

<http://jurnal.ustjogja.ac.id/index.php/incotes/index>

Implementation of Powtoon Media On Students' Fiction Writing Learning Junior High School

Ermawati¹, Siti Rochmiyati², Desy Rufaidah³, Anggita Aprilia⁴, Anggun Solehati⁵

^{1,2,3,4,5}Universitas Sarjanawiyata Tamansiswa, Indonesia

To cite this article:

Ermawati, Rochmiyati, S., Rufaidah, D., Aprilia, A., & Solehati, A. (2021). Implementation of Powtoon Media On Students' Fiction Writing Learning Junior High School. In M. Irfan, N. A. Handoyono, K. H. Najib, T. Ardhian (Eds.), *The 3rd International Conference on Technology, Education and Science* (pp. 19–23). Yogyakarta.

Implementation of Powtoon Media On Students' Fiction Writing Learning Junior High School

Ermawati¹, Siti Rochmiyati², Desy Rufaidah³, Anggita Aprilia⁴, Anggun Solehati⁵

^{1,2,3,4,5}Universitas Sarjanawiyata Tamansiswa, Indonesia

¹ermawati@ustjogja.ac.id

Article Info

Keywords

Powtoon
Audiovisual Media
Writing Learning

Abstract

This study aims to describing the implementation of Powtoon media in Fiction Writing Learning for Junior High School Students Curriculum 2013. The data in this study are in the forms of learning and learning tools using Powtoon media. There are two kinds of data sources, namely primary and secondary data. Primary data is Powtoon media. In addition, secondary data comes from research based on of Anggita Aprilia and Anggun Solehati's thesis. The instrument of this research is the researcher themselves who have been equipped with a set of theories and data cards that contain the Powtoon media and then validated by an expert. Data collection techniques use interview techniques, observation, and document analysis. The data analysis technique used is Miles and Huberman's interactive analysis included data collection, data reduction, data presentation, and conclusion drawing/verification. As the result, the implementation of Powtoon media can improve junior high school student's ability in writing fiction.

Keywords: Powtoon, Audiovisual Media, Writing Learning

Introduction

Learning has several important components. In line with Ermawati, et al (2019: 93) reveal the learning components include learning objectives, learning materials, learning methods, learning media, learning evaluations, students, and educators. So that learning is planned and directed, educators need to prepare teaching materials. In accordance with previous research, Shelly, et al. (1997: 233) revealed that today's teachers should prepare materials in learning that better accommodate the individual needs, interests, and abilities of their students. In this regard, it takes the right method or strategy so that writing activities can become a pleasant habit. Furthermore, expressed by Ermawati, et al (2019: 93) the role of teaching materials is very important in the teaching and learning process because with the existence of teaching materials, it is hoped that learning activities will achieve optimal results. One of the teaching materials that support the learning process during a pandemic is teaching materials that are easily accessible, practical, and interesting so that they are easy to understand and can be studied at any time. Kurniawati (2015: 369) defines teaching materials or learning materials (instructional materials) are all knowledge, attitudes and skills that must be learned by a student in order to achieve the expected core competencies (KI) and basic competencies (KD). The role of teaching materials in the teaching and learning process is very important, because students will more easily understand and understand the lessons they receive. Teaching materials are divided into two, namely printed teaching materials and non-printed teaching materials. Textbooks are included in printed teaching materials while non-printed teaching materials can be in the form of audiovisual videos. Based on the explanation above, it can be concluded that teaching materials are materials or subject matter that are systematically arranged including knowledge, attitudes, and skills so that learning objectives are achieved.

One aspect of teaching materials is the development of learning materials. Educators must optimize technology as a medium for learning. One of the technological media that can be used by teachers is audio-visual media in the form of Powtoon. Powtoon is the name of an IT-based application that is useful for making animated cartoon videos in a concise and free manner. According to Villar in Andrianti (2017: 60) argues that Powtoon is a web-based application provided for users to create animated videos by manipulating objects, importing images, providing music, and adding sound. On the other hand, according to Shannon Merchand in Dewi (2019: 2) powtoon is an online service-based animation software that allows users to quickly and easily create animated presentations by manipulating objects, inserting images, entering music and also entering user recordings. Then,

Ariyanto, et al (2018: 123) revealed Powtoon is an online application program on the internet and functions as a video maker application for presentations and learning media. Based on the understanding of some of the opinions above, it can be concluded that Powtoon is an online web-based software that is used to create interesting videos including inserting images, music, and entering voice recordings of users in conveying material or messages. The advantages of powtoon media are the various animation features and more evocative transition effects. In addition, the timeline setting in the application can be considered easier than other similar applications. With the audio visual powtoon media, it is hoped that it can help teachers improve language skills and achieve learning goals.

