The Effect of Powtoon-Based Audiovisual Media on Indonesian Language Learning Outcomes

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A B S T R A K

Pemilihan alat ajar yang kurang tepat, kurangnya inovasi, dan juga kurangnya media teknologi yang disediakan oleh guru menyebabkan siswa kesulitan dalam belajar Bahasa Indonesia. Penelitian ini bertujuan untuk menganalisis pengaruh media audiovisual berbasis powtoon. Jenis penelitian ini yaitu kuantitatif. Pendekatan yang digunakan yaitu kuantitatif dengan metode penelitian yang digunakan dalam penelitian ini adalah Nonequivalent Post-test Only Control Group Design dengan sampel yang digunakan untuk eksperimen dan sebagai kelompok kontrol dan diambil secara acak dari populasi tertentu. Populasi sasaran penelitian adalah 60 siswa yang terdiri dari 30 siswa kelas VA (Eksperimen) sebagai sampel jenuh dan 30 siswa kelas VB (Kontrol). Metode yang digunakan untuk mengumpulkan data yaitu instrumen dan tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian ini yaitu terdapat pengaruh media pembelajaran Audiovisual Berbasis Powtoon terhadap hasil belajar bahasa Indonesia siswa kelas V SD. Disimpulkan bahwa media pembelajaran Audiovisual Berbasis Powtoon dapat meningkatkan hasil belajar bahasa Indonesia siswa kelas V SD.

A B S T R A C T

The selection of inappropriate teaching tools, lack of innovation, and the lack of technological media provided by the teacher causes students to have difficulty learning Indonesian. This study aims to analyze the effect of powtoon-based audiovisual media. This type of research is quantitative. The quantitative approach with the research method used in this study is the Nonequivalent Post-test Only Control Group Design with the sample used for experimentation and as a control group and taken randomly from a specific population. The study's target population was 60 students consisting of 30 students from class VA (Experimental) as the saturated sample and 30 students from class VB (Control). The methods used to collect data are instruments and tests. The techniques used to analyze the data are qualitative descriptive analysis, quantitative analysis, and inferential statistics. The result of this research is that there is an effect of Powtoon-Based Audiovisual learning media on the Indonesian language learning outcomes of fifth-grade elementary school students. It was concluded that Powtoon-Based Audiovisual learning media could improve fifth-grade elementary school students' Indonesian language learning outcomes.

1. INTRODUCTION

Indonesian education in this technological era has begun to develop aspects that can support education in Indonesia, such as: curriculum systems, learning media, and learning models. developments that occur because Indonesia is starting to experience changes that are not only Indonesian subjects but all subjects (Halimatuzzuhrotulani, 2020; Lutfi, A. et al., 2021; Sujana, 2019). One of the main subjects is Indonesian which means Indonesian, one of the things that must be studied at all levels of education (N. N. K. Dewi et al., 2019; Mayasari & Irwansyah, 2020). Indonesian as a compulsory subject for learning is based on the 1945 Constitution, which explains the position of language. As Indonesia, a very strong integrated language. There are four skills to learn Indonesian: speaking, reading, writing, and listening. To learn Indonesian in Indonesian schools, students need to master these four skills well (Priatna & Setyarini, 2020; Sibarani, 2019). Learning Indonesian can improve students' oral and written communication skills in accurate and correct Indonesian, as well as to

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improve their literary understanding. Good language uses the right variety of language for different situations and conditions of use, while the right language includes spelling, punctuation, vocabulary, and grammar (Leksono, 2019; Waridah, 2015). Indonesian can also be used as a language that can develop culture, knowledge, and technology (Sumardjoko & Musyiam, 2018; Yanti et al., 2018). The meaning of this understanding can be said that obtaining the need for the development of culture, knowledge, and technology. Which of course can be reached by all of Indonesia's homeland, but we need a language that can understand all Indonesian people (Halimatuzzuhrotulani, 2020; Nuryanto et al., 2018). In developing culture, knowledge, and technology, it will take a very long time if it is conveyed using regional languages. Therefore, applying Indonesian from these three things is very important to meet the needs of the Indonesian people, in the fields of culture, knowledge and technology (Nurvitriawati & Sulfasyah, 2018). The Indonesian language learning process includes problems from preliminary survey data obtained based on preliminary data from a survey conducted at an elementary school in the state of Koto Lamo on September 12, 2021, and it was found that student learning outcomes in Indonesian subjects were still relatively low due to several factors.

