Powtoon Animation Video Media Based on Contextual Teaching and Learning in Pancasila and Civics Education in Elementary Schools

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A B S T R A K

Kurangnya jenis media pembelajaran pada muatan pembelajaran PPKn pada materi Pancasila di kelas III, sehingga berdampak pada hasil belajar PPKn yang rendah. Berdasarkan hal tersebut, maka tujuan penelitian ini yaitu untuk mengembangkan video animasi powtoon berbasis contextual teaching and learning pada materi pancasila untuk kelas III SD. Pada penelitian ini menggunakan jenis penelitian Research and Development (R&D) dengan metode ADDIE. Subjek penelitian ini yaitu 1 ahli materi pembelajaran, dan 1 ahli media pembelajaran. Subjek uji coba produk pada penelitian ini berjumlah 33 Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, angket, dokumentasi, dan tes. Instrumen pengumpulan data berupa lembar kuesioner dan soal tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif, serta N-gain. Hasil penelitian yaitu penilaian dari dari uji ahli media 92,5%, uji ahli materi 86,25%, uji kelompok kecil 90%, uji kelompok besar 95%, uji guru kelas 90%, sehingga mendapatkan kualifikasi sangat layak. Hasil N-gain yang menjatakan bahwa media video animasi Powtoon berbasis Contextual Teaching and Learning memiliki kategori layak dalam proses pembelajaran materi Pancasila muatan PPKn. Disimpulkan bahwa media video animasi Powtoon baik digunakan, efektif, serta layak digunakan pada proses pembelajaran. Implikasi penelitian ini yaitu video animasi powtoon yang dikembangkand apat digunakan dalam pembelajaran PPKn.

A B S T R A C T

The lack of types of learning media in PPKn learning content in Pancasila material in class III impacts low PPKn learning outcomes. This research aims to develop a powtoon animation video based on contextual teaching and learning on Pancasila material for class III elementary school. This research uses Research and Development (R&D) research using the ADDIE method. The subjects of this research were 1 learning materials expert and 1 learning media expert. There were 33 product trial subjects in this research. The methods used to collect data were observation, interviews, questionnaires, documentation, and tests. The data collection instruments are in the form of questionnaires and test questions. The techniques used to analyze the data are qualitative and quantitative descriptive analysis and N-gain. The research results are the assessment of the media expert test 92.5%, the material expert test 86.25%, the small group test 90%, the significant group test 95%, and the class teacher test 90% so that you get a decent qualification. The results of N-gain stated that Powtoon animation video media based on Contextual Teaching and Learning has a category suitable in learning Pancasila material for PPKn content. It was concluded that Powtoon animated video media is good to use, effective, and ideal for learning. The implication of this research is that the Powtoon animation video developed can be used in Civics learning.

1. INTRODUCTION

Education is an activity to develop and improve students' talents. With education that has goals and principles that can create individuals who are civilized, have good character, have responsibilities and obligations and are logical (Bulan et al., 2020; Morze et al., 2021; Shetu et al., 2021).Education has an essential role in planning graduation that meets the conditions or qualifications in accordance with 21st century skills. These skills include skills in problem solving, critical thinking, unity, communication and

creativity (Karaca-Atik et al., 2023; Moto et al., 2018; Padmadewi et al., 2018; Rahmayanti et al., 2020). With education, students can become individuals who have complete competence (Jalinus, 2021; Karaca-Atik et al., 2023).Improving the quality of education cannot be separated from the learning that has been designed by elementary school teachers. Educators or teachers play a very important role in growing and developing the potential of students (Agustini et al., 2020; Aryana et al., 2022). One of the learning contents that can shape student character is PPKn.DThe aim of PPKn learning in elementary schools is to form character and have a Pancasila spirit (Apriliani et al., 2021; Astiwi et al., 2020; Dharma, 2019). With the content of PPKn learning, it is hoped that it will be able to develop students' attitudes in accordance with the principles of Pancasila. PPKn learning content is learning content that teaches that citizens must have good character in accordance with the foundations of the state, namely Pancasila and also the 1945 Constitution, in order to be able to carry out balanced rights and obligations so as to create a harmonious society (Arisal et al., 2020; I Wayan Wira Astawa et al., 2020; Rachman et al., 2021; Zuriah & Sunaryo, 2022). Pancasila is a basis in the process of cultivating characters who are ethical, moral, virtuous and civilized.

