

The Use of “Powtoon” Online Animation Video-based Education Media in Dance Learning in Primary Schools using the COVID-19 Pandemic

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Abstract

This conceptual article addresses the use of educational e-media supported by Powtoon online application in dancing learning in primary schools. The media is exerted to elevate the quality of dancing learning in primary schools, allow teachers to deliver materials easily, and enable students to understand them easily. The objective of this research is to analyze whether the use of “Powtoon” online animation video-based educational media can enhance the quality of dancing learning in primary schools. Teachers can make learning videos adjusted to the materials, either theories or practices, which will be delivered. Powtoon application boosts teachers’ creativeness to make interesting and fun videos which can encourage students to learn dancing. Using educational media, teachers are expected to be creative and innovative in teaching dancing. In conclusion, the use of Powtoon animation video-based educational media will escalate teachers’ creativity in teaching and improving students’ learning competencies in dancing.

Keywords: Online Animation, Educational Media, Dancing Learning

1. Introduction

Education is crucial as it aims to create cultured, experienced, and potentially human beings. Also, it is important in the character-building of a nation. Law Number 20 of 2003 on National Education System Article 3 states: The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

The COVID-19 hits hard many sectors and breeds losses in Indonesia, one of which is education. Education and health are inseparable. Healthy human beings advance educational sectors and hence accrue the number of quality ones. However, education today cannot be implemented as effectively as that in the early days because of the COVID-19 which develops into a pandemic. The pandemic has a serious impact on the implementation of education and other sectors In Indonesia.

The virus was firstly identified under the name of SARS-CoV-2 in Wuhan China in December 2019 (Yuliana, 2020:187). Meanwhile, in Indonesia, the virus was first identified after two Indonesian citizens who were then confirmed positive came to Depok. Previously, they made direct contact with a Japanese citizen who had been exposed to the COVID-19. After the first and second cases appeared, the cases developed and hit Indonesia. Until August 22nd, 2020, 149,408 Indonesian people were reportedly confirmed positive for the COVID-19.

The mushrooming positive for COVID-19 cases give a serious impact on many sectors in Indonesia, one of which is education, specifically in academic processes in different levels, i.e., kindergarten, primary school, junior high school, senior high school, even university, held by the Education Authority. To deal with the COVID-19 pandemic, primary schools implement online learning activities. Online learning activities restrict learning practices, e.g., SBdP which comprises dancing, music, visual arts, and crafts. Other subjects with theoretical materials can be well delivered online. However, when online learning is engaged to subjects which require practice, it will be less efficient. One of the latter

group of subjects is dancing, whose materials consist of 30% of theories and 70% of practices. Overcoming the issue, teachers deliver the theories via WAG or other online applications and using innovative educational media at other times.

Cengara, in Cahyadi (2019:2), argued that media were a tool to deliver important information to the public used by a communicator. Additionally, media were defined as an intermediary used in bidirectional communication carried out by information giver and information receptor. Using media, individuals can do varied activities, one of which is education. Educating means sharing information, aiming to generate an output from the information sharing. Educating can engage the media as an intermediary or a tool to communicate. Educational media will enable individuals to receive pivotal information easily and thus make them keep being updated. The media should be interesting by appearance and thereby attracting and motivating students to learn and practice, especially dancing.

To allow students to learn dance choreography easily, teachers use various online applications, one of which is powtoon.com. Powtoon decorates the appearance of educational media and makes them attractive. The educational media teachers make using powtoon.com contains materials which present pictures of dance choreography, the origin, and practice. The materials are delivered in such a way that students can imitate and memorize them. The materials delivered here are thematic dancing with varying simple choreography. Practice materials of dancing for the third, fourth, fifth, and sixth graders are difficult to be delivered online because they demand both teachers and students to be creative. However, the COVID-19 pandemic restricts offline classes so teachers should use Powtoon animation educational media to deliver materials well and hence promote students' learning output.

2. Literature Review

Literature or theories related to the problem addressed by this research are about dancing, learning media, and Powtoon online animation.

2.1. Online Learning

In regard to online learning, one of the experts in education from Brawijaya University, Aziz (2020) clarified that online learning was not as effective as conventional (face-to-face) learning activities for several materials should be conventionally delivered. Besides, some materials are difficult to comprehend when delivered online (Harmani, 2020). Sudarsono (2020) concluded that no certainties regarding the application of the conventional education system brought about surfeit in students to participate in learning activities, demotivating them in learning. Accordingly, parents' roles become seminal here. They should assist and motivate their children to learn. Purwanto et al. (2020) conveyed that as the impact of the COVID-19 pandemic, excessive holidays and online learning bored students and made them desperately want to go to schools to play and interact with their friends and teachers.

