
IMPROVING STUDENTS MOTIVATION AND LEARNING OUTCOMES IN SOCIAL SCIENCE LESSONS THROUGH POWTOON ANIMATION VIDEOS

Lusi Septi Rifdiani^{1*}, Agung Setyawan²

^{1,2} Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

correspondence e-mail: 190611100155@student.trunojoyo.ac.id,
agung.setyawan@trunojoyo.ac.id

ABSTRACT

Learning media is one component that really supports improving the quality of learning. The purpose of this study was to determine whether the use of animated video media can improve the learning outcomes of class II students of SDIT Insan Cendekia Jeruk Gamping in social studies learning content. This research uses classroom action research method which consists of four stages, namely planning, action, observation, reflection. For data collection techniques using observation, interviews, tests and documentation. The data obtained were then analyzed using descriptive qualitative and quantitative statistical methods consisting of stages of data collection, data reduction, display or presentation of data, and the last one is drawing conclusions or verification. From this research, it shows that there is an increase in students' learning motivation from the pre-cycle stage to the second cycle. In addition, there was also an increase in the average student learning outcomes at the pre-cycle stage, cycle I, to cycle II seen from the average learning outcomes, normal gain values from pretest and posttest cycles I and II, as well as the number of students completed in class at this stage. pre-cycle, cycle I, to cycle II. Therefore, it can be concluded that the presence of animated video powtoon media can increase the motivation and learning outcomes of second grade students of SDIT Insan Cendekia Jeruk Gamping.

ARTICLE INFO

Article History:

Received 20 Jun 2022

Revised 25 Jun 2022

Accepted 30 Jun 2022

Available online 1 Jul 2022

Keyword :

Keywords 1, learning Media

Keywords 2, Learning Motivation

Keywords 3, Learning Outcomes

A. Introduction

Education is a planned effort to create enjoyable learning conditions and learning processes so that students can actively develop their potential to have spiritual strength, control, personality, intelligence, noble character, and skills that can be useful for their lives (Dwiyanti et al. , 2021). Education is closely related to learning activities. Learning is a process of changing behavior and increasing knowledge (Pane & Dasopang, 2017). A person's learning process occurs in a system called learning. Learning itself is a process of increasing knowledge and skills due to learning and evaluation activities (Sari & Kartika, 2018).

At this time the development of the era and the progress of science and technology also affect the quality of learning (Munthe, 2019). Learning by utilizing science and technology has been widely studied and proven to make the classroom atmosphere more lively, and in accordance with the needs of the times and the character of the students. One of the uses of science and technology in learning is to assist teachers in preparing various types of learning media. Learning media is a form of tool used to convey messages or information from an educator to students (Nurrita, 2018). The use of media allows the information provided by the teacher to be clearer and easier to understand by students (Suhaemi et al., 2020). Not only that, the existence of learning media can help increase knowledge and foster student learning motivation (Johari et al., 2014).

One type of learning media is animated video (Wuryanti & Kartowagiran, 2016). Animated video is a medium that displays learning material in the form of videos made with several still images with slight changes from one to the next which is displayed in a fast and projected time so as to produce an illusion of motion (Widyasari & Ayriza, 2019). There are various applications that can be used to create animated videos, one of which is the Powtoon application. With the lack of features and ease of use of this application, more and more people are using the application to create animated videos (Deliviana, 2017). This application is able to make animated videos more easily and produce more funny and interesting video effects, so learning becomes fun. There are various development studies that have proven that animated videos using this powtoon application. Among them is research from (Elmawati et al., 2021) which has proven that this animated powtoon video can improve the learning outcomes of fifth graders at SDN 145 Barru. Another study from (Suyanti et al., 2021), which has proven the positive impact of using powtoon media on learning outcomes and student motivation of SDN

Kebonaras. Subsequent research from (Karmilah, 2019), which has also shown the effectiveness of powtoon media in increasing interest and learning outcomes in mathematics for fourth grade students at SDN Tegal Wangi 02, Tegal Regency.

Based on the results of a preliminary study conducted on second grade students of SDIT Insan Cendekia Jeruk Gamping, it was found a problem that student learning outcomes on the content of Indonesian did not get good results or did not complete classically. After further observations and interviews, it turns out that this problem was triggered because during learning the teacher did not use varied and interesting learning media. The media used are usually only in the form of pictures. This makes students bored more quickly and ultimately makes student learning outcomes low. Therefore, researchers will use powtoon media in learning in the classroom to be able to improve student learning outcomes in Indonesian content.

