



Development of Pancasila and Citizens Animation Video Learning Media-Based Powtoon

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Artikel info

Article history:

Received: 19-05-2022

Revised: 28-12-2022

Accepted: 25-04-2023

Publish: 28-04-2023

DOI:

doi.org/10.31960/ijolec.V5i2.1685

Abstract. This research aims to develop learning media for Pancasila Education and Citizenship Education video animation based on Powtoon in elementary schools. This study uses the Research and Development development research method using the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate). This research was conducted at the Kelapa Dua Wetan 01 State Elementary School, East Jakarta. The research subjects of the third-grade elementary school students were twenty students. Data analysis techniques used interviews and questionnaires. The results of the development trial were evaluated by media experts 93.62%, material experts 89.29%, and linguists 95.13%, so an average score of 92.68% was obtained in the excellent category. This study indicates that Powtoon animation videos are appropriate for learning media to support Pancasila and Citizenship Education learning material on ethnic and cultural diversity in third-grade elementary schools in Indonesia.

Keywords:

Pancasila;
Citizens Animation;
Video Learning;
Media;
Based Powtoon

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INTRODUCTION

Education is one of the efforts in the intellectual life of the nation. Quality education is education that can provide meaningful learning for its students. So that students can actively participate in learning, apart from the role of an educator, the role of the media also contributes to creating an effective learning process. In digital era, every individual, including educators, must have new skills to keep up with existing changes and

progress and adapt to everyday life (Ciğerci, 2020). Of course, progress in the digital era is closely related to technological developments that continue to progress and renew. This technological development can certainly be used in various fields, one of which is education. Advances in technology can improve the quality of learning, one of which is in learning media (Donna et al., 2021). Learning media is a tool or device, both hardware (hardware) and software (software), as a support for the ease and success of the

student learning process (Saitya, 2021). The selection of learning media needs to be considered to facilitate the delivery of information given to students. In addition, the selection of media must also be adapted to the conditions of students, the characteristics of the material to be taught, and the facilities available (Widyasusanti et al., 2022). The most important media selection criteria are following the learning objectives according to the lesson's content and adapting to the characteristics of students (Lestari & Suastika, 2021). Learning media can be an intermediary between students and teachers when learning occurs. The media can also convey messages that are less able to be spoken through certain words or sentences. In another sense, the media also makes it easier for educators to communicate learning material.

However, to support the learning process, digital technology has not been implemented optimally due to several obstacles, such as choosing or designing learning media by learning materials to obstacles in operating digital-based learning media (Dwiqi et al., 2020). Several obstacles faced in using digital-based learning media made the lack of use of learning media in supporting classroom learning, especially in Civics learning on cultural diversity material. Discussing the diversity of Indonesian culture in civics education, as we know that Indonesia's cultural diversity is very much. The great diversity and variety make this material so broad that Civics subjects are considered conceptual and theoretical (Putri et al., 2019). In addition, Civics is also still considered a lesson that only emphasizes memorization, not creative, critical, and analytical thinking (Ananda, 2017).

In learning Pancasila and citizenship education, it was also found that there was still the use of simple media in the application of the learning process in the classroom, such as the use of media images and power points, which still had a lot of reading on each sheet which made students bored and had difficulty understanding the material presented (Wulandari et al., 2020). Those who are easily bored will reduce their level of activity in class and make students more passive because they have less interest in participating in learning. This passivity can ultimately result in a not maximal transfer of knowledge. In fact, in the teaching and learning process, the involvement

of students must be total, meaning that it involves the mind, sight, hearing, and psychomotor (Sumiyati, 2017). To increase students' motivation and learning outcomes, the latest and exciting learning media, namely digital-based learning media (Anjarsari et al., 2020). Digital-based learning media has many types, one of which can use learning videos. The use of learning videos is expected to support learning in elementary schools, one of which is in Civics so that learning will be more fun and varied.

Learning media such as animated videos have their charm, especially for elementary school students. According to Piaget's stages of child development, elementary school students in the concrete operational setting need media to solve problems (Puspitarini & Hanif, 2019). The use of video media in learning activities can attract students' attention, fostering curiosity and motivation to learn (Qurrotaini et al., 2020). The material will be presented with an attractive appearance through this animated video media with animations in it. This animated video-based learning media can be created through the help of animation video maker software called Powtoon. Powtoon is software that can help users create animated videos, in which there are many supporting features such as animated images, sounds, transitions, and other supportive components. Powtoon animation video learning media can provide understanding to students because it provides an illustration related to the material (Awalia et al., 2019).

