly in the topic of understanding the environment through dance among fourth-grade elementary school students.

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Introduction

Education is a planned and conscious effort to develop students' potential so that they possess spiritual, intellectual, and practical skills that are beneficial for themselves and society, as stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 Paragraph (1). Arts education is one of the crucial elements in fostering character development and cultural appreciation from an early age. Therefore, arts education should be delivered systematically and in an enjoyable manner as an integral part of the elementary school curriculum. Dance is one of the components of arts education that plays an important role in developing children's potential, particularly in terms of motor skills, creativity, and self-expression. Dance learning can enhance students' self-confidence, creativity, and social empathy through structured and meaningful movement activities (Damayanti et al., 2023). Furthermore, dance has a significant impact on improving students' motor and social skills (Mangkuwibawa et al., 2025). Dance education in elementary schools is not only aimed at improving students' psychomotor abilities but also at supporting and enhancing their growth, development, and character building (Taher et al., 2023). Therefore, dance should be taught in an enjoyable and contextual manner in accordance with students' developmental stages.



Motor skills are an essential aspect of elementary school children's development and involve the coordination of the nervous system, brain, muscles, and body movements (Fajarwati & Arini, 2023). These skills include gross motor skills, such as running and jumping, as well as fine motor skills involving hand and finger movements. Dance activities are considered effective in supporting children's motor development, particularly gross motor skills, through coordinated body movements and active physical engagement (Yuandana & Fitriyono, 2022). The development of motor skills can be optimized when supported by a stimulating learning environment (Riha Adatul'aisy et al., 2023). Motor abilities are generally categorized into locomotor, non-locomotor, and manipulative skills. Locomotor skills involve body movement from one place to another, non-locomotor skills involve stationary body movements, and manipulative skills involve controlling objects using the hands or feet. Gross motor skills specifically refer to coordinated body movements controlled by the nervous system, muscles, brain, and spinal cord, which play an important role in children's growth and development (Lanapu & Kristsuana, 2025).

However, field evidence shows that not all elementary schools have the opportunity to implement dance education. One of the schools that has not yet conducted dance learning is SD Negeri Manggarwetan. Based on preliminary research findings, dance education has not been implemented due to limited human resources, a lack of supporting facilities, and the absence of relevant instructional media. Teachers also experience misconceptions regarding dance learning, as they assume that teaching dance requires aesthetic and professional dancing skills. This condition indicates the need for instructional media that can introduce dance and improve students' motor skills. In the digital era, conventional dance teaching methods that rely mainly on verbal explanations and limited classroom demonstrations are often less effective in improving students' motor skills. Students require interactive visual and audiovisual guidance to repeatedly observe and practice dance movements effectively. The development of the GERANA E-Module, supported by the Book Creator application, is expected to be an appropriate solution to address this issue. GERANA is an acronym for Gerak Fenomena Alam.

Instructional media are a crucial element in the educational process. They enable communication between educators and learners and support learning to be more effective (Jannah & Fathuddi, 2023). The appropriate use of instructional media can enhance students' learning motivation (Iriani et al., 2022). The use of digital media enables more varied and interactive presentation of materials, making it highly relevant and essential to students' needs. Instructional media can also serve as a means to stimulate students' imagination in creating works within dance learning (Arifah & Ary, 2025).

An E-Module is a digital module containing text, images, graphics, animations, and videos that can be accessed anytime and anywhere (Lastri, 2023). Book Creator is a platform that allows users to select templates in a practical and user-friendly way (Nisa et al., 2024). The use of E-Module media supported by the Book Creator application has been previously implemented by (Rohayati et al., 2025) whose study showed an increase in students' learning interest and learning outcomes after using the E-Module. The average validation result from experts reached 92%, including media experts (98%), language experts (82%), and subject matter experts (97%). The study demonstrated positive results, with an overall percentage score of 89%. However, the study mainly focused on improving students' learning interest through digital learning media. In contrast, the present study emphasizes the development of elementary students' motor skills through natural phenomenon-based dance movements integrated into an interactive GERANA E-Module using Book Creator.



