

Powtoon Animation Videos for Writing Skills Era 5.0

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ABSTRAK

Proses pembelajaran pascapandemi mengalami perubahan yang signifikan. Keprofesionalan guru dalam mengelola pembelajaran bermakna era 5.0 dibutuhkan orang yang lebih dari sekadar tekun, cerdas, kreatif, dan inovatif. Media pembelajaran video animasi Powtoon dapat menjadi solusi permasalahan guru Bahasa Indonesia di Kota Tegal dalam mengakomodasi kegiatan pembelajaran keterampilan menulis yang bermakna di Era 5.0. Metode pelaksanaan kegiatan meliputi dua jenis metode, yakni metode pelatihan dan pembimbingan. Teknik yang digunakan dalam pelaksanaan metode pelatihan ini adalah ceramah, tanya jawab, diskusi, problem solving, studi kasus, dan tugas. Adapun teknik dalam pelaksanaan metode pembimbingan, yakni praktik terbimbing dan praktik mandiri. Mitra pengabdian kepada masyarakat ini yaitu guru SMA Ihsaniyah Tegal. Hasil evaluasi juga menunjukkan bahwa kegiatan pelatihan bermuara positif pada ketercapaian indikator kemampuan guru dalam mengembangkan media pembelajaran video animasi Powtoon. Dalam hal keterampilan menulis, media pembelajaran video animasi Powtoon mampu menjabarkan proses kompleks menulis terutama pada pembelajaran Bahasa Indonesia secara detail dan rinci.

ABSTRACT

The post-pandemic learning process has undergone significant changes. Teacher professionalism in managing meaningful learning in the 5.0 era requires people who are more than diligent, intelligent, creative and innovative. Powtoon animated video learning media can be a solution to the problems of Indonesian language teachers in Tegal City in accommodating meaningful writing skills learning activities in Era 5.0. Methods of implementing activities include two types of methods, namely training and mentoring methods. The techniques used in implementing this training method are lectures, questions and answers, discussions, problem solving, case studies, and assignments. The techniques in implementing the mentoring method, namely guided practice and independent practice. This community service partner is a teacher at SMA Ihsaniyah Tegal. The evaluation results also show that the training activities have a positive impact on the achievement of indicators of teacher ability in developing Powtoon animated video learning media. In terms of writing skills, Powtoon's animated video learning media is able to describe the complex process of writing, especially in learning Indonesian in detail and detail.

INTRODUCTION

The post-pandemic learning process has experienced significant changes. Digital-based learning is the main focus of post-pandemic educational transformation. This requires teachers to have the ability to manage meaningful learning in the classroom. Teachers must have the

ability to master technology in order to create learning with digital technology (Astuti, Dasmo, and Bhakti, 2021).

The success of learning outcomes is determined by the teacher's ability to manage meaningful learning. The presence of MGMP is able to accommodate teacher skill improvement, but in reality this is not optimal. Organizational scope that is too broad, unorganized management, lack of budget availability, and stakeholder support are crucial problems. In line with this, teachers still often use conventional methods in learning (Devi, Fadly, and Kartikasari, 2020). In fact, innovative digital-based learning can increase students' potential and train their creativity (Amirudin, et al., 2019).

Moreover, the Society 5.0 era encourages meaningful learning innovation for students. Teacher professionalism in managing meaningful learning in the 5.0 era requires people who are more than just diligent, intelligent, creative and innovative. Teachers must be careful in selecting and applying professional skills to manage meaningful learning in the 5.0 era, including selecting appropriate learning media.

The choice of learning media needs to be considered according to the needs and characteristics of students in the 5.0 era. Even in selecting learning media, a teacher must clearly understand the philosophical, psychological, technological and empirical foundations (Fatmawati, 2021). However, facts in the field show that the learning media used are limited to printed textbooks, electronic textbooks/Ebooks, and slideshows/Powerpoint. This can influence student learning outcomes to be less than optimal.