2.2. Dancing Learning

When learning dancing, students will acquire dancing experiences as an activity existing in the scope of artistic awareness. The awareness covers awareness by observing artworks and awareness by understanding dancing choreography (Sekarningsih *et al.*, 2006:69). Furthermore, dancing learning will enhance students' aesthetic and artistic sensitivity, building critical, appreciative, and creative characters in them.

The objective of dancing learning is aligned with Sukarya (2008:11.1.1), that dancing learning constituted an education process whose outputs would be perceived long after learners graduated from the educational institution. In other words, in dancing learning, students will be given meaningful unique materials which will last even after the learners complete their studies. Nurharini, in Jazuli (2007), dancing learning could boost students' self-confidence, pride, boldness, self-control, morals, responsibility, self-independence, communicativeness, achievements, imaginativeness, and creativeness.

2.3. Learning Media

Learning media, according to Lesle J. Briggs, in Riana (2007), are "the physical means of conveying instructional content book, film, videotapes, etc." In other words, media are a tool to stimulate students and hence allow a learning process to happen.

Common characteristics of effective learning media, as declared by Arsyad (2006), are:

- a. Learning media have physical descriptions, which are currently addressed as hardware, i.e., an object which can be seen, listened to, or touched using senses.

- b. Learning media have non-physical descriptions, which are known as software, constituting messages contained by hardware and delivered to students.
- c. Learning media are particularly emphasized on their visual and audio aspects.
- d. Learning media are supporting instruments of a learning process, which is carried out in class or outside class.
- e. Learning media are exerted to boost the communication and interaction between teachers and students during a learning process.
- f. The use of learning media can be massive (e.g., radio, television), in a big or a small group (e.g., movie, slide, video, OHP), or individual (e.g., module, computer, tape/cassette, video recorded).

Heinich, in Arsyad (2006), defined the impacts of media on learning, namely 1) Media broadcasted important information, 2) Media motivated students in the early days of university, 3) Media allowed students to learn easily, 4) Media could show you several linkages, 5) Media presented experiences lecturers could not demonstrate, 6) Media guided those who wanted to learn individually, 7) Media brought objects you could find outside the class closer. Moreover, Leshin, in Arsyad (2006), described the roles of media in learning, which were 1) Motivate students to learn, 2) Repeat what students had learned, 3) Stimulate students to learn in a viable mode, 4) Activate students' responses, and 5) Enable teachers to acquire students' feedback immediately.

2.4. Powtoon Online Animation

Powtoon is one of the software which can process educational media to be interesting animation presentation. You can access the software online at powtoon.com. The output was in the form of educational media based on SaaS (Software as a Service) (Fajar *et al.*, 2017:104). Wisnarni, Erviyenni, and Haryati (2006) elucidated that animation videos made using the Powtoon application were valid and reliable learning media. Powtoon-based animation videos are reliable as they have fulfilled four aspects of learning media, i.e., (1) design, (2) pedagogic, (3) content, and (4) usability, with a good category. Nurseto (2011) explained five functions of learning media teachers should concern when choosing teaching media. They are 1) As a supporting facility to create more effective learning atmospheres, 2) As one of the components which connect to each other to create an expected learning atmosphere, 3) As a means to accelerate a learning process, 4) As a means to elevate the quality of teaching-learning processes, and 5) As a means to concrete the abstract and hence decrease verbalism issues.

3. Methods

The research method used was descriptive-quantitative. Iskandar, in Musfiqon (2016:61), explicated that descriptive-quantitative research aimed to shed light on symptoms, phenomena, or facts examined by describing the value of independent variables, without any intention to link or compare them. Musfiqon (2016:61-62) added that descriptive-quantitative research inclined to use a variable for its operationalization. In brief, descriptive-quantitative research was collecting and measuring data in the form of numbers. Applying this analysis method, we acquired broader information from a population.