Alongside the utilization of the Book Creator application, the educational dance model is also employed to explore movement. This model focuses on movement exploration and expression rather than aesthetics, making it suitable for the developmental stage of elementary school students. Play-based dance learning can create a more enjoyable and exploratory learning process (Juniasih et al., 2025). This is also aligned with the developmental stage of elementary school children, who are in the concrete operational phase and highly interested in physical activities and engaging visual stimuli (Dakhlan & Ary, 2025). The GERANA E-Module supported by the Book Creator application was developed as a solution to the limitations of dance learning media. It is designed as an interactive medium containing videos, images, and combinations of movements. This approach is supported by Dual Coding Theory, which explains that learning becomes more effective when information is presented through both verbal and visual representations. Furthermore, Cognitive Theory of Multimedia Learning states that students learn more effectively through integrated multimedia elements such as text, images, audio, and video. Therefore, the integration of visual-auditory media in the GERANA E-Module can support students in understanding movement concepts and developing kinesthetic and motor skills in dance learning. This study aims to develop GERANA E-Module instructional media supported by the Book Creator application for dance education. Through the use of the GERANA E-Module, learning is expected to become more student-centered, allowing students to be more active and engage in movement exploration. This, in turn, is expected to improve students' motor skills.

Research Method

This study employs a Research and Development (R&D) method as a scientific process to investigate, design, produce, and validate the developed product (Sugiyono, 2023). The model used in this study is ADDIE, which is considered appropriate for the research and development process. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Shaquille & Zen, 2023). The data collection techniques in this study include interviews, observations, questionnaires, tests, and documentation. Interviews took place with the fourth-grade teacher to obtain information regarding dance learning in the school. Observations were carried out to understand the learning conditions and the need for instructional media. Questionnaires were used to collect evaluation data and responses toward the developed media and were distributed to material experts, media experts, the fourth-grade teacher, and students. The questionnaire employed a 4-point Likert scale ranging from 1 to 4. Meanwhile, students' motor skills were evaluated using a performance-based assessment rubric consisting of four achievement categories: Very Good, Good, Fair, and Needs Guidance. The assessment measured students' ability to explore and develop movements inspired by natural phenomena shown in the instructional videos. The tests administered were in the form of pretests and posttests to determine students' motor skills before and after using the developed instructional media. Documentation was utilized to support the research data in the form of images.

The analytical approach employed in this research is quantitative descriptive analysis. The evaluation was performed through several steps, including a normality test to determine data distribution, a t-test to examine differences between pretest and posttest results, and an N-Gain test to measure the level of improvement in students' motor skills after the implementation of the instructional media. This analysis aims to assess the impact of the GERANA E-Module in improving students' motor skills. The research subjects consisted of

34 students. This study was conducted at SD Negeri Manggarwetan, Grobogan Regency, involving a fourth-grade teacher and fourth-grade students as the research participants.

Table 1. Feasibility Criteria

Percentage	Criteria
76% - 100%	Highly Feasible
51% - 75%	Feasible
26% - 50%	Fairly Feasible
0% - 25%	Not Feasible

(Widiyoko, 2015:110 in Munirah & Mulyani, 2024)

Table 2. N-Gain Index Interpretation

N-Gain Interval	Criteria
$G \geq 0,7$	High
$0,3 \leq g < 0,7$	Moderate
$G \leq 0,3$	Low

(Lestari, Yudhanegara, 2018 in Munirah & Mulyani, 2024)

Results and Discussion

The first stage in the ADDIE model is the analysis phase. This step is crucial as it serves as the foundation for developing instructional media that aligns with actual needs in the field. Needs analysis is an essential step that influences the overall quality of the instructional media, as media that are not based on real needs tend to be less effective when implemented. The analysis phase in this study was conducted by identifying problems in dance learning at SD Negeri Manggarwetan. The needs analysis was carried out on February 5, 2026, which included identifying the needs of educators and learners in dance learning, the need for innovative instructional media, and the availability of adequate supporting facilities. The results of the observation indicated that dance learning had never been implemented due to teachers' misconceptions about dance education, limited supporting facilities, and the absence of relevant instructional media. Students showed a high interest in movement-based activities; however, these interests had not yet been facilitated systematically.

