

## Powtoon-Based Learning Videos for Quality Elementary School Learning Outcomes

Deni Setiawan<sup>1,a)</sup>, Suratno<sup>1)</sup>, Isa Ansor<sup>1)</sup>, Yuli Witanto<sup>1)</sup>, Marjuni<sup>1)</sup>, Teguh Supriyanto<sup>1)</sup>, Ni Kadek Aris Rahman<sup>2)</sup>, Teguh Supriyanto<sup>1)</sup>

<sup>1</sup>Department of Elementary School Teacher Education, Universitas Negeri Semarang, Semarang, Indonesia

<sup>2</sup>Department of Early Childhood School Teacher Education, Universitas Negeri Semarang, Semarang, Indonesia

<sup>a)</sup> Corresponding Author: [deni.setiawan@mail.unnes.ac.id](mailto:deni.setiawan@mail.unnes.ac.id)

### Abstract

Elementary school teachers in Cluster Dewi Kunthi Gunungpati Semarang still need to become skilled at creating learning videos. Due to misunderstanding, the teacher's educational background is not in educational technology, and the experience of creating learning videos is minimal. This service aims to provide enrichment, skills, evaluation, and creation of learning media. The material provided is Powtoon-based learning video creation skills. The learning media used are in the form of Powtoon-based learning videos and learning media modules. The use of learning media will make it easier for elementary school children to absorb the material. The method used is direct and guided learning. Community service activities were conducted for eight months, with eight training meetings and guidance. Direct learning is done by conditioning the teacher as a participant, following and conducting copyright training, and evaluating learning videos. Skills and evaluation materials are carried out in 6 meetings. Supervised is intended to carry out direct supervision, coaching, and training. The service results show that teachers master making Powtoon-based videos, as evidenced by the collection of learning videos. The service succeeded in increasing teacher skills in creating Powtoon-based learning videos.

**Keywords:** powtoon; learning videos; elementary school; Gugus Dewi Kunthi

### INTRODUCTION

Learning in elementary schools must be carried out in a professional, fun, and easy-to-understand manner. Teachers competently teach according to their respective abilities by using learning media. The main obstacle is that in the Gugus Dewi Kunthi, there are no class teachers with special competencies as learning video experts or graduates from learning technology study programs, so the teaching and learning process in class still needs to be improved in learning media. Of course, this impacts the teaching and learning process or activities not taking place optimally. In addition, an important issue is how to understand learning and use appropriate teaching media for the learning process in the independent learning curriculum so that learning outcomes can follow standards.

Teachers should use learning media in all subject areas at certain grade levels. This media is intended to increase student interest, student activity, and student achievement (Affan & Muhajir, 2015; Sugiarto, 2018). In reality, not all teachers at the place of community service use instructional media. The use of learning media facilitates the delivery of material. Certain subject matters, such as Social Sciences, Mathematics, Indonesian Language, Thematic, and Cultural Arts and Crafts (SBdP), require special media to make learning more interesting and easy to understand, as well as improve the quality of learning processes and outcomes (Falahudin, I., 2014; Istiqlal, 2018; Miftah, 2014; Nurrita, T., 2018).

Therefore, this service provides enrichment for learning media for elementary school teachers. The enrichment material in question is information on learning resources for teaching staff in the form of reading material and skills in creating and evaluating learning media, which will later be used as a guide for activities with children. Enrichment is the deepening and expanding of the competencies learned by trainees (teachers), given as soon as participants

have difficulty conducting enrichment and evaluation (Sutedjo, 2013). In the Free Learning Curriculum context, enrichment programs are an integral part of achieving national goals. The National Education Standards stipulate that each academic unit must have a passing standard. Enrichment in this activity is in the form of, among other things: training participants independently to learn about something they are interested in and to become tutors for friends in need so that they are better known as independent learners. In addition, the enrichment is also by way of theme-based learning, namely integrating the curriculum under a major theme so that students can learn the relationships between disciplines. Another activity is condensing the curriculum by providing learning only on the part of the material that the trainees have not mastered (Diocolano & Nafiah, 2019; Mubarak, 2016). Thus, educators will have time to obtain new material or work on projects independently according to their capacity, including creating and evaluating learning media.

