



The Impact of Powtoon-Based Animated Video Media on Storytelling Appreciation among Elementary School Students

Haslinda^{1*}, Oki Harianto², Abdul Wahid³ 

^{1,2,3} Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Makassar, Indonesia

*Corresponding author: haslinda@unismuh.ac.id

Abstrak

Pembelajaran bercerita di sekolah dasar seringkali menghadapi tantangan dalam menarik minat dan meningkatkan apresiasi siswa. Media pembelajaran yang inovatif dapat menjadi solusi untuk masalah ini. Penelitian ini bertujuan untuk menganalisis pengaruh media video animasi berbasis Powtoon terhadap apresiasi siswa terhadap pembelajaran bercerita di kelas III SD. Penelitian ini menggunakan desain eksperimen one-group pretest-posttest, melibatkan 27 siswa berusia 11 hingga 12 tahun dalam 12 sesi pembelajaran. Data dikumpulkan melalui pretest dan posttest, kemudian dianalisis menggunakan metode pengelolaan data, analisis statistik, dan interpretasi hasil. Hasil penelitian menunjukkan peningkatan signifikan dari rata-rata skor pretest sebesar 52,03 menjadi rata-rata skor posttest sebesar 79,44 setelah treatment dengan Powtoon. Uji *t* menunjukkan perbedaan signifikan dengan nilai *t* hitung sebesar -8,859 dan nilai *t* kritis sebesar 1,705 pada taraf signifikansi 5%, yang mendukung hipotesis alternatif bahwa penggunaan Powtoon berpengaruh positif terhadap apresiasi siswa dalam bercerita. Temuan ini mengindikasikan bahwa Powtoon berpotensi sebagai media pembelajaran yang efektif dalam meningkatkan minat dan keterampilan bercerita siswa, serta mendukung penerapan teknologi dalam pendidikan untuk menciptakan lingkungan belajar yang lebih menarik.

Kata Kunci: Video Animasi, Powtoon, Apresiasi Dongeng, Sastra, Siswa SD.

Abstract

Storytelling in elementary education often faces challenges in engaging students and enhancing their appreciation. Innovative teaching media can address these issues effectively. This study aims to analyze the impact of Powtoon-based animated video media on students' appreciation of storytelling in a third-grade classroom at SD. The research employed a one-group pretest-posttest experimental design, involving 27 students aged 11 to 12 years across 12 learning sessions. Data were collected using pretests and posttests, and were analyzed through data management, statistical analysis, and result interpretation. The results showed a significant increase in the average score from 52.03 on the pretest to 79.44 on the posttest following the Powtoon intervention. Inferential analysis using a *t*-test revealed a significant difference with a *t*-value of -8.859 and a critical *t*-value of 1.705 at a 5% significance level, supporting the acceptance of the alternative hypothesis that Powtoon has a positive effect on students' storytelling appreciation. These findings suggest that Powtoon has potential as an effective educational media for enhancing students' interest and skills in storytelling, thereby supporting the use of technology in education to create a more engaging learning environment.

Keywords: Animated Videos, Powtoon, Fairytale Appreciation, Literature Elementary School Students.

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1. INTRODUCTION

Media plays a crucial role in the learning process. Educational media serves several important functions, including facilitating the learning process for students and helping teachers deliver material effectively (Bel-Ann Ordu, 2021; Puspitarini, 2019). Additionally, educational media makes abstract concepts more tangible, captures students' attention to prevent monotony, and engages all senses while integrating theoretical concepts with reality (Abdulrahman et al., 2020; Puspitarini & Hanif, 2019). Educational media aims to clarify the messages conveyed by teachers, foster teachers' creativity and innovation in delivering material, and prevent students from feeling bored during the learning process (Lestari et al., 2022; Susanti et al., 2022; Suyahman et al., 2024). Therefore, the use of educational media is not only important but also essential for teachers in conducting the learning process

