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Implementation of Technology-Based Learning Media in the Classroom Using Edpuzzle in the Basics of Accounting Subject for Class X AK1 Accounting and Finance Department at SMKN 1 Sampit in 2025

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Abstract

The purpose of this study is to identify the effectiveness of the use of interactive video-based learning media Edpuzzle in the subject of Accounting Basics. The population in this study involved all grade X students of the Accounting and Finance Department of SMKN 1 Sampit, with a research sample of 5 grade X AK1 students selected using saturated sampling techniques. Data collection was obtained based on learning outcome tests before and after the use of Edpuzzle (pretest and posttest). The data analysis technique used was a paired sample t-test to determine the average difference in student learning outcomes before and after treatment. Data analysis with a significance level of 5% (α = 0.05) has a 95% confidence interval. The analysis results prove that the average value of student learning outcomes after using Edpuzzle is higher than before using Edpuzzle, with an effectiveness score of 85%. The t-test results produce a calculated t score > t table. Thus, it can be confirmed that there is a drastic change in the educational achievement of the subjects before compared to after the treatment of using Edpuzzle media. The 95% confidence interval shows that the increase in learning outcomes is in the range of 80%–90%, which indicates that the use of Edpuzzle has a positive and consistent impact on student understanding. Based on these results, it can be concluded that Edpuzzle-based learning media is successfully applied in learning Accounting Basics because it is able to optimize learning outcomes, engagement, and student motivation.

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1. INTRODUCTION

Through education, students' talents, both physical and intellectual, are honed into tangible skills. According to Ki Hajar Dewantara's principle, children grow according to their instincts, without being forced upon them by educators. In this regard, the learning design (curriculum) serves as a bridge for students to absorb cultural values, which are the primary foundation for a nation's revival (Tarigan et al., 2022).

To align the learning process with the curriculum, Ki Hajar Dewantara's pedagogical concept provides a foundation through various practical principles. This encompasses efforts to shape Indonesian individuals with sovereignty, a love for their homeland, and a strong personality.

Furthermore, this paradigm emphasizes liberating learning, internalizing cultural wisdom in students, and is grounded in the Pancasila philosophy and the state constitution (Sugiarta et al., 2019).

Amidst the current era of globalization, human resource potential plays a key role in driving growth and prosperity for a nation. A nation capable of competing in the future will be one with a skilled, competent, and highly competitive workforce. Amidst the increasingly sophisticated pace of advancement in knowledge and modern tools that impact all aspects of life, technological mastery is an absolute requirement for Indonesia to produce a superior generation. Furthermore, advances in science and technology have also shifted the paradigm of education, particularly in the way information is conveyed (Norhayatun, 2017).

Ki Hajar Dewantara emphasized that education serves to unite cultural values with a child's character, in order to create individuals who are spiritually and morally qualified (Suparlan, 2014). The world of education today is required to find methods that are adaptive and relevant to the development of the times, namely, the digital era. Educators must be able to guide students in utilizing technology beyond its recreational function, but rather as a means of developing their potential. In accordance with the demands of the times, one concrete effort in integrating technology to achieve educational goals is through the implementation of interactive video-based learning media, namely Edpuzzle, especially in subjects that require precision and visualization, such as the Basics of Accounting.

Edpuzzle enables educators to create a more authentic guidance process and provides a platform for students to explore knowledge individually based on their own pace and learning tendencies. By embedding questions, notes, or assignments directly within accounting videos, Edpuzzle transforms passive learning into active learning, encouraging the development of intellectual and emotional intelligence, as well as independent learning, in line with the national education ideal of creating a well-rounded generation with strong character.

he world of education is undergoing a major shift as a direct result of the dynamic transformation of communication and information technologies. Teaching methods have shifted focus, no longer relying on the teacher as the primary resource, but instead placing the student at the center, utilizing a variety of interactive and engaging digital media.

In the Fundamentals of Accounting course, the use of technology-based learning media makes it easier for students to grasp material related to accounting and finance that is difficult to visualize concretely. Through Edpuzzle, teachers can integrate learning videos with interactive problems so that students can learn independently, consistently, and in a focused manner. This aligns with the demands of the Independent Curriculum, which focuses on implementing an outcomes-based curriculum and honing student skills through meaningful learning experiences.

