



Utilizing Powtoon Learning Videos in Civics Learning in Fourth Grade Elementary School

Salsabila Rissa Nugraheni^{1*}, Achmad Fathoni² 

^{1,2} Elementary School Teacher Education, Muhammadiyah Surakarta University, Surakarta, Indonesia

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ABSTRAK

Pembelajaran konvensional dengan menggunakan media papan tulis menurunkan minat siswa dalam mengikuti kegiatan pembelajaran. Oleh karena itu perlu adanya integrasi teknologi untuk meningkatkan minat belajar siswa dalam kegiatan pembelajaran. Tujuan penelitian ini adalah menganalisis keefektifan penggunaan media Powtoon audio visual untuk meningkatkan minat belajar siswa pada mata pelajaran PKN di sekolah dasar. Metode yang digunakan adalah metode eksperimen dengan desain pra eksperimen berupa one group pretest-posttest design. Subyek penelitian adalah siswa kelas IV Sekolah Dasar. Rata-rata hasil pretest minat belajar siswa adalah 65,17, sedangkan rata-rata hasil posttest minat belajar siswa adalah 77,86. Hasil penelitian menunjukkan bahwa penggunaan video pembelajaran Powtoon efektif dalam meningkatkan minat siswa terhadap mata pelajaran pendidikan kewarganegaraan. Hasil perhitungan menggunakan rumus effect size 1,08. Dapat disimpulkan pengaruh penggunaan media audiovisual pembelajaran Powtoon terhadap peningkatan minat siswa sangat tinggi. Implikasi penelitian ini yaitu media Powtoon dapat digunakan sebagai sarana belajar yang dapat meningkatkan minat serta motivasi belajar siswa secara signifikan.

ABSTRACT

Conventional learning using blackboard media reduces students' interest in participating in learning activities. Therefore it is necessary to integrate technology to increase student interest in learning activities. This study aimed to analyze the effectiveness of audiovisual Powtoon media in increasing student learning interest in PKN subjects in elementary schools. The method used is an experimental method with a pre-experimental design in the form of a one-group pretest-posttest design. The research subjects were fourth-grade elementary school students. The average pretest result of student interest in learning is 65.17, while the average posttest result of student interest in learning is 77.86. The results showed that using Powtoon learning videos effectively increased students' interest in civic education subjects. The calculation results use the effect size formula of 1.08. The effect of using Powtoon learning audiovisual media on increasing student interest is very high. This research implies that Powtoon media can be used as a learning tool to increase student's interest and motivation significantly.

1. INTRODUCTION

Education is the spearhead of the progress of a nation. The progress of a nation can be determined by its education. Education is guidance or help given by adults to children's development in order for them to reach maturity, with the goal of children being capable enough to carry out their own life tasks without the assistance of others (Fitri, 2021; Kosilah & Septian, 2020). Therefore, education requires effective and efficient learning. UU No. 20 of 2003 concerning the National Education System, Article 1 Paragraph 20: "Learning is defined as a process of interaction of students with educators and learning resources in a learning environment" (Dewi et al., 2021; A. G. Wicaksono & Sayekti, 2020). Learning is an effort that deliberately involves and uses the professional knowledge possessed by the teacher to achieve curriculum goals. Learning is an activity that intentionally modifies various conditions directed at achieving a goal, namely achieving curriculum goals (Wibowo, 2020; L. Wicaksono, 2016).

Learning is no longer centred on the teacher, but on the students' ability to locate and locate learning materials on their own in order to be more active and creative. One of the lessons applied to the independent curriculum is Pancasila Education, often referred to as PPKn. PPKn needs to be taught to students, especially elementary school students, because it can shape their characters. This is in line with Permendiknas Number 22 of 2006, which states that PPKn can facilitate the cultivation of character education (Dharma & Siregar, 2015; Humaeroh & Dewi, 2021; T. Saputra, 2021). This PPKn subject aims to shape the morale of students so that they are in harmony with the values contained in Pancasila (Ar et al., 2021; Nurgiansah, 2022) In addition, one of the materials contained in Civics Learning is about

*Corresponding author.