With the selection of teaching tools that are not appropriate, lack of innovation, and also the lack of technological media provided by the teacher does not stimulate the senses of hearing and sight of students, thus making the learning process useless and accompanied by low student understanding (Alfianti et al., 2020; Alviolita & Huda, 2019; N. N. K. Dewi et al., 2019). If today is referred to as the digital era that is connected with technological advances, marked by the increasing dependence of the world of education on technology to facilitate learning, then teachers need to integrate their skills in managing learning in the classroom by utilizing these technological advances to be used as tools or media in learning (Blaschke & Hase, 2019; Divanoglou et al., 2018; Ismail et al., 2021). Learning is monotonous and conventional teacher-centered learning (teacher centered learning) so that students listen more to the text read by the teacher, of course it is learning that must be avoided. One way to avoid monotonous and conventional learning is to use the results of technological advances to become interesting learning media (Maryanti & Kurniawan, 2018; Rahayuningsih, 2020; Ulfa & Oktaviana, 2021). The reason the researchers chose this location was because they had not implemented the use of technology. From the various results of technological advances, the application of animated videos is one example of the success of technology that can be used as an interesting learning medium and can facilitate the delivery of material so that students become more receptive to subject matter (Prehanto et al., 2021; Rahayuningsih, 2020; E Saripudin et al., 2018). Animated videos can help teachers to visualize abstract lesson material or concepts. In the learning process is also a communication process that often occurs in the process of communication failure. The purpose of this statement is that the topic or message conveyed by the teacher may not necessarily be felt optimally by students, even students can make mistakes when trying (Kor et al., 2014; Prastyo & Hartono, 2020).

Based on the problem above, it is the teacher, of course, who is responsible for organizing a meaningful learning process and ensuring that students enjoy all activities in the learning process. The findings of previous studies also stated that learning animation could increase students' enthusiasm for learning (Kolomuc et al., 2012; Endang Saripudin et al., 2018). Other research findings also state that learning animation can improve student learning outcomes (Putra & Sujana, 2020; Rahayuningsih, 2020). One of the steps that teachers can take is to choose the right educational media and integrate it with Powtoon App technology. The powtoon application itself is an online application that is used to create animated videos that are useful for providing tutorials (Izomi Awalia et al., 2019; Wulandari et al., 2020). This powtoon application can be accessed online at www.PowToon.com, anyone can access this site for free. This app is online but the result of this powtoon app is available offline. When the Powtoon application is used in the learning process, it has a positive effect in the form of students' interest in the material presented by the teacher, and all of the students' senses are activated and act on the auditory and visual organs (Ridha et al., 2020; Wulandari et al., 2020). When learning Indonesian, the activity of students' sense organs is an important indicator of learning success. For example, when defining the characters in a story, the powtoon application is the right choice of media. Because in the powtoon application, students can see clearly how their characters are represented in animated videos (Hasbullah, 2018; Lubis & Hidayat, 2021). For Indonesian language subject matter, it is better to use the Powtoon application media with the considerations that have been given previously so that this Powtoon application can understand properly and correctly the material. Therefore, This study aims to analyze the effect of powtoon-based audiovisual media.

2. METHOD

This study aims to collect and analyze data to determine "The Effect of Powtoon Audiovisual Media on Indonesian Language Learning Outcomes for Class V SDN Tanah Tinggi 05 Central Jakarta". This type of research uses a quantitative approach with the research method used in this study is the *Nonequivalent Post-test Only Control Group Design* with samples used for experimentation and as a control group and taken *randomly* from a certain population. In this study the researchers used two classes (groups).), namely the experimental class and the control class. The experimental class is a group of students who are given *Powtoon -based audiovisual media* ,

while the control class is a group of students who are not given *Powtoon -based audiovisual media* , using conventional methods (lectures). Population is a generalization area in the form of objects or subjects that have certain quantities and characteristics that have been determined by researchers to be studied and then drawn conclusions. Then the population is not only people, but also an object and other natural objects. The population is also not just the number contained in the object or subject that has been studied, but also includes the overall characteristics and traits possessed by the research subject. The target population of the study was 60 students consisting of 30 students in the VA (Experimental) class as the saturated sample and 30 students in the VB (Control) class as the saturated sample at SDN Tanah Tinggi 05 Jakarta. Academic Year 2021-2022.