A common problem in the learning process is the high number of teachers who rely solely on conventional textbooks and fail to update their teaching modules. This impacts the quality of learning and leads to low student learning outcomes (Yolanda, 2023). On the other hand, some educators have implemented innovations in learning by developing electronic teaching materials in the form of instructional videos. However, the instructional videos shared with students are often not their own work, but rather the work of other educators. However, the content of these videos may not necessarily be tailored to students' needs. Therefore, educators are required to design and process

educational videos individually, so that the material presented can meet students' preferences and levels of understanding (Mardhiyana et al., 2022).

At SMKN 1 Sampit, particularly in class X AK1 of the Accounting and Finance Department, the implementation of technology-based learning media such as Edpuzzle is a smart solution to advance teaching standards. This media helps teachers package materials creatively. In addition, students gain the flexibility to learn independently according to their unique pace and tendencies. Thus, the use of Edpuzzle is expected to improve the understanding of basic accounting concepts while fostering student learning motivation in facing the challenges of learning in the digital era.

Furthermore, based on initial observations, researchers found that the learning videos created by accounting teachers presented content that contained monotonous explanations that were difficult for students to understand. This resulted in students feeling bored and ultimately choosing not to fully listen to the video explanations. Much of the material was simply skipped, and unfortunately, educators struggled to control this because they could not analyze which students watched the full video and which ones did not.

Thus, teachers need to utilize platforms or media that can prevent students from skipping videos. *Prevent Skipping*. To ensure effective control over accounting learning through video, educators must innovate by creating interactive video teaching materials. Interactive videos can facilitate learning by fostering reciprocal interaction between teachers and students. The use of interactive videos through the Edpuzzle platform is a breakthrough in digital materials that can be optimized by educators. This tool facilitates teachers in presenting teaching materials more dynamically through the feature of inserting questions at specific points in the video. The Edpuzzle system will automatically pause the video until students respond to the questions that arise. This mechanism creates a space for intense two-way communication between teachers and students during the learning process. Furthermore, educators can determine which students have watched the video to completion or not.

Through this medium, students not only watch instructional videos but also have the opportunity to explore a broader and more in-depth range of information. Furthermore, educators can provide comments on students' answers, allowing them to clarify misunderstandings, offer advice, or provide motivation.

Previous research has shown that the use of Edpuzzle as a learning tool has proven effective because it encourages student engagement in argumentation, critical reasoning, and independent exploration of information. The integration of interactive videos facilitates student mastery of the material without complete dependence on instructors, ultimately positively impacting their academic achievement.

Interactive videos using Edpuzzle effectively increase student learning interest. While studies on the use of Edpuzzle in creating interactive videos have been conducted, this research offers a unique distinction. The study's focus goes beyond the technical aspects of creating and validating teaching materials, but also explores their application beyond accounting learning. This research can broaden educators' knowledge of how to create interactive puzzle-based video teaching materials. Furthermore, it can inspire educators to continue exploring new approaches in the learning process.

2. METHOD

This study employs a literature review approach to gather theoretical foundations aligned with the issues and field facts being studied. The approach employed in this study is research and development (R&D). The primary focus of this study is the design of Edpuzzle-based interactive video teaching media to optimize student understanding of the Fundamentals of Accounting material, specifically the Basic Accounting Equation sub-material. This study applies the ADDIE model as a development instrument, consisting of the problem analysis phase, concept development, creation, execution, and structured assessment.

The trial subjects in this implementation research were five (5) students who took the Accounting Basics material. Meanwhile, the accounting teacher's role was to provide input and suggestions regarding the teaching media (Video Edpuzzle) that had been created, particularly regarding the suitability of the material. The collected data were primary data that focused on the effectiveness of the interactive video teaching media on student understanding. Meanwhile, the accounting subject teacher only had the role of providing input or confirmation regarding the suitability and accuracy of the Accounting Basics material presented in the developed teaching media.

Data collection was conducted through interviews and observations. The interviews focused on small groups, with a sample of five class X AK1 students from SMKN 1 Sampit. These interviews aimed to obtain in-depth, direct information about their *feedback* on the clarity of the videos, interactivity, experience, and how much Edpuzzle helped them understand the material.

Simultaneously, observations were conducted by the researcher during the trial process, where the researcher directly observed students' behavior and responses during their interactions with EdPuzzle-based interactive videos.

