

## Development Powtoon Animation Video in Indonesian Language Learning to Improve Student Learning Outcomes Elementary Schools

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### ABSTRACT

This study aims to develop powtoon based animated video media. This research is research and development (Research and Development). The models are defining stage, design stage, develop stage, and disseminate stage. But in this study only up to the develop stage. The research was conducted at SD Negeri 050660 Kwala Bingai. The research subjects were 25 students of class V, consisting of 13 male students and 12 female students. The object in this study is a powtoon based animated video. Data collection techniques are observation, questionnaires, and tests. Based on the feasibility results by linguists with a percentage of 89.55% it is categorized as feasible, media experts with a percentage of 90.25% are categorized as very feasible, and material experts with a percentage of 93.80% are categorized as very feasible. Based on the trials that have been carried out, it is known that the results of the pretest trial with a percentage of 36% with students who did not complete as many as 22 people. Meanwhile, the results of the posttest trial with a percentage of 88% with 24 students who completed. From the results of the feasibility and effectiveness of powtoon based animated videos in Indonesian language learning for fifth grade students at SD Negeri 050660 Kwala Bingai it is said that it is feasible and effective to use.

**Keyword :** powtoon, animation, indonesian, elementary

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### 1. INTRODUCTION

Education is a conscious and planned effort in realizing the learning process so that students can develop their potential and interests. To be able to see the potential and interests that exist in each student, the teacher must create an active and interesting learning atmosphere. Wulandari et al., (2023) said In the process of teaching and learning activities, the teacher must be able to create a fun atmosphere for teaching and learning activities, so that students do not get bored and bored quickly. This is in line with Rambe et al (2023) said that by using learning media in the classroom, teachers are required to create a lively and fun class atmosphere. To make learning fun teachers must use learning media. The use of this learning media certainly helps teachers in transforming knowledge to their students (Lubis & Rambe, 2021). The learning media used in learning activities can affect the effectiveness of learning (Rajagukguk et al, 2021).

Learning in the 21st century requires teachers to be creative and innovative in using learning media during the learning process in the classroom. One of the learning media that can be used by teachers to support the learning process in the classroom is powtoon based animated video media. Animated video is the movement of one frame to another which differs from one another within a predetermined time duration, thus creating the impression of movement and there is also sound that supports the movement of the image, for example the sound of conversations or dialogs and other sounds (Galuh et al., 2023). The advantages of animated videos include: (1) animated videos can be widely used and easily accessible, (2) learning animation videos can be used in the long term, (3) are fun learning media, (4) assist teachers in the learning process. However, besides having the advantages of animated videos, they also have disadvantages, namely: (1) playback requires tools or other devices such as laptops, (2) costs are quite large, (3) requires time to design (Sakdiah, 2022: 23-25). From these advantages and disadvantages, the use of PowerPoint-based video animation media is very good for

supporting the learning process. The use of powtoon based animated video media can be used in learning Indonesian in elementary schools. Based on competency standards and basic competencies at the SD/MI level in Permendiknas Number 22 of 2006 concerning content standards for primary and secondary education units, that competency standard for Indonesian language subjects is a minimum ability qualification of students that describes mastery of knowledge, language skills, and a positive attitude towards Indonesian language and literature.

Handayani (2021) says that learning Indonesian students are required to learn in full by starting from grade 1 to grade 6 of elementary school (Handayani, 2021). Learning Indonesian stems from the nature of language learning, namely learning language, learning to communicate, and learning literature (Anggraini, 2022). Therefore, learning Indonesian is very important to be taught in elementary schools. Learning Indonesian is important to learn because language has a core role in developing students' social, emotional and intellectual abilities as well as being a supporter or adding to an opportunity for success when learning all fields of study (Sumaryanti, 2023). The objective of learning Indonesian in elementary schools is for students to be able to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing (Cahyani & Eska, 2021). But in reality, learning Indonesian is still considered difficult by elementary school students. This can be seen from the low student learning outcomes in learning Indonesian. Based on the description above, the researcher is interested in developing powtoon based animated video media for learning Indonesian to improve student learning outcomes at SD Negeri 050659 Stabat.

## 2. RESEARCH METHOD

This research is research and development (Research and Development). Research and Development (R&D) research methods are research methods used to produce certain products and test the effectiveness of these methods (Hanafi, 2017). The 4D model was developed by Thiagarajan, et.al. (Putri et al., 2021) has four main stages, namely the define stage, the design stage, the develop stage, and the disseminate stage. But in research only up to the develop stage.