Language skills that include four main components and one of them is writing skills which are used to convey messages through writing or characters. Ermawati and Widowati (2020: 23) state that writing is the most difficult language skill when compared to other language skills. Writing skills are not an instant process, meaning that the writing process must be carried out continuously and continuously. Writing is the last skill that is acquired after listening, speaking, and writing language skills.

Various writing skills in learning include writing poetry in class VIII and short stories in class IX. Both are fictional texts. Fiction texts in this discussion include short stories and poetry texts. According to Waluyo in (Andhika 2016:21) poetry texts are literary works that express the poet's thoughts and feelings imaginatively and are composed by concentrating all the power of language by focusing on the physical and mental structures. Added by Aminuddin (2008:134) which states that poetry is defined as "making" and "making" because through poetry basically someone has created a world of its own, which may contain messages or descriptions of certain atmospheres, both physically and mentally. So the poetry text is writing that expresses the poet's thoughts and feelings imaginatively, both fiction and spiritual. Meanwhile, the purpose of short stories according to Taufik in Hillan (2017: 35) reveals that short stories are a reflection of some of the realities of life. In the process of writing fiction texts, the author is given a poetic license and freedom of language so that through these two texts, students can write creatively so that hopefully students will start to like writing activities. Based on the background of the problem described previously, the problem formulated, namely How is the implementation of Powtoon media in Learning to Write Fiction for Junior High School Students Curriculum 2013? with the aim of the research describing the implementation of powtoon media in Learning to Write Fiction for Junior High School Students Curriculum 2013.

Method

This research is a qualitative descriptive study. The data in this study are in the form of learning and learning tools with powtoon media. There are two kinds of data sources, namely primary and secondary data. Primary data is powtoon media. In addition, secondary data comes from research based on Anggita Aprilia and Anggun Solehati's thesis. The instrument of this research is the researcher themselves who have been equipped with a set of theories and data cards that contain the powtoon media and then validated by an expert. Data collection techniques use interview techniques, observation, and document analysis. The data analysis technique used is Miles and Huberman's interactive analysis including data collection, data reduction, data presentation, and conclusion drawing/verification.

Results and Discussion

Conditions at the time of skilled learning to write fiction texts, students feel they have not been able to choose the right vocabulary, have difficulty expressing ideas or ideas, students think learning writing skills is more difficult than learning and understanding theory, while in terms of educators how to generate students' personal motivation. Based on these conditions, one of the things that can be done is by optimizing the learning media. The stages of developing audiovisual media include compiling a prototype, then expert validation and stakeholder validation. The results from the expert need to be revised in the learning objectives section of the lesson plan that does not yet contain ABCD. In the Powtoon learning media section, voice and writing need to be optimized. From stakeholders, KD must be detailed and derived from KI and RPP made, namely two meetings, learning steps should be described in two meetings instead of one meeting. In the final stage, namely the stage of testing the test results at SMP N 1 Pandak and SMP N 4 Banguntapan.

In this part of the test, Powtoon implementation data is obtained. The implementation stage is described as follows. First, students open the link for learning to write fiction via <https://youtu.be/NNYQ4Qj2S7M> and <https://youtu.be/KL2SKsAFLYw>. Second, students observe and listen to learning videos from the powtoon site. Third, students ask the teacher about the material. Fourth, students record important information related to the text

in the powtoon carefully. Fifth, students try to describe and discuss the information obtained with the teacher and friends. Sixth, students communicate and conclude learning. This learning step was adapted from a scientific approach that is very close to the Tri-N concept in previous research. Ermawati, et al (2020: 13) used the term Tri-N in Niteni-Observing-Associating-Associating, *Nirokke-Associating-and Nambahi-Communicating-Designing*. -Creating, etc.

From the results of the trial analysis, the results of the implementation of Powtoon media in class IX of SMP Negeri 1 Pandak and Class VIII of SMP Negeri 4 Banguntapan are described as follows.

