Powtoon Animation in Stimulating Foundation Phase Children's Literacy Learning Outcomes

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ABSTRAK. Penelitian ini bertujuan untuk memperoleh data terkait gambaran penggunaan media pembelajaran anak usia dini berbasis aplikasi powtoon dan pengaruhnya terhadap hasil belajar literasi pada tahap pondasi atau pada masa golden age. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian eksperimen semu. *Non-equivalent Control Group Design* dilakukan untuk melihat capaian pre-test dan post-test. Penelitian dilaksanakan di TK Pelangi Kabupaten Bulukumba pada bulan Agustus 2023 pada kelompok B1 dan B2 yang masing-masing berjumlah 18 anak yang terdiri dari 7 perempuan dan 11 laki-laki. Penilaian dilakukan dengan menggunakan skala likert berkisar antara 1 sampai 4 dan pengujian hipotesis menggunakan uji Independent Sample t Test. Hasil penelitian menunjukkan bahwa gambaran proses pembelajaran dengan penerapan media pembelajaran berbasis aplikasi powtoon menunjukkan potensi positif dalam mengembangkan hasil belajar literasi tahap pondasi dengan menyusun rencana kegiatan dimulai dari tahap pra bermain, bermain, dan pasca bermain. tahapan. Berdasarkan hasil perhitungan menggunakan analisis uji t sampel independen diperoleh Thitung = 10,703 dengan nilai Ttabel = 2,03 sehingga Thitung (10,703) > Ttabel (2,03), dengan nilai P = Sig.0.00 < 0,05. Maka diasumsikan H1 diterima, bahwa pembelajaran dengan menerapkan animasi powtoon mempunyai pengaruh terhadap hasil belajar literasi anak usia 5-6 tahun di TK Pelangi Bulukumba.

Kata Kunci: Media Pembelajaran, Powtoon, Literasi, Tahap Pondasi

ABSTRACT. *This study aims to obtain data related to the description of the use of early childhood learning media based on the powtoon application and its effect on literacy learning outcomes in the foundation phase or in the golden age period. This study used a quantitative approach with a quasi-experiment research method. Non-equivalent Control Group Design was conducted to see the pre-test and post-test achievements. The research was conducted at Pelangi Kindergarten in Bulukumba Regency in August 2023 in groups B1 and B2, each with 18 children consisting of 7 girls and 11 boys. The assessment was carried out using a Likert scale ranging from 1 to 4 and hypothesis testing using an independent sample t test. The results showed that the description of the learning process with the application of powtoon application-based learning media showed positive potential in developing literacy learning outcomes in the foundation phase by developing an activity plan starting with the pre-play, play, and post-play stages. According to the results of the calculation using the independent sample t test analysis, Thitung = 10.703 with the value of Ttabel = 2.03, so Thitung (10.703) > Ttabel (2.03), with a P value = Sig.0.00 <0.05. So it is assumed that H1 is accepted, that learning by applying powtoon animation has an influence on the literacy learning outcomes of children aged 5-6 years at Pelangi Bulukumba Kindergarten.*

Keywords: *learning media, powtoon, literacy, foundation phase*

INTRODUCTION

Literacy comes from the Latin word literatus which means letters, literate or educated (Basyiroh, 2017a). Children's literacy skills are the ability of children to see, understand, do, and use something carefully and intelligently through various activities such as observing, listening, reading, writing and speaking (Nurhayani & Nurhafizah, 2022). Literacy skills are a very important aspect for every individual (Wahyuni et al., 2023). Literacy skills should be taught and developed from an early age (Drupadi et al., 2022).Literacy skills have an important role in influencing the ability or development of early childhood such as the development of social skills, emotions and cognitive development of children (Basyiroh, 2017a). This means that if children are able to communicate with the surrounding environment, they will grow in confidence and be able to socialise or be accepted in their environment. So it can be concluded that children's literacy skills affect children's social and personal adjustment, of course, will also affect the development of children's emotional and cognitive abilities and be able to.