However, the problem currently occurring is:Many students are less interested in learning Civics. Previous research findings also state that many teachers do not create appropriate learning, so that students feel bored and undisciplined in participating in learning (Apriliani et al., 2021; Khoeriyah & Mawardi, 2018). Other research also states that there are still many students who get low PPKn scores (Astawa et al., 2020; Dewantara & Sulistyarini, 2020). This problem was also found at SDN 1 Sukomulyono. From the results of observations and interviews, it was found thatThe learning outcomes of class III students have not shown satisfactory results. This is because learning still uses the Direct Learning Teacher Center learning model. This causes students not to get many opportunities to learn more independently because teachers continue to use lecture techniques. Apart from that, there is a lack of supporting learning media. This is shown by teachers more often using pictures that are simple and simply explained. This causes students to feel bored and has an impact on low Civics learning outcomes.

Based on these problems, the solution offered is to use innovative learning media that supports Civics learning. This was also revealed by previous research findings which stated that learning media plays an important role in the learning process (Adžić et al., 2021; Khairani et al., 2019; Krishna et al., 2015; Yunita & Wijayanti, 2017). With the changing times that are happening now, advances in information and communication technology can be used to support learning activities. The use of this technology has the benefit of opening up new opportunities in developing interesting learning methods in learning (Nanda et al., 2017; Nurrohmah et al., 2018). Learning media is also a tool for channeling or transferring material information to students as a reinforcement for the material taught by the teacher (Muliani & Wibawa, 2019; Nanda et al., 2017; Nurrohmah et al., 2018; Pagarra & Idrus, 2018).By using learning media to provide influence and good understanding obtained from the delivery of information in the form of this material. Media is an important tool in distributing and conveying information (Megawati & Utami, 2020; Nanda et al., 2017).One of the learning media that can be used to improve PPKn learning isPowtoon animated video media based on contextual teaching and learning.

Animated videos are a type of learning media that can be used to improve learning outcomes and student motivation in various subjects (Fauzan & Rahdiyanta, 2017; Lukman et al., 2019; Prasetya et al., 2021).Animated videos can be a valid and effective tool for teaching complex or abstract concepts, because they can present information in a visual and interesting way (Maryanti & Kurniawan, 2018; Prasetya et al., 2021). The use of animated videos as a learning medium has been proven to increase students' motivation and critical thinking skills, as well as improve learning outcomes (Masykuroh & Khairunnisa, 2022; Swari & Ambarawa, 2022). Therefore, animated videos can be a valuable addition for teachers who want to improve their teaching methods. With the use of learning media, especially learning videos, which have an important role in attracting students' attention as a way to foster motivation in students' learning, not only that, but also to clarify the material presented and make it easy to understand (Efendi et al., 2020; Swari & Ambarawa, 2022). With animated videos in learning, classroom learning activities are more varied and fun (Saripudin et al., 2018; Widiyasanti & Ayriza, 2018). Apart from that, the animated video media that will be developed is combined with*contextual teaching and learning*. Contextual teaching and learning (CTL) is an educational approach that focuses on connecting taught content to real-world situations and applications (Hanik et al., 2018; Renaldi et al., 2022; Triaji et al., 2019). This method aims to make learning more meaningful and relevant for students, helping them understand the importance of what they are learning and its connection to their lives and future careers.

Previous research findings also confirm that animation media can arouse students' enthusiasm and motivation for learning because it presents learning material in an interesting way(Puspita & Raida, 2021; Rachmavita, 2020; Trisnadoli et al., 2021). Other research also confirms thatAnimated videos are one of the best media, because they present material in a concrete way so that it is easily understood by students and has an impact on improving student learning outcomes (Andini & Supriadi, 2018; Fauzan & Rahdiyanta,

2017; Lukman et al., 2019). Based on this, it can be concluded thatPowtoon animated video media based on contextual teaching and learning can be used to improve PPKn learning outcomes for elementary school students. However, there has been no study regarding Powtoon animation video media based on contextual teaching and learning on Pancasila material. The advantage of the Powtoon animated video media that will be developed is that it presents interesting images so that it increases students' interest in learning Civics. Apart from that, the developed Powtoon animation video media is combined with a contextual teaching and learning approachwhich focuses on connecting taught content to real-world situations and applications, making learning more meaningful and relevant for students. By combining active learning techniques and real-world connections, CTTL can help students better understand, transfer, and apply their knowledge outside the classroom. Based on this, the aim of this research is to developPowtoon animated video based on contextual teaching and learning on Pancasila material for class III elementary school.