Another activity is in the form of learning evaluation, which is a process of determining the level of achievement of predetermined learning objectives in a systematic way. In this case, it is the evaluation of certain learning outcomes utilizing planning, implementing, evaluating, and monitoring the learning process (Raharja & Retnowati, 2013). Learning evaluation aims to collect information that forms the basis for measuring students' progress, development, and learning achievement, as well as the effectiveness of educators in teaching.

## METHOD

The implementation phase contains skills training, divided into several stages in the following flowchart (figure 1).

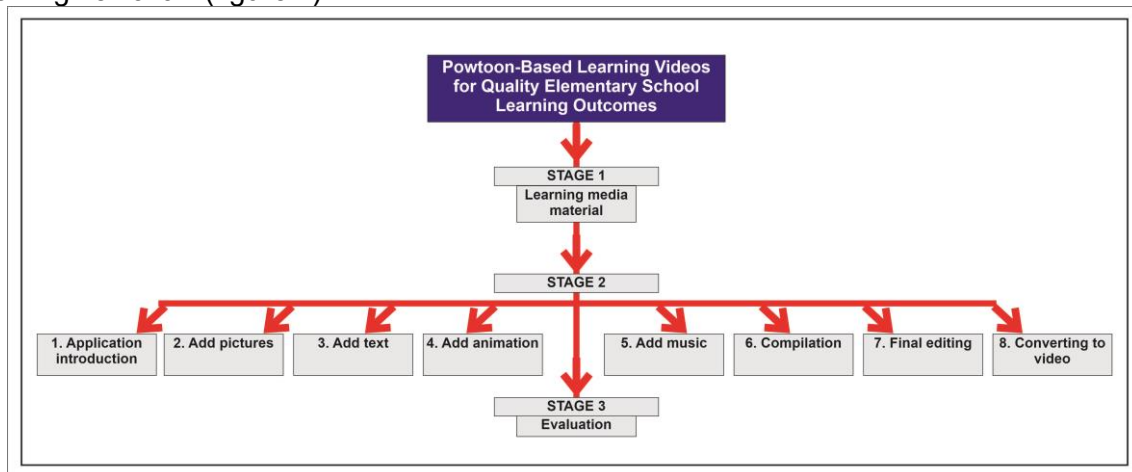


Figure 1. Method

### Stage 1

One meeting was held in the form of deepening learning media material in general. It also includes an understanding of learning media in general. In-depth material is seen as important to provide basic philosophical, technological, and psychological knowledge, including a basic understanding of the use of instructional media.

### Stage 2

It provides training and mentoring to activity participants, with material on creative skills and evaluation of learning videos in 8 meetings. Teacher creativity and evaluation skills are improved by providing skills through direct learning. The direct instruction model or direct learning is a teacher's teaching style that actively provides lesson content to students and teaches it directly to the entire class (Suprijono, 2012). The direct instruction is a model through academic focus, direction, and teacher control, with high expectations for the development of students (Huda, 2014). The direct instruction model is often used for learning in elementary schools (Kusumawati, 2016; Maarif, 2020; Mabur et al., 2021). According to Huda, one of the characteristics of the learning model is the syntax/learning stages. In addition to paying attention

to syntax, teachers who will use direct teaching must also pay attention to other environmental variables: academic focus, teacher direction and control, high expectations for student progress, time, and impact of learning (Huda, 2014).

The main approach in direct learning is modelling, which means demonstrating a learning procedure to students (Suprijono, 2012). Modelling follows the following stages.

