



## Jurnal Eduscience

(JES)

Volume 11, No. 2

August, 2024

Submit: 06 June 2024

Accepted: 18 August 2024

## DEVELOPMENT OF POWTOON APPLICATION-BASED LEARNING MEDIA FOR XI IPS CLASS STUDENTS IN TUGUMULYO STATE HIGH SCHOOL

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### Abstract

This study aims to develop and produce *powtoon* application-based history learning media that are valid, practical, and effective in learning History class XI IPS at SMA Negeri Tugumulyo. This research uses a Research and Development approach with the application of the ADDIE model. The research subjects consisted of 3 validation experts, 1 history subject teacher, and 34 students of XI IPS 2 class at SMA Negeri Tugumulyo. Data collection techniques included observation, interviews, questionnaires, tests, and documentation. The results of the expert assessment analysis showed that the *powtoon* application-based history learning media met the validity criteria, with a percentage of 86% linguist assessment, 92% material expert, and 77% media expert. In addition, the results of the practicality sheet assessment from teachers and students showed that the media also met the practical criteria, with an average practicality score of 88%. While the large group test shows that the learning media has high effectiveness, with an N-gain (g) value of 0.72, which is classified as high. Thus, it can be concluded that the *powtoon* application-based history learning media proved to be valid, practical, and effective in the context of History learning class XI IPS 2 at SMA Negeri Tugumulyo.

**Keywords:** *Powtoon, History, Learning Media.*





## INTRODUCTION

Technology today plays an important role in improving the quality of learning. In the current era of advanced technology at school, students need easy access to learning media and technology that supports learning outcomes and makes explanations easier to understand. According to Susilo & Sarkowi (2018: 48) in the era of globalization, teachers are expected to have a high level of professionalism, be able to overcome increasingly complex challenges, and need to improve their quality. Major changes due to globalization have an impact on the whole world and are considered unavoidable. Change is bound to happen, whether we like it or not in the context of globalization in the world of education faces great challenges, especially for teachers as practitioners. Teachers face several challenges that require a higher level of professionalism, such as the rapid and fundamental development of science and technology.

Pradita (2017) argues that in the Era of Industrial Revolution 4.0, the development of history learning places teachers in an important role. Teachers have three important roles that must be carried out first, namely preparing students to be able to create jobs that do not yet exist, preparing students to solve problems that do not yet exist, and preparing children to be able to use technology properly (Nasution et al., 2023; Safitri, Muti'ah, et al., 2023; Safitri et al., 2024; Uswatun Hasanah et al., 2023). In the midst of the challenges of the times, it is increasingly important for history education to continue to innovate in the learning process, so that it is not left behind and can adapt to changes.

Based on observations and needs analysis conducted by the author at Tugumulyo State High School on September 12, 2023 by interviewing the XI grade teacher, Mrs. Nazula Erli, S.Pd regarding the learning process in class XI in the 2023/2024 academic year. Several problems were obtained in the history learning process, namely: 1) Teachers have also used learning media such as power points but this has not been able to make some students focus and still feel boring; 2) Students only listening to the material presented by the teacher without any enthusiasm or interaction between teachers and students; 3) The learning media used by teachers seem monotonous and still some teachers also combine with the lecture method even though they have used learning media; 4) In addition, teachers usually only use textbooks provided by the school without using other learning resources. As well as the problem of learning history at SMA Negeri Tugumulyo which is based on the analysis of the needs of students in class XI IPS and is very

important to support their learning process. Therefore, it is necessary to develop a medium in the form of powtoon-based history learning media that is useful to facilitate the teacher in conveying the material taught and as a support in the learning process. When viewed from the characteristics of today's students who are sophisticated, most students like cartoon animations, so powtoon is suitable for use in the history learning process so that researchers can develop powtoon application-based learning media by linking material with powtoon animations that have animation, music and images so that the use of powtoon application-based history learning media can make students better understand lessons and arouse student enthusiasm in the teaching and learning process (Anjani & Safitri, 2023; Handayani et al., 2023).

Researchers chose powtoon application-based history learning media because this media can make learning material more interesting and innovative, because there is animation and there is music and images so that the use of powtoon application-based history learning media can make students better understand lessons and arouse student enthusiasm in the learning process. With an atmosphere that attracts students' attention, so that it raises students' interest in participating in asking questions in the learning process and is supported by complete facilities and infrastructure at school making it easier, such as wifi, and projectors and seen from the accreditation of schools that already have A accreditation compared to other schools so that teachers are required to be able to master learning media that are increasingly advanced with the times.

Based on the description above, the authors are interested in conducting research entitled "Development of Powtoon Application-Based History Learning Media for XI IPS Class Students at Tugumulyo State High School". Where this research was conducted with the aim of producing valid, practical and effective media for students.

## METHODS

This research uses the Research and Development (R&D) development model with the ADDIE approach model. Rayanto & Sugianti (2020: 33) suggest that the ADDIE development model is a learning development design model that focuses on the formulation of learning objectives and the product development process with the aim of increasing learning effectiveness. Safitri & Aziz (2022: 54) suggest that each stage of the ADDIE model is not only a separate stage but also makes a significant contribution to the final result of the entire learning development



process, for example the final result of a step will be an important initial product for the development of the next step, thus creating a continuous and integrated workflow in the development of learning activities. The ADDIE development model is designed through 5 systematic development stages, namely Analysis, Design, Development, Implementation and Evaluation. The subjects of this research were class XI IPS students at Tugumulyo State High School.

