

Development of Powtoon-Based Learning Videos on the Theme of My Rich Country for Grade IV Elementary School Students

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Abstract: *This study aims to determine the process and results of developing Powtoon-based learning media on the theme of the richness of my country for fourth grade elementary school students, especially on social studies content on geographical conditions and population activities. This type of research is development research that uses the Borg and Gall development method. The subjects of this study were fourth grade students of SDN Dabasah 1 Bondowoso. Data analysis was carried out by means of descriptive data analysis. The results obtained, 1) the average score from expert validation got a percentage of 94.4% so it was included in the "very feasible" category, 2) the average score in the initial product trial the percentage obtained was 80%, 3) the average score the average of the main product trials increased to 86.6%, 4) the operational product trials obtained a percentage of 92.5%. The percentage in each trial carried out was able to reach or pass the specified standard, which was 80%, so it could be concluded that the learning media used were effective in the learning process.*

Keywords: *learning media, based on powtoon*

1. INTRODUCTION

Along with the passage of time science and technology is growing, one of which is happening in the world of education. In essence, education is a process to create quality human beings by developing and building all the potential that exists within them so that they can face all challenges and obstacles and be able to compete in the global world. The implementation of education in Indonesia always provides new innovations in the context of improvement to suit the development needs of a nation

Indonesia is currently busy with the corona virus outbreak. Corona virus infection called covid-19 is a virus that attacks the human respiratory system (Pane, 2020). Covid 19 has hampered all kinds of activities, one of which is teaching and learning activities in schools, so students must study online. This means that they do not need to come to school to study but can still take part in online learning from home. Teachers can use applications to support the continuity of the online learning process such as edmodo, zoom, google classroom, whatsapp, google meet and others.

Learning using the online system does not always run smoothly, one of which occurs at SDN Dabasah 1 Bondowoso, from the interviews it can be seen that there are several problems when implementing the online learning system. First, the absence of social studies learning media on the material of geographical conditions. Second, the learning process tends to be boring, because it is not interesting, and there are too many readings. This makes some students have no interest in learning and sometimes students tend to be lazy to read it. Whereas in this material, students are required to be able to know the condition of an area and the influence of Indonesia's geographical location on the economic activities of the surrounding community. Therefore, there needs to be a learning support that can be combined with an online

learning system.

Based on this, creative initiatives and ideas are needed in the form of developing learning media. According to Dwiyo (2013:3-9) learning media are everything that can be used to channel messages and can stimulate the mind, can arouse enthusiasm, attention, and willingness of students so that it can encourage the learning process in students. The effectiveness and attractiveness of a learning media is not determined by how cheap or expensive the media is, but from the suitability of the media with the material presented.

Learning media in the form of video is one alternative that can be used to overcome problems that occur due to the application of learning using an online system. According to Arsyad (2011: 49) video media has many benefits and advantages, including video is a substitute for the natural environment and can show objects that normally cannot be seen by students, videos can describe a process accurately and can be viewed repeatedly, video also encourage and increase students' motivation to keep watching. Teachers can make learning videos using the powtoon application.

Powtoon is an application for creating learning videos using handwritten animation features, animated cartoons, and more vivid transition effects. The powtoon application is used online through the site www.powtoon.com. By using virtual powtoon media, it is hoped that the learning process will be more interesting and make it easier for students to understand the learning material presented.

Based on the explanation above, the researchers tried to conduct a research on the development of learning media entitled "Development of Powtoon-Based Learning Media on the Rich Theme of My Country for Grade IV Elementary School Students

2. RESEARCH METHODS

This research uses the Borg and Gall development method. This development method consists of ten stages of

development. Of the ten steps that exist, only the eighth stage is used to test the effectiveness of the study. Because at the eighth stage the researchers were able to conclude the effectiveness and feasibility of the resulting product. Masyhud (2016: 258) states that development research for undergraduate students can end up to step 8 and end with an accountability report. The research subjects used were students of class IVA and IVB, each class consisting of 40 students. This research produces a product in the form of a learning video based on the Powtoon application on the 9th grade IV theme, namely the material of geographical conditions and population activities.

The research data was obtained by validating the media to the validator and testing activities for 3 times, namely small group trials, medium group trials, and large group trials, then conducting a test test. The question sheet given will be in the form of multiple choice as many as 20 questions that have previously been tested for instrument validity. From the test results, the researchers compared the average student score with the predetermined KKM, which was 70. The data was then analyzed using the classical completeness criteria formula. If 80% of students are able to get a KKM score of 70 or more, then the product developed can be declared effective and feasible.

3. RESULTS AND DISCUSSIONS

This research is a type of development research that uses the R&D model by Borg and Gall. The procedure for developing Powtoon-based learning media consists of 8 stages, namely: (1) Research and Information Collection, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing.