Data collected from student responses, particularly those related to post-use understanding of Edpuzzle, were analyzed using purely qualitative descriptive techniques. Interview data were processed through thematic analysis to identify key patterns and perspectives of students regarding their experiences and the effectiveness of using interactive video learning media. Data analysis focused on Thematic Analysis to identify, organize, and describe emerging patterns or themes regarding the effectiveness of learning media. The results of the analysis were then grouped into categories of Very Understand, Understand, or Not Understand based on criteria established by the researcher. The researcher then presented the findings with narrative descriptions and supporting direct quotes from students, thus providing in-depth and concise conclusions. *Comprehensive* regarding the success rate of Edpuzzle teaching media.

3. RESULTS AND DISCUSSION

1) Development of Teaching Materials

Pannen (1995) defines teaching materials as a collection of instructional materials arranged in a structured manner to support teaching and learning activities for both educators and students. According to Widodo and Jasmadi (in Lestari, 2013:1), Teaching materials are a set of learning tools or materials that are designed systematically and attractively. In it, teaching materials contain not only material, but also methods, limitations, and assessment systems aimed at measuring mastery of complex skills or sub-competencies. According to Rahmat (2011:152), Teaching materials are the essential "content" of the curriculum that contains learning materials, areas of expertise, and detailed discussion of the subject matter in depth.

Teaching materials can be defined as subject matter or lesson content that is systematically structured and organized, either in the form of core curriculum content or a more comprehensive set of learning tools. Teaching materials serve as the primary instrument used by teachers and students in teaching and learning. They are designed not only to contain information but also to encompass methods, limitations, and evaluation methods. Therefore, teaching materials must be conceptualized using clear pedagogical standards in their writing to ensure optimal function in helping to achieve complex competencies.

2) Interactive Video

According to Mutmainnah (2018), Interactive Learning Media has the ability to present an immersive learning process that resembles real life for students, so that the subject matter becomes easier to understand. In addition, interactive media has significant capabilities in triggering students' enthusiasm for learning, which will ultimately make students show good interest in the instructional substance presented by the teacher. According to Arsyad (in Rusman, 2011), Video is a series of moving images or writings, equipped with sound, which are arranged into a certain flow by carrying the information specifically arranged for a specific target. Meanwhile, the use of Interactive Learning Videos packages practical material creatively to facilitate students' understanding of the material. According to Niswa (2013), providing videos to students plays a role in arousing learning enthusiasm, strengthening mastery of the material, and forming student independence by viewing and listening to the video content.

Of the three, interactive video learning media is a series of moving content (images or text) accompanied by sound and designed with a specific flow to achieve learning objectives. This media has a dual function: first, as a channel for practical material that is creatively packaged to facilitate student understanding; and second, as a tool capable of creating learning experiences that resemble the real world. The interaction offered by this media has great potential to stimulate student interest, support in-depth material learning, encourage independence, and trigger positive student responses to the material presented.

3) Edpuzzle Web Application

According to Bakla (2017), Edpuzzle is an innovative platform in the digital era that helps teachers implement interactive learning through video. With Edpuzzle, teachers have the ability to transform any video into customizable learning materials (teacher-owned flip), where teachers are allowed to integrate quizzes or questions at various points in the video.

The platform's interactive mechanism allows videos to automatically pause at a question point and resume only after the student responds. Furthermore, Edpuzzle facilitates effective two-way communication, allowing teachers to provide feedback or comments immediately after students submit their answers. This feature is particularly useful for correcting misunderstandings, providing additional tips, or providing direct motivation to students.

According to Kotzer & Elran (2012), the use of Edpuzzle interactive videos is considered more efficient because it offers several important advantages. This platform makes it easier for teachers because it provides progress on completion percentage and detailed reports that include viewing completion date, submission date, and student grades, allowing teachers to monitor who has completed the assignment. Furthermore, this feature allows teachers to effectively identify

learning interests and check individual student understanding. From the student perspective, Edpuzzle supports independent learning, which, in turn, this instructional method is believed to stimulate enthusiasm for learning and strengthen the interactive dimension. In accordance with the principles of constructivism, this occurs through active involvement between educators and students in the dynamics of education using technology.