2. METHOD

The type of research used is research and development using the ADDIE development model. The ADDIE model is a systematic and orderly programmatic development model to solve a problem in learning related to learning aids and learning resources (Tegeh & Kirna, 2013).The ADDIE model has five stages, namely, analysis stage, design stage, development stage, implementation stage, and evaluation stage(Tegeh & Kirna, 2013). With the ADDIE model, it is hoped that product development will include learning mediaanimated videosusing a Powtoon based applicationContextual Teaching and Learningcan help as a tool for teachers in the learning process which makes learning more interesting, effective and efficient. The first stage, namely analysis, identifies the resultsby means of observation, interviews, documentation, as well as the learning results of class III students inSDN 1 Sukomulyo, South Kaliwungu District, Kendal Regency. The second stage is design, this stage is for designing and starting the preparation of the Powtoon animated video media which prepares the form of the framework, elements, animation, to the preparation of the material. Next is the product development stage. Next is the implementation stage, this stage is a process in product development. Evaluation stage. This stage evaluates the effectiveness of the product being developed.

The subjects of this research were 1 learning materials expert and 1 learning media expert. The product trial subjects in this research were class III students at SDN 1 Sukomulyo, totaling 33 students in one class, with the determination of research subjects using a saturated sampling technique where all members of the class V student population at SDN Mangkang Wetan 02 Semarang were used as samples. The sample used in the small group trial was 8 students. Large group trials using 25 students. The methods used to collect data are observation, interviews, questionnaires, documentation and tests. The instrument used to collect data was a questionnaire sheet. The questionnaire grid is presented below Table 1, Table 2, And Table 3.

Table 1. Media Expert Instrument Grid

Aspect	Assessment Items
Material	1. Conformity between the title and the material presented
	2. Competencies (KD, KI, Learning Objectives) can be presented clearly
	3. The media presented makes the learning process easier and provides learning motivation and questions according to the material presented
Display and Media	1. The type and size of the letters can be read clearly
	2. The sentence structure in the video is easy to understand
	3. The color combination of the image on the video display is appropriate
	4. The image size and images presented are of good quality and clear
	5. The type of image matches the theme
	6. The layout of the images and animations on each slide are arranged appropriately
	7. The sound and background sound in the media are clear and appropriate
Language	1. The language used is easy and clear to understand
	2. The language used is appropriate to the user's characteristics
Feasibility of Use	1. MediaPowtoon animated video learning based on Contextual Teaching and Learningeasy to use for teachers and students
	2. MediaPowtoon animated video learning based on Contextual Teaching and Learningeasy to access anywhere and anytime
	3. Powtoon animated video learning media based on Contextual Teaching and Learningcan be used over a long period of time

Table2. Material Expert Instrument Grid

Evaluation	Assessment Items
Content Eligibility	1. Suitability of the title to the material presented 2. The material presented is in accordance with the competencies of KD, KI. 3. The material presented is in accordance with the learning objectives 4. Indicators for student competency achievement are formulated using clear KKO 5. The material presented contains Contextual Teaching and Learning syntax 6. the concept explained in the animated video is correct, 7. concepts related to everyday life 8. clear concepts according to students' abilities 9. the concepts explained in the animated video are correct and easy to understand 10. questions according to the material presented 11. accuracy in providing examples of material presented in the media
Language Eligibility	1. The language used is appropriate to the user's characteristics 2. The language used is easy to understand 3. Use of clear punctuation 4. Conformity with the use of language with linguistic rules
Feasibility of Presentation	1. Readability and material presented in the media are clear 2. The material is presented systematically 3. Material presented in learning mediaPowtoon animated videos based on Contextual Teaching and Learningwhich can make it easier for students to understand Pancasila material in PPKn learning content 4. The material presented inPowtoon animated video learning media based on Contextual Teaching and Learningcan increase students' understanding of Pancasila material 5. The material is presented inPowtoon animated video learning media based on Contextual Teaching and Learningwith an interesting delivery

Table3. Teacher and Student Response Instrument Grid

Assessment Aspects	Assessment Items
Appearance	1. AppearancePowtoon animated video learning media based on Contextual Teaching and Learningcan attract attention 2. Choosing the right animation, images, audio and placement of elements is easy to understand and comprehend 3. The letters and sizes used in manufacturingPowtoon animated video learning media based on Contextual Teaching and Learningis correct and can be read clearly 4. All devices onPowtoon animated video learning media based on Contextual Teaching and Learningwhich looks real
Contents	1. Contents contained inPowtoon animated video learning media based on Contextual Teaching and LearningThe Pancasila material displayed is regarding Pancasila material on PPKn 2. The material presented and demonstrated has the scope to grow knowledge and understanding for students
Media use	1. UsePowtoon animated video learning media based on Contextual Teaching and Learningthat is easy for each individual or group to understand 2. By using animated video learning media using the Powtoon apk, it is possible to improve student learning and also make the learning atmosphere more enjoyable 3. Powtoon animated video learning media based on Contextual Teaching and Learning can provide motivation for students to study harder
Time Allocation	1. In choosing the right time allocation

The techniques used to analyse the data are qualitative and quantitative descriptive analysis, as well as N-gain. Qualitative descriptive analysis is used to analyse data in the form of input provided by experts regardingpowtoon animated videos based on contextual teaching and learning. Quantitative descriptive analysis is used for analysing data in the form of scores given by experts regardingpowtoon animated videos based on contextual teaching and learning. The N-gain test is used to analyze the effectiveness of contextual teaching and learning-based Powtoon animation videos.