The next stage is the design phase. This phase includes designing the content of the GERANA E-Module, including the development of learning materials, the selection of videos related to natural phenomena, and the design of project-based activities. The design process is carried out by developing a prototype of the GERANA E-Module. The GERANA E-Module is designed using bright and engaging colors in accordance with students' characteristics. The module consists of several components, including a cover page, preface, table of contents, learning outcomes, learning objectives, an introduction to the content before imitating movements of natural phenomena, videos of natural phenomena to be imitated, the developer's profile, and a list of references.

The next stage is the development phase. This phase involves the creation of the GERANA E-Module supported by the Book Creator application by utilizing features that integrate text, images, audio, and video. In the natural phenomena video section, there is a sunflower character named Sunny who provides instructional dialogue and guidance to direct students in imitating and practicing movements of natural phenomena based on their own creativity. The natural phenomena to be imitated and developed by students include ocean waves, tornadoes, waterfalls, tsunamis, whirlpools, bird murmurations, earthquakes, the rotation of the Earth, volcanic eruptions, falling leaves, moving clouds, falling trees, melting icebergs, cracked ground, falling fruits, creeping roots, fish schooling, rolling snowballs, creeping tendrils, dolphin pod movements, and blazing fire.

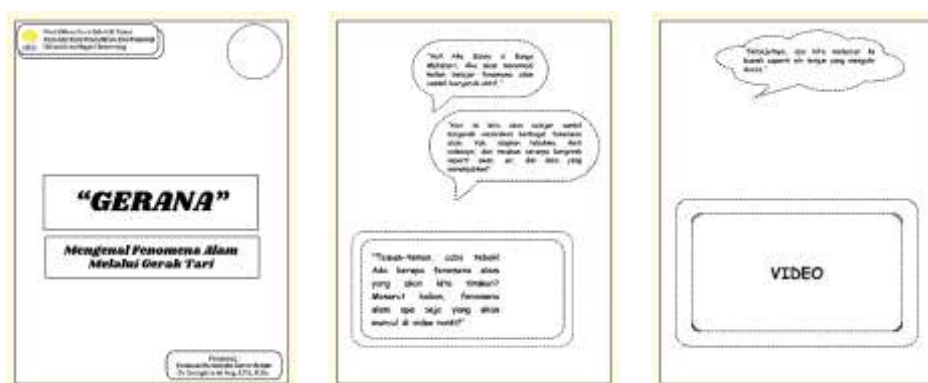


Figure 1. Prototype of the GERANA E-Module



Figure 2. Initial Display of the GERANA E-Module

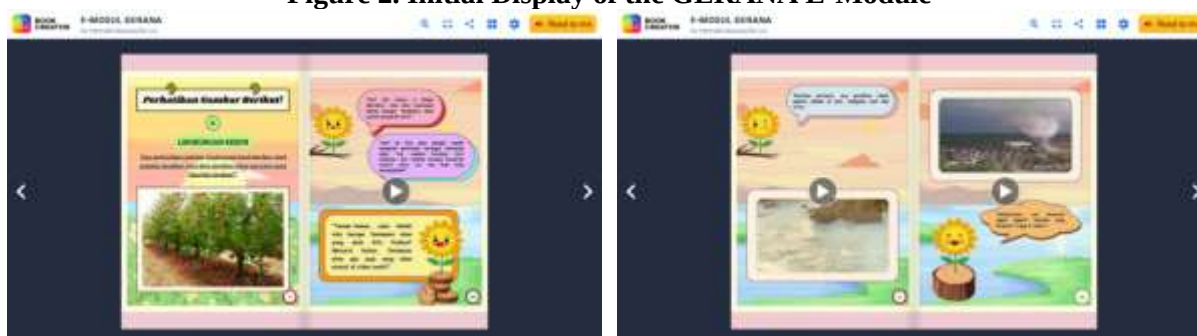


Figure 3. Display of the GERANA E-Module

The stage following the media design is the feasibility evaluation conducted by expert validators. The main purpose of this validation stage is to evaluate the quality of the instructional materials before it is implemented in the educational process. Validation is carried out to ensure that the media developed by the researcher meets the needs of both teachers and students. The next part showcases the findings from assessments carried out by media specialists and subject matter experts. The results of the expert validation outcomes revealed a 96% from media experts and 91.4% from subject matter experts. Therefore, it can be inferred that the GERANA E-Module supported by the Book Creator application is highly feasible for field testing.

Table 3. Feasibility Criteria

Test Subjects	Presentation	Category
Material	91,4%	Highly Feasible
Media	96%	Highly Feasible

The next stage is implementation. This phase involves small-scale trials, large-scale trials, as well as the administration of pretests and posttests to assess the impact of the

GERANA E-Module as an instructional medium. Direct implementation in the classroom is a crucial stage to identify students' responses and any technical challenges that may arise during the use of digital media. The small-scale trial involved 6 students, while the large-scale trial involved 28 students.