Research (Ponza et al., 2018) shows that Powtoon video learning media is proven to be effective in improving student learning outcomes. The Powtoon animation video learning media developed has a "Very Good" value and is declared valid by experts. The effectiveness of the media is shown by the significant difference in student learning outcomes before and after using Powtoon-based learning videos. Research (Puspitarini et al., 2019) shows that Powtoon-based video media is effectively used in social studies learning and can increase student motivation to participate in social studies teaching materials for the Preparation of Indonesian Independence and the Basic Formulas of the State. In comparison, research (Pratiwi et al., 2021) shows that the Powtoon application-based learning media is perfect for learning in

elementary schools on energy materials because the Powtoon application can develop imagination and common sense in learning to improve learning achievement. However, the use of Powtoon is still not widely used, especially in Civics learning.

This research on the development of Powtoon animation videos is relevant to research (Ardiansyah et al., 2019) that researched the development of instructional videos to introduce tribal and cultural materials for the fourth grade of elementary school. The study stated that the learning media developed showed the feasibility and validity of the press based on expert judgment. Student responses to learning media for introducing Indonesian cultural tribes also got good answers based on user response test data. They were very interested and enthusiastic to see and learn about ethnic cultures by watching the learning videos displayed. The differences in this research include: 1) the development of learning videos is made in the form of animated Powtoon videos, whereas previous studies were not made in the form of animated videos but involved real humans; 2) Referring to the material on cultural diversity in the third grade of elementary school, while previous research focused on the introduction of ethnic and cultural materials in the fourth grade of elementary school; 3) However, in using the development model, this research uses the ADDIE development model (analyze, design, development, implementation, evaluation).

Powtoon itself has several general advantages, namely 1) excitingly presenting topics and sharing them with others, 2) attracting students' attention, 3) students achieving better understanding and the material presented is easier to remember, 4) integrating various types of materials. Formats and media-enhanced visual, auditory, and motion-source integration capabilities and 5) the basic version is free to use (Pais et al., 2017). Through Powtoon animated video-based learning media, it can also overcome the differences in students' learning styles. By watching learning videos, students get more stimulus from sound and images (Fitriyani, 2015). In addition, students revealed that Powtoon animated video-based learning media is easier to learn because it attracts attention (Poggiali, 2018). This Powtoon animation video can also be user-friendly, both by teachers and students. This Powtoon-based

video learning media can be presented in Google Drive, Flashdisk, and YouTube links to be easily accessed by students anywhere if they want to watch material repeatedly. Powtoon can be accessed via digital devices such as laptops or smartphones.

As a follow-up to the problems that occurred and supported by previous research, the researchers decided to find a solution by developing a Powtoon-based animated video media focusing on Pancasila and Citizenship Education (PPKn) third-grade elementary school subjects. The novelty of this research lies in the development of animated videos based on the Powtoon application in learning Pancasila and Elementary School Citizenship Education with the material contained in cultural diversity in third-grade elementary school levels. This animated video was developed with the help of an online platform called Powtoon, in which there are video supporting elements such as animated images, audio, and transition effects that can make the video look more alive. With this animated video, it is hoped that it can be a helpful product and attract students' interest in learning, especially for teaching and learning activities for Pancasila and Citizenship Education on cultural diversity in third-grade elementary schools. Based on the background stated above, there are several identification problems. Identify the issues that arise as follows: 1) What is the procedure for developing Powtoon-based animated video learning media in Pancasila and Citizenship Education learning for class III Elementary Schools; 2) How is the feasibility of Powtoon-based animated video learning media in learning Pancasila and Citizenship Education for Grade III Elementary Schools

METHOD

This development research aims to produce Powtoon-based animated video learning media in Pancasila and Citizenship Education subjects for cultural diversity in third-grade elementary school. The type of development research used by the researcher is Research and Development (R&D). The model used in this study uses the ADDIE development model developed by Dick and Carry. In the process, ADDIE has five stages, namely: (1) Analysis (Analyze), (2) Product Design (Design), (3) Product Development

(Development), (4) Product Implementation (Implement), (5) Evaluation (Evaluation).

1. Analysis (Analyze)

In the analysis stage, researchers collect data related to problems and need to determine the competencies required to develop Powtoon-based animated videos. This analysis was conducted using interviews and questionnaires. Based on the needs analysis, several things were found: 1) there is still a lack of learning media in Pancasila and Citizenship Education learning, and 2) the density of Pancasila and Citizenship Education material makes the material presented too contextual.