effectively. Powtoon is one of the applications that teachers can utilize in the learning process. Powtoon is a web-based software that features hand-drawn animations, cartoon animations, and transition effects, making presentations more dynamic and engaging, with easy duration settings (Dewi & Kamaludin, 2022; Fitriyani & Solihati, 2022; Pratiwi et al., 2021). The use of Powtoon has demonstrated positive impacts on learning, particularly for students. For instance, Meianti (2018) found that students' responses to learning with Powtoon resulted in an average score of 88.29%, classified as excellent, while similar findings showed that student responses in small classes reached 98.3% and in large classes reached 95.7% (Arnold, 2018). These studies indicate that Powtoon, as an animated video learning medium, presents a viable alternative for enhancing educational experiences in schools. The Powtoon application offers valuable potential for enhancing various subjects in elementary schools, including storytelling lessons. Storytelling, which encompasses diverse forms of fictional narratives such as fables, sagas, folktales, legends, myths, and epics, plays a fundamental role in engaging students and fostering their imaginative and moral development (Lucarevschi, 2016; Purwasari & Nugraha, 2023; Satriani, 2019). Characters in these narratives are often imaginative constructs designed to entertain while delivering moral lessons, thus aiding in the cultivation of students' character and personality as part of their literature education (Purwasari & Nugraha, 2023; Satriani, 2019).

Despite its significance, conventional storytelling methods in educational settings can become monotonous over time. This monotony may result in decreased student engagement, as the repetitive nature of traditional storytelling can cause students to lose interest and attention, thereby undermining the effectiveness of the learning experience (Pratiwi et al., 2021; Satriani, 2019). Powtoon, with its interactive features like animations, transitions, and dynamic visuals, has the potential to address these challenges by making storytelling more vibrant and engaging (Dewi & Kamaludin, 2022; Udin & Rezania, 2024). By integrating multimedia elements, Powtoon can transform traditional storytelling into a more stimulating and participatory experience, which can enhance student motivation and involvement while reinforcing the educational value of the narratives. The use of interactive media like Powtoon has the potential to address the monotony of storytelling instruction. Powtoon's dynamic features, including animations and transitions, can present educational content in a more engaging and interactive manner, thereby enhancing student attention and involvement (Amaliya & Landong, 2023; Dewi & Kamaludin, 2022; Hariyanti et al., 2024; Nabila & Amir, 2022; Udin & Rezania, 2024). By making storytelling more vibrant and relevant, Powtoon can capture students' interest and encourage them to participate more actively in their learning. Integrating technology such as Powtoon into storytelling lessons could effectively overcome the limitations of traditional methods and provide a more compelling and beneficial learning experience. Consequently, using Powtoon as a learning media for storytelling is expected to improve the engagement and motivation of students, thereby enriching their educational experience.

The use of Powtoon application as a learning media can help students understand storytelling lessons well, and foster their interest and motivation to learn. This can be reinforced by referring to several previous research findings, which indicate a correlation between the use of instructional videos and students' interest and learning outcomes in both schools and higher education institutions. For instance, the study reported that effective reading and writing instructional videos can enhance students' learning in the classroom (Wibawa et al., 2022). Furthermore, that students derive positive effects from the use of videos in terms of generating interest in the classroom, maintaining concentration during lessons, enhancing memory retention, and providing clarity on topics (Chen & Wu, 2015). Through instructional videos, students can grasp the learning material more easily and memorably compared to text-based learning (Arnold, 2018; Chen & Wu, 2015) and can

provide highly beneficial learning experiences (Hakkarainen & Vapalahti, 2011; Kinash et al., 2015; Rasi & Poikela, 2016). The use of videos can bring fundamental changes to the teaching-learning process in schools. Instructional videos offer a flexible, cost-effective, and location-independent learning method, available anytime and tailored to the individual needs of learners, enabling them to learn independently and review materials repeatedly if necessary. Research on the use of instructional videos, including those created with the Powtoon application, has been explored in various studies, highlighting the potential benefits of digital media in enhancing educational outcomes (Ariyanto et al., 2018; Arnold, 2018; Chen & Wu, 2015; Dewi & Kamaludin, 2022; Farizi et al., 2019; liesdiani et al., 2016; Meianti, 2018; Pangestu & Wafa, 2018; Yulia & Ervinalisa, 2017). These studies have generally confirmed that multimedia tools can significantly improve student engagement and learning effectiveness compared to traditional methods. For example, research demonstrated that instructional videos can enhance students' interest and retention of material (Chen & Wu, 2015), while other research showed that improved classroom learning outcomes with effective video use (Wibawa et al., 2022). However, the focus of these studies has often been broad, examining the general impact of instructional videos rather than delving into the specific applications of tools like Powtoon in particular educational contexts.