If early childhood literacy skills are not well stimulated, it will lead to serious things in children such as children will experience limitations in understanding information, limitations in learning, limitations in communication and low independence of children and will also have an impact on the level of achievement of the Indonesian education system (Yansyah et al., 2021). According to the Programme for International Student Assessment (PISA) survey, Indonesia ranks 3rd from the bottom in ASEAN as a country with low reading interest, which is only 27 pages per year and ranks 64th out of 72 countries. In 2012-2015, Indonesia's PISA score only increased by 1 point from 396 to 397 for reading interest. The score indicates that the understanding and skills of using document text reading materials for children aged 9-14 years are ranked 10 from the bottom (Solichah et al., 2022).

One of the reasons for the low level of literacy among children is the stimulation of literacy skills at school using media that is less interesting, children have difficulty in getting adequate access to books, magazines and other reading materials, and the lack of parental involvement in stimulating children's literacy skills. Meanwhile, literacy skills are indispensable in the 21st century. Hardiyanti & Alwi (Nurhayani & Nurhafizah, 2022) argue that literacy development must be balanced with the development of information technology, because to be able to digest information and communication technology in this era must be with good literacy skills. Literacy learning outcomes are very important to develop in children from an early age because this ability is closely related to language and communication skills (Basyiroh, 2017b). Literacy is also closely related to cognitive development (Mustari et al., 2020). Of course, literacy learning must be done using techniques and media that are appropriate to the age stages of the learners.

Learning media is a very important position in the learning process. Media comes from Latin which is the plural form of medium which means intermediary, which mediates between the source of the message and the recipient of the message (Aka, 2017). Media is a tool that facilitates the communication process with several components involved to facilitate the process of sending messages and feedback (Mahadi, 2021). In the learning process, Lasswell (Kurniawan, 2018) divides the communication process into five elements which are described as follows:
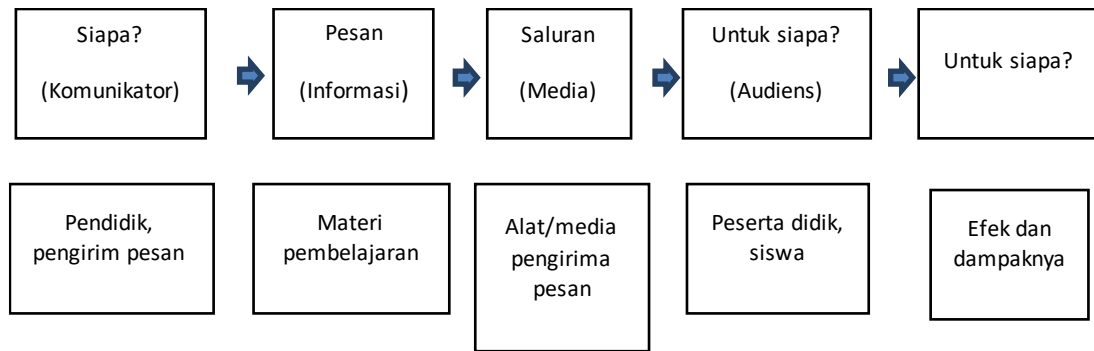
Siapa? (Komunikator)	→	Pesan (Informasi)	→	Saluran (Media)	→	Untuk siapa? (Audiens)	→	Untuk siapa?
Pendidik, pengirim pesan		Materi pembelajaran		Alat/media pengirima pesan		Peserta didik, siswa		Efek dan dampaknya

Figure 1: Lasswell's communication process

The message conveyed is learning material that has been compiled or designed, known as the curriculum. The information is conveyed using information channels, in this case, learning media aimed at students as message recipients. From the process of sending messages and receiving messages, it is then expected to have a significant impact or effect on students so that learning objectives can be achieved optimally. Media can be used to convey messages carried out by the sender to the recipient, in this case students, so that it can stimulate in such a way that the thoughts, feelings, attention and interests of the students so that the learning process goes well (Fatmawati, 2021). Haryoko, (Salsabila et al., 2020) which states that learning media are used to facilitate the learning process in transferring information and receiving information effectively. In today's modern era, which is characterised by the rapid development of information technology, which has been unstoppable, targeting every line of life without exception, including the world of education. This certainly cannot be avoided by educators so, the only way that educators can do is to participate in melting information technology and utilising it in the learning process. Educational technology has offered systematic methods so that learning can be conceptualised in planning, implementation, and evaluation. This shows that information technology provides assistance in the learning process using modern learning techniques or innovative learning techniques (Faznur et al., 2020).