The measuring instrument in the research is called the research instrument. The form of the instrument to be selected must be based on the selected data collection technique. In research that uses a scale, the scale can be used if it is in large numbers and can fill in answers well and reveal confidential matters. The research instrument is in the form of multiple choice (PG) with a total of 35 questions, with options a, b, c, and d. Research instruments are tools that are selected and used by researchers to make measurements that aim to produce precise and accurate quantitative data, therefore each instrument must have a clear scale. The instrument that can be used to measure learning outcomes is an objective test of 35 questions. . The instrument that can be used to measure learning outcomes is an objective test of 35 questions. Tests such as the subject of explanatory text from print media, are in multiple choice form with four choices each. Before this test is given, the Validity and Reliability Test is first carried out. This is to determine the level of accuracy and suitable for use as a test of learning outcomes.

The data analysis technique used in this study was through a post-test carried out after the class was given treatment, namely the Indonesian language learning process using Powtoon-based Audiovisual Media. Aspects assessed from this test are students' cognitive aspects which include, aspects of memory/memorization, understanding, application, analysis. Before the test is given, first test the validity of the items and the reliability of the items. The test given is in the form of multiple choice, totaling 35 questions with answer choices (a, b, c, and d). Aspects that are assessed from this test are students' cognitive aspects which include, aspects of memory/memorization (C1), understanding (C2), Application (C3), Analysis (C4). The score for the correct answer is given a score of one and the wrong answer will be given a score of zero. Before the test is given, first test the validity of the items and the reliability of the items. This is done in order to find out whether the questions are suitable to be used as test results.

3.   Results and Discussion

Results

Prior to the research, the validity and reliability test of the question instrument must be carried out at SDN Tanah Tinggi 03 Central Jakarta. To find out the validity of the items, the validity test was carried out using the *Biserial Point Correlation* . Based on the results of the calculations obtained the value of the calculated correlation *coefficient for* each multiple choice item. Furthermore, to find out whether the question is valid or not, the value of the *Biserial Point Correlation Coefficient is* compared with the value of r $_{table}$ with n = 30 at a significant level (α) = 0.05. The results of the validity test were obtained as many as 25 questions were declared valid, then the reliability test in this study was determined using the KR-20. The calculated reliability *coefficient* value is 0.850 (attached). The value of r $_{table}$ at a significant level = 0.05 with dk = n-1 to the 25 questions and obtained r $_{count}$ of 0.850 and r $_{table}$ of 0.361. Because (r $_{count}$ > r $_{table}$) then the instrument is declared reliable and feasible to be used in research. After that, research was carried out at SDN Tanah Tinggi 05, Central Jakarta, to obtain research data. Class intervals for Indonesian language learning outcomes for students in class VA at SDN Tanah Tinggi 05, Central Jakarta.

Based on data analysis, it can be seen that the highest score was 96 and the lowest score was 64, and the length of the class interval between scores 76-81 which had the highest absolute frequency frequency was 11 students with a median value of 79, the real limit was 74.5-81, and the cumulative frequency is 9 so that the largest relative frequency percentage is 36%. Based on data analysis, it can be obtained the highest score of 82 and the lowest value of 48, and the length of the class interval between scores of 60-65 which has the highest absolute frequency frequency, namely 9 students with a median value of 74.5, the real limit 72.5-77.5, and the cumulative frequency is 27 so that the percentage of the largest relative frequency is 30%. After that do the test requirements analysis. Testing the requirements of the analysis used by the researcher is the Normality test using the *Lilliefors test*. The requirements for data analysis include normality test and homogeneity test. This research was conducted in 2 classes, namely the experimental class in class VA and the control class in class VB. Both classes use the same material, only the handling is different. If the experimental class is treated with *powtoon-based audiovisual media,* in contrast to the control class, it is treated with conventional media. After obtaining the research data, normality and homogeneity tests were carried out. Researchers used the normality test, namely the *Lilifors test.* at the significance level of 5% (0.05).

