

**POWTOON-BASED LEARNING VIDEOS TO IMPROVE LEARNING
OUTCOMES AT BACKGROUND SERVICES
IN ELEMENTARY SCHOOL STUDENTS**

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Abstract

This study aims to determine the increase in learning outcomes of elementary school students in the combination of basic motion material in a small ball game, namely badminton service strokes through video-based learning media using powtoon. The powtoon application can be accessed online by registering first. The use of powtoon can include material with a variety of animations, can add videos, images, sounds and design customizable text colors. The final result of using powtoon can be saved automatically on youtube which everyone is easy to see. This research is a classroom action research with twenty fifth grade students as the research subject. The initial stage in this study was to conduct initial observations covering three domains, namely the affective, cognitive and psychomotor domains. The results of initial observations in the affective domain were stated to be 65% complete, cognitive 80% complete, and psychomotor 70% incomplete. So, improvements were made in the psychomotor domain in cycle 1, obtained 75% classically complete. The implication of this research is that the learning outcomes of elementary school students can be increased through learning videos using powtoon.

Keywords: Video Powtoon, Learning Outcomes, Servicing, Badminton, Elementary School

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INTRODUCTION

Education is a very important need for humans. Humans in following education make a person's quality improved for the better. Through education, it aims to develop self-potential and students' skills through the learning process as a provision to live life in society. (UU Nomor 20, 2003) education is a conscious and planned effort to create a learning atmosphere and the learning process of students is

actively developed to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills.

Education is carried out at every level which includes elementary school, junior high school and high school. Learning in the world of education there are physical education subjects. (Silvi Aryanti et al., 2020) Physical education is one of the efforts so that human quality can be improved and directed at the formation of character and personality. Hartati et al (2018) physical education in the implementation of learning is related to science and technology. (Silvi Aryanti, Solahuddin, et al., 2021) Physical education emphasizes concepts developed by teaching methods. Physical education has a goal to provide a change and a person's quality through three aspects, namely cognitive, affective, and psychomotor aspects.

Physical education is the element of educating teachers to students through physical activity (Hermansah, 2018). Physical education applied to students by adjusting the characteristics (Ruslan, & Huda, 2019). Physical education, sports and health subjects at the education unit level, especially in elementary schools, contain basic movement combination materials in small ball games. The badminton game material in class V is a combination of non-locomotor and manipulative basic movements consisting of badminton games starting with service strokes. (Silvi Aryanti et al., 2018) Service in badminton is very important because it is used to start the game.

Based on observations in the field when fifth grade students of Islamic elementary school Mahad Darussalam participated in the lesson, the teacher presented material, namely a combination of non-locomotor and manipulative basic movements consisting of badminton games starting with serving blows using learning media. The media used shows a lack of variety in its presentation. The material presented is only given pictures and explanations. This makes learning less interesting when students follow the lesson.

Based on the problems in the field, an interesting learning media is needed. (Okilanda et al., 2021) take advantage of technological advances, namely the use of video. In this research the selection of learning media can be in the form of videos using the powtoon application. (S Aryanti et al., 2021) the use of the video-based physical education learning model is one of the most supportive factors in the learning process, for example the use of image media, the use of audio-visual media or media in the form of learning Compact Disc and other learning media. (Silvi Aryanti, Victorian, et al., 2021) the use of video in the learning model has a particular impact on students' learning motivation. This makes learning outcomes can be improved. The powtoon application makes learning material more interesting because it can include videos, add sound, design writing colors, and animations. Sholihah & Handayani (2020) the powtoon application has variations so that motivation can be given to students. (Sari, 2021) Powtoon animation video media is an animated cartoon video containing subject matter and can make learning media interesting. This media makes students interested and increases student learning outcomes.

The results of the relevant research (Ariyanto et al., 2018) the average value of student learning outcomes in cycle I was 77.28 with classical completeness of 60%, increasing to 81.42 with classical completeness of 85.71% in cycle II. Powtoon media is used to increase the interest and learning outcomes of class VIIID students of SMP Nurul Islam Jember. (Trina et al., 2017) the results of the study showed that the percentage of completeness individually increased from 63 in the first cycle to 79 in the second cycle and 92% in the third cycle. The percentage of classical completeness increased from 50 in the first cycle to 70 in the second cycle and 90% in the third cycle. The number of suitability of teacher and student activities has increased from 6 appropriate activities in the first cycle to 8 appropriate activities in the second cycle and 10 appropriate activities in the third cycle. (Jerry Radita Ponza

et al., 2018) discusses the development of Powtoon media in thematic learning. Research results that student learning outcomes increase.

Based on the existing problems and relevant research, the use of good learning media can help teachers achieve learning goals and improve student learning outcomes. Learning media can be in the form of videos using Powtoon. Access to using powtoon is very easy and the results of the learning media that have been created can be saved. Therefore, this article discusses Powtoon-based learning videos to improve learning outcomes for elementary school students.

METHOD

This type of research is Classroom Action Research, by implementing learning videos using Powtoon when the teacher conveys material about the combination of non-locomotor and manipulative basic movements consisting of badminton games starting with serving strokes. The subjects of this study used students of Islamic elementary school Mahad Darussalam class with a total of 20 people.

Classroom action research in this study uses stages by adopting the theory of Kemmis and McTaggart (2014). There are five stages in this research, namely initial observation, action planning, implementation action, observation or monitoring (observation), reflection (reflection) on each action taken and evaluation.

RESULTS AND DISCUSSION

The research was carried out per cycle with the aim of improving learning. If the implementation in one cycle has not been completed, then improvements will be made. After one cycle has not been completed, there is a second cycle and so on. The stages in this research are initial observation, action planning, action implementation, observation, reflection (reflection) on each action taken and evaluation.