Table 1. Test Results with Powtoon Media at SMP N 1 Pandak

No	Aspect	Value Before Small Scale Sampling	Value After Small Scale Sampling	Value Before Large Scale Sampling	Value After Large Scale Sampling
1	<i>Kesesuaian Isi</i>	3	3,3	3,3	3,65
2	<i>Kesesuaian struktur bahasa</i>	3	3,4	3,5	3,55
3	<i>Kesesuaian unsur teks</i>	3	3,2	3,4	3,75
4	<i>Kesesuaian Majas</i>	2,6	2,8	3,05	3,75
5	<i>Kesesuaian penulisan ejaan</i>	2,8	2,9	2,95	3,6
	Total	14,4	15,6	16,2	18,3
	Mean	2,88	3,12	3,24	3,66

Based on the data from the small and large sampling (before and after) it can be concluded that the score before the small scale sampling is an average score of 2.88, after the score small scale sampling the average score is 3.12. Then, the results of the test scores before the large average score were 3.24 and after the large scale sampling the average score was 3.66. This increase also occurred during the trial implementation at SMP Negeri 4 Banguntapan. The description of the results is as follows.

Table 2. Test Results with Powtoon Media at SMP N 4 Banguntapa

No	Aspect	Value Before Small Scale Sampling	Value After Limited Trial	Value Before Large Scale Sampling	Value After Large Scale Sampling
1	<i>Kesuaian Isi dengan Tema</i>	2,7	2,8	3,2	3,5
2	<i>Isi</i>	2,7	2,9	3,3	3,6
3	<i>Diksi</i>	2,5	2,4	2,8	3,4
4	<i>Majas</i>	2,3	2,1	2,8	3,1
5	<i>Ejaan dan Tatatulis</i>	3	2,9	3,4	3,6
	Total	13,3	13,2	15,55	17,2
	Mean	2,66	2,64	3,11	3,44

Based on the data from the small and large trials (before and after) it can be concluded that the score before the small scale sampling is an average score of 2.66, after the small scale sampling the average score is 2.64. Then the score before the large scale sampling of the average score is 3.11 while after the large scale sampling the average score is 3.44.

The results of all Powtoon implementation trials at SMP N 1 Pandak and SMP N 4 Banguntapan showed that there was an increase in fiction writing skills. Thus, based on the test results, Powtoon media is feasible and effective to be used as a medium for learning to write fiction texts.

The second previous research is Andrianti, Yeni, L.R. Retno Susanti, and Hudaidah (2016) stated that the application of Audiovisual-Based Powtoon learning media that was applied using Macromedia Flash Professional 8 was developed to be valid after going through the evaluation stage of experts who were competent in their respective fields (expert review) and field trials (field test). The students' learning outcomes obtained from the pretest score of 48.7 with a very low category and an increase in the posttest score of 84.3 from 0% of the number of students who could not reach the KKM to 100% of the students who could achieve the KKM. The result of this research is that the Audiovisual-Based Powtoon learning media that is applied using Macromedia Flash Professional 8 has a very good effect on enthusiasm and can attract students' interest in learning. The feasibility and effectiveness are supported by several previous studies, namely Dewi, Rischa, et al (2019), a learning media product based on Powtoon text reports on the results of observations of class X SMA which have been validated.

Validation is carried out by expert lecturers to test the feasibility of the product. The validation results from material experts obtained an average percentage of 82% and media experts obtained an average percentage of 81.25%. A similar study on Powtoon in Chile, Pais (2017: 129) stated that students had a positive opinion about the use of Powtoon in the development of learning activities in undergraduate education for TIDR course teachers. Most of the female students consider Powtoon as a motivational tool to create interactive materials through animations and videos. Powtoon supports the teaching and learning process, for knowledge and skills development.

Thus, based on the results of testing the implementation of powtoon media and supported by previous research, it is concluded that audiovisual media (powtoon) is feasible and effective to use in the fiction writing skills of junior high school students.

Conclusion

Based on the results of the trial implementation of powtoon media in class IX of SMP N 1 Pandak and class VIII of SMP N 4 Banguntapan, it was found that fiction writing skills had increased. At SMP N 1 Pandak, the score before the small scale sampling was obtained, namely an average score of 2.88, after the small scale sampling the average score was 3.12. Then, the results of the test scores before the large scale sampling average score were 3.24 and after the large scale sampling the average score was 3.66. In SMP 4 Banguntapan also obtained the results of the score before the small scale sampling, namely an average score of 2.66, after the small scale sampling the average score was 2.64. Furthermore, the results of the score before the large scale sampling the average score was 3.11 while after the large scale sampling had an average score of 3.44. Thus, the implementation of Powtoon media can improve the fiction writing skills of junior high school students.