B. Method

This research is a type of classroom action research. This classroom action research is research whose purpose is to see the consequences of a special action taken on a group of people who are the subject of research (Meutiana, 2015). This research was conducted at SD IT Insan Cendikia Jeruk Gamping on April 2-14, 2022 in 2 cycles involving 28 students and 1 homeroom teacher as research subjects. In data collection, the techniques used include interviews, observations, tests, and documentation. In addition, there is also a data analysis technique that will be carried out with a quantitative qualitative descriptive approach.

C. Result and Discussion

Precycle

At this stage, the data obtained are related to student motivation and learning outcomes before taking action. From the observations that have been made, it shows that the learning that takes place in the classroom is quite regular, but there are some students who still look sleepy, or lazy when the teacher explains the subject matter, the teaching methods used by the teacher in delivering history lessons to students are quite varied, including the lecture method. , questions and answers, discussions, most students cannot answer questions from the teacher, students do not understand the material when delivered using the Lecture method, and some students are still actively answering and asking questions but most of

the others are still silent and listening. In the pre-cycle, the value of student learning outcomes can be measured through the pretest of the first meeting, which is 4.78.

Cycle I

At this stage, the action has been taken, namely using animated powtoon videos during class II SD IT Cendekia Jeruk Gamping, the results obtained are assembling the learning atmosphere in the classroom, some students who were previously passive began to be active in asking and discussing activities, the number of students seen sleepiness is reduced, but the problem is that when the learning video is played some students still seem unfocused and talk to themselves. This shows that the increase in learning motivation only occurs in some students. In addition, data obtained from learning outcomes in the first cycle stage. Learning outcomes data were taken from the posttest score of the first meeting, which was 6.06. This shows an increase in student learning outcomes from before taking the action. The increase in learning outcomes is calculated by the gain formula and obtains a normal gain value of 0.385 in the medium category. In this cycle there are still some students whose scores are still below the KKM. With the number of students who completed still 85%, so that the class cannot be said to be classically complete.

From the results obtained, it can be concluded that in terms of motivation and learning outcomes have not reached the success criteria targeted by researchers. Therefore, the second cycle of research will be carried out. This is in accordance with what was conveyed by (Mulyatiningsih, 2015), that the repetition of the cycle in classroom action research can be done if the data obtained has not reached the desired success criteria or targets.

To be able to increase students' motivation and learning outcomes in cycle II, several improvements were made including: completing and improving the quality of early learning activities such as giving apperceptions with interesting sentences and conveying learning objectives, giving rules to students during discussions, and supervising students when showing animated videos.

Cycle II

Based on the results of the reflection of the first cycle, in this cycle students will be divided into 3 groups, each group consisting of 7-8 students. However, in cycle II, the division of groups will be left to students so that they are more motivated and play an active role because they are in the groups they like. Each group will be led by a student who acts as group leader. The expected result in

cycle II is that more students are more interested and motivated in participating in learning so that learning outcomes will increase.

In this meeting, the material given was the development process of western colonialism and imperialism and their influence in various regions. Similar to the task at the previous meeting, the task that will be given at this meeting is a group discussion. All students were already in the class before the teacher entered the class. The number of students who were already sitting in their respective seats also began to increase. In fact, almost all students have prepared student learning equipment. Students also seemed ready to learn the history learning material that would be given at this meeting. Not different from the previous meeting, the meeting started with a pretest. However, unlike the previous meeting, this time the researcher who acted as the subject teacher gave a game in the form of ice breaking in the form of a quiz about the previous material at the beginning of learning, the benefits of which were to improve students' learning abilities.

At this meeting, in terms of learning motivation, the number of students who did not focus on listening to animated videos decreased. Almost all students listen to the learning video and pay attention to the teacher's explanation seriously. They seemed enthusiastic and enjoyed the learning process. After the learning video was finished, the number of students who wanted to provide feedback increased. For this meeting, students also no longer sound noisy or noisy and sleepy during learning. Then the teacher gives assignments to each group. After the task arrived at each group, the atmosphere became quite quiet. Most of the students had left the habit of chatting first after the assignment was given. Almost all students have participated in their groups to complete the given task.