More specifically, the learning media used in learning Indonesian must also be adjusted to the depth of the learning material. Freedom to learn for teachers and students in the learning process is a specialty of the Merdeka Curriculum (Barlian, Solekah, and Rahayu, 2022). The language skills taught are increasingly developing. In this case, receptive skills include listening, reading and viewing skills. The productive skills are speaking, presenting and writing (Mulyadi and Wekaningsih, 2022).

Writing skills occupy the highest stage in other language skills. Writing skills are said to be a complex process. Writing skills are the estuary of various other language skills and need to be supported by mastery of knowledge (Hatmo, 2021). This shows that the writing process is complex and requires media assistance to accommodate Indonesian language learning, especially writing skills. Digital support should be one of the main parts of the academic writing training process and should be included in training programs implications. (Ivanova et al., 2022)

Observation results show that Indonesian language subject teachers in Tegal City have not utilized digital learning media optimally. Especially when learning writing skills, teachers admit that they experience difficulties in transferring the writing process to students. Teachers' skills need to be improved to be able to accommodate digital learning media in order to realize meaningful learning of writing skills in the 5.0 era.

One form of learning media that can be used to improve writing skills is animated video learning media. Video media combines visuals (images) and audio (sound) at one time so that it can be received easily by the senses (Yudianto, 2017). Animation is a collection of images combined to create movement. Animated videos are a popular medium because they are able to attract users' attention (Retnawati, 2021).

Making animated videos easily and practically can be done with the help of the Powtoon application. The Powtoon application is software that accommodates teachers to create free animated video presentations professionally. Powtoon is a web-based tool that has a variety of

media features, graphics, cartoons and animated images smoothly and logically (Semaan and Ismail, 2018).

Previous research conducted by Hardiyanti, et al. (2020) there was an increase in teacher confidence in integrating technology in learning after training in making Powtoon animation videos. Kusrini, Trisna, and Ikhtiarti (2022) showed results that there was a significant increase in participants' mastery of their understanding of the meaning of learning videos, from the average being less than good. Likewise Budiarti, et al. (2023) in their research showed that the results of the Powtoon animated video training and guidance program were very impressive with a percentage of 86.5%.

In this regard, Powtoon animated video learning media can be a solution to the problems of Indonesian language teachers in Tegal City in accommodating meaningful writing skills learning activities in the 5.0 Era. The training activity aims to benchmark the study, namely in the form of alternative learning concepts that can be applied in an effort to improve the quality of learning and increase learning interactions, as well as creating treasures and innovations in developing knowledge about learning in the 5.0 Era.

METHOD

The method of implementing activities includes two types of methods, namely training and mentoring methods (Wardani and Wihardit, 2009). This community service partner is the Ihsaniyah Tegal High School teacher. The training method is used to deliver training material for developing Powtoon animation videos for writing skills, while the mentoring method is used in the practical process of developing Powtoon animation videos.

The techniques used in implementing this training method are lectures, questions and answers, discussions, problem solving, case studies and assignments. The techniques for implementing the mentoring method are guided practice and independent practice. The detailed work procedures for implementing community service are as follows

- 1) Giving assignments in the form of practice is directed at training in determining learning objectives, developing learning activity steps, and assessments, which implement Literacy, Strengthening Character Education (PPK), HOTS, and 21st Century Skills (Creativity, Critical thinking, Collaboration, and Communication) , designing TPACK implementation learning tools, and creating innovative Powtoon animated video learning media;
- 2) The assignments that have been completed are then presented for discussion in the class using the ICAR model to seek common understanding; as well as
- 3) Participants who have compiled and discussed the results of their work are asked to correct or perfect them at home.
- 4) In order to determine the participant's level of success, a performance test is carried out and peer questions (evaluation) are asked that are related to the weight and method of this training, then triangulated with the results of their respective work.
- 5) At the final stage, the teachers presented the results of the Powtoon animation in learning media which had been adapted to each basic competency.