- The teacher demonstrates the behaviour to be achieved due to learning. This process is a demo activity carried out to provide an example to the trainees. An example is creating and evaluating learning videos sequentially or systematically until the final assessment.
- The behaviour is associated with other behaviours that students already have.
- The teacher demonstrates the various parts of the behaviour in a clear, structured, and sequential way, explaining what he does after each step is completed. The teacher does creative practice and evaluates learning videos.
- Students need to remember the steps they see and then imitate them. This stage shows the practice of evaluating learning videos by training participants.

The direct learning model can be implemented in any subject. However, the most appropriate subjects are performance-oriented, such as reading, writing, mathematics, languages, and the arts (Suprijono, 2012). The direct learning model also suits skills components in more information-oriented subjects like technology, history, and sociology. The skills of creating and evaluating learning videos are part of educational technology learning.

### **Stage 3**

In the form of an evaluation phase of the activity as much as one meeting. It includes measuring material achievement with practical tests and evaluating video works. After that, it is followed by preparing reports, writing articles for journals, and preparing for seminars.

## **RESULTS**

### **Submission of Material on Learning Concepts and Learning Media**

Service activities are carried out at the Gugus Dewi Kunthi Sekaran. Submission of material at the beginning with remarks from partners, then the UNNES service team. Team service conveys learning concept material and learning media according to the character of elementary school students. Another material is the evaluation of learning media for adaptation to student characteristics and needs according to the nature of learning. The concept of learning and learning media is one of the policies and implementation of the independent curriculum. The independent curriculum often called the prototype curriculum, is designed to overcome learning losses due to the pandemic. This Curriculum prototype is an additional option for educational institutions in the context of carrying out learning recovery during 2022-2024. Furthermore, the national curriculum policy will be reviewed in 2024 based on evaluations during the current learning recovery.

The characteristics of the independent curriculum in elementary schools are the main learning process for children, strengthening literacy, building character through learning activities, and embodiment phases to improve children's learning readiness. There is a learning-based project to strengthen the Pancasila learning profile, which is carried out through activities to celebrate holidays and local traditions. Learning activities in elementary schools can take advantage of learning technology that develops around children. This learning technology can support the child's character. In implementing the independent curriculum, educators can combine learning technology with local wisdom-free activities. Semarang is a city that has very diverse local wisdom. Semarang is a cultural city that developed approximately 470 years ago and has a long history of culture—the potential and cultural heritage of the city of Semarang in the form of objects and non-objects.

In current schools, learning activities are mostly carried out only with the aim of final grades without paying attention to the needs of students. Learning activities in schools must be adapted to the characteristics of students. In learning, of course, there are rules and media or tools used

to achieve learning goals. In learning, most educators use inappropriate rules and media so that learning is less interesting, and goals are not achieved.

### **Mentoring Activities**

Mentoring activities are carried out after the training is completed. Participants can discuss the difficulties experienced when practicing the material in the field. Mentoring activities are also conducted to see how far the teacher has implemented Powtoon-based learning video creation materials and observe how the teacher responds to this training.

### **Review the Results of Training Activities**

Based on the results of the mentoring meeting, the teacher, as the activity participant, stated that he was satisfied and happy with the community service activities to improve his skills in creating Powtoon-based learning videos. It includes evaluating the appropriateness of using instructional media for elementary schools. Participants feel happy because they gain new knowledge and are allowed to learn together. It is hoped that in the coming years, it can be carried out with a larger number of participants and a longer duration. Considering that the independent development training for independent play learning is very relevant to the current state of education.

## **DISCUSSION**

### **Learning Activities and Learning Curriculum**

The concept of independent play and independent learning is the implementation of an independent curriculum. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) provides three alternative curricula that academic units can implement for learning activities from 2022 to 2024. The three curricula are the 2013 curriculum, the emergency curriculum, and the prototype curriculum. The emergency curriculum is the 2013 curriculum which was simplified due to the pandemic and was implemented starting in 2020. Meanwhile, the Prototype curriculum is used for learning recovery, emphasizing project-based learning (Kemendikbud, 2021).

