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IMPLEMENTING APPLICATION OF POWTOON-BASED LEARNING MEDIA PROBLEM BASED LEARNING TO IMPROVE STUDENT LEARNING OUTCOMES

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Abstract

The purpose of this research is to analyze the application of Powtoon-based problem-based learning to improve the learning outcomes of third-grade students at SD IT Darussalam. This research is a Classroom Action Research. The subjects in this research were all third-grade students at SD IT Darussalam, totaling 34 students, consisting of 18 boys and 16 girls. The instruments used were observation sheets for learning implementation and learning outcome tests. The data analysis technique used was descriptive data analysis. The learning process after implementing Powtoon-based problem-based learning showed a significant increase. In the first cycle, the first meeting, 41.17% of students successfully completed the learning. In the first cycle, the second meeting, the number of students who successfully completed the learning increased to 67.63%. Continuing to the second cycle, the first meeting, the number of students who successfully completed the learning increased to 82.35%. This has not yet reached the expected learning outcomes, so improvements were made in the second cycle, the second meeting, and it was obtained that 88.23% of students successfully completed the learning. The students' classical learning achievement has been achieved because 88.23% ≥ 80%, so there is no need to conduct further cycles. It can be concluded that the application of Powtoon-based problem-based learning has proven to be effective in improving the learning outcomes of third-grade students at SD IT Darussalam, and the action hypothesis is accepted.

Keywords: *Problem-based learning, Powtoon, Learning outcomes*

A. Introduction

The development of science and technology is increasingly rapid, the development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process. Teachers are required to be able to develop learning tools in accordance with the developments and demands of the times. Teachers

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must be able to develop skills in implementing learning by using learning technology so that students can more easily understand and comprehend each material given by the teacher.

Technology as the application of behavioral and natural sciences and knowledge systematically and systematically and solving problems. In implementing learning activities, a teacher must master the use of learning technology, master teaching materials and be able to choose learning technology that is appropriate to the circumstances and conditions of students and be able to design learning well. By utilizing technological advances, it will greatly support teacher performance in online learning. This is in accordance with Permendiknas No. 16 of 2007 (2007:10) concerning academic qualification standards and teacher competencies which states that teachers must be able to utilize information and communication technology in learning.1) To become a qualified and professional teacher, teachers are required to have skills that can support the learning process so as to attract students' interest in learning. One way is to use a more varied and innovative media platform. The importance of using media in learning, especially elementary school, to achieve learning goals.

Media is a message-carrying technology that can be used for learning purposes. So media is a tool that functions to convey learning messages from a teacher to students. In order for the message delivery process to take place effectively and efficiently, a tool called learning media is needed. In the learning process, the presence of a media is very important as an intermediary tool in delivering a material. So that the communication that is established can convey messages according to the material delivered. The role of media is needed in the teaching process in order to provide an understanding of the material that has been presented by the teacher. Learning media can overcome boredom in the classroom learning environment. The use of media in the learning process will improve the learning outcomes obtained. Technology-based learning media can also be used to support the presentation of learning materials. Powtoon learning media is one of the interesting media in the teaching and learning process. The use of media is very much needed in improving learning outcomes, usually learning outcomes are measured through changes in knowledge, attitudes or the acquisition of student scores.

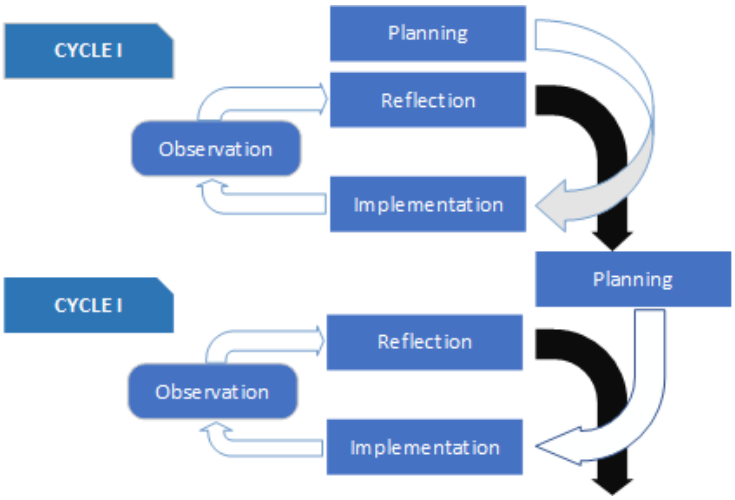
There are several objectives of learning using audio visual media, including: For cognitive purposes are (a) to develop cognitive partners concerning the ability to recognize again and the ability to provide movement and harmony stimulation, (b) to show a series of still images without sound as a photo and film frame media although less economical, (c) through audio visual media can also be taught knowledge about certain laws and principles. (d) audio visual media can be used to show examples and ways of behaving or acting in a performance, especially those concerning student interaction. For affective purposes (a) audio visual media is a very good media for