RESULT AND DISCUSSION

Community service activities are carried out offline at partner locations, precisely at Ihsaniyah Tegal High School which is around 165 km from the team location, Semarang State University. The initial stage of coordination with partners was carried out with the Head and Public Relations of SMA Ihsaniyah Tegal to determine the implementation of socialization

activities and training assistance. The service team and partners agree on the time and process for implementing joint socialization and mentoring activities.

The activity began with a training method, namely the delivery of Powtoon Animation Video Media Training material in Writing skills in the Indonesian Language Study Field to Improve Meaningful Learning in the 5.0 Era for High School Teachers in Tegal City. In this activity, all participants seemed enthusiastic and active in the training activities. Positive feedback was also shown by participants. Participants are invited to get to know directly the form of Powtoon animated video media. Material delivery activities are combined with lecture techniques, question and answer, discussion, problem solving, case studies, and assignments.

Apart from that, participants were informed about the various advantages of Powtoon animated video media in learning Indonesian, especially for writing skills. This was done as an introduction stage to digital-based learning media, namely Powtoon animated videos.



Figure 1. Powtoon Animation Video Media Prototype

Through the examples of Powtoon animation videos displayed, participants were able to understand the flow of digital learning media in the form of animated videos. Not only that, participants were also able to learn how to transfer learning material in the form of Powtoon animated videos. Examples of Powtoon animated videos can be accessed at the following YouTube link:

<https://youtu.be/CmHhbYMVCzY>



Figure 2. Learning Materials in Powtoon Animation Videos

The next stage, namely direct practical activities through the mentoring method. The practical activity was accompanied by the Semarang State University team. The assistance provided aims to guide and provide solutions to the obstacles faced by teachers during practice. Practical activities start from the process of accessing the Powtoon application to publishing Powtoon animated video learning media online on YouTube.

In carrying out practical activities, participants can follow step by step the creation of Powtoon animated video learning media in the available guidebook. This provides convenience and smoothness in the process of implementing theory. The guidebook contains sequential and systematic steps in making Powtoon animation videos.

After the theory and practical activities, a question and answer session was also held which aimed to strengthen knowledge and insight in making Powtoon animated video media. This is an indicator of the acceptance of Powtoon's animated video learning media innovation as a provision for teachers in developing interactive learning media for students.

The training activity ends with an activity evaluation. The partners provided testimonials on the training activities that had taken place, then the Semarang State University team carried out an evaluation as an effort to improve in the future.

The evaluation results also showed that the training activities had a positive impact on the achievement of indicators of teacher ability in developing Powtoon animated video learning media. In terms of writing skills, Powtoon's animated video learning media is able to explain the complex process of writing, especially when learning Indonesian, in detail and detail. This is believed to be able to increase students' mastery of knowledge and skills in writing Indonesian texts.

These results are in line with research by [Solikhati and Astuti \(2023\)](#) which shows that the results of training activities have succeeded in developing various activities alternative learning media that is creative, innovative, interesting and easy to use accessible to all parties. Not only that, research by [Nugrahini, Rakhmawati, and Asriyanti \(2023\)](#) shows that the media IT-based learning in the form of Powtoon can attract and motivate students in learning. Digital learning media training also has a positive and effective influence on teachers' digital literacy in using powtoon animation media and emphasizes the need for opportunities ongoing professional development for teachers to improve digital and digital literacy skills effectively integrating technology into the classroom ([Marta, et al., 2023](#)).

CONCLUSION

This community service activity provides a solution for teachers to be able to develop Powtoon animated video learning media for writing skills in the 5.0 era. Teachers as training participants receive provisions and skills in making Powtoon animated video learning media. This supports digital technology literacy for educators in the digital era. The partners also hope that there will be a continuation of the training program which will be able to improve teacher skills, especially in the field of digital technology. Likewise, students are expected to be helped by the Powtoon animated video learning media which accommodates writing learning.

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