Furthermore, homogeneity test was carried out with two variances using Fisher's exact test. The largest variance was obtained from the calculation of the control class with a result of 111.9, and the smallest variance was obtained from the calculation of the experimental class which was 61.42. Obtained F$_{count}$ = 1.82 < 1.85= F-

table. This means that it can be concluded that the data is homogeneous. Based on the requirements analysis test that has been carried out which includes the normality test and homogeneity test, it can be seen that classes V-A and V-B are normally distributed and homogeneous, so that the research hypothesis can be tested. the calculation of hypothesis testing with t-test at a significance level of = 0.05, with dk = 58, namely = 2,000 and t_{count} of 5.9 because t_{count} = 5.59 > 2,000 = t_{table}, it can be concluded that H1 is accepted and H0 is rejected. Thus, there is a significant effect on the use of Powtoon-based Audiovisual learning media on the Indonesian language learning outcomes of fifth graders at SDN Tanah Tinggi 05, Central Jakarta.

There is a significant effect through the calculation of each data on Indonesian language learning outcomes for class VA students using *Powtoon-* based *Audiovisual* learning media , with a score of 64 to 96 with a sample of 30 students. Average (Mean) = 76, median (Me) = 74, and mode (Mo) = 86. While the VB class does not use *Powtoon-* Based *Audiovisual* learning media that is obtained the value of 48 to 82 with a sample of 30 students. Mean (Mean) = 64, median (Me) = 66, and mode (Mo) = 74. This calculation can prove that students' Indonesian learning outcomes use *Powtoon-* Based *Audiovisual* learning media got a greater average, which is 76. Meanwhile, those who do not use *Powtoon -* Based *Audiovisual* learning media get an average of 64. It can be concluded that there is a significant effect on the use of *Powtoon-* Based *Audiovisual* learning media. on the learning outcomes of fifth grade Indonesian students at SDN Tanah Tinggi 05, Central Jakarta.

Dicussion

Powtoon learning media is effectively used in learning due to several things. Namely, it can increase students' understanding. Learning refers to activities that are carried out by someone, whether they are done or not (Maryanti & Kurniawan, 2018; Nugraha & Widiana, 2021; Rahayuningsih, 2020). Therefore, it can also be concluded that the higher a person's physical and mental activity, the better his learning activities will be. On the other hand, people say they are studying but physical and mental activities, which means learning activities do not understand well that they are participating in learning activities (Mustakim, 2020; Rahmayani et al., 2019; Suherti & Tsuroya, 2019). Learning media such as videos can make students understand learning correctly(Alfianti et al., 2020; Maryanti & Kurniawan, 2018). Other research findings also state that learning videos can help students understand learning materials (N. K. R. Dewi et al., 2016; Wulandari et al., 2020). The learning video has audio and visual elements to affect students' interest in learning. Students will find it easier when learn to use audio and visual media.

Powtoon learning media is effectively used in learning because it can attract students to learn. The engaging Powtoon learning media will undoubtedly make students have a more enthusiastic curiosity about learning (Izomi Awalia et al., 2019; Wulandari et al., 2020). Applying Powtoon-based audiovisual learning media in the classroom can affect Indonesian language learning outcomes. In addition, it makes students more interested in conveying material during the learning process, making students more interested. Powtoon-based audiovisual learning media can influence learning outcomes. With the application of learning media, students' abilities and potential can be developed optimally to achieve learning objectives (Lubis & Hidayat, 2021; Ridha et al., 2020). In addition, as educators, we must adapt the learning materials to the learning media. Because the learning materials and learning media are not in sync, students cannot develop optimally.

Learning media is one strategy that attracts students' interest in learning. If student learning tools are available, knowledge transfer is more exciting, and students are more motivated so that learning tools can help students when they receive material from the teacher (Hasbullah, 2018; Lestari et al., 2018). Get material from the teacher. Media in education is also a tool that can help present material or messages to achieve learning objectives. Through this facility, students will be active in listening and active in viewing. The findings of previous studies also state that learning media can increase student enthusiasm (Anjarsari et al., 2020; Yasa et al., 2021). Other research also states that the use of animation in learning also improves student learning outcomes (I. Awalia et al., 2019; Megawati & Utami, 2020; Pratiwi et al., 2021). It is concluded that learning animation can help students in learning. This research implies that teachers can use the developed Powtoon animation media to help students learn.

4. CONCLUSION

There is a significant effect of using Powtoon-based Audiovisual learning media on Indonesian language learning outcomes. It was concluded that audiovisual-based learning media could improve fifth graders' Indonesian language learning outcomes at SDN Tanah Tinggi 05, Central Jakarta. Powtoon-based Audiovisual learning media is effectively used in learning.

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