At this stage, students were required to complete both pretests and posttests. The results of these tests indicate the effectiveness of the developed instructional media. The GERANA E-Module was implemented in the learning process based on a specifically designed lesson module. The learning activities began with a pretest to assess students' initial motor skills before using the GERANA E-Module. This was followed by the learning process using the GERANA E-Module. After the learning activities were completed, students were asked to take a posttest to evaluate their learning outcomes and motor skills in the topic Exploring the Environment through Dance. The evaluation stage involved analyzing students' learning outcomes and motor skills using a normality test, a t-test, and an N-Gain test.

Table 4. Normality Test Result

	Statistic	df	Sig
Pretest	0.970	34	0.461
Posttest	0.975	34	0.603

Based on table 4, it can be observed that the pretest and posttest results in both the small-scale and large-scale experiments follow a normal distribution, since all significance levels exceed 0.05, namely 0.461 for the pretest and 0.603 for the posttest. After confirming that the data are normally distributed, the researcher proceeded with the t-test and N-Gain test, the results of which are presented in tables 5 and 6.

Table 5. T-Test Result

Pretest-Posttest	Mean	t	df	Sig. (2-tailed)
Small Scale	-17.262	-78.262	5	<0.001
Large Scale	-12.571	-84.286	27	<0.001

Table 6. N-Gain Test Result (Large Scale)

Pretest	Posttest	N-Gain	Category
68.28	85.86	0.5733	Moderate

The findings of the t-test in both the small-scale and large-scale trials show that the Sig. (2-tailed) values are less than 0.05, namely $p < 0.001$, showing a notable contrast between students' pretest and posttest scores. Furthermore, the N-Gain test in the large-scale trial showed a value of 0.5733, or 57.3%, which belongs to the moderate category. The moderate category may reflect the motor complexity of natural phenomenon-inspired movements, which demand coordination, body awareness, and imaginative interpretation from students. From a dance pedagogy perspective, movement internalization is a gradual process that requires repeated observation and embodied practice, particularly among elementary school students who are still developing fundamental motor skills. Based on these results, it can be determined that there is a moderate enhancement in the motor abilities of fourth-grade students at SD Negeri Manggarwetan after using the GERANA E-Module instructional media in the topic Exploring the Environment through Dance.

The final stage is the evaluation phase. This stage was conducted by distributing response questionnaires to students and the fourth-grade teacher at SD Negeri Manggarwetan. The outcomes of the student feedback questionnaire revealed a percentage of 85.6%, which is categorized as highly feasible. Meanwhile, the questionnaire for the teacher's responses indicated a percentage of 84%, which is also categorized as highly feasible.