The research specifically investigating the Powtoon application has been relatively limited. For instance, Powtoon significantly improved student learning outcomes, with the experimental group achieving higher posttest scores compared to the control group using traditional methods (Fajar et al., 2017). Despite these promising findings, the focus of their research was not specifically on literature education but rather on the broader impact of Powtoon. There remains a notable gap in research dedicated to exploring the efficacy of Powtoon within specific subjects, such as literature education, and more specifically in the context of storytelling. This gap suggests a need for further investigation into how Powtoon can be leveraged to enhance specific aspects of literature education, particularly in fostering deeper engagement and understanding in storytelling. Addressing this gap can provide valuable insights into optimizing educational media applications for more specialized educational goals and contribute to a more nuanced understanding of Powtoon's role in enhancing literature instruction. This study aims to analyze the influence of Powtoon-based animated video media on students' appreciation of storytelling learning in grade III of elementary school.

2. METHODS

This study employs an experimental research design to investigate the impact of the Powtoon application on storytelling appreciation among elementary school students. Specifically, the One-Group Pretest-Posttest Design was utilized to evaluate changes in students' storytelling appreciation before and after the intervention with Powtoon. The sample consisted of 27 third-grade students from SD Inpres Malengkeri II, aged 11 to 12 years, selected through non-random sampling based on their prior experience and motivation in literature education. Data collection involved administering pretests and posttests, which included surveys to measure students' interest in learning and tests to assess their storytelling proficiency. These instruments were designed to be identical to ensure consistency and reduce recall effects. Data analysis was conducted in three stages: data management, statistical analysis, and result interpretation. Statistical tests were performed using IBM SPSS Statistics 25, including tests for equality of sample variance, normality checks, and independent t-tests, all at a significance level of $\alpha = 0.05$. The findings were interpreted by comparing them with relevant theories and previous research to determine the effectiveness of Powtoon in enhancing storytelling appreciation at the elementary school level.

3. RESULTS AND DISCUSSION

Result

The exposition of results consists of three interconnected parts: firstly, a description of the Indonesian language test results of third-grade students before the implementation of Powtoon-based animated video media on fairy tale appreciation at SD Inpres Mallengkeri II, Makassar City; secondly, a description of the Indonesian language test results of third-grade students after the implementation of Powtoon-based animated video media on fairy tale appreciation at SD Inpres Mallengkeri II, Makassar City; and thirdly, the analysis of inferential statistical data. This exposition provides a comprehensive overview of the effects of implementing this media on student learning, depicting changes before and after the intervention and providing statistical interpretation regarding the significance of these findings. Thus, the use of Powtoon-based animated video media in Indonesian language learning becomes more detailed and measurable, enriching understanding of its impact on enhancing students' appreciation of fairy tales. The following presents a detailed account of these three exposition of results. This section provides a concise overview of the Indonesian language test results obtained from third-grade students prior to the introduction of Powtoon-based animated video media at SD Inpres Mallengkeri II, Kota Makassar, with the aim of enhancing their appreciation of storytelling. The focus of the presentation is on a descriptive analysis of the pretest scores, providing insights into the students' initial performance levels before any intervention. The analysis covers various aspects such as the average score, distribution of scores, range of scores, and any notable patterns observed in the data. This succinct presentation allows readers to gain a clear understanding of the baseline performance of the students in terms of storytelling appreciation, thus setting the stage for comparing their progress after the implementation of the educational intervention. A concise presentation of the descriptive analysis of the pretest scores given to the students, showed in Figure 1.