E-mail addresses: risaa123@gmail.com (Salsabila Rissa Nugraheni)

Pancasila values and their application at home, school, and in society. Therefore, PPKn material is very useful and important to teach students so that it can become a provision in the life of the nation in the future. With material on Pancasila values and the application of attitudes in various places, it is hoped that students will be able to behave in accordance with Pancasila values such as respecting, appreciating, and accepting other people (Agustina & Bidaya, 2019; Uno et al., 2021; Widodo & Al Muchtar, 2020).

Learning media are anything that can convey or channel messages from a source in a planned manner so that a learning environment occur where recipients can carry out the learning process efficiently and effectively (Satria, T. G., & Egok, 2020; Simanjuntak, 2019). Learning media is one way that the teacher can convey a material or concept to students so that it is easier to understand the learning material (Parnabhakti et al., 2021; Rina et al., 2020). Along with the rapid development of the times, the use of learning media has begun to develop to become more interesting, extensive, and interactive in accordance with the use of increasingly sophisticated technology that encourages all generations to be able to use advanced technology such as computers and smartphones, which are an everyday part of this era. This globalization can be called "ICT-based learning media." ICT-based learning media is very relevant to the times, especially in relation to the 4.0 Industrial Revolution Era, which requires students to be sensitive to information disclosure and computerization. By utilizing technology as a learning medium, it will attract attention to listening to subject matter so that it will improve the quality of learning (Dewanti et al., 2021; Roemintoyo & Budiarto, 2021). Education in general is a need for every human being in practice, where education must be carried out in an active, interactive, challenging, and fun way and requires students to be able to participate actively (Irawaty et al., 2021; Widiyani & Pramudiani, 2021). This is in accordance with the learning process expected in Government Regulation No. 19 concerning National Education Standards in 2005.

Powtoon is a technology-based media that can be used to convey learning material. Powtoon is an IT-based web application that can be used as a learning medium and has interesting features such as those for making presentations or animated videos that can be used easily and attractively (Safira, D., 2022; Worang et al., 2021). Powtoon media can produce a video that can be supplemented with available cartoon animations so that it can attract students' attention when studying the material (Anggita, 2020; Awalia et al., 2019). Media that has audio and visual elements (sight and hearing) can improve students' memory of the subject matter delivered via video. The learning process will not run smoothly without the right learning media. With a learning atmosphere that attracts attention, students can influence student learning interest so that they can improve student learning outcomes (Hastuti & Budiarti, 2014; Salsabila et al., 2020).

Teachers at SD Negeri Tugu Jebres No. 120 Surakarta have used IT-based learning media via Powtoon in Civics subjects. But there are several problems encountered in the use of Powtoon media in learning related to increasing students' interest in learning in Fourth grade. At this time, we are in the 21st century, where we face many problems in the worlds of education, daily life, and society (Fitriani, 2014; Indrawatia & Wardonob., 2019). The problems faced include, namely, a lack of interest in learning from within the students caused by the attitude of adapting to distance learning activities (online) instead of face-to-face (direct) (Al-Zoubi & Younes, 2015; Pawicara & Conilie, 2020). A weak interest in learning in the students themselves, as well as a lack of interest in learning from parents. This can be seen in the level of learning interest displayed by students who are still falling short of expectations.