The Prototype Curriculum is one part of the efforts made by the government to change the perspective and character development of students. This curriculum provides opportunities for students to learn according to their talents and interests and provides more space for developing basic competencies and character development. This curriculum has the potential to be able to develop children's abilities to think critically, interact, learn to express opinions, and have initiatives based on their own needs (Kemendikbud, 2021).

The concept of independent play is independent learning which is carried out in early childhood education institutions. With the concept of independent play, it is hoped that aspects of children's growth and development can achieve more optimal results. The meaning of being free to play is that children can learn to play according to their interests, explore to solve various problems, experiment with something new, and so on (Dewi & Handayani, 2021). Independent learning activities with local wisdom contained in the city of Semarang are efforts teachers can make in learning activities. AECT (Association of Education and Communication Technology) defines media as all forms and channels used to convey messages or information. In addition to being a conveying or introductory system, the term media mediator shows its function or role, which is to regulate an effective relationship between the two main parties in the learning process, namely students and lesson content. If different learning media were assigned to the learners with the same media preference, significant differences in learning outcome can be found (Ge, 2021).

In essence, the learning process is also communication, so learning media can be understood as a communication medium used in the communication process. Learning media has an important role to channel learning messages. Learning media is one of the learning components that has an important role in Teaching and Learning Activities. The use of media should be a part that must get the attention of the teacher/facilitator in every learning activity (Mweene & Muzaza, 2020). Learning Media as a tool in realizing the success of the teaching and

learning process has a big contribution to the teacher's victory in teaching (Cahaya Nurani et al., 2023). Media can be divided into two categories: instructional aids and instructional media (Rahmayanti et al., 2021).

### **Creation and Utilization of Powtoon-Based Learning Videos**

Levie & Lentsz suggests four functions of learning media, especially visual media (learning videos are visual media) Attentional Functions, Affective Functions, Cognitive Functions, and Compensatory Functions (Sanaky, 2013). The explanation is as follows.

- The function of visual media attention is the core, namely attracting and directing students' attention to concentrate on the lesson content related to the visual meaning that is displayed or accompanies the text of the subject matter.
- The affective function of visual media can be seen in students' enjoyment levels when learning or reading texts with pictures. Images or visual symbols can evoke the emotions and attitudes of students.
- The cognitive function of visual media can be seen from the visual symbols or images facilitating the attainment of the goal of understanding and remembering the information or messages contained in the images.
- The compensatory function of learning media can be seen from the research results that visual media that provide context for understanding texts helps students who are weak in reading to organize information in texts and recall them.

Learning media is a method for overcoming all kinds of problems in teaching, not only overcoming problems but also providing various comprehensive information to students. Interesting learning media can create memorable and easy-to-understand learning activities (Rusdiana et al., 2021). About the function of learning media, the following points can be emphasized: as a tool to make learning more effective, accelerate the learning process, improve the quality of the teaching-learning process, and concretize the abstract, to reduce the occurrence of verbalism (Nurseto, 2012).

Powtoon-based learning videos are learning aids or tools to assist teachers (educators) in clarifying the material (message) conveyed. Therefore, learning aids are also called teaching aids (teaching aids). Literacy level Indonesian people still belong to low, compared with reading culture, community more familiar with activity verbal (Pebriani et al., 2022). Learning videos are used as learning tools, which are used to clarify learning material. Using instructional video as a learning-oriented medium will greatly assist students' activeness in the learning process and convey messages and lesson content (Agustien et al., 2018; Susiyanti & Nugraheni, 2020). Apart from arousing student motivation and interest, learning videos can help students improve their understanding and present data interestingly and reliably (Nugraheni & Fathoni, 2022; Puspitarini et al., 2019; Sanjaya et al., 2021).