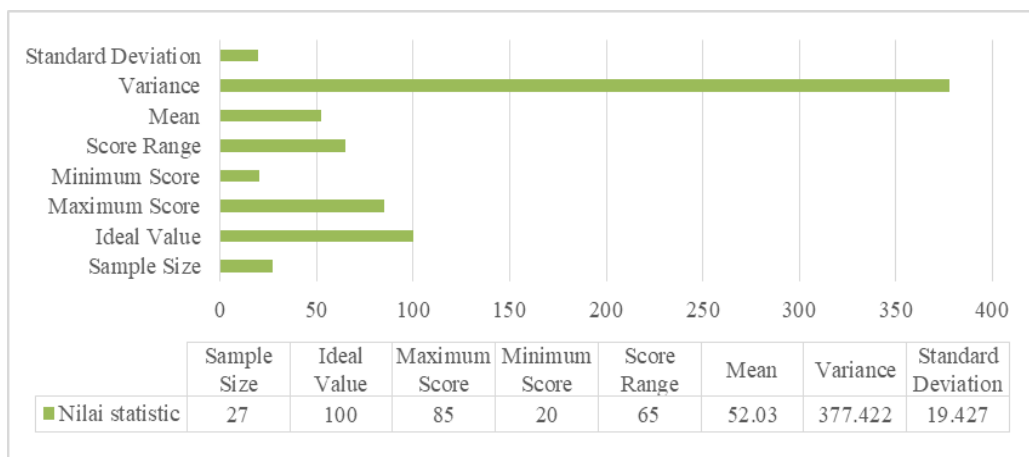


Figure 1. Statistical Scores of Indonesian Language Test Results Before the Implementation of Powtoon-Based Animated Video Media for Storytelling Appreciation Among Third-Grade Students at SD Inpres Mallengkeri II Kota Makassar

Based on Figure 1 above, it's evident that a total of 27 students participated in the pretest, with an average score of 52.03. This pretest was conducted before implementing the Indonesian language learning process using Powtoon-based animated video media to enhance students' appreciation of storytelling at SD Inpres Mallengkeri II, Kota Makassar. The average pretest score of 52.03 indicates a moderate understanding among students prior to the intervention. The standard deviation of 19.427 suggests a significant variation in students'

scores. However, despite this variation, the average score remains consistently stable. With an average score of 65, students have demonstrated a fair level of understanding of the subject matter, although there is still room for improvement. The highest score recorded was 85, indicating that some students already possess a high level of understanding before the intervention. Conversely, the lowest score of 20 highlights the need to reinforce understanding among weaker students. With a score range of 65, there's a significant difference between the highest and lowest performing students. In conclusion, while there's variation in students' understanding, the average score provides a strong foundation to commence learning with Powtoon-based animated videos. It's anticipated that through this approach, students will enhance their understanding and appreciation of storytelling, fostering a more dynamic and effective learning experience for all students.

Next, the students' learning outcomes before the implementation of Indonesian language learning with Powtoon-based animated video media were categorized into standard proficiency levels. The results of this categorization are presented in the table below. This categorization aims to provide a clearer understanding of the distribution of students' proficiency levels and to identify areas where improvement may be needed. The [Figure 2](#) categorizes students' pretest scores into different proficiency levels, such as below proficiency, approaching proficiency, proficient, and advanced proficiency. By categorizing the scores in this manner, educators can better assess the overall readiness of students and tailor instructional strategies to meet the diverse needs of learners. This analysis sheds light on the current proficiency levels of students before the intervention, serving as a baseline for evaluating the effectiveness of the Powtoon-based animated video media in enhancing students' appreciation of storytelling. Additionally, it provides valuable insights for educators to devise targeted interventions and support mechanisms to help students achieve desired learning outcomes. Illustrates the Categorization of Standard Competency Achievement in Indonesian Language Test Results of Students Before the Implementation of Powtoon-Based Animated Video Media on Story Appreciation for 3rd Grade Students of SD Inpres Mallengkeri II Kota Makassar showed in [Figure 2](#).

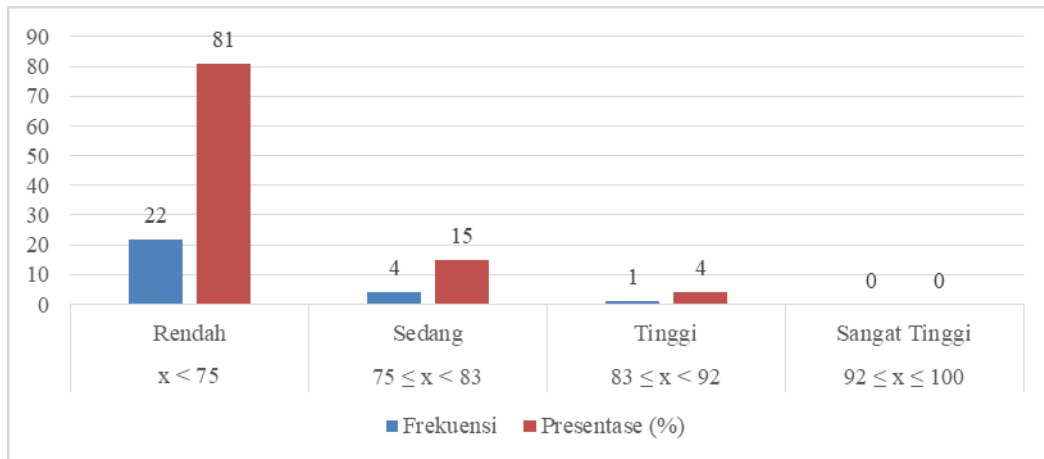


Figure 2. Illustrates the Categorization of Standard Competency Achievement in Indonesian Language Test Results of Students Before the Implementation of Powtoon-Based Animated Video Media on Story Appreciation for 3rd Grade Students of SD Inpres Mallengkeri II Kota Makassar.