Research subjects were 48 teachers who worked in 12 primary schools in Tegal Barat Tegal and taught the third, fourth, fifth, and sixth graders. Data collection instruments were open questionnaires made using Google Form and informed using WhatsApp group. The questionnaires addressed some statements. Referring to Arikunto (2006:151), questionnaires were written questions used to collect information from respondents. The questionnaires used Guttman Scale. Guttman Scale allowed us to employ only two types of options, such as Yes/No, Right/Wrong, and so on (Sugiyono, 2016:139). We also used close questionnaires. Arikunto (2017:136-138; Kanto, Wisadirana, Chawa, & Umanailo, 2020; Umanailo, Bugis, Lionardo, & Sangadji, 2021)) mentioned that close questionnaires were presented in such a way that respondents only needed to put a checkmark (✓) in the provided answer column or place.

Data analysis techniques were:

- a) Research development method: using a survey method by watching animation videos given by teachers.
- b) Software development method: using a software development method via Google Form and distributing it through the WhatsApp group.

The data analysis technique used was descriptive-quantitative referring to Azwar (2015:149).

$$NP = \frac{R \times 100\%}{SR}$$

Description:

- NP : the percentage
 R : the number of respondents within a certain category/frequency)
 SR : the number of respondents
 100 : the fixed value

Before figuring out the percentage, we calculated interval category values using Table 1.

Table 1. Interval Category

Interval	Category
$X < (\mu - 1.0\sigma)$	Low
$(\mu - 1.0\sigma) \leq X < (\mu + 1.0\sigma)$	Medium
$(\mu + 1.0\sigma) \leq X$	High

Description:

- X : score
 μ : theoretical mean
 σ : standard deviation

Based on the guidelines for categorization, the theoretical mean (μ) and standard deviation, (σ) were permitted from the following quantification.

- Range : maximum data – minimum data
 Maximum data : the number of items \times maximum score
 Minimum data : the number of items \times minimum score
 Distribution distance : (σ): *distribution distance*
six units of distribution deviation
 Theoretical mean (μ) : the number of items \times 2.5 (category)

4. Findings and Discussion

This research used questionnaires made using Google Form to collect the data. The information regarding questionnaires was shared with teachers using the Whatsapp group. Questionnaires were responded to by 48 teachers who taught the third, fourth, fifth, and sixth graders in primary schools in Tegal Barat Tegal. They contained 20 positive and negative statements. Questionnaires distributed comprised two parts. The first part contained ten statements regarding Powtoon-based educational media addressing the COVID-19, whereas the second one contained ten statements of teachers' responses regarding the use of Powtoon-based animation media in dancing learning. Meanwhile, close questionnaires contained answer choices. These questionnaires were distributed to collect information about the effectiveness of the use of Powtoon-based animation educational media in dancing learning in primary schools.

Table 2 and Table 3 indicate the result of the scoring of respondents' responses.

Table 2. Respondents' Responses to Statements Assessing Powtoon-based Animation Educational Media

Statement	Yes	No
You are interested in using Powtoon-based animation media.	29	19
You have used Powtoon-based educational media before the COVID-19 pandemic.	0	48
Powtoon-based media delivers practice materials well.	43	5
These media are reliable for other subjects.	38	10
Powtoon-based animation educational media draw students' interests in dancing learning.	47	1
Media presented in the form of writing, pictures, and videos are understandable.	42	6
These educational media are reliable for dancing learning, either online or offline.	38	10
You can make good Powtoon-based animation educational media.	15	33
You can operate Powtoon-based animation educational media well during online learning.	13	35
You can identify the weaknesses of Powtoon-based animation media.	27	21

The most responses given to the answer “Yes” were to the statement “Powtoon-based animation educational media draw students’ interests in dancing learning” (47 teachers) and to the answer “No” were to the statement “You have used Powtoon-based educational media before the COVID-19 pandemic” (48 teachers).

Table 3. Respondents’ Responses to Statements Regarding the Use of Powtoon-based Animation Media in Dancing Learning

Statement	Yes	No
You are using educational media during the COVID-19 pandemic.	33	15
Saudara menggunakan media edukasi setelah pembelajaran pada masa pandemik covid-19.	42	6
You learn how to make animation media using Powtoon from friends or YouTube.	48	0
You know how to deal with the limitation of Powtoon-based media.	7	41
You acquire students’ different responses and attitudes after watching Powtoon-based animation media.	38	10
You know the positive impact of Powtoon-based media on students and you.	45	3
In the future, you will consistently use Powtoon-based animation media.	20	28
You prefer other media to Powtoon-based ones.	29	19
Powtoon-based animation media are recommended for dancing learning.	40	8
You prefer online learning which uses varied educational media.	11	37

The most responses given to the answer “Yes” were to the statement “You learn how to make animation media using Powtoon from friends or YouTube” (48 teachers) and to the answer “No” were to the statement “You know how to deal with the limitation of Powtoon-based media” (41 teachers).