3.1 Research and Information Collection

In this step, what is done is to find information and analyze the data obtained by conducting interviews with fourth grade teachers. From the analysis conducted, there are several problems and potentials that exist in learning activities. First, the learning process is carried out online, the teacher gives assignments to students via WhatsApp. During the learning process it tends to be boring, because it is less interesting, and there are too many readings. So that it makes some students have no interest in learning and sometimes students tend to be lazy to read it. Second, there is no social studies learning media in geographical conditions.

3.2 Planning

At this stage compile research development based on the information obtained. development research that is compiled contains the following: (a) formulation of the title, (b) formulation of research problems, (c) formulation of research objectives and benefits, (d) literature review, (e) development methods and procedures to be carried out, as well as the preparation of various instruments such as questions, questionnaires, questionnaires, determining, and preparing pictures or sketches to be assembled into

videos as well as compiling schemes in making planned learning media.

3.3 Develop Preliminary Form of Product

This stage is the initial stage of product creation including application preparation, preparation of image materials and video content, then assembling the video into a unified and systematic whole. The application used is powtoon. Where with this application users can arrange pictures and writing into an interesting video. The video format produced when saving at the final stage of video creation is MP4 and can be played in all existing video applications.

3.4 Preliminary Field Testing

In this stage there are three activities carried out, namely product validation, small group trials, and the distribution of student assessment questionnaires. The product validation stage is carried out by a media expert and education practitioner. From the assessment given by the validator, the valrpo value is 94.4. This value is consulted against the product validity criteria table and is categorized as very feasible to be tested in the next stage because it is in the 80-100 value range. Furthermore, conducting trials with the number of respondents as many as 10 students. Then analyzed using the classical completeness criteria formula as follows.

$$KB = \frac{\Sigma \text{completed students}}{\Sigma \text{learners}} \times 100\%$$

$$KB = \frac{8}{10} \times 100\%$$

$$KB = 80\%$$

From Analysis of the initial product trial data can be concluded that as many as 80% of students are able to get a score equal to or exceed the KKM value. And from the results of the student response questionnaire, the points obtained in question number 6 have not been able to reach the predetermined standard of 80%.

3.5 Main Product Revision

The revision was carried out based on the analysis of three data from the initial product trial in the form of product validation data from the validator, student learning test results data and product assessment questionnaire data from students.

3.6 Main Field Testing

This trial was conducted with the number of respondents as many as 30 students. The data is then analyzed using the classical completeness criteria formula as below.

$$KB = \frac{\Sigma \text{completed students}}{\Sigma \text{learners}} \times 100\%$$

$$KB = \frac{26}{30} \times 100\%$$

$$KB = 86.6\%$$

From the data analysis of the initial product trial, it can be concluded that as many as 86.6% of students are able to

get a score equal to or exceed the KKM.

3.7 Operational Product Revision

The analysis was carried out by observing the errors in answering which were mostly done by students. The questions that got the most errors answered were used as notes to revise the product. After the product has been revised based on these notes, the research continues to the next step.

3.8 Operational Field Testing

This trial was conducted with the number of respondents as many as 80 students. Like the previous test, first students pay attention to the learning video that was developed, then students are given questions. The data is then analyzed using the classical completeness criteria formula as below.

$$KB = \frac{\Sigma \text{completed students}}{\Sigma \text{learners}} \times 100\%$$

$$KB = \frac{74}{80} \times 100\%$$

$$KB = 92.5\%$$

The results of the operational test data analysis got a score of 92.5%, then the learning media that had been developed was declared effective and feasible, because in the operational product trial test a minimum of 80% of the total number of students who were able to get a score according to/above the KKM was 70. Nieven (in Hobri, 2010:27) provides an explanation that a product development can be declared quality when it is able to meet the aspects of validity and effectiveness.

4. CONCLUSION

Based on the results of data analysis of research on the development of powtoon-based learning media, it can be concluded that the results of the validation of video learning products for geographical conditions and population activities obtained an average product validity of 94.4. This value is consulted against the product validity criteria table and is categorized as very feasible to be tested at a later stage because it is in the 80-100 value range.

In addition to obtaining valpro data, this study also obtained data on student learning outcomes tests which were carried out three times. The first trial conducted in a small group with a number of respondents as many as 10 students obtained data that 80% of students were able to get a score of 70 or more. Furthermore, in the second trial using a product that has been revised to the medium group with the number of respondents as many as 30 students. The results of these trials showed that 86.6% of students were able to achieve the standard value of completeness or more. Further data from product trials to large groups with the number of respondents as many as 80 students and it can be seen that as many as 92.5% of all students were able to get a score equal to and more than the KKM of 70.

5. REFERENCES

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