Based on [Figure 2](#) above, it is evident that 22 students, or 81.48%, were classified as not proficient in the pretest results. Hence, it can be interpreted that the students' test results before the implementation of Powtoon-based animated video media were not proficient classically. In summary, the overall student test results before the implementation of

Powtoon-based animated video media fall into the category of not proficient, both individually and classically. This is demonstrated by the pretest results of all 3rd-grade students of SD Inpres Mallengkeri II Kota Makassar who have not yet reached the school's Minimum Mastery Criteria (KKM), which is 75. This conclusion underscores the importance of intervention strategies such as Powtoon-based animated video media to enhance student proficiency levels effectively. This section provides a detailed explanation of the Indonesian language test results after the implementation of Powtoon-based animated video media to enhance story appreciation among third-grade students at SD Inpres Mallengkeri II, Kota Makassar. The presentation focuses on a descriptive analysis of the posttest scores given to the students, which is succinctly presented in a figure. This analysis encompasses various aspects such as the average score, distribution of scores, range of scores, and notable patterns observed in the data. Through this concise presentation, readers can gain a clear understanding of the improvement in students' performance regarding story appreciation following the educational intervention using Powtoon-based animated video media. The figure below provides a concise and easily understandable visual representation of the descriptive analysis of the posttest scores given to the students.

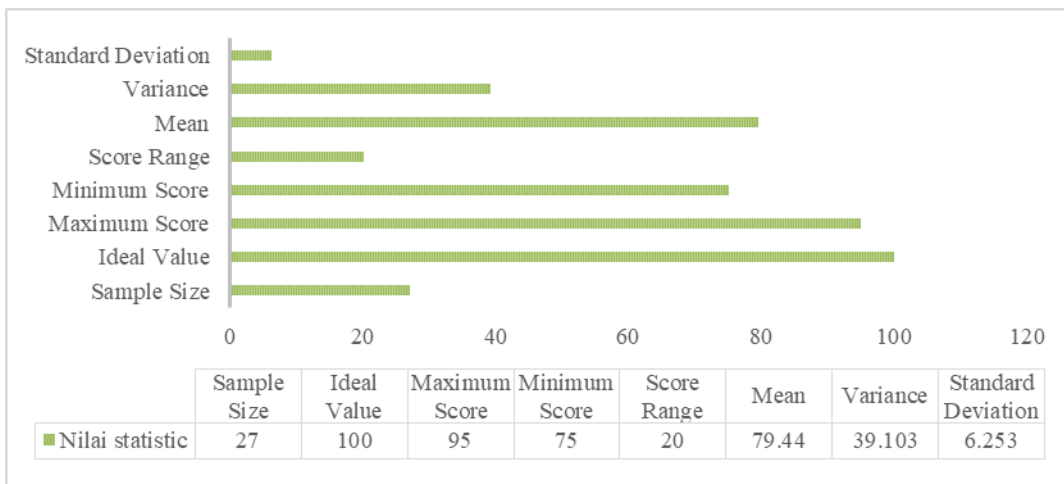


Figure 3. Statistical Values of Indonesian Language Test Results After the Implementation of Powtoon-Based Animated Video Media on Fairy Tale Appreciation Among Third-grade Students at SD Inpres Mallengkeri II

Based on Figure 3 above, it is observed that the total number of students participating in the posttest was 27 students, with an average posttest score of 79.44 after the implementation of Indonesian language learning using Powtoon-based animated video media. This score is out of a possible ideal score of 100, with a standard deviation of 6.253. Thus, it can be said that the average score is becoming more accurate and the data distribution is less varied. The highest and lowest scores recorded sequentially were 95 and 75, resulting in a score range of 20.