Apart from the aspect of learning motivation, there are other aspects, namely learning outcomes. At this stage the average learning outcomes are measured through the pretest and posttest scores. Based on the results of the pretest, the average learning outcome was 4.04 with a value range of 1-10. After the pretest, learning is carried out using animated videos. After learning ends, students are given a posttest to measure the increase in learning outcomes in cycle II. Based on the results of the posttest, it was found that there was an increase in the value of learning outcomes, namely to be 7.42. In this cycle the normal gain value obtained is higher than the normal gain value in the first cycle. In the first cycle the normal gain value is 0.385 in the medium category, while in this cycle the normal gain value is 0.559 in the medium category. In this cycle, as many as 100% of

students also got scores above the KKM so that when viewed from the theory of mastery learning from (Trianto, 2012), in this second cycle, the class studied had reached the classical mastery target. Thus, the researcher felt that his actions had succeeded in achieving the indicators of success and the research was stopped in cycle II.

D. Conclusion

Based on the results of observations and learning outcomes carried out before and after the action, it can be concluded that the use of audio visual powtoon media can increase students' motivation and learning outcomes in the Social Science lesson content of second grade students of SD IT Insan Cendekia Jeruk Gamping.

References

- Deliviana, E. (2017). Aplikasi Powtoon sebagai Media Pembelajaran: Manfaat dan Problematikanya. *Pendidikan Berkualitas Membangun Daya Saing Bangsa Menuju Keunggulan Kompetitif*, 1–6.
- Dwiyanti, I. N., Julianti, R. R., & Rahayu, E. T. (2021). Pengaruh Media PowerPoint dalam pembelajaran Jarak Jauh Terhadap Aktivitas Kebugaran Jasmani Siswa. *Jurnal Ilmiah Wahana Pendidikan*, 7(4), 675–680.
- Elmawati, P., Musfirah, & Pasinggi, Y. (2021). Pengaruh Penggunaan Media Video Animasi Powtoon terhadap Hasil Belajar Siswa Sekolah Dasar Kelas Lima di Kabupaten Barru. *Pinisi Jjournal of Education*, 1(3), 10–29.
- Johari, A., Hasan, S., & Rakhman, M. (2014). Penerapan Media Video dan Animasi Memvakum dan Mengisi Refrigeran terhadap Hasil Belajar Siswa. *Journal of Mechanical Engineering Education*, 1(1), 8–15.
- Karmilah, L. (2019). Keefektifan Media Powtoon terhadap Minat dan Hasil Belajar Matematika Kelas IV Sekolah Dasar Negeri Tegal Wangi 02 Kabupaten Tegal. Universitas Negeri Semarang.
- Meutiana. (2015). Meningkatkan Prestasi dan Motivasi Belajar Siswa dengan Pengajaran Berbasis Inkuiri pada Siswa Kelas VII.3 SMP Negeri 2 Peusangan Bireuen. *Jurnal Ilmiah CIRCUIT*, 1(1), 20–27.
- Mulyatiningsih, E. (2015). Metode Penelitian Tindakan Kelas. In *Modul Pelatihan Pendidikan Profesi Guru: Fakultas Teknik, Universitas Negeri Yogyakarta*. Universitas Negeri Yogyakarta.
- Munthe, E. (2019). Pentingnya Penguasaan IPTEK Bagi Guru di Era Revolusi 4.0. *Prosiding Seminar Nasional Teknologi Pendidikan Pascasarjana UNIMED*, 443–448.
- Nurrita, T. (2018). Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa. *Misykat*, 3(1), 171–187.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *FITRAH Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352.
- Sari, F., & Kartika, R. D. (2018). Strategi Belajar dan Pembelajaran dalam Meningkatkan Keterampilan Bahasa. *Peta Literasi: Jurnal Pendidikan Dan Sastra Indonesia*, 1(2), 124–138.
- Suhaemi, A., Asih, E. T., & Handayani, F. (2020). Peranan Media Pembelajaran dalam Meningkatkan Pemahaman Konsep Belajar IPS SD. *HOLISTIKA: Jurnal Ilmiah PGSD*, 4(1), 36–45.
- Suyanti, Sari, M. K., & Rulviana, V. (2021). Media Powtoon untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Elementary School*, 8(2), 322–328.
- Trianto. (2012). *Model Pembelajaran Terpadu*. PT Bumi Aksara.
- Widyasari, M., & Ayriza, Y. (2019). Pengembangan Media Video Animasi untuk Meningkatkan Motivasi Belajar dan Karakter Tanggung Jawab Siswa Kelas V. *Jurnal Pendidikan Karakter*, 9(1), 1–16.
- Wuryanti, U., & Kartowagiran, B. (2016). Pengembangan Media Video Animasi untuk Meningkatkan Motivasi Belajar dan Karakter Kerja Keras Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2), 232–245.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