In its development, technology transforms conventional education into non-conventional or modern. The beginning of educational technology was the creation of illustrations in textbooks, developing into visual media in the form of simple slide projections or overhead projectors which were then combined with audio before computers, the internet, and various networking applications appeared until now (Yuberti, n.d.), so it is necessary to equip educators to understand technology and implement learning using technology. Much earlier, Rosenberg revealed that there are several shifts that occur in the learning process along with the development of information and communication technology, namely: 1) from classroom to anywhere and anytime, 2) from paper to "online" or network, and 3) from physical facilities to network facilities (Marryono Jamun, 2018). Thus, teachers are required to develop how to teach or how to stimulate child development by utilising the latest information technology. One of the information technology media that can be utilised by Early Childhood Education educators to stimulate the development of children's abilities is the powtoon application.

The powtoon application is one application that can be utilised to become an innovative learning media for early childhood. Powtoon is a web-based application that allows users to create videos featuring animation, music and sound. This application can be used online so that it can be used anywhere and anytime. This application is also quite flexible in its use and provides convenience in presentation and increases learning motivation. In addition, the powtoon application has features that are easy to use and can display interesting animations so that students are certainly interested in the media displayed.

With the powtoon application, it can be used to make presentations in animation format (Bachmann, G., & Marshall, 2019) so that teachers can take advantage of it in making interesting learning videos for students. Powtoon applications can also speed up the learning process and minimise the habits of teachers who always rely on student activity sheets and blackboards. Powtoon applications can also increase the interest, motivation, and developmental achievements of learners. In addition, the powtoon application makes it easier for students to understand learning material because the material looks more interesting and varied. The use of the powtoon application is also very easy so that teachers can create learning videos that vary according to the needs of children and according to the wishes of educators. Based on the results of research conducted by Asyifa (Awalia et al., 2019), it shows that learning videos using the powtoon application are feasible to use and can improve the ability or developmental achievements of students.

The development of the current era has given rise to various kinds of new innovations, especially in the world of education. Nowadays we no longer need to examine what the impact of the rapid development of the times is but how ready we are to be able to survive in the pace of development of the times because it will have an impact on changing the new order in our lives (Setyawati et al., 2021). Based on the consideration of the situation above, this research is present to find an overview of the benefits of applying powtoon application-based learning media to the achievement of early childhood literacy learning in the foundation phase. In order to obtain an overview of the benefits of applying powtoon application-based learning media to early childhood achievement, first an introduction is made regarding the application of learning media for early childhood, then educators are introduced to the powtoon application and several learning media that have been designed using the powtoon application to then be applied in the learning process to see if the learning media has an impact on literacy learning outcomes in early childhood. Literacy is a broad concept, but the European Literacy Policy Network defines it as the ability to read and write as well as the ability to understand and use information from all types of media (Yansyah et al., 2021). According to Suragangga, basic literacy is the ability to listen, speak, read, write, count, communicate and draw based on understanding (SARI, 2020).

The main objective of this study was to explore the effectiveness of using Powtoon app-based learning media in improving literacy learning outcomes in early childhood in the foundation phase. The research aimed to identify the positive potential of the application in facilitating children to develop their literacy skills, including the ability to read, write and understand information from different types of media. In addition, this research is also intended to make a significant contribution to the field of education by integrating technology in learning methods, which is expected to provide a more engaging and effective learning experience for early childhood. Thus, the results of this study are expected to provide new insights into the use of technology in early childhood education and provide practical direction for educators and parents in strengthening children's literacy skills from an early age, so that they are ready to face technological developments and intellectual demands in the future.