Following the implementation of Powtoon-based animated video media in Indonesian language learning, the next step is to evaluate students' learning outcomes. This evaluation involves categorizing students' learning outcomes into standard mastery levels. Such categorization enables us to gauge the extent to which students have achieved the learning objectives set forth. Therefore, grouping the learning outcomes becomes a crucial step in assessing the effectiveness of the instructional method employed. The results of this categorization are then presented in a visual representation, typically in the form of a chart or graph, providing a visual overview of students' overall achievement levels. Through this visual analysis, we gain deeper insights into the effectiveness of the instructional method and

identify areas that may require additional attention or improvement. Visualizing the data aids in better understanding the distribution of student achievements, from those who have reached mastery to those who may need further support. Considering the findings from the categorization and visual analysis, more informed conclusions can be drawn regarding the impact of implementing Powtoon-based animated video media in Indonesian language learning. The insights gleaned from this evaluation are valuable not only for enhancing classroom instruction but also for guiding the development of more effective and adaptive pedagogical approaches tailored to the needs and characteristics of the students. Categorization of Standard Mastery Levels of Indonesian Language Test Results After the Implementation of Powtoon-based Animated Video Media on Fairy Tale Appreciation among Third-grade Students at SD Inpres Mallengkeri II, Makassar City showed in Figure 4.

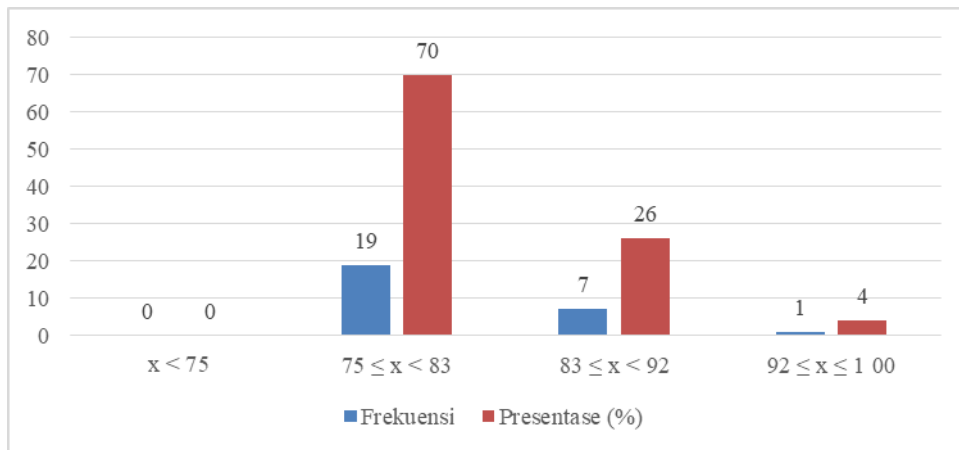


Figure 4. Categorization of Standard Mastery Levels of Indonesian Language Test Results After the Implementation of Powtoon-based Animated Video Media on Fairy Tale Appreciation Among Third-grade Students at SD Inpres Mallengkeri II, Makassar City

The data depicted in the above Figure 4 reveals that all 27 students, constituting 100% of the cohort, achieved individual mastery, with none falling short of this standard. Consequently, it can be deduced that the outcomes of the students' test following the implementation of Indonesian language learning utilizing Powtoon-based animated video media indicate classical mastery. This suggests that each student has successfully met the defined criteria for proficiency, reflecting a comprehensive understanding of the subject matter. By attaining individual mastery without any students failing to meet the standard, the results underscore the effectiveness of integrating Powtoon-based animated video media into Indonesian language instruction. This comprehensive approach not only ensures that each student reaches the desired level of proficiency but also signifies the success of the instructional method in facilitating learning. The findings support the notion that leveraging technology-enhanced learning tools like Powtoon contributes significantly to achieving educational objectives and promoting holistic student comprehension in language acquisition. The data analysis presentation in this section encompasses three key components: the normality test, homogeneity test, and hypothesis testing. This comprehensive approach ensures a thorough examination of the data, beginning with assessing the normal distribution of the variables, followed by evaluating the homogeneity of variances across groups, and concluding with hypothesis testing to draw meaningful conclusions based on statistical evidence. This structured methodology enhances the validity and reliability of the inferential analysis, allowing for informed interpretations and robust conclusions regarding the research findings. The normality test was conducted to determine whether the processed data followed

a normal distribution. The data for the normality test were obtained from the pretest and post-test results of third-grade students' learning outcomes. The normality test was performed using SPSS version 25, with the criterion that the students' learning outcome data would be considered normally distributed if the significance level was greater than 0.05. Conversely, it would be considered not normally distributed if the obtained significance level was less than 0.05. The significance level (α) used in the test was 0.05. Below are the results of the normality test for the pretest and post test data. Normality Test Results of Pretest and Post-test Data showed in [Table 1](#).