The research conducted by researchers is in class XI IPS at SMA Negeri Tugumulyo. This test uses the population of XI social studies class at Tugumulyo State High School which consists of a one to one trial of 3 students of XI social studies class 4, then a small group trial of 6 students of XI social studies class 3. The last sample used in this study with an effectiveness trial of 34 students of XI social studies class 2 at Tugumulyo State High School. In this study, data collection instruments were used in collecting information in the form of observation, interviews, questionnaires and test. And all components of this instrument aim to know the advantages, disadvantages, suggestions and criticisms in developing products that have been compiled by researchers and instruments in data collection. Technical data analysis in development research aims to determine the quality of the Powtoon application-based media product that will be developed based on aspects of validity, practicality and effectiveness.

## RESULT AND DISCUSSION

Observation and interviews are the process of obtaining initial information by analyzing the problems faced by students in history subjects. This process involves the history teacher of class XI IPS and two students from the same class. From the results of observations and interviews, it was concluded that the low motivation of students in learning history was caused by less interesting learning media. Most teachers only use Power Point media in their teaching.

At the analysis and design stage, material will be created that relates to the lives of Indonesian people during the Japanese colonial period. At the product development stage, researchers decide on the material that will be presented in learning media. There is so much information about the lives of Indonesian people during the Japanese colonial period that not everything is taken into account. Based on the analysis carried out, several selected materials were included in the learning media. In addition, learning media created by researchers will be



submitted to experts to be tested and validated. If errors are found and the content appears inappropriate, corrections will be made until a valid result is achieved.

Based on the validation results from material experts, the material in this learning media is considered valid with a score of 92%. Meanwhile, the results of the validation test by the media validator showed a fairly valid category with a score of 77%. This indicates that the learning media needs to be revised in order to be declared valid. Some suggestions from media experts include the addition of videos and images in the learning media. In addition, the learning media should only contain material points, not long texts. The voice narration in the learning media also needs to be enlarged in volume so that it can be heard clearly. After receiving input from the media expert, then revise the learning media and ready to be tested. The results of the validation test by the language validator showed that this learning media was categorized as valid with a score of 86%.

Based on the results of material, media and language validation, this learning media is declared to meet valid criteria and can be tested to evaluate student motivation and learning outcomes. The trial was carried out using one to one and small group methods. The one to one trial involved three students with different abilities: high, medium and low. The assessment results from students showed a response of 87%, which shows that the learning media developed is included in the valid category. The small group trial was carried out involving six students with different abilities, namely low, medium and high categories. These six students were different from those involved in the one-on-one stage. Based on the results of student assessments in small group trials, a response of 86% was obtained, indicating that the learning media developed was included in the valid category.

From the results of small group and one to one trials, it can be concluded that the learning media developed by researchers is valid and makes students active during the learning process. Therefore, this learning media will proceed to the effectiveness testing stage by testing it on all class XI IPS 2 students. This stage is designed to resemble actual learning conditions so that if the product is deemed suitable it can be used further. The effectiveness test phase begins with giving a pretest of 40 multiple choice questions to students who are the objects of research to measure their initial abilities regarding the life of Indonesian society during the Japanese occupation. Furthermore, at the end of the learning process a posttest will be carried out (Maulana et al., 2022; Rezekiah et al., 2022; Safitri, Muti'ah, et al., 2022; Wati et al., 2022). For the average

pretest score of 44.44, while the posttest score was 84.55, it can be concluded that there was an increase of 40.11 and an N-gain of 0.72 was obtained in the high category.

Overall, the media developed by researchers obtained positive results from expert validators, teachers and students who were tested so that it was included in the very feasible category, so it can be used as learning media to support learning activities. In this way, Powtoon media can help students receive material about the life of Indonesian society during the Japanese occupation in a way that is not monotonous and boring so that students can get meaningful learning (Harahap et al., 2022; Safitri, Ansyari, et al., 2022; Safitri, Hansyah, et al., 2023; Safitri, Harahap, et al., 2022). Regarding the benefits of research results in the field of education, Supriyanto and Isbandiyah (2023:13) state that "Good research must have a contribution or benefit for users of the research results. Research contribution can be interpreted as the benefits of the problems studied for research users. So that research results can contribute directly to society, researchers need community support by understanding people's way of thinking. Likewise, teachers must understand the character and mindset of their students."

## CONCLUSION

Based on the results of research and development that has been carried out, it can be concluded that:

1. The results of the validation test of powtoon application-based history learning media show its validity. According to the three expert validators, powtoon media is feasible to be tested on students, with some revisions that need to be made. The revisions are based on the results of the validation questionnaire that has been given to the validators, which recorded a percentage score of 86% from the linguist, 92% from the material expert, and 77% from the media expert as well as the average percentage of the overall score from the three validators getting 85%.
2. The results of the evaluation of the level of practicality of powtoon media, obtained from teacher and student responses through one to one and small group trials, showed an average value of 88%. Thus, the media is included in the criteria of practicality 81%-100%, which indicates very high practicality. Therefore, it can be concluded that the use of powtoon application-based history learning media in learning history for class XI IPS 2 is feasible to use.

3. The effectiveness of the powtoon application-based history learning media was assessed through an analysis of the comparison of pre-test and post-test scores, which was calculated using the N-gain formula. From the results of the analysis, an n-gain value of 0.72 was found. This figure shows that the change from pre-test to post-test is included in the high category, with the n-gain value exceeding 0.7. This shows that the use of powtoon media in learning history for class XI IPS at SMA Negeri Tugumulyo is very effective and feasible to be applied in the learning process.

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