METHOD

This study was conducted by applying a quantitative approach with a quasi-experiment research method to prove and see the effect of the application of the powtoon application in developing early childhood literacy learning outcomes or foundation phase children. The quasi method was chosen with consideration of the need for a comparison group (Sugiyono, 2008) to see the effect of the application of powtoon application-based media. The experimental research design uses a Non-equivalent Control Group Design which will compare the value between before and after treatment between group C and the experimental group (Creswell & Creswell,

2018; Williams, 2007). The following Non-equivalent Control Group Design scheme is described in table 1:

Table 1. Scheme of Non-equivalent Control Group Design

Class	Pretest	Treatment	Postetst
Experiment	0_1	X	0_2
Control	0_3	-	0_4

Based on the research design used, this research uses quantitative research procedures, in this case experimental research. According to Sugiyono (Jaedun, 2011) quantitative research procedures are as follows:
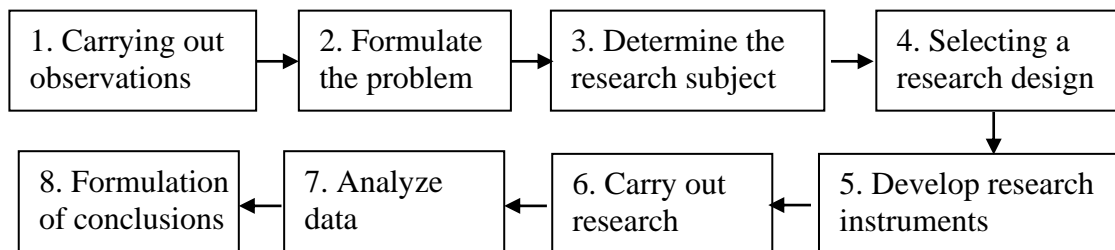

Figure 2. Research Procedure

The research was conducted at Pelangi Kindergarten in Bulukumba Regency in May 2023 in groups B1 and B2, each with 18 children consisting of 7 girls and 11 boys. Because the sample did not reach 50 people, the normality test was carried out using Shapiro-Wilk (Anak Agung Diah Kartika Sari, I Gusti Agung Oka Negara, 2018). Assessment was carried out using a Likert scale ranging from 1 to 4 (Mulyatiningsih, 2014) and hypothesis testing using independent sample t test data analysis analysed with the help of SPSS IBM 23 to compare scores before and after treatment in the experimental class and control group. To determine the effectiveness of the increase in experimental results, the N-Gain test was conducted.

RESULT AND DISCUSSION

The results show that the use of technology-based learning media with the Powtoon application is effective in improving literacy learning outcomes in early childhood. Learning videos with the themes of vehicles, healthy food, the dangers and benefits of waste, and my family succeeded in attracting children's interest through interesting and interactive storytelling methods. The presentation of material in the form of videos is equipped with triggering questions that help strengthen children's understanding of the material presented. In addition, the audio and visual features in the video also successfully stimulated children's interest and motivation to learn.

On the other hand, the control group that used conventional methods, such as storytelling with colourful and illustrative storybooks and writing activities with plasticine, showed lower learning outcomes compared to the experimental group. Although these methods involved discussion and writing activities, they were not as effective as interactive media in stimulating children's interest and understanding of the learning materials. This confirms that a learning approach that integrates technology with an engaging storytelling method can provide better results. The results showed that the use of technology-based learning media with the Powtoon application was effective in improving literacy learning outcomes in early childhood. Learning videos with the themes of vehicles, healthy food, the dangers and benefits of waste, and my family succeeded in attracting children's interest through interesting and interactive storytelling

methods. The presentation of material in the form of videos is equipped with triggering questions that help strengthen children's understanding of the material presented. In addition, the audio and visual features in the video also successfully stimulate children's interest and motivation to learn. To see the results of giving treatment to the control class and experimental class, a hypothesis test was carried out on the values before and after treatment in both classes. However, before the hypothesis test is carried out, the normality test and data homogeneity test are first carried out (Anak Agung Diah Kartika Sari, I Gusti Agung Oka Negara, 2018) and the results can be seen in the following table which shows that the data obtained are normally distributed.

Table 4.1.
Normality test before treatment in control class and classroom eksperimen

Before Treatment			After Treatment		
Class	*Sig.* **X 0,05**	**Criteria**	**Class**	*Sig.* **X 0,05**	**Criteria**
Control	.124>0.05	Normal	Control	.151>0.05	Normal
Experiment	.110>0.05	Normal	Experiment	.153>0.05	Normal

Furthermore, a homogeneity test was carried out to see the variants used in the two data with the rule of homogeneity, namely if the P value = sig. > 0.05 and if the sig value < 0.05 then the data is not homogeneous.