Learning technology is often modified repeatedly to keep up with current developments and technology, learning technology begins to grow and develop according to the educational practices implemented. Starting from equipment technology to modern technology to facilitate students who participate in teaching and learning activities. According to Yusuf Miarso (2004), there are several aspects of planning and readiness in learning technology, namely, analyzing student learning needs; setting learning objectives; selecting learning methods and media; developing teaching materials; evaluating learning programs; availability of learning technology facilities & infrastructure; teacher competence in using technology in learning; school readiness; and support for learning policies. We conducted observations on several students and teachers to obtain the data we needed. The results we obtained were very relevant to the observation data we obtained.

At SMKN 1 Sampit, the accounting class has not yet used Edpuzzle, a technology-based learning tool. Therefore, during the observation period, the students interviewed were unfamiliar with Edpuzzle's use. According to Fatimah Kadir, aspects of the classroom implementation process during teaching and learning activities include the competence of educators in organizing classroom learning dynamics.

At SMKN 1 Sampit, students found the Edpuzzle learning media easy to understand and boosted their learning interest. Edpuzzle delivers material through animated videos or explanations found on YouTube or other apps. In addition to delivering material through videos, teachers can also ask questions related to the material being discussed in the Edpuzzle app. According to Uwes Anis Chaeruman (2019), before using media evaluation, the media is assessed for its suitability for use in the teaching and learning process.

Before using Edpuzzle technology-based learning media, we tested its effectiveness in delivering material in the classroom. During observations, students greatly appreciated the Edpuzzle learning media. Consequently, the questions posed were easily understood and answered.

This research and development were conducted in Grade X students of SMKN 1 Sampit. This study adopted the ADDIE methodology initiated by Dick and Carey in 1996. This development procedure includes five main phases: Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation (Hidayat et al., 2021). The following are the details of the stages:

a)Analysis

This stage includes an in-depth analysis of problems in the field of accounting. Based on a review of conditions in class X of SMKN 1 Sampit, it is clear that the still-traditional instructional pattern has an impact on the lack of student focus. The proposed solution is the implementation of an innovative and participatory educational model to make class dynamics

livelier and motivate students. Interactive videos via Edpuzzle were chosen as an instructional tool because they align with the characteristics of class X students. Field facts reveal that eight out of ten students tend to absorb information more easily visually and enjoy consuming digital broadcasts. YouTube media is believed to be able to stimulate students' enthusiasm for learning and facilitate them in internalizing the substance of the subject matter more deeply.

b) Design

This phase involves the process of compiling interactive video teaching materials based on edpuzzle.

The design creation began with the researcher accessing the edpuzzle web application via https://edpuzzle.com/Then, log in using the email address and password authentication previously processed during registration. Next, the researcher began designing the interactive video by clicking "add content" and selecting a learning video from YouTube that matched the "Basics of Accounting" material. After creating the initial design, the researcher began preparing the questions to be input into the EdPuzzle application.

c)Development or production (development or manufacture)

This stage is the actual execution process of the prepared design, namely, determining the design of an interactive video based on EdPuzzle. After preparing the learning video according to the specified subject matter, the researcher then began designing the interactive video display. Inputting questions into the interactive video through the EdPuzzle application After creating the interactive video design, the researcher then began inputting questions into the set assignment feature in the EdPuzzle application. Questions were arranged in various variations, ranging from essay models with voice response facilities to written descriptions and *multiple choice. The* questions were presented in various formats or types because researchers recognize that each student's learning characteristics are highly diverse. Some students tend to grasp and respond more easily to verbal instructions, while others tend to excel at visual or graphical tasks.

d) Implementation of delivery (implementation or provision)

In this phase, the validation process of the work results is carried out by experts to test the standardization of the product, including testing the material and display of the Edpuzzle-based interactive video teaching materials that were created, and testing their responses to the Edpuzzle-based interactive videos that have been designed. The results of the feasibility test of the Edpuzzle-based interactive video learning materials pay attention to the visual, audio, material, and language elements used in the interactive learning videos, which are assessed as follows:

(1) Strength

The use of interactive video teaching materials based on edpuzzle on the Basics of Accounting material in accordance with the expected basic competencies, becomes a communicative educational tool that can stimulate students' passion and enthusiasm for learning, interactive videos with interspersed questions can encourage students to be more serious in listening to the lesson material, interactive video teaching materials based on edpuzzle are very practical and easy to use, and do not cost a lot of quota costs.