Table 1. Normality Test Results of Pretest and Post-test Data

Data Group		Kolmogorov-Smirnov Z	Description
Class	Pretest	0.40	Sig > 0.05 (Normal)
	Post-test		

The [Table 1](#) above indicates that the significance values obtained for both the pretest and posttest are 0.40. Given that the set p-value is 0.05, it can be concluded that all data are normally distributed. Thus, the results of the normality test suggest that both pretest and posttest data meet the assumption of normal distribution, validating the use of parametric statistical methods for further analysis. This conclusion underscores the reliability of the data and provides a strong foundation for interpreting subsequent analyses.

The homogeneity test was conducted to determine whether the two data groups have equal or different variances. A significance value of > 0.05 indicates that the data has equal variance (homogeneous), while a significance value of < 0.05 indicates that the data does not have equal variance (non-homogeneous). Based on the data analysis using SPSS version 25, it can be concluded that both data groups have homogeneous variances as the significance value is greater than the α value of 0.05. Specifically, the homogeneity test result for the posttest yields a significance value (Sig.) of 0.08, which is greater than the α value, indicating that the variances are homogeneous. This finding suggests that there are no significant differences in variance between the two groups, validating the assumption of homogeneity required for further statistical analysis. This testing was conducted using the Paired Samples T-Test method or t-test in the SPSS version 25 program. Paired Samples T-Test is a test performed on the same population group but with sample data conditions resulting from treatment. H_0 is rejected and H_1 is accepted if sig. < 0.05 and t-value $>$ table value. The results of the t-test analysis for pretest and posttest values showed in [Table 2](#).

Table 2. Paired Samples T-Test Results

Variable	T	df	Sig.(2-tailed)	Description
Pretest and Posttest	-8.859	26	0,000	$0,000 < 0,05 =$ there are changes

The [Table 3](#) above indicates that in both the pre-test and post-test, the experimental group has a t-value of -8.859 and a significance value (2-tailed) of 0.000, with a significance level $\alpha = 0.05$. Therefore, it is evident that there is an influence of implementing Powtoon-based animated video media on fairy tale appreciation among third-grade students at SD Inpres Mallengkeri II, Makassar City. Thus, it can be concluded that H_0 is rejected, and H_1 is accepted. The decision-making process in the Paired Sample T-Test is based on comparing the significance value, which in this case is 0.000. Since the significance value is less than α ($0.000 < 0.05$), following the decision-making principle in the Paired Sample T-Test, it can

also be concluded that H₀ is rejected, and H₁ is accepted, indicating the influence of implementing Powtoon-based animated video media on fairy tale appreciation among third-grade students at SD Inpres Mallengkeri II, Makassar City. This analysis underscores the significance of the implemented intervention in enhancing students' understanding and appreciation of fairy tales. The rejection of the null hypothesis and acceptance of the alternative hypothesis provide robust evidence of the effectiveness of utilizing Powtoon-based animated video media in educational settings, emphasizing the importance of innovative teaching methods in creating engaging and effective learning environments for students.

Discussions

This study demonstrates the positive impact of utilizing Powtoon-based animated video media in storytelling appreciation lessons for third-grade students at SD Inpres Mallengkeri II, Makassar City. There is a significant increase from the pretest score (52.03) to the posttest score (79.44), indicating the effectiveness of this media in enhancing students' understanding and appreciation of storytelling. Additionally, the normality and homogeneity prerequisites confirmed that both control and experimental samples had a uniform and normal data distribution, which is crucial for ensuring accurate and reliable comparisons between the two groups. The findings support that the use of Powtoon learning media has a significantly positive impact on Indonesian language learning (Anggita, 2020; Fitriyani & Solihati, 2022). This finding aligns with previous research that states Powtoon-based animated video media is effective in improving learning outcomes. Powtoon learning media is also considered highly effective as a learning tool because it can prevent students from becoming bored during lessons (Andrianti et al., 2016; Lestari et al., 2022; Safitri & Titin, 2021). This research provides an overview of the differences in Indonesian language learning outcomes, specifically in storytelling material, between the use of two types of learning media among third-grade students at SD Inpres Mallengkeri III, Makassar City. On one hand, there is the use of picture media, which has long been implemented by teachers in lessons. On the other hand, there is the use of more modern and interactive Powtoon-based media. The use of Powtoon-based media has proven to significantly benefit students in completing academic tasks more effectively (Andrianti et al., 2016; Fatmawati, 2021; Sanjaya et al., 2021; Suyanti et al., 2021). Powtoon media can create engagement and capture students' attention, making the learning environment more interesting and interactive, unlike the use of picture media which may not stimulate students' interest as much. This finding emphasizes the importance of innovation in teaching methods to improve student learning outcomes.