conveying information in the affective dimension, (b) can use effects and techniques, audio visual media can be a very good media in influencing attitudes and emotions. For psychomotor purposes (a) audio visual media is the right media for showing examples of skills involving movement. (b) with this tool it is explained, either by slowing down or speeding up the movements shown.4 Based on this objective, the benefits of audio-visual media for the learning process are useful for attracting students' attention in delivering teaching materials, fostering learning motivation and providing learning experiences by summarizing learning from a video that is presented.

Powtoon animation is one of the online interactive media that contains various templates used to create materials that will be delivered to students through interesting visualizations. With this powtoon visualization, it can stimulate students' motivation and interest in learning which ultimately influences student learning outcomes. Problem-based learning trains students to have the ability to solve problems. problem in situation real, Students own ability buildhis knowledge Alone through activity Study, Learning focus onproblem, Scientific activities occur in students through group work., Students used to use sources knowledge, Good from library,Internet, interview, And observation, Student own ability evaluate their own learning progress, Students have the ability to do scientific communication. Therefore, the researcher wants to conduct research on the application of powtoon learning media based on the problem based learning model to improve student learning outcomes.

B. Method

The type of research used is classroom action research (CAR). The subjects in this descriptive research were all students of class III of SD Islam Terpadu Darussalam. While the objectsstudy This is Application of powtoon learning media based on problem based learning to improve student learning outcomes. Instrument Which used is Tests and observations. Techniqueanalysis data using descriptive And qualitative quantitative. This research is action research and the research design is The design used is classroom action research. The design research according to Arikunto (2006:16) consists of cycles of actions, each of which cycle consists of from stage planning (planning), implementation (acting), observation (observation), and reflection. Here This is illustrated by the model in the study actionclass Which will be used as cycles in research.



a. Planning
   Plan action is beginning from action Which will implemented. Plan action must consider risk in carry out action repair. The risks that must what is considered is time and cost.
b. Action
   Implementation of action is a method used to improve results. Study. In matter This implementation action implemented with combining the use of media and techniques acrostic.
c. Observation
   Observation looks at activities that occur during teaching and learning activities. By conducting observations can determine the condition of students and lecturers in teaching and learning activities. The results of observations in cycle I can be used as materialconsideration For improve learning student with do action improvements in cycle II.
d. Reflection
   Reflection is activity repeat return activity Study teach afterobservation is carried out. Reflection is carried out according to the conditions recorded in observation. Through reflection, can done improvement . The minimum completion criteria in this study is if the learning outcomes reach 80%.

C. Finding and Discussion

1. Implementation and Results of Research in Cycle I

The implementation of this research was carried out in Class V of SD IT Darussalam Deli Tua by implementing cycle I which was carried out in 4 stages, namely the planning stage, implementation of actions, observation and reflection.

a. Planning Stage Cycle I

Before the cycle I action was carried out, the researcher discussed with the fifth grade teacher of SD IT Darussalam Deli Tua as a collaboration partner to discuss the planning that would be carried out which the researcher had prepared whether the actions taken were in accordance with the existing problems. The subject matter discussed was the theme of healthy food. In cycle I, it was carried out in two meetings, namely on Monday, May 8, 2023 and Saturday, May 19, 2023. The steps taken by the researcher in cycle I were:

1) Develop a learning implementation plan
2) create a learning implementation plan (RPP)
3) complete learning materials
4) preparing the format or observation sheet to be used consisting of an action implementation activity sheet, teacher observation sheet and student learning outcome observation sheet
5) create student worksheets that will be given to each student based on the basic competencies learned
6) develop evaluation tools to determine the extent of student learning outcomes in Thematic learning.