(2) Weakness (Weakness)

The downside of Edpuzzle-based interactive videos is their reliance on an internet connection. A good internet connection is required to access and use the platform smoothly. In some environments, internet access may be limited or unstable, which can hinder the effective use of Edpuzzle. This reliance on technology also risks reducing the intensity of direct offline communication between teachers and students because the primary focus tends to be absorbed by their respective device screens. Although this platform provides digital interaction features, it cannot fully replace the role of emotional guidance and quick responses from teachers when students encounter obstacles to deep understanding instantly.

(3) Opportunity

By placing questions within videos, educators can measure student understanding directly. Data collected by the Edpuzzle application helps educators monitor individual student progress and map areas that indicate students need extra support. By adding interactive elements such as images, questions, or comments directly to videos, educators can create learning materials that are more interesting and engaging for students. And in the context of distance learning, Edpuzzle is a useful tool because it allows educators to create interactive videos and monitor student progress remotely. The availability of unlimited accessibility makes it easy to use the platform at any time in various places.

(4) Threats

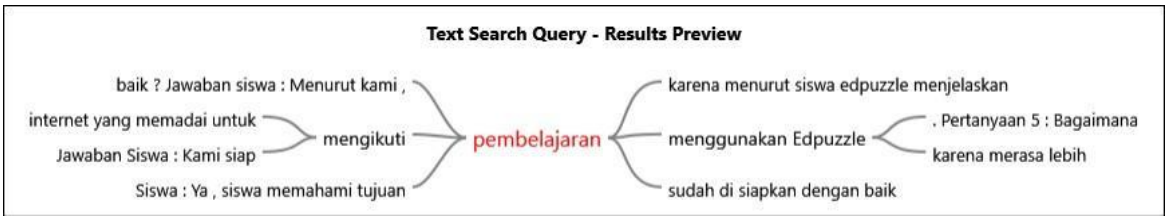
Technology dependency is one of the threats of using Edpuzzle-based interactive video learning materials. Relying on technology always carries risks, such as internet connection problems, platform disruptions, or other technical issues. If there are technical disruptions when educators and students are relying on Edpuzzle for learning, this can disrupt the learning flow and access to materials, resulting in gaps among students regarding the availability of digital devices and internet network reliability. The use of platforms such as Edpuzzle can create accessibility gaps among students, limiting their ability to access and utilize learning materials. Furthermore, even though interactive, not all students may respond well to learning presented through interactive videos. There are some students who need different learning methods, which educators need to consider.

4) Descriptive Analysis of Learning Indicators

A. Planning and preparedness aspects

Based on the image, it shows that the term *learning* became the most prominent concept, followed by the word *material*, *video*, *quiz/puzzle*, *student*, *Teacher*, and *basic accounting. The* emphasis on these terms indicates that learning activities focus on presenting material designed to be engaging and easy for students to understand. The use of video media and quizzes or puzzles reflects efforts to adapt learning to student characteristics and needs to create an interactive learning environment and increase student interest.

In addition, the emergence of words such as *understands*, *follow*, *though*, *easy*, and *interesting* indicates that learning objectives are directed at achieving student learning processes and outcomes. Teachers play a role in determining and implementing appropriate media so that material, particularly in basic accounting, can be learned effectively. Thus, the image depicts student-oriented learning, utilizing digital technology, and emphasizing conceptual understanding through varied and enjoyable methods.



The word tree diagram shows that the center of discussion is on word *learning,* which is linked to various student opinions. The left-hand side displays indicators of student readiness for learning, such as statements of readiness to learn, understanding of learning objectives, and adequate internet access. This indicates that, from the student's perspective, the learning has been well-prepared and can be optimally followed.

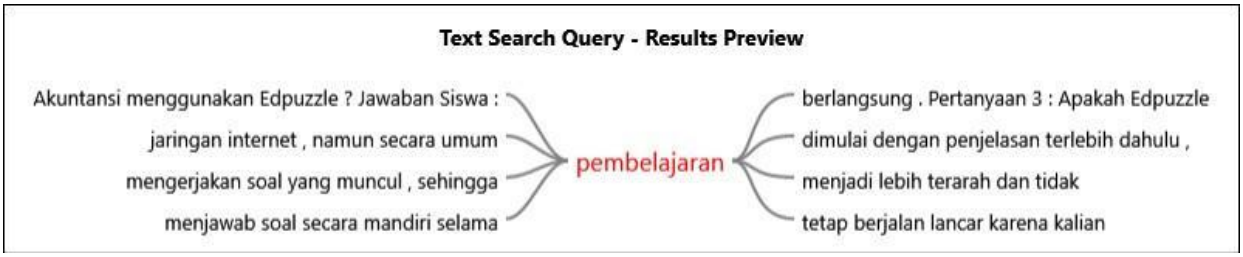
Meanwhile, the right branch illustrates the use of Edpuzzle, which received positive feedback from students. The statement that Edpuzzle was well-prepared and helpful in explaining the material indicates that the medium contributed to improving student understanding. Student reflections on the use of Edpuzzle also indicate their active involvement in the learning process.