This research was conducted at SD Negeri 050660 Kwala Bingai. The research was conducted from February to April for the 2022/2023 school year. The subjects in this study were 25 fifth grade students, consisting of 13 male students and 12 female students. The object in this study is a powtoon based animated video. Data collection techniques are observation, interviews, questionnaires, and tests. Data analysis used in this study were: (1) analysis of the feasibility of powtoon based animated videos, and (2) analysis of the effectiveness of powtoon based animated videos.

Table 1. Likert Scale Criteria

No	Answer	Score
1	Very good	4
2	Good	3
3	Enough	2
4	Not good	1

(Kesumawati et al., 2022)

The formula used to measure the percentage of validation results is as follows:

$$NP = \frac{R}{SM} \times 100\% \quad (\text{Khaeriyah et al, 2022})$$

Information:

NP = Desired percent value

R = Intermediate score obtained

BC = Maximum score

100% = Fixed number

Table 2. Product Feasibility Test Classification Criteria

No	Score	Classification
1	90% X < 100%	Very Worth it
2	80% X < 90%	Worthy
3	70% X < 80%	Decent Enough
4	60% X < 70%	Not feasible
5	0% X < 60%	Very Unworthy

(Lubis et al., 2023)

The formula for calculating student learning outcomes is as follows:

$$P = \frac{f}{N} \times 100\% \text{ (Rahayuningsih \& Eliyarti, 2019)}$$

Information:

- P = Percentage  
f = Frequency  
N = Total Activity Total

### 3. RESULTS AND DISCUSSION

This research develops powtoon based animated video media. The stages in this research are as follows:

#### A. Definition

At this stage the researcher has made observations and collected information obtained at SD Negeri 050660 Kwala Bingai related to the product that will be developed by the researcher. The analysis carried out at this stage is as follows:

##### 1. Preliminary Analysis

In the initial analysis, the researcher analyzed the problems and obstacles that occurred in fifth grade students at SD Negeri 050660 Kwala Bingai. To identify problems, the next researcher will make observations with teachers and students in grade V. This observation activity leads to problems that occur in learning Indonesian. From the results of this observation it is known that the problems faced by teachers and students. Researchers know the problems that occur, then researchers provide suggestions to teachers to use powtoon based animated videos to support the learning process.

##### 2. Analysis of Student Characteristics

At this stage the researcher observed the characteristics of fifth grade students at SD Negeri 050660 Kwala Bingai. Then, the researcher finished observing and then the researcher analyzed the characteristics of each student. After the researcher analyzed the characteristics of each fifth grade student, the researcher identified the problems and constraints faced by fifth grade students in learning Indonesian. To identify the problems and obstacles faced, the researcher then conducted interviews with fifth grade students at SD Negeri 050660 Kwala Bingai. Based on the results of the analysis that has been carried out by researchers with students, it is known that students feel bored quickly and are less interested in participating in learning activities in class, students do not understand the material delivered by the teacher, the teaching materials used are less attractive. From these problems.

#### B. Design

The design stage is carried out after the definition stage. At this stage the researcher designed a powtoon based video animation media. After the researcher has finished designing the power point based video animation media, then the researcher will proceed to the development stage.

#### C. Development

After the researcher has finished at the design stage, then the researcher will go to the development stage. At this stage, the powtoon based animated video media has been designed and validated by experts. Powtoon based animated video media will be validated by linguists, material experts, and media experts. The validation results that have been carried out by linguists, material experts, and media experts can be seen in table 3 below:

Table 3. Expert Validation Results

No	Validation	Percentage	Criteria
1	Linguist	89.55%	Worthy
2	Media Expert	93.80%	Very Worth it
3	Material Expert	90.25%	Very Worth it

From the validation results that have been carried out by linguists, material experts and media experts in table 1 and figure 1 above, it is known that powtoon based animated video media is feasible to use. These results are known from the feasibility results which have been validated by linguists, material experts and media experts. As for the validation results that have been carried out by linguists, namely 89.55%, it is categorized as feasible. This is supported by Setyawan et al (2022) with a