There needs to be an adjustment between students and teachers in the implementation of face-to-face learning at school because for almost two years the learning process has been carried out remotely (online) so that not a few students have a low level of interest and enthusiasm for learning, lack of concentration, and have not been able to adjust with new learning activities (Achilleos et al., 2019; Lestari et al., 2022). Therefore, teachers must create a learning process that can attract students' attention through innovative learning media (Firmadani, 2020; Syahroni et al., 2020). One of them is using Powtoon media. The use of Powtoon animated learning media is based on the fact that learning videos made using Powtoon are appropriate for use and can improve student understanding (Andrianti et al., 2016; Asih et al., 2021). This is reinforced by the statement that Powtoon is a type of online service that has interesting animation features for delivering messages in the form of videos (Pangestu & Wafa, 2018). The difference between the powtoon animation learning media that will be developed with the previous media is that this powtoon animation media combines animations into a concept and picture that is appropriate to students' daily lives, using sound recordings as a support in explaining the content of the video (Anjarsari et al., 2020; Raihanati et al., 2020). To find out in more detail the source of the problem, an analysis is needed. For this reason, in order to be able to deal with these problems, it is necessary to analyze whether the use of PowerPoint media can increase students' learning interest. Based on this description, the researcher is interested in conducting research related to the Influence of Utilizing Powtoon Learning Videos to Increase Student Learning Interest in Civics Learning. The aim of this study was to analyses the

effectiveness of the use of audio-visual Powtoon media to increase students' learning interest in civics subjects' elementary school.

2. METHOD

The method used in this study is a quantitative experimental method. This study is using a one-group pretest-posttest design and pre-experimental designs. The experimental research method is a research method used to find or prove something through experiments (Gopalan et al., 2020; Sugiyono, 2015). The population in this study was in grade IV at SD Negeri Tugu Jebres Surakarta, while the sample was 22 grade IV students. Data collection techniques using direct observation and documentation techniques. Meanwhile, the data collection tools used were a questionnaire and documentary observation sheets. The data analysis technique used in this research is descriptive statistics and hypothesis testing using the SPSS 22.0 application (Arikunto, 2019; Yilmaz, 2021). Before testing the hypothesis, first test the normality of the data with the Kolmogorov-Smirnov formula. Once it is known that the data are normally distributed, the hypothesis is tested using the paired sample test. Then, using the effect size formula, find out the level of effectiveness of.

3. RESULT AND DISCUSSION

Result

Based on the data analysis, it is known that the results of the research were conducted on 23 students. The average result of observing interest in learning before the experiment was 65.17. while the average results of observations made after being given experiments amounted to 77.86. Then, to find out the description of the minimum, maximum, and standard deviation scores of students' learning interest before and after being given an experiment, the researcher used the SPSS 22.0 program. The result of descriptive test is show in Table 1.

Table 1. Descriptif Test

	Student Learning Interest Before Treatment	Student Learning Interest After Treatment
N	22	22
Mean	65.18	78.00
Std. Deviation	9.480	6.488
Minimum	50	65
Maximum	80	90

Based on the Table 1, it can be seen that the highest score of students' interest in learning before the experiment was given was 80, while the lowest score of students' interest in learning was 50, and the mean score of students' interest in learning before the experiment was 65.18 with a standard deviation of 9.480. While the highest score obtained from students' interest in learning after the experiment was 90, the lowest score obtained from students' interest in learning after the experiment was 65, and the average score obtained from students' interest in learning after the experiment was 78 with a standard deviation of 6.488. Kolmogorov-smirnov test is show in Table 2.

Table 2. Kolmogorov-Smirnov Test

		Unstandardized Residual
N		22
Normal Parameters ^{a,b}	Mean	0.000000
	Std. Deviation	4.83187284
Most Extreme Differences	Absolute	0.140
	Positive	0.099
	Negative	-0.140
Test Statistic		0.140
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

Based on the Table 2, the significance value of students' interest in learning after the experiment is calculated using Kolmogorov-Smirnov with SPSS 22.0 and is 0.200 > 0.05, so it can be concluded that the student's learning interest data is normally distributed. After carrying out the normality test, the next step is to test the hypothesis by using the paired sample t test formula. Paired Sample t-test is show in Table 3.

Table 3. Paired Sample t-test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Student Learning Interest Before Treatment – Student Learning Interest After Treatment	-12.818	7.062	1.506	-15.949	-9.687	-8.154	21	0.000

According to the [Table 3](#), the paired sample t test with a significance value of two tailed is 0.000. Based on the decision-making basis, if the significance value is 0.05, then H_0 is rejected and H_a is accepted. With H_a accepted, it can be concluded that the use of Powtoon learning media is effective in increasing student learning interest in civics subjects at SD Negeri Tugu Jebres Surakarta.