Initial Observation

Conducting initial observations aims to find a problem when learning takes

place consisting of learning outcomes of badminton service stroke material for elementary school students in grade V, there are affective domains, cognitive domains, and psychomotor domains. The results of the initial observations carried out on the fifth grade elementary school students amounted to twenty people, namely as follows:

Table 1. Results of Initial Observations in the Affective Domain

Value	Total students	Category	Percentage (%)
86-100	2	Very good	10
71,00- 85,99	11	Good	55
56,00-70,99	7	Enough	35
41,00-55,99	0	Less	0
<40,99	0	Very less	0

Based on the results of initial observations in the affective domain when fifth graders took part in learning a combination of non-locomotor and manipulative basic movements consisting of badminton starting with a service blow, 10% (2 people) were in very good category, 55% (11 people) were in good category, and 35 % (7 people) category enough. Therefore, classically declared complete from the affective domain, it can be seen as many as 17 students (65%) have reached the minimum completeness criteria.

Table 2. Initial Observation Results in the Cognitive Domain

Value	Total students	Category	Percentage (%)
86-100	7	Very good	35
71,00- 85,99	9	Good	45
56,00-70,99	4	Enough	20
41,00-55,99	0	Less	0
<40,99	0	Very less	0

Based on the results of initial observations in the cognitive domain when fifth graders took part in learning a combination of non-locomotor and manipulative basic movements consisting of badminton games starting with service strokes, 35% (7

people) were in the very good category, 45% (9 people) were in the good category, and 20 were in the good category. % (4 people) category enough. Therefore, classically declared complete from the cognitive domain, it can be seen as many as 16 students (80%) have achieved the minimum completeness criteria.

Table 3. Initial Observation Results in the Psychomotor

Value	Total students	Category	Percentage (%)
86-100	3	Very good	15
71,00- 85,99	1	Good	5
56,00-70,99	2	Enough	10
41,00-55,99	14	Less	70
<40,99	0	Very less	0

Based on the results of initial observations in the psychomotor domain when fifth graders took part in learning a combination of non-locomotor and manipulative basic movements consisting of badminton starting with a service blow, 15% (3 people) were in very good category, 5% (1 person) was in good category, and 10 people were in good category. % (2 people) category enough. Therefore, classically declared incomplete from the psychomotor domain, it can be seen that as many as 14 students (70%) in the less category did not reach the minimum completeness criteria.

Based on the results of initial observations, it can be seen that the affective domain has been declared complete according to the minimum standard of completeness, as well as the cognitive domain has been declared complete. However, in the psychomotor domain, it was declared incomplete because it did not meet the minimum standard of completeness.

Results of Cycle I

The psychomotor domain got a result of 70% with the less category amounting to 14 people. Therefore, improvements must be made in cycle I.

Table 4. Results of Cycle 1 in the Psychomotor

Value	Total students	Category	Percentage (%)
86-100	6	Very good	30
71,00- 85,99	9	Good	45
56,00-70,99	5	Enough	25
41,00-55,99	0	Less	0
<40,99	0	Very less	0

Based on the results of cycle 1 in the psychomotor domain when class V students take part in learning a combination of basic non-locomotor and manipulative movements consisting of badminton starting with a service blow, 30% (6 people) are in very good category, 45% (9 people) are in good category, and 25 are in good category. % (5 people) category enough. Therefore, classically declared complete from the psychomotor realm, it can be seen that 15 students (75%) achieved the minimum completeness criteria.

DISCUSSION

Learning at the education level, especially in elementary school grade V, elementary school, there is a combination of non-locomotor and manipulative basic movements consisting of badminton games starting with serving strokes. Learning media in the form of videos using the Powtoon web-based application that can be used by teachers. Based on the results of research that has been obtained during initial observations in three domains, namely the affective domain, classically it is declared complete because it has met the minimum completeness criteria, the cognitive domain has achieved minimal completeness. However, in the psychomotor domain, if it does not reach the minimum completeness criteria, it is declared incomplete. So, improvements were made to the psychomotor domain in cycle 1. In cycle 1, the results increased and were declared complete.

Relevant research Putri (2021) The learning outcomes of students increased as seen from the minimum score obtained by 73 and the maximum value of 100. The gain test stated that 13 students obtained high score criteria and 7 students obtained

medium score criteria. Obtained a percentage of 97.7% (Very Eligible) on student responses. Based on the research, the results showed that the development of powtoon learning media got a percentage of 81.4% (adequate). Hartati et al (2021) the results of the research in the first cycle obtained 67% included in the low category, while the results of the research in the second cycle of 83% included in the high category. This shows an increase in the animated video-based learning model. The results of the research on animated video-based learning models improve badminton learning. (Muthmainnah. dkk, 2021) The results of this study indicate that more students experienced an increase in learning outcomes when using Powtoon media. The reason is because students prefer to use Powtoon media.

Improving student learning outcomes is supported by learning media prepared by the teacher. Learning media is packaged in an interesting way and there are variations in its presentation. Learning media in the form of video based on the Powtoon application is a good alternative to be implemented. Powtoon application that is easy to access anytime and anywhere. The results of the learning media that have been made can be directly seen and applied to students.

CONCLUSION

The selection of instructional media in the form of videos using Powtoon for elementary school students in grade 5, the material for the combination of non-locomotor and manipulative basic movements consisting of badminton games starting with service strokes can improve learning outcomes. Learning media is presented by the teacher by adding motion animations to suit the characteristics of elementary school students. Students seem to be interested in participating in learning seen from the affective domain, knowledge skills make students know about badminton serve strokes, and students can do badminton serve strokes.

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