### **CONCLUSIONS AND RECOMMENDATIONS**

Community service to empower elementary school teachers in improving skills in creating Powtoon-based learning videos. Good service teamwork and active participation of participants in community service activities make everything go according to plan. The steps taken in this service are delivery of conceptual material, mentoring activities, and review of the results of training activities. This service benefits partners; the skills to create learning videos are obtained. The teacher also obtained information about the positive content related to using instructional media in video form. Teachers respond positively to this service activity because they can study together. Furthermore, it is recommended that teachers continue to attend regular training to increase elementary school teachers' professionalism in the future.

### **ACKNOWLEDGMENTS**

Thank you to LPPM Universitas Negeri Semarang for providing financial support, as well as to the school principals and teachers at Gugus Dewi Kunthi.

## REFERENCES

- Affan, P., & Muhajir, M. (2015). Faktor Pendukung Dan Penghambat Media Pembelajaran Seni Budaya Di SMPN 1 Tegalsari Banyuwangi. *Jurnal Pendidikan Seni Rupa*, 3.
- Agustien, R., Umamah, N., & Sumarno, S. (2018). Pengembangan Media Pembelajaran Video Animasi Dua Dimensi Situs Pekauman di Bondowoso Dengan Model Addie Mata Pelajaran Sejarah Kelas X IPS. *Jurnal Edukasi*, 5(1). <https://doi.org/10.19184/jukasi.v5i1.8010>
- Cahaya Nurani, D., Markos Siahaan, S., Astra Patriot, E., Agung, A., Asyrof, M., Trio Minar, Y., Anggraini, S., & Ahmad Komarudin, W. (2023). Training in Making Interactive Learning Media Using the Canva Application for Elementary School Teachers in Palembang City. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 6(1), 3060–3063. <https://doi.org/10.35568/ABDIMAS.V6I1.2858>
- Dewi, F. F., & Handayani, S. L. (2021). Pengembangan Media Pembelajaran Video Animasi En-Alter Sources Berbasis Aplikasi Powtoon Materi Sumber Energi Alternatif Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2530–2540.
- Diocolano, N. G., & Nafiah. (2019). Implementasi Kurikulum Cambridge Di Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar*, 7(April).
- Falahudin, I. (2014). Pemanfaatan Media Pembelajaran. *Jurnal Lingkar Widya Swara*, 1(4), 104–117.
- Ge, Z. G. (2021). Does mismatch between learning media preference and received learning media bring a negative impact on Academic performance? An experiment with e-learners. *Interactive Learning Environments*, 29(5). <https://doi.org/10.1080/10494820.2019.1612449>
- Huda, M. (2014). *Model-Model Pengajaran dan Pembelajaran*. Pustaka Pelajar.
- Istiqlal, A. (2018). Manfaat Media Pembelajaran dalam Proses Belajar dan Mengajar Mahasiswa di Perguruan Tinggi. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 3(2), 139–144.
- Kusumawati, N. (2016). Pengembangan Media Pembelajaran IPA dengan Animasi Macromedia Flash Berbasis Model Pengajaran Langsung (Direct Instruction) di Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 5(02). <https://doi.org/10.25273/pe.v5i02.289>
- Maarif, M. (2020). Efektivitas Model Pembelajaran Direct Instruction Untuk Meningkatkan Keterampilan Membatik Pada Siswa Sekolah Dasar Di Sanggar Batik Cikadu. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 4(1). <https://doi.org/10.33578/pjr.v4i1.7894>
- Mabrur, M., Setiawan, A., & Mubarak, M. Z. (2021). Pengaruh Model Pembelajaran Direct Instruction Terhadap Hasil Belajar Teknik Dasar Guling Depan Senam Lantai. *Physical Activity Journal*, 2(2). <https://doi.org/10.20884/1.paju.2021.2.2.4014>
- Miftah, M. (2014). Pemanfaatan Media Pembelajaran untuk Meningkatkan Kualitas Belajar Siswa. *Kwangsan: Jurnal Teknologi Pendidikan*, 2(1), 1–10.
- Mubarak, R. (2016). Pengembangan Kurikulum Sekolah Dasar. *MADRASAH*, 6(2). <https://doi.org/10.18860/jt.v6i2.3295>
- Mweene, P., & Muzaza, G. (2020). Implementation of Interactive Learning Media on Chemical Materials. *Journal Educational Verkenning*, 1(1). <https://doi.org/10.48173/jev.v1i1.24>
- Nugraheni, S. R., & Fathoni, A. (2022). Utilizing Powtoon Learning Videos in Civics Learning in Fourth Grade Elementary School. 6(3), 657–663.
- Nurrita, T. (2018). Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Mlsykat*, 02(01), 171–187.
- Nurseto, T. (2012). Membuat Media Pembelajaran yang Menarik. *Jurnal Ekonomi Dan Pendidikan*, 8(1). <https://doi.org/10.21831/jep.v8i1.706>
- Pebriani, W., Fadhila, M., Faridah, S., Adibah, N., Program Studi Psikologi Islam, M., Islam Negeri Antasari Banjarmasin, U., Program Studi Psikologi Islam, D., & Pemberdayaan Perempuan dan Perlindungan Anak Kota Banjarmasin Corresponding Author, D. (2022). Making a Video of Counseling Service Flow at Puspaga Bauntung Batuah to The Community of Banjarmasin City. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 5(2), 2621–2628. <https://doi.org/10.35568/ABDIMAS.V5I2.2665>
- Puspitarini, Y. D., Akhyar, M., & . D. (2019). Development of Video Media Based on Powtoon in