b. Cycle I Action Implementation Phase

At the implementation stage of this action, the researcher implemented learning using powtoon learning media. At the beginning of the learning activity, the researcher greeted and prayed before learning, checked student attendance, then prepared students for learning, students were asked to pay attention to the front of the class, then the researcher gave an apperception about the previous lesson and the students answered it. In the core activity, students were divided into five groups. The researcher conducted a question and answer session with students, students were asked to pay attention to the media, the teacher asked a trigger question related to the theme of healthy food. After that, the researcher gave a worksheet that students had to complete. The researcher monitored and guided students and provided explanations or suggestions that were considered necessary when students experienced difficulties during the learning process. During the learning process, the class teacher and my friend as observers observed learning activities by filling out the student learning outcome observation sheet and the teacher observation sheet.

c. Observation Stage Cycle I

The implementation of observation is carried out during the learning process. The implementation of observation is assisted by the class teacher as an observer, to observe everything that happens during the classroom action based on the observation format

that has been prepared, both the researcher's activities and the students' results in learning.

Student learning outcomes in cycle I for the frequency of successful students can be seen in the following table:

Table 1. Student learning outcomes

No	Learning Outcome Score r	Cycle I (1)			Cycle I (2)		
		Number of Students	%	Category Results	Number of Students	%	Result Categories
1	76 – 100	4	11.76	SB	7	20.58	SB
2	51 – 75	10	29.41	B	16	47.05	B
3	26 – 50	16	47.05	C	8	23.53	C
4	0 – 25	4	11.76	K	3	8.82	K
Amount		**34**	**100**		**34**	**100**	

According to the learning outcomes in cycle I, the student learning outcomes are still relatively low, where in cycle I meeting 1 out of 34 students only 14 students or 41.17% were successful in learning, while the remaining 20 students or 58.81% of students were still categorized as less successful in learning. In cycle I meeting II out of 34 students only 23 students or 67.63% were successful in learning, while the remaining 11 students or 32.35% of students were still categorized as less successful in learning.

By looking at the results of the implementation in cycle I, the researcher saw that there were still many students or most students were still less successful in following the learning process that was implemented. So this really needs to be followed up on the implementation of cycle II in order to improve student learning outcomes by using powtoon learning media in class V.

More clearly, student learning outcomes during cycle I can be described in the following diagram:

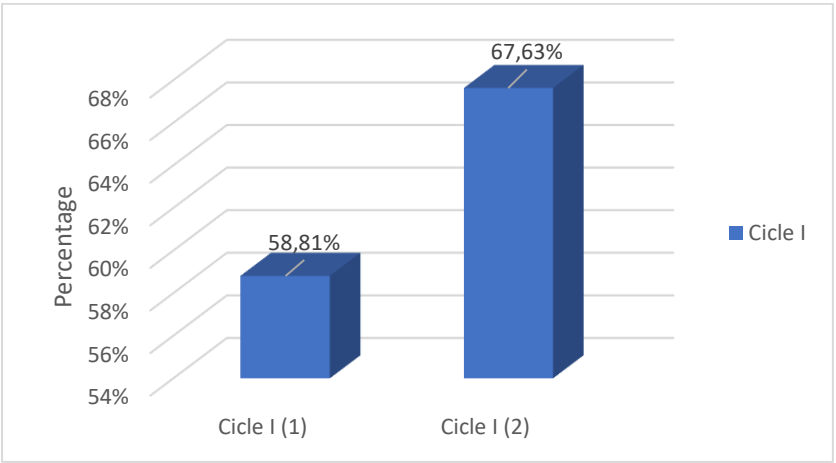


Figure 1. Histogram of Student Learning Outcomes in Cycle I First and Second Meeting

d. Cycle I Reflection Stage

Based on the data from the findings of the first cycle of classroom action research, it shows that during the implementation of cycle I, the observed student learning outcomes are still relatively unsuccessful, but there has been an increase in student learning outcomes, although it is still relatively small, and overall the increase is not very significant, so it can be concluded that the Thematic learning process using powtoon learning media in cycle I, the first and second meetings have not been able to improve student learning outcomes in learning because they have not been able to reach the minimum completion criteria. So the researcher can conclude that it is necessary to follow up and make improvements by implementing cycle II as an effort to improve student learning outcomes using powtoon learning media.