Overall, the word tree demonstrates the relationship between student readiness, facility availability, and the effective use of digital learning media. This emphasizes that learning implementation focuses not only on the material presented but also on the student's overall learning experience.

B. Aspects of the implementation process

Based on the image, learning that utilizes Edpuzzle-based videos places elements such as *learning*, *video*, *question*, and *student* as the main components. This condition indicates that the learning process focuses on delivering material through videos combined with interactive questions. Words like *notice*, *understand*, *concentration*, and *do* this reflect the demand that students actively engage in listening and understanding the material before moving on to the next stage. Thus, Edpuzzle serves as a medium that encourages students' cognitive engagement throughout the learning process.

On the other hand, the emergence of the word *internet*, *network*, *no*, and *boring*, this illustrates the variety of student learning experiences. Dependence on an internet connection is both a supporting factor and a challenge in implementing learning. However, students generally found learning more engaging and less monotonous because the material was presented in a systematic video format interspersed with questions. Methodologically, this demonstrates that using Edpuzzle can optimize focus, understanding, and participation, resulting in a more effective learning process compared to conventional methods.



The word tree diagram shows that students perceive accounting learning with Edpuzzle as an activity that requires internet support. However, students generally reported being able to work on the problems independently during the learning process. This indicates that using Edpuzzle encourages independent learning, as students are required to understand the material and answer questions individually.

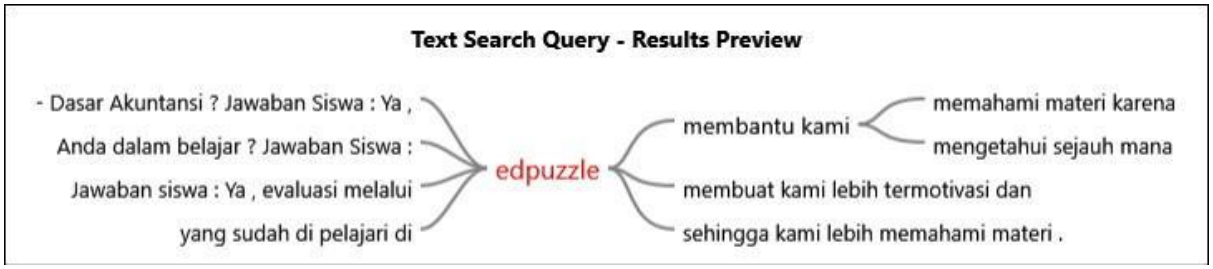
Furthermore, the diagram shows that the lesson begins with a clear explanation, thus creating a more structured learning flow. Questions inserted into the video maintain student focus and ensure understanding of the material before moving on to the next section. This

ensures that learning is focused, effective, and unambiguous because students understand the stages and objectives.

C. Aspects of results and impact evaluation

The image displays various terms related to the use of digital learning media, specifically Edpuzzle. Keywords such as *question*, *help*, *explanation*, and *material* emphasize that this platform acts as an effective learning support tool. The dominance of the word *Because* indicates that there are positive reasons and feedback from students regarding the benefits of Edpuzzle, especially in helping to understand the material through the integration of videos and interactive questions.

In more depth, this collection of words describes an active and measurable learning process. Terms such as *understand*, *direct*, *know*, and *evaluation* shows that students can immediately understand their understanding of the material they are studying, *watching*, and *do* reflects that this learning method is able to increase student involvement in a practical, systematic, and easy-to-understand manner.



The word tree diagram shows the relationships between words centered on the use of Edpuzzle in Basic Accounting lessons. The data represents positive student feedback, stating that the platform is very helpful in their independent learning process. The integration of technology allows for direct evaluation of the material, making learning more structured and measurable.