Discussion

This research was conducted in SD Negeri Tugu Jebres Surakarta, fourth grade. In fourth grade research, students' interest in learning was observed before and after being given an experiment. Based on the research data before the experiment, which was carried out in September, the average student learning interest was 65.17. While the results of the research after the experiment were carried out in October 2022, it was found that the average student's interest in learning was 77.86. Based on the results of this study, it can be seen that there was an increase in student interest in learning before and after being given an experiment, so that if you look at the difference, there is an increase in student interest in learning after being given an experiment, which is 12.69. The increase in learning interest is related to the use of audiovisual learning media, which is more innovative and can attract students' attention to participating in learning. Students become more enthusiastic and attentive to learning. Students are also more active in asking and answering questions about the material presented through the Powtoon learning media. This is in accordance with previous study that state interest is a source of interest that encourages someone to do what they want. Interest is a high level of liking and interest with self-awareness towards something that is seen as giving benefits and satisfaction to themselves so that it encourages individuals to participate in these activities without anyone bothering them. ordered ([Azma, 2019](#)). This interest being closely related to feelings, especially feelings of pleasure, it can be said that interest occurs because of a happy attitude towards something; a person who is interested in something means that he is happy about that something ([Apriati et al., 2021](#); [Archu, 2019](#)).

In contrast to previous learning, which tends to make the learning environment monotonous because students only pay attention to the teacher explaining the material, students become bored, so to eliminate boredom, students engage in non-learning activities such as inviting their desk mates to chat, and if their peers are serious about participating in learning, he chooses to sleep during the learning process ([E. Saputra, 2019](#)). Other study found that the increase in students' interest in learning after using Powtoon media is evidenced by the increasing average score of interest in learning that has been observed, from 65.17 to 77.866. and also supported by the calculation results using the effect size formula, which is equal to 1.03. This figure is high because it is more than 0.8. With Powtoon media, it can have a positive impact on learning activities and be able to attract students' attention to be involved in learning activities ([Apriliani et al., 2021](#)). Students will be more focused on listening to learning through video, increasing their high level of curiosity, which is implemented by asking questions of the teacher regarding material that is poorly understood ([Marchetti & Cullen, 2015](#); [Sari et al., 2021](#)).

The advantage of learning using Powtoon videos compared to learning that does not use Powtoon video media is that this media can create supporting learning activities, such as training concentration, observation, and the way students listen to material conveyed through Powtoon videos ([Hardiyanti et al., 2020](#); [Setiyani, Santi & Ferdianto, 2020](#)). The application of Powtoon media in schools certainly looks at several factors. There are several factors that hinder the use of Powtoon media as learning media in class. These factors include the cable used to connect the projector to a short power supply, so it requires a

power outlet to be able to operate it. In addition, projectors are only installed in a few classes. Then, equipment such as speakers to magnify the sound of the video so that students in the back seats can also hear is not available in schools. The implication of this research is providing an overview regarding the Use of Powtoon learning videos in Civics Learning in Grade IV Elementary Schools. This research will be very useful for teachers, especially elementary school teachers as a reference in teaching using Powtoon learning media. The limitation of this research lies in the limited research scope. This research only involved one class at school as a participant. It is hoped that future research will be able to deepen and broaden the scope of research, so it is able to contribute and diversity research related to the topic of utilizing Powtoon learning videos.

4. CONCLUSION

The use of Powtoon learning media was very well received by students, as can be seen from the students' being more enthusiastic in paying attention to the teacher's explanation and watching every video shown during the research; the intensity of asking questions about what they did not know increased; and they responded quickly when asked and given assignments. By using the Powtoon learning media, students' interest in learning has increased compared to before using the learning video. The use of Powtoon media is effective in increasing student learning interest in PPKn in Fourth grade SD Negeri Tugu Jebres Surakarta. The level of effectiveness in using Powtoon learning media is high that show from the test results using the effect size formula.

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