2. Implementation and Results of Research in Cycle II

The implementation of cycle II is still carried out in 4 stages, namely the planning stage, action implementation, observation and reflection.

a. Cycle II Action Planning

Based on the research findings obtained in cycle I, the researcher re-drafted the planning that would be implemented in the classroom by discussing it first with the class teacher as a collaboration partner. Observations were carried out in cycle II from Monday, May 29, 2023 to Saturday, June 9, 2023. In cycle II, the efforts made were to make improvements by focusing on the difficulties or deficiencies experienced by students during the teaching and learning process. By using powtoon learning media, it is hoped that it can optimize student learning outcomes in learning the theme of healthy food.

b. Implementation of Cycle II Actions

The implementation of cycle II actions follows the learning implementation plan that has been prepared. In the initial activity, the researcher prepares students to study, pray together. Then provide apperception. Then the researcher gives encouragement to students, especially to students who are not focused on studying, which results in suboptimal learning. In the core activity, students are divided into 5 groups, the researcher forms new groups based on student results, namely students who are unsuccessful and students who are successful in learning. Each group member has different levels of results. The researcher provides reinforcement and learning outcomes to students to have readiness and seriousness in learning. The researcher displays powtoon learning media and asks students to observe the video, the researcher asks provocative questions about healthy food material, the researcher distributes student worksheets to each group. The researcher gives students the opportunity to ask questions about things that are not yet known and problems faced during the learning

process. The researcher guides students in conducting group discussions. After completing the group discussion, the researcher asks student representatives from each group in turn to present the results of their group discussions. Provides opportunities for other groups to provide questions and responses and input from the group presentations that come to the front of the class. Asking questions verbally to students to find out students' understanding of the material being discussed, namely about healthy food. Researchers and students conclude the lesson. When the learning process takes place, the class teacher acts as an observer. Namely observing the learning activities being carried out. Filling out the student learning outcome observation sheet and the teacher's observation sheet based on student responses while learning.

c. Observation Stage Cycle II

The implementation of cycle II observations is still assisted by the class teacher as an observer based on the observation format that has been prepared.

From the observation data obtained in cycle II above, it can be seen that the percentage of student learning outcomes has increased from the observation results in cycle II meeting I with an average score of 65.29 to 87.65 in cycle II meeting II. Student learning outcomes are said to have high learning outcomes. This can be seen from the data obtained in the table above, namely that each aspect of the results obtained has reached a percentage of >80%, which means that students have high learning outcomes on the subject of healthy food themes.

More details about the results of student learning in the implementation of cycle I, first meeting, can be seen in the table below:

Table 4 Student learning outcomes

No	Learning Outcome Score	Cycle II (1)			Cycle II (2)		
		Number of Students	%	Result Categories	Number of Students	%	Result Categories
1	76 – 100	10	29.41	SB	14	41.18	SB
2	51 – 75	18	52.94	B	16	47.05	B
3	26 – 50	6	17.65	C	4	11.76	C
4	0 – 25	0	0	K	0	0	K
Amount		34	100		34	100	

According to the learning outcomes in cycle II, the students' learning outcomes are classified as high and most students have succeeded in learning. This can be seen in cycle II meeting 1 of 34 students, there were 18 students who were categorized as having succeeded in learning or 82.35%, while the remaining 6 students or 17.65% of students were less successful in learning. In Cycle II Meeting II, out of 34 students, 30 students or 88.23% had succeeded in learning, while the remaining only 4 students or 11.76% of students were still categorized as less successful in learning.