Functionally, Edpuzzle is considered effective because it encourages students to master concepts more substantively through its interactive features. Students can immediately assess their level of understanding after studying a topic, providing immediate feedback. In addition to enhancing cognitive aspects, the use of this medium also increases students' motivation to learn. Interactive video-based learning methods engage and engage students, contributing to better mastery of the material and a more engaging learning experience.

D. Indicator Conclusion

Based on the results of the analysis of the planning and readiness aspects, implementation process, and results and impact evaluation, the conclusion is that the use of learning media based on...**Edpuzzle** in Basic Accounting is **effective** in supporting the student learning process.

Edpuzzle improves the quality of material presentation while encouraging engagement, independence, and in-depth understanding, enabling students to be better prepared for learning. The integration of video with interactive questions makes learning more focused, less monotonous, and more student-centered. Therefore, Edpuzzle is a suitable alternative digital learning medium that supports active and meaningful learning.

Narrative Results: Effectiveness of Using Edpuzzle

Research findings demonstrate that the use of Edpuzzle in Basic Accounting instruction has a positive and effective impact on the learning process and outcomes. During the planning and readiness stages, students demonstrated good readiness for the lesson, both in terms of understanding the learning objectives and the availability of supporting resources such as internet access. Well-prepared Edpuzzle media can assist teachers in delivering material clearly and easily understood.

During the implementation phase, Edpuzzle-based learning encouraged active student engagement through video presentations accompanied by interactive questions. Students were required to pay attention, understand, and work independently on the questions before moving on to the next topic. This demonstrated that Edpuzzle improved students' concentration, focus, and learning independence. Despite internet connection issues, students generally found the learning more engaging and less boring than conventional learning methods.

Furthermore, in terms of outcomes and impact evaluation, Edpuzzle was deemed effective in helping students understand the material more deeply. Students can immediately assess their level of understanding through feedback from the provided questions. The evaluation process is more structured and measurable, allowing students to reflect on their learning outcomes independently. Furthermore, using Edpuzzle also increases learning motivation because the learning is presented in the form of engaging, interactive videos.

Overall, the use of Edpuzzle has proven effective as a digital learning medium because it can improve the quality of the learning process, strengthen conceptual understanding, and create an active, enjoyable, and meaningful learning experience for them.

4. CONCLUSION

Based on the overall learning planning and readiness, implementation process, and results and impact evaluation, it can be concluded that the use of Edpuzzle-based learning media demonstrated superior efficacy compared to traditional instructional methods in the Fundamentals of Accounting subject. This effectiveness is evident in the increased readiness of students to participate in learning, both in terms of understanding the learning objectives and the readiness of the supporting facilities used.

During the implementation phase, Edpuzzle was able to create a learning process that prioritized active engagement and made the learner the primary focus. Presenting material through videos accompanied by interactive questions encouraged students to be more focused and active, rather than simply passive recipients of information. The automatic video pause feature when a question appeared prevented students from skipping material without first understanding the content. This made the learning process more focused and systematic, and was able to improve students' concentration and learning independence.

From a results and impact evaluation perspective, using Edpuzzle provides students with quick and clear feedback regarding their level of understanding of the material being studied. Students can immediately identify errors and deficiencies in conceptual understanding, ensuring a targeted and in-depth evaluation process. Furthermore, educators are also helped to objectively monitor student engagement and learning progress through the data provided by the Edpuzzle platform.

Despite some challenges, such as reliance on internet connections and differences in technology access among students, these challenges did not significantly reduce the effectiveness of the learning. Overall, students responded positively and demonstrated increased motivation and interest in learning due to the more engaging and less monotonous learning environment.

Thus, it can be confirmed that the use of Edpuzzle has a more positive impact on improving classroom operational standards and learning success compared to conventional learning methods. Edpuzzle is a worthy alternative digital learning medium because it supports active learning activities, enhances conceptual understanding, and creates a more meaningful learning experience that aligns with the demands of learning in the digital era.

Suggestion

1) Suggestions for schools: Provide regular training to teachers so that they can use technology-based learning media for students, such as Edpuzzle.
2) Suggestions for teachers: Use learning media that are fun and relevant to current developments. Learning materials can be obtained through technology such as cell phones or computers.
3) Suggestions for students: Increase enthusiasm and be more active in the learning process.

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