After identifying the score of the quantification of the number of respondents’ responses, we calculated the percentage of respondents’ responses to the use of Powtoon-based animation education media in dancing learning in primary schools using the formula addressed by Azwar (2015:149) in his book.

Table 4 and Table 5 present the aforementioned percentage.

Table 4. The Percentage of Respondents’ Responses to the Statements Assessing Powtoon-based Animation Educational Media

Statement	Percentage
You are interested in using Powtoon-based animation media.	60.4%
You have used Powtoon-based educational media before the COVID-19 pandemic.	100%
Powtoon-based media delivers practice materials well.	89.5%
These media are reliable for other subjects.	79.1%
Powtoon-based animation educational media draw students’ interests in dancing learning.	97.9%
Media presented in the form of writing, pictures, and videos are understandable.	87.5%
These educational media are reliable for dancing learning, either online or offline.	79.1%
You can make good Powtoon-based animation educational media.	68.7%
You can operate Powtoon-based animation educational media well during online learning.	72.9%
You can identify the weaknesses of Powtoon-based animation media.	56.2%
Mean	79.4%

The mean of the percentage of respondents’ responses to the statements assessing Powtoon-based animation educational media was 79.4%, which was in a medium category. The figure implied that teachers could not use Powtoon-based animation educational media. Additionally, several teachers could not make the media and adjust the media to dancing learning materials to be delivered using Powtoon-based online media. Consequently, some teachers prefer manual media delivered via WhatsApp to innovative ones, e.g., Powtoon-based animation and others.

All teachers acknowledged that they had never used Powtoon-based education media before the COVID-19 pandemic. The finding indicates that most teachers had no insights into Powtoon-based educational media. Moreover, the statement “You can identify the weaknesses of Powtoon-based animation media” got the least percentage, which was 56.2%, indicating that teachers could not identify the weaknesses of Powtoon-based animation media and thus preferred other media.

Table 5. The Percentage of Respondents' Responses to Statements Regarding the Use of Powtoon-based Animation Media in Dancing Learning

Statement	Percentage
You are using educational media during the COVID-19 pandemic.	68.7%
Saudara menggunakan media edukasi setelah pembelajaran pada masa pandemik covid-19..	87.5%
You learn how to make animation media using Powtoon from friends or YouTube.	100%
You know how to deal with the limitation of Powtoon-based media.	85.4%
You acquire students' different responses and attitudes after watching Powtoon-based animation media.	78.1%
You know the positive impact of Powtoon-based media on students and you.	93.7%
In the future, you will consistently use Powtoon-based animation media.	58.3%
You prefer other media to Powtoon-based ones.	60.4%
Powtoon-based animation media are recommended for dancing learning.	83.3%
You prefer online learning which uses varied educational media.	77%
Mean	79.2%

Lower by 0.2% than the mean of the percentage of respondents' responses to the statements assessing Powtoon-based animation educational media, the mean of the percentage of respondents' responses to statements regarding the use of Powtoon-based animation media in dancing learning was 79.2%, which was in a medium category. The figure implied that teachers could not optimize the use of Powtoon-based animation educational media as they had little knowledge about them. According to them, the online media were still unfamiliar and just used during the pandemic, so they never used them in conventional learning.

The statement with the highest percentage (100%) was "You learn how to make animation media using Powtoon from friends or YouTube". The figure implied that teachers were still learning in regard to Powtoon-based animation media making and asked for help from friends or YouTube. Meanwhile, the statement with the least percentage (58.3%) was "In the future, you will consistently use Powtoon-based animation media". The figure confirmed that teachers would not use Powtoon-based animation media after the online learning policy had been terminated as they were still learning and could not completely apprehend how to make and use them.

5. Conclusions

To sum up, primary school teachers who taught the third, fourth, fifth, and sixth were not ready to use Powtoon-based animation educational media, attested by the fact that some teachers did not use them. Teachers were familiarized with the media after the online learning policy was enacted. Teachers who had been able to use the media in dancing and other learning were still young and technology-oriented. Moreover, older teachers preferred WhatsApp-based learning, so they only delivered materials and instructed students to carry out self-learning.

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