3.   RESULT AND DISCUSSION

Result

In this research, there are three main things that must be done in developing a media product that is being developed, namely effectiveness, feasibility and student learning outcomes using Powtoon animated video learning media based on Contextual Teaching and Learning. The model used in this research uses the ADDIE model which has five stages including analysis, design, implementation and evaluation. First, analyze. Activities carried out by conducting observations, interviews and learning results of class III students at SDN 1 Sukomulyo, South Kaliwungu District, Kendal Regency became the initial analysis stage in the research. Interview activities conducted with class III teachers contained various questions that discussed the content of PPKn learning as well as problems that occurred in the learning process which were considered difficult when the learning process took place in the classroom as well as the lack of student learning outcomes that did not meet the KKM standards. The interview activity also discussed the less-than-ideal use of learning media in the teaching and learning process in class with Pancasila material in Civics learning content.

The next stage is the design stage. At this stage it becomes an illustration of the manufacture of the product being developed, namelyanimated video media based on Contextual Teaching and Learning. At the design stage, an animated video design is developed which will be developed and adapted to the results of the needs analysis. Third stage, development. At this stage, the development of animated video media based on Contextual Teaching and Learning is carried out based on the storyboard that has been created. The animated video was developed using the Powtoon application. Powtoon is a web application site that is used to create videos, animations, and also video presentations with animations that make the appearance more attractive. The powtoon application is still considered a new application which has several advantages in using it. With simple features, the Powtoon application can create animated learning videos in a simple way. The powtoon application also has lots of characters and animations in it, making animated learning videos more interesting. The development results are presented in Figure 1.

Figure 1. Results of Development of Animation Video Media Based on Contextual Teaching and Learning

The next stage is the implementation stage. The implementation stage is part of explaining the feasibility of the product being developed as a tool for the teaching and learning process in class IIISDN 1 Sukomulyo, South Kaliwungu District, Kendal Regency. The animated video media based on contextual teaching and learning that has been developed is then tested for validity by experts, teachers and students. The assessment results given by learning media experts were 92.5%, so getting a very decent qualification. The assessment results given by learning material experts were 86.25% so that the qualifications were very worthy. The class teacher test results got a score of 90% so it is very worthy. The results of small group trials obtained results of 90% so it is very feasible. The results of large group trials obtained results of 95% so it is very feasible. Based on this, it can be concluded that the Contextual Teaching and Learning Based Animation Video Media developed is suitable for use in learning. Product validation results are presented in Table 4.

Table 4. Product Validation Results

No.	Test Subjects	Validity Results	Information
1	Media Expert Test	92.5%	Very Worth It
2	Material Expert Test	86.25 %	Very Worth It
3	Classroom Teacher Test	90%	Very Worth It
4	Small Group Trials	90%	Very Worth It
5	Large Group Trials	95%	Very Worth It

The fifth stage, namely evaluation. At this stage, testing the effectiveness of Contextual Teaching and Learning Based Animation Video Media was carried out by administering a pretest and posttest. With the results of retests and posttests carried out by students to determine the effectiveness of the media being developed. Pretest and posttest questions are given to students before and after using the media. The UN-gain test results are shown in Table 5.

Table 5. N-gain Test Results

Class	Many Students	Average		N-Gain	Criteria
		Pretest	**Posttest**		
Small Group	6	58.75	85.00	0.681	Currently
Large Group	17	56.60	84.20	0.503	Currently

From the results above, it can be said that Powtoon animated video learning media based on Contextual Teaching and Learning is in the category suitable for use in the learning process. Powtoon animated video learning media based on Contextual Teaching and Learning is also quite effective for use in PPKn learning. It is proven that the effectiveness of the media developed by researchers can be seen from the results of increasing student learning, that by using this media, student learning outcomes increase in the learning content of PPKn material Proclamation class III.SDN 1 Sukomulyo, South Kaliwungu District, Kendal Regency.