Discussion

This Research and Development (R&D) study resulted in a product in the form of the GERANA E-Module (Gerak Fenomena Alam / Natural Phenomena Movement) as an instructional medium for fourth-grade students in dance education, specifically on the topic “Exploring the Environment through Dance.” This media was developed with the aim of helping students better understand the material while providing an interactive and meaningful learning experience. The GERANA E-Module was developed as a solution to the limitations of dance learning by utilizing the Book Creator application, which integrates text, images, and interactive videos. This media offers novelty through the use of natural phenomena movement concepts as the foundation for dance learning, as previous studies have predominantly focused on animal movements. Through interactive material presentation and guided movement instructions, students are encouraged to imitate and develop movements creatively, making the learning process more contextual and meaningful. This result is consistent with the study by (Sespen et al., 2024) which states that the use of the Book Creator application in developing instructional media can enhance the learning process and student engagement by presenting materials in an attractive and interactive manner.

The GERANA E-Module was developed according to students’ characteristics, learning objectives, and learning outcomes by integrating natural phenomenon-inspired movements into interactive multimedia. The videos presented in the module are aligned with the topic Exploring the Environment through Dance and are designed to help students better understand and imitate movements derived from familiar and broader environmental phenomena. The learning evaluation focuses on students’ psychomotor skills based on indicators adapted from Bloom’s Taxonomy. In addition, the implementation of the GERANA E-Module is integrated with project-based learning activities, in which students actively explore, organize, and create movement performances. Project-based learning emphasizes the completion of projects as the core learning activity and encourages students to engage in investigation, problem-solving, collaboration, and information integration during the learning process (Lumbanraja et al., 2025; Dinta et al., 2025).

The GERANA E-Module is a technology-based instructional medium accessed through the Book Creator application. In the digital era, students tend to show greater interest and participation in learning activities when interactive digital media are used, as these media are closely aligned with their daily experiences (Ulfah et al., 2023). The integration of illustrations, videos, audio, and animated natural phenomenon movements in the GERANA E-Module helps students visualize abstract dance concepts more concretely while increasing their motivation and engagement during the learning process. Elementary school students generally prefer attractive visual media with bright colors, as such features are more effective in capturing their attention (Erlyana et al., 2023). The use of instructional media is essential in creating more effective and interactive learning experiences for students (Sakti et al., 2024). Interactive multimedia can also encourage more active student participation during classroom activities (Carolin & Ary, 2025). In addition, the multimedia principle suggests that the integration of visual and verbal elements helps students construct stronger mental representations of learning materials (Puji et al., 2024). This approach is particularly suitable for elementary school students, who tend to be visual and kinesthetic learners. Interactive application-based E-Modules also support independent learning and repeated access to materials according to students’ needs (Salsabilah & Pulungan, 2025).

The GERANA E-Module supported by the Book Creator application was developed using the ADDIE model and demonstrated strong pedagogical, technical, and instructional feasibility for elementary dance learning. Expert evaluations indicated that the developed

media aligns with curriculum objectives, students' characteristics, and instructional needs while also providing accessible and engaging visual features. The media supports the delivery of contextual dance learning materials through interactive multimedia elements, including videos, illustrations, and audio. Nevertheless, several aspects related to visual layout and content organization may still be improved to further enhance students' learning experiences.

In addition to expert validation, the GERANA E-Module was implemented through small-scale and large-scale trials to examine its effectiveness in supporting students' motor skill development. The findings indicate that the GERANA E-Module contributes positively to students' understanding of dance material and motor skill improvement through interactive and exploratory learning activities. The moderate improvement in motor skills may reflect the complexity of natural phenomenon-inspired movements, which require coordination, body awareness, imagination, and gradual movement internalization. From a dance pedagogy perspective, movement learning is an embodied process that requires repeated observation, imitation, exploration, and practice, particularly among elementary school students who are still developing fundamental motor abilities.