More clearly, student learning outcomes during cycle II can be described in the following diagram:

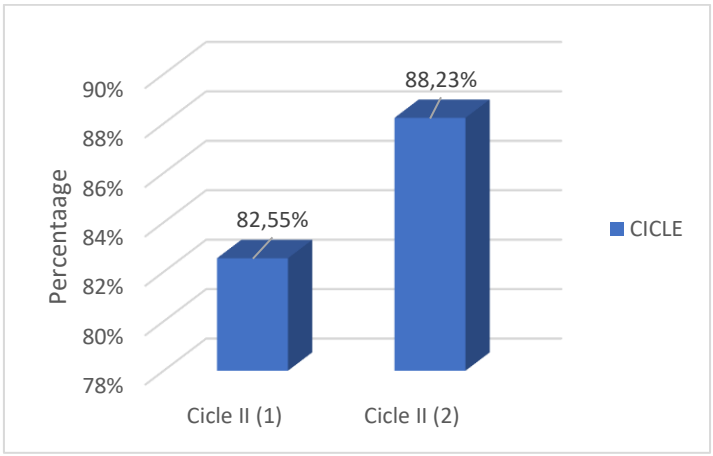


Figure 2. Histogram of Student Learning Outcomes in Cycle II

d. Cycle II Reflection

The efforts that have been made in Thematic learning in cycle II have experienced a significant increase, both in terms of the number of values, average values, percentages and number of students who are successful in learning. It can be seen that the learning outcomes of students classically with an average score of 65.29 and a percentage of student learning outcome completion of 82.35%, in cycle II of the first meeting, then continued by implementing and making improvements in cycle II of the second meeting with the aim of achieving the completion of the learning outcomes that have been set, then there was an increase with an average score of 87.65 and a percentage of student learning outcome completion of 88.23%. This proves that using powtoon learning media can improve student learning outcomes in class V of SD IT Darussalam Deli Tua in the 2022/2023 academic year. Then supported by the efforts of researchers that have been made, namely creating group discussions and grouping students based on their respective learning outcome groups, thus students find a new atmosphere in learning and students do not feel bored and bored in following the learning process given by the teacher.

Looking at the students' learning outcomes in cycle II, it is known that students have experienced an increase in learning outcomes, both individually and classically, so that there is no need to carry out learning actions in the next cycle or cycle III.

For more details, the increase in student learning outcomes from cycle I to cycle II can be illustrated using the histogram model in the image below:

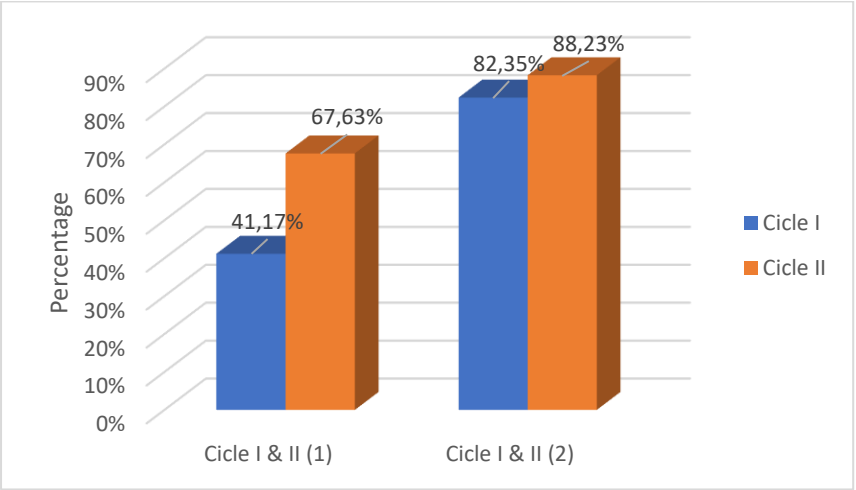


Figure 3. Histogram of Student Learning Outcome Improvement

Based on the picture above, it can be seen that in cycle I, the first meeting, there were 14 students or 41.17% of students who succeeded in learning, after cycle I, the second meeting, the students who succeeded in learning increased to 23 students or 67.63%. Then continued to cycle II, the first meeting, the number of students who succeeded in learning increased to 18 students or 82.35%, this has not achieved the expected classical student learning outcomes, so improvements were made in cycle II, the second meeting of students, so that 30 students or 88.23% succeeded in learning. So this means that the level of classical student learning outcomes has been achieved, because 88.23 ≥ 80%, so it is no longer necessary to implement it in the next cycle or cycle III.

D. Conclusion

Activity learning using the powtoon application gives good results. Improving student learning outcomes and student enthusiasm in learning. In addition, learning using the powtoon application is one of the creative efforts to increase teacher insight in creating learning media and supporting learning so as to optimize learning outcomes .

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