During the implementation of learning using Powtoon, students did not encounter many difficulties in understanding and completing the assigned tasks. This shows that Powtoon is easily accessible to students, minimizing obstacles in the learning process. Therefore, it can be concluded that the use of Powtoon-based media in Indonesian language learning, particularly in storytelling material, in third grade at SD Inpres Mallengkeri III, Makassar City, provides more optimal learning outcomes. Powtoon creates an engaging and enjoyable learning atmosphere for students, helping them understand the material better (Anisi et al., 2020; Bina et al., 2022; Herawati et al., 2019). Learning media play a crucial role in clarifying the messages or information conveyed and achieving planned learning objectives (Puspitarini & Hanif, 2019). Animation methods are more effective than traditional teaching methods in improving student learning outcomes (Fajar et al., 2017). The research findings reveal a clear and significant difference in learning outcomes between Powtoon-based media and traditional picture media in teaching storytelling to third-grade students at SD Inpres Mallengkeri II, Makassar City. The study demonstrates that Powtoon-based media yields better learning outcomes compared to picture media (Akmalia et al.,

2021; Dewi & Kamaludin, 2022). Powtoon, as a digital learning tool, offers dynamic, interactive, and engaging content, which enhances the learning environment, making it more interesting and enjoyable for students (Anggita, 2020; Hariyanti et al., 2024; Herawati et al., 2019; liesdiani et al., 2016). In contrast, picture media has notable limitations, such as the challenge of displaying images effectively to large groups, which can hinder students' understanding and engagement (Herawati et al., 2019; Sukmanasa et al., 2020). The static nature and limited interactivity of picture media can lead to reduced enthusiasm and focus among students, negatively affecting their learning outcomes.

The implications of these findings are significant for teaching practices. The use of Powtoon media has been shown to create a more engaging and interactive learning environment, which positively influences students' comprehension and overall learning outcomes (Akmalia et al., 2021; Anggita, 2020; Bina et al., 2022). This highlights the importance of integrating technology into education and provides guidance for educators in selecting tools that enhance student engagement. Powtoon not only transforms the learning atmosphere but also stimulates students' interest, moving beyond traditional methods that may fail to capture their attention (Akmalia et al., 2021; Bina et al., 2022; Pangestu & Wafa, 2018). This shift towards interactive and technologically advanced tools can help reduce reliance on less effective traditional approaches, making learning more appealing and effective. Furthermore, the adoption of Powtoon-based media is encouraged as it contributes to modernizing teaching practices and improving educational experiences. The research underscores the benefits of using Powtoon over traditional picture media, particularly in Indonesian language education and storytelling. It emphasizes the need for innovation in teaching methods and the development of more effective educational practices. By incorporating such technologies, educators can better address students' evolving needs and enhance the overall learning experience.

However, the study has several limitations. First, the small sample size of 27 students from a single school may limit the generalizability of the results to other schools or regions. Future research should include a larger, more diverse sample across multiple schools to provide more representative findings. Second, while Powtoon was effective in improving storytelling comprehension, other factors such as students' prior experience with digital media or individual learning styles might have influenced the results. Future studies should control for these variables and use more complex experimental designs, including additional control groups. Third, the study's duration of 12 sessions might not be adequate to assess the long-term effects of Powtoon. Future research should extend the intervention period to evaluate the sustainability of the media's impact over a longer timeframe. The implications of these findings include the need for integrating technology into the curriculum to create more innovative and engaging teaching methods. Additionally, the results encourage the development of interactive and dynamic learning media to maintain student interest and engagement. Therefore, teachers and educators can leverage technologies like Powtoon to create a more effective and enjoyable learning environment, ultimately improving overall student learning outcomes

4. CONCLUSION

Based on the presented research findings, there is a significant improvement in students' learning outcomes after using Powtoon-based animated video media. Inferential analysis using a t-test confirms the positive and significant effect of this media on the appreciation of fairy tales among third-grade students at SD Inpres Mallengkeri II, Makassar City. This conclusion underscores the importance of utilizing technology in education to enhance student understanding and learning outcomes.

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