The integration of videos, illustrations, audio, and guided movement activities in the GERANA E-Module helps students transform abstract concepts into more concrete and observable forms. This finding is supported by Cognitive Theory of Multimedia Learning, which explains that students learn more effectively when verbal and visual information are presented simultaneously. Through multimedia integration, students are able to construct stronger mental representations of dance movements and engage more actively in kinesthetic learning experiences. As an interactive medium, the GERANA E-Module allows students to access and use the media independently, enabling interaction and even two-way communication during the learning process (Handayani et al., 2024). Instructional media are essential to guarantee that the learning process becomes more effective and to facilitate efficient communication between teachers and students (Kristiyawati & Ary, 2024). In addition, the use of instructional media is expected to create direct interaction, allowing students to engage more deeply with the learning materials (Rosa et al., 2023). Responses from teachers and students also indicate that the GERANA E-Module is engaging, accessible, and appropriate for classroom implementation. The interactive multimedia features and exploratory learning activities contribute to students' enthusiasm and active participation during the learning process.

The effectiveness of the GERANA E-Module in dance learning is closely related to its integration of educational dance principles, which emphasize exploration, improvisation, and movement composition throughout the learning process (Darmayanti et al., 2022). Through natural phenomenon-inspired movement activities, students are encouraged to actively explore and interpret movements creatively, allowing them to engage in more meaningful kinesthetic learning experiences. Exploratory dance movement is also considered effective in supporting the development of students' gross motor skills and body coordination (Khotimah et al., 2023).

The integration of interactive multimedia features, such as videos, illustrations, and audio, further increases students' engagement and motivation during learning activities. Innovative and interactive instructional media in dance education can support students' understanding of learning materials more effectively (Azizah & Ary, 2025). Previous studies have also reported that Book Creator-based instructional media support interactive and effective learning experiences in elementary education (Rohayati et al., 2025; Madina & Zulherman, 2023). However, this study specifically contributes to dance education by



integrating natural phenomenon-based movement exploration to support students' motor skill development.

The GERANA E-Module offers innovation by integrating natural phenomenon-based movement concepts into elementary dance education. Theoretically, it supports constructivist and contextual learning through active movement exploration that develops students' cognitive, affective, and psychomotor skills. Practically, its interactive multimedia features, such as videos, illustrations, audio, and guided activities, create engaging learning experiences that enhance motivation and participation. Pedagogically, the module promotes a student-centered and exploratory approach while supporting creativity, movement exploration, and motor skill development in elementary dance learning.

Conclusion

This study resulted in the development of the GERANA E-Module (Gerak Fenomena Alam), a digital instructional medium supported by the Book Creator application for elementary dance education. The module integrates natural phenomenon-based movement concepts to create a contextual, enjoyable, and exploratory learning experience that supports students' motor skill development. The novelty of this study lies in the integration of natural phenomena movements into dance learning, providing a more varied and meaningful learning approach for elementary school students. The GERANA E-Module contains various interactive components, including illustrations of natural phenomena, movement videos, audio, and movement combinations designed for the topic Exploring the Environment through Dance. Expert evaluations indicated that the developed media achieved a very high standard of technical, pedagogical, and content validity, demonstrating its feasibility for use in elementary dance learning. In addition, positive responses from teachers and students showed that the module was engaging and appropriate for classroom implementation. The findings also demonstrated that the GERANA E-Module contributed to the improvement of students' motor skills through exploratory and movement-based learning activities. Therefore, the GERANA E-Module can be considered an innovative, feasible, and effective instructional medium for supporting dance education and motor skill development among elementary school students.

Recommendation

Based on the results of this study, future research is recommended to further develop the GERANA E-Module by integrating more interactive technologies, such as Augmented Reality (AR), to visualize natural phenomena and dance movements more concretely. Future studies may also focus on developing modules for more complex motor skill categories and implementing them in different schools and grade levels to examine broader effectiveness. However, limitations such as limited device access, internet connectivity, and students' unfamiliarity with technology-based learning should be considered in future developments. Therefore, future studies are also recommended to provide a short technology orientation or training session before the implementation of digital learning media to ensure that students' performance reflects their motor skill abilities rather than technical difficulties in using the media.



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