- Social Sciences. *International Journal of Educational Research Review*.  
<https://doi.org/10.24331/ijere.518054>
- Raharja, J. T., & Retnowati, T. H. (2013). Evaluasi Pelaksanaan Pembelajaran Seni Budaya SMA Di Kabupaten Lombok Timur, NTB. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 17(2).  
<https://doi.org/10.21831/pep.v17i2.1701>
- Rahmayanti, A., Riki, C., & Perulangan, S. K. (2021). Media Pembelajaran Struktur Kontrol Perulangan Berbasis Animasi pada Mata Pelajaran Pemrograman Dasar. *Jurnal Produktif*, 5(1), 427–436.
- Rusdiana, R. Y., Putri, W. K., & Sari, V. K. (2021). Pelatihan Pembuatan Media Pembelajaran Menggunakan Canva bagi Guru SMPN 1 Tegalampel Bondowoso. *Pengabdian Magister Pendidikan IPA*, 4(3).
- Sanaky, H. A. (2013). *Media Pembelajaran Interaktif-Inovatif*. Kaukaba Dipantara.
- Sanjaya, G. E. W., Yudiana, K., & Japa, I. G. N. (2021). Learning Video Media Based on the Powtoon Application on Solar System Learning Topics. *International Journal of Elementary Education*, 5(2), 208. <https://doi.org/10.23887/ijee.v5i2.34547>
- Sugiarto, H. (2018). Penerapan Multimedia Development Life Cycle Pada Aplikasi Pengenalan Abjad Dan Angka. *IJCIT (Indonesian Journal on Computer and Information Technology)*, Vol.3 No.1(1).
- Suprijono, A. (2012). *Cooperatif Learning*. Pustaka Pelajar.
- Susiyanti, E., & Nugraheni, N. (2020). Penerapan Model Pembelajaran Daring Dengan Bantuan Video Pembelajaran Pada Masa Pandemi Covid-19. *Prosiding Seminar Nasional Institut Agama Hindu Negeri Tampung Penyang Palangka Raya*, 1.
- Sutedjo, A. (2013). Implementasi dan Evaluasi Pembelajaran E-Learning Pada Mata Kuliah Geografi Transportasi dan Komunikasi Mahasiswa yang Memprogram di Semester Gasal Tahun Akademik 2012/2013. *Jurnal Geografi*, 11(21).

## APPENDIX



**Figure 2.** The speaker conveys the learning concept material.



**Figure 3.** The teachers listened to the speaker's explanation.



**Figure 4.** Screen display of one of the learning video products made with the Powtoon application.