2. Product Design (Design)

After conducting the analysis stage, the next step is the product design stage. The researcher designed an animated video using Powtoon online software at this stage. The steps are taken in making this animated video are:

Material Review

The researcher determines the material to be included in the animated video at this stage. The material that the researcher chose in this study was the material of cultural diversity. After that, the researcher determines the learning indicators from the material that has been selected.

Product Design

After determining the material, the researcher then planned the initial design of the Powtoon animated video product. The animated video design is adapted to the essential competencies, indicators, and learning objectives on the material of cultural diversity for grade III SD.

3. Product Development (Development)

After the design stage is done, the next stage is the product development stage. In the product development stage, the researcher uses online software called Powtoon and uses various features, such as scenes, text, characters, props, and shapes. In the Powtoon application, researchers enter text and images. The appearance of text and pictures is arranged with a timeline. In addition, researchers used animated characters. The selected animated characters are children's characters and adult characters. Researchers also include sound or dubbing adapted to the appearance of text and images. Researchers also add sound effects or

sound effects. After the learning media has been created, it is then exported using YouTube to get videos in MP4 format because the Powtoon videos that have been made will only be saved on the Powtoon page.

4. Product Implementation (Implement)

The next step after product development is the implementation stage. In the implementation phase, animated video products are provided to users. Users in this study were students at the Kelapa Dua Wetan 01 State Elementary School. At this stage, the researchers also asked for responses from students regarding the animated video product being developed. Revised Product Design, piloted to users—the first individual trial (one to one) represented by three students. Then a small group evaluation (small group evaluation) by six students.

5. Evaluation

The product that has passed the trial will be implemented in real terms in the intended class as the research subject. After the Powtoon animation video is applied to learning, an initial evaluation is conducted to provide feedback on the following learning media.

The subjects of this study were third graders at Kelapa Dua Wetan 01 State Elementary School, East Jakarta. The data used in developing Powtoon-based animated video learning media is a questionnaire with a rating scale assessment. The rating scale is the raw data obtained in the form of numbers and then interpreted in a qualitative sense.

Table 1. Rating scale

No	Score	Rating
1.	0%-20%	Poor
2.	21%-40%	Fair
3.	41%-60%	Good
4.	61%-80%	Very Good
5.	81%-100%	Excellent

The data analysis technique used in this research is quantitative descriptive analysis. Quantitative data in the form of (1) poor, (2) fair, (3) good, (4) very good, and (5) excellent. The following is a rating scale that is used as a guide in interpreting eligibility in table 1.

RESULT AND DISCUSSION

The results of product assessments from the three experts, media experts 93,62%, material experts 89.29%, and linguists 95.13%, can be seen in Table 3, Table 4, and Table 5. So that the average expert test is 92.68%. With

this score, the three experts categorized the product an excellent. Even though the assessment of the Powtoon animation video is said to be very good, there still needs to be improvements to develop the diverse material in the Powtoon animation video.

Table 3. Media Expert Validation Test Result

No	Aspects of Assessment	Score	Rating
1.	Media Content Component	94%	Excellent
2.	Media Visual Design	92%	Excellent
3.	Typhography	88,50%	Excellent
4.	Media Operation	100%	Excellent
Average		93,62%	
Rating		Excellent	

Based on the table 3 above, it can be seen that the validation of Powtoon-based Animation Video Learning Media for Pancasila and Citizenship Education lessons

on ethnic and cultural diversity in Indonesia carried out by media experts obtained an average product feasibility of 93.62% and was categorized as excellent.

Table 4. Material Expert Validation Test Result

No	Aspects of Assessment	Score	Rating
1.	Content Eligibility	92,88%	Excellent
2.	Presentation	85,70%	Excellent
Average		89,29%	
Rating		Excellent	

Based on the table 4 above, it can be seen that the validation of Powtoon-based Animation Video Learning Media for Pancasila and Citizenship Education lessons

on the diversity of Indonesian ethnicities and cultures carried out by material experts obtained average product feasibility of 89.29% and was categorized as excellent.

Table 5. Linguist Expert Validation Test Result

No	Aspects of Assessment	Score	Rating
1.	Sentence Structure	90,89%	Excellent
2.	Sentence Effectiveness	88,60%	Excellent
3.	Communicative Language	96,20%	Excellent
4.	Spelling Accuracy	100%	Excellent
5.	Use of The Term	100%	Excellent
Average		95,13%	
Rating		Excellent	

Based on the table 5 above, it can be seen that the validation of Powtoon-Based Animation Video Learning Media for Civics Education lessons on cultural diversity

material carried out by linguists obtained average product feasibility of 95.13% and was categorized as excellent.