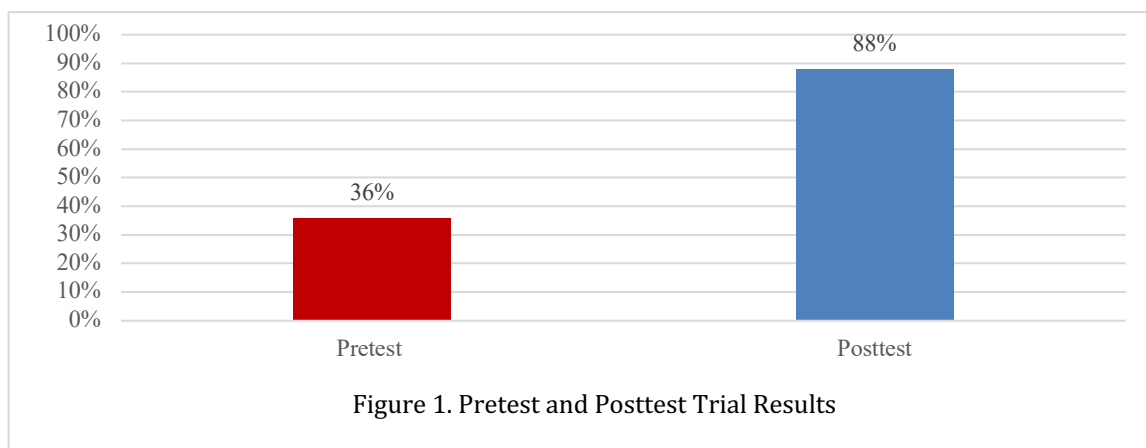
percentage of 86% categorized as feasible. Meanwhile, Nurwidiyanti & Sari (2022) said that the validation results by linguists, namely 91%, were categorized as very feasible.

Based on material experts, namely 90.25% with a very feasible category. This is supported by Haryaningrum et al (2023) who say that material with a percentage of 96.6% is categorized as very feasible. Meanwhile, Salma et al (2023) said that the results of validation by material experts with a percentage of 90.45% were categorized as very feasible. Based on media experts, 93.80% is categorized as very feasible. This is supported by Parinduri et al (2022) saying that media experts with a percentage of 89% are categorized as very decent. Meanwhile, Baalwi said that the validation results by media experts with a percentage of 80% were categorized as valid.

After the powtoon based animated video media is declared feasible and effective for use in fifth grade students at SD Negeri 050660 Kwala Bingai, then the powtoon based animated video media will be tested on students. The trials were carried out during the pretest and posttest. The purpose of holding pretest trials and posttest trials is to find out the increase in student learning outcomes in learning Indonesian by using powtoon based animated video media.

Table 4. Summary of Students' Pretest and Posttest Scores

No	Student's name	Pretest Value	Criteria	Posttest Value	Criteria
1	L01	80	Complete	100	Complete
2	L02	20	Not Completed	60	Not Completed
3	L03	80	Complete	90	Complete
4	L04	70	Complete	90	Complete
5	L05	40	Not Completed	80	Complete
6	L06	40	Not Completed	100	Complete
7	L07	20	Not Completed	90	Complete
8	L08	30	Not Completed	100	Complete
9	L09	30	Not Completed	90	Complete
10	L010	50	Not Completed	80	Complete
11	L011	20	Not Completed	100	Complete
12	L012	30	Not Completed	80	Complete
13	L013	50	Not Completed	90	Complete
14	L014	30	Not Completed	90	Complete
15	L015	30	Not Completed	100	Complete
16	L016	40	Not Completed	90	Complete
17	L017	20	Not Completed	80	Complete
18	L018	40	Not Completed	90	Complete
19	L019	30	Not Completed	90	Complete
20	L020	50	Not Completed	80	Complete
21	L021	20	Not Completed	80	Complete
22	L022	20	Not Completed	90	Complete
23	L023	20	Not Completed	80	Complete
24	L024	30	Not Completed	90	Complete
25	L025	20	Not Completed	90	Complete
Amount			910		2200
Average			36,4		88
Percentage			36%		88%



From table 4 and figure 1 above, it shows that in the pretest trials with a percentage of 36% with 22 students who did not complete. While the posttest trial with a percentage of 88% with 24 students who passed. This shows that there is an increase in student learning outcomes in learning Indonesian using powtoon based animated video media. With the results of these percentages, it can be stated that using powtoon based animated videos in Indonesian language learning for fifth grade students at SD Negeri 050660 Kwala Bingai is effective.

#### 4. CONCLUSION




Powtoon based animated video media in Indonesian language learning to improve the learning outcomes of fifth grade students at SD Negeri 050660 Kwala Bingai which has been developed is deemed appropriate and effective for use. The feasibility of powtoon based animated video media has been validated by linguists with a percentage of 89.55% categorized as feasible, media experts with a percentage of 90.25% categorized as very feasible, and material experts with a percentage of 93.80% categorized as very feasible. Based on the trials that have been carried out, it is known that the results of the pretest trials with a percentage of 36% with 22 students who did not complete. Meanwhile, the results of the posttest trial with a percentage of 88% with 24 students who completed.

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