References

- Aminudin. 2009. *Kreatif Menulis Puisi dan Cerita Pendek*. Tangerang: Citralab.
- Andhika, Ayu, Raheni Suhita, dan Sri Hastuti. 2016. "Upaya Meningkatkan Motivasi dan Keterampilan Menulis Puisi Bebas melalui Model Pembelajaran *Picture and Picture* pada siswa Sekolah Menengah Pertama". *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia, dan Pengajarannya*. Vol. 4. No. 1. Pp. 19-33.
- Andrianti, Yeni, L. R. Retno Susanti, Hudaidah. (2016). "Pengembangan Media *Powtoon* Berbasis Audiovisual pada Pembelajaran Sejarah". *Jurnal Ciksetra*. Vo.5. No. 9. Pp. 58-68
- Ariyanto, Rio, dkk. 2018. "Pergunaan Media *Powtoon* Untuk Meningkatkan Minat Dan Hasil Belajar Siswa Pada Kompetensi Dasar Mendeskripsikan Pelaku-Pelaku Ekonomi Dalam Sistem Perekonomian Indonesia (Studi Kasus Pada Siswa Kelas VIIIID SMP Nurul Islam Jember Semester Genap Tahun Pelajaran 2017/2018)". *Jurnal Pendidikan Ekonomi*. Vo12. No.1. Pp.122-127. DOI: 10.19184/jpe.v12i1.7622.
- Dewi, Rischa, dkk. 2019. "Pengembangan Media Pembelajaran Berbasis *Powtoon* Teks Laporan Hasil Observasi Kelas X SMA". *Jurnal Kata*. Pp.1-8
- Ermawati dan Siti Rochmiyati. 2020. "Implementasi Tri-N (*Niteni-Nirokke-Nambahi*) dan PPK (Penguatan Pendidikan Karakter) pada Perangkat Pembelajaran Teks Deskripsi Kelas VII SMP (2020)". *Jurnal Bahasa dan Sastra Indonesia*. Vol.9. No.1. Hlm.8-13. Semarang: Universitas Negeri Semarang. <https://doi.org/10.15294/jpbsi.v9i1.35756>
- Ermawati dan Widowati. 2020. "Implementasi Project Based Learning Untuk Meningkatkan Aktivitas dan Keterampilan Menulis Siswa SMP Taman Dewasa Jetis". *Jurnal Wacana Akademika*. Vol. 4. No.1. Pp.23-32.
- Ermawati, Rochmiyati Siti, dan Desy Rufaidah. 2020. "Application of Tri-N (*Niteni-Nirokke-Nambahi*) in The Curriculum High School Story Text Book 2013". *In Prosiding International Conference on Technology, Education, and Science*. P.p. 93-96.
- Hillan, Amila, Suyitno, dan Sumarwati. 2017. "Gaya Bahasa Dan Diksi Dalam Kumpulan Cerpen Kesetiaan Itu Karya Hamsad Rangkuti Sebagai Materi Pembelajaran Bahasa Indonesia Di SMA." *Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*. Vol. 5 No. 1. Surakarta: Universitas Sebelas Maret Surakarta.

- Kurniawati, Fitri. 2015. "Pengembangan Bahan Ajar Aqidah Akhlak di Madrasah Ibtidaiyah". *Jurnal Penelitian*. Vol 9. No. 1. Pp. 367.
- Pais, Marcelo Humberto Rioseco, dkk. 2017. "Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs". *iJET*. Vo.12. No.6. Pp.120-131.
- Shelly, A. C., Bridwell, B., Hyder, L., Ledford, N., & Patterson, P. (1997). Revisiting the K-W-L: What we Knew; What we Wanted to Know; What we Learned. *Reading Horizons: A Journal of Literacy and Language Arts*, 37 (3). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol37/iss3/5
- Tarigan. 2008. *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Authors Information

Ermawati

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia.
Contact: 08563923660
E-mail Address: ermawati@ustjogja.ac.id

Siti Rochmiyati

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia.

Desy Rufaidah

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia

Anggita Aprilia

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia

Anggun Solehati

Univerista Sarjanawiyata Tamansiswa
Jl. Batikan UH III/ 1043 Tuntungan, Umbulharjo,
Yogyakarta, Indonesia