Table 6. Small group validation test results

No	Aspects of Assessment	Score	Rating
1.	Content	92%	Excellent
2.	Language use	94%	Excellent
3.	Attractiveness of View	93,65%	Excellent
4.	Media Operation	100%	Excellent
Average		94,91%	
Rating		Excellent	

Based on the table 6 above, it can be seen that the validation of Powtoon-based Animation Video Learning Media for Pancasila and Citizenship Education lessons on ethnic and cultural diversity, through small group trials involving ten students in third-grade elementary schools, got average product feasibility of 94.91 %. This figure shows an excellent category, so this animated Powtoon video is suitable to support learning Pancasila and third-grade citizenship education in elementary schools.

Discussion

This development research uses the ADDIE model, which consists of 5 stages (analysis, design, development, implementation, and evaluation). The stages consist of analyzing research needs, designing products and compiling instruments, actualizing products and validating experts, testing students, and evaluating. Product development is carried out in January-May. The results of interviews and questionnaires conducted with classroom teachers and students found that the learning process of Pancasila and Citizenship Education in the classroom rarely used digital learning media and only relied on thematic books. The use of learning media has been attempted, such as the use of power points, for example, but the power points made also contain dense writing.

This condition becomes ineffective because it will make students feel bored more quickly. In the end, they do not listen to learning with a focus which results in the inability of students to understand the subject matter, especially the material on the ethnic and cultural diversity of Pancasila and Citizenship Education in the third grade of elementary school. The Powtoon-based animated video learning media products can be seen in Figure 1, Figure 2, Figure 3, and Figure 4.



Figure 1: Powtoon animation video cover display



Figure 2: Table of contents in the powtoon animation video



Figure 3: Material introduction



Figure 4: The contents material of Pancasila and Citizens Animation Video Powtoon

The development of Powtoon-based Animation Video Learning Media is helpful in learning, one of which can make it easier for teachers to convey material and as supporting material about ethnic and religious diversity in Indonesia and can be used as a medium to instill spiritual values, tolerance, and also nationalism in students. Learners can also be motivated to learn because of the attractive Powtoon animation video display design. Based on the results of research and development that researchers have carried out, the Powtoon-based animated video learning media that has been developed has received a positive response from students who can understand the material well.

Powtoon-based animated videos about cultural diversity in Indonesia have advantages and disadvantages. The benefits of Powtoon Based Animated Videos are: (a) Powtoon-Based Animation Video material about cultural diversity in Indonesia makes students enthusiastic and enthusiastic in the learning process and exciting students; (b) The material developed follows the 2013 curriculum; (c) Powtoon-based animation videos material for cultural diversity in Indonesia can be accessed on various hardware devices such as laptops, computers, tabs, or mobile phones in any operational system, whether android, IOS, or windows; (d) Materials on cultural diversity in Indonesia are packaged in an attractive form and equipped with animations, transitions, sound effects, music, dubbing, images, and reading texts so that videos feel more alive.

As for the disadvantages of Powtoon-Based Animated Videos, namely: (a) Only discusses cultural diversity in Indonesia; (b) In the process of making it can only be accessed online; (c) A companion is needed for students with low learning interest to supervise them because the animated Powtoon videos are accessed via digital devices; supervision is needed in accessing them.

CONCLUSSION AND SUGGESTION

Development of animation video learning media based on Powtoon material on cultural diversity in Indonesia for learning Pancasila and Citizenship Education in third grade using the ADDIE research stage There are five steps in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5)

evaluation. Powtoon-based animated videos are suitable for use in learning based on the assessments of the three experts and students' reviews. The score obtained for Powtoon-based animation videos from media experts was 93.62%, from material experts 89.29%, and scores from linguists 95.13%. With these three scores, the Powtoon-based animated video learning media is categorized as very good even though there are revisions to add material content in the animated video. In addition to the expert test, a small group test was also conducted involving ten students with a score of 94.91% in the very feasible category. Based on the recapitulation of expert validation assessments and small group trials with students, the researchers can find out that Powtoon-based animated video learning media is suitable for learning Pancasila and citizenship education on ethnic and cultural diversity in Indonesia for third-grade elementary schools.

From the research results that have been carried out, it is recommended: 1) the development of animated Powtoon media for ethnic and cultural diversity in Indonesia can be used as a supporting media for learning Pancasila and elementary classes because this media is appropriate based on expert tests. 2) the object of this research focuses on one subject so that it can be developed on other different subjects and themes.

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