Discussion

Based on the results described above, the Powtoon animated video learning media based on Contextual Teaching and Learning is very suitable for use and quite effective. This is caused by several factors. First, Powtoon animations based on Contextual Teaching and Learning are suitable for use in learning because they can improve student learning outcomes. The existence of learning media, animated video learning media, is a tool to help the learning process in the classroom (Fauzan & Rahdiyanta, 2017; Lukman et al., 2019; Masykuroh & Khairunnisa, 2022). Previous research also states that the existence of animated video media can make it easier for teachers and students to convey or channel information regarding the material being taught (Efendi et al., 2020; Putri et al., 2020; Widiyasanti & Ayriza, 2018). The elements presented in animation can make it easier for students to capture and understand the material more easily. In the aspect of material/content that is easy to understand, learning is delivered well and the material with media is in accordance with the characteristics of the participants c. Therefore, learning media is very influential in student learning outcomes.

Second, Powtoon animations based on Contextual Teaching and Learning are suitable for use in learning because they can increase students' learning motivation. zs animated video media based on Contextual Teaching and Learning contains elements in the form of moving animation, images, background sound, and audio, as well as text in the video. This element can greatly increase students' enthusiasm and interest in learning (Mutia & Mulyawati, 2021; Widiyasanti & Ayriza, 2018). The existence of learning media that can attract students' attention, motivate students, and increase learning outcomes (Fauzan & Rahdiyanta, 2017; Lukman et al., 2019; Masykuroh & Khairunnisa, 2022; Vidayanti et al., 2020; Walangadi & Pratama, 2020). The clarity of text and sound, quality, animation, and overall appearance are very good. The design aspect, which discusses the clarity of the quality of Powtoon animated video learning media based on Contextual Teaching and Learning with attractive image quality and animated characters, the use of backgrounds and reading text in clearly visible synchronous media, as well as very clear audio and voice quality, this is what can attract students' attention to learning.

Third, Powtoon animations based on Contextual Teaching and Learning are suitable for use in learning because they can create an active learning environment. The use of the Contextual Teaching and Learning approach in learning aims to assist teachers in linking material with the integration of learning ideas into real life contexts (Anugraheni et al., 2018; Musriliani & Anshari, 2015). This approach makes students understand what they are learning easily and well (Anugraheni et al., 2018; Arnawa & Wirdaningsih, 2017; Musriliani & Anshari, 2015; Rahayu & Febriaty, 2017). Apart from that, the presentation of material on Powtoon animated video learning media based on Contextual Teaching and Learning has been adjusted to learning outcomes. Powtoon animated video learning media based on Contextual Teaching and Learning provides students with focus on the material and can train concentration management (Mutia & Mulyawati, 2021; Widiyasanti & Ayriza, 2018). By using Powtoon animated video learning media based on Contextual Teaching and Learning, it becomes more active because it attracts the attention of students. So, with the Powtoon animated video learning media based on Contextual Teaching and Learning, it can provide students with an understanding in providing material and also the meaning of teaching and learning which is much more enjoyable.

Previous research findings confirm that animated videos can help students learn (Ayuningsih, 2017; Lukman et al., 2019; Prasetya et al., 2021). Other research also confirms that animated videos can improve student learning outcomes (Cholifah & Saputro, 2022; Dartiara et al., 2021; Patriani & Kusumaningrum, 2020). It was concluded that Powtoon animated video learning media based on Contextual Teaching and Learning had a positive impact on learning. The limitation of this research is that the Powtoon animation video based on Contextual Teaching and Learning that was developed can only be used for PPKn learning for class III elementary schools.

The implication of this research is that the Powtoon animation video based on Contextual Teaching and Learning that was developed can be used in Civics learning, especially for third grade elementary school students. The use of Powtoon animated video learning media based on Contextual Teaching and Learning can increase students' interest in learning. Powtoon animated video media based on Contextual Teaching and Learning is very suitable for use and effective in being given to students in the learning process. With the Powtoon animated video learning media based on Contextual Teaching and Learning, it has a good impact on learning outcomes which is much more improved than before the use of learning media. It is easier for students to understand the material with the help of learning media in class IIISDN 1 Sukomulyo, South Kaliwungu District, Kendal Regency.

4. CONCLUSION

The whiteboard animation video learning media that has been developed has received very decent qualifications from experts, teachers and students. The results of the N-gain test also show that Powtoon animated video learning media based on Contextual Teaching and Learning is quite effective for use in PPKn learning. It was concluded that Powtoon animated video learning media based on Contextual Teaching and Learning can have a good impact on teaching and learning activities in the class in the Pancasila material for PPKn learning content.

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