Table 4.2.
Homogeneity Test before and after treatment in control class and experimental class

	statistic	*def1*	*def2*	*Sig.X0,05*	*kriteria*
before treatment of control and experimental classes	0.894	1	34	351> 0.05	homogen
after treatment of control and experimental classes	1.506	1	34	0.228> 0.05	Homogen

Table 4.3. Hypothesis test of child literacy learning outcomes

Developmental Aspects		Nilai t_{hitung}	Nilai t_{tabel}	df	Sig.	Result
Literacy Learning Outcomes	18	12.703	2.033	34	0,00	H_0 ditolak H_a diterima

The table above shows that Thitung ≥ Ttabel then H1 is accepted. So it can be concluded that significantly learning by using interactive media developed using the powtoon application has a significant effect on the literacy learning outcomes of children aged 5-6 years at Pelangi Kindergarten, Bulukumba district. Hypothesis testing results that show rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (Ha) indicate that there is a significant difference between the use of interactive media based on the Powtoon application in early childhood literacy learning compared to conventional methods. This means that learning using the Powtoon application effectively has a significant effect on increasing literacy learning outcomes in children aged 5-6 years at Pelangi Kindergarten, Bulukumba district. This confirms that a learning approach that integrates technology with storytelling methods that attract children's interest, trigger questions, and interaction through learning video media is able to provide better results in children's literacy development compared to conventional methods.

Therefore, the use of the Powtoon application can be used as an effective alternative in improving early childhood literacy learning in various educational institutions.

The description of the early childhood learning process with the application of learning media based on the powtoon application shows positive potential in the development or stimulation of early childhood literacy learning outcomes or children in the foundation phase. The powtoon application is considered quite simple or easy for teachers to operate so that kindergarten level educators or Early Childhood Education level are easy to learn the application. The description of the early childhood learning process by applying powtoon application-based learning media in developing children's literacy learning outcomes, namely through the pre-play stage, the play stage, and the post-play stage. With these learning stages, it shows that children look enthusiastic or have a high interest in learning in every learning process presented by the teacher starting from the initial stage, the play stage, and the final stage of the activity While from the view of educators, this powtoon application-based learning media also looks quite attractive to Early Childhood Education educators, this can be seen from the enthusiasm of Kindergarten teachers in Tanralili District, Maros Regency in participating in science and technology activities for the community. During the process of delivering material and training, there were active discussions and questions and answers between presenters and participants, and the results were very satisfying for both parties. because the powtoon application is quite easy to use or operate by educators (Amri et al., 2023).

Some previous research has also shown the effectiveness of using the powtoon application in improving the abilities of students and educators in kindergarten such as research conducted by Rohita, Febby Ristyadewi, Nadhifah Rahmadini Hidayat, and Hana Salsabil in 2024, This study confirms that teachers already have sufficient knowledge and skills to take advantage of the Powtoon application in making learning media. especially in the context of instilling religious and moral values in kindergarten-age children, then in research conducted by Rika Irmadiyah, and Chitra Charisma Islami in 2023 stated that with the existence of Video Animation-based media using the Powtoon Application, especially in the context of instilling religious and moral values in kindergarten-age children, then in research conducted by Rika Irmadiyah, and Chitra Charisma Islami in 2023 stated that the existence of Animated Video-based media using the Powtoon Application can increase children's learning motivation (Rika Irmadiyah, 2023).

According to Awalia, there is nothing wrong with developing learning media by utilising technology as long as it is supported by the facilities owned or provided by the education unit (Amri et al., 2023). The learning materials presented by educators also have a big influence in improving children's literacy achievement because the materials presented are not far from children's daily activities or things that are in the environment around children. This is in line with what is expressed by Rusdinal (Pebriana, 2017) that, children learn through concrete experiences. This means that children will more easily understand the material taught when the material is in accordance with real events or things that they often face in everyday life.

In addition, the presentation of learning materials with animated displays made using the powtoon application provides its own charm, namely being able to increase learning motivation in children (adnyani et al., 2020). according to anita, learning materials presented in a fully animated video format are easier for children to receive and understand (tijaniyah et al., 2021). adnyani et al., (2021) also showed the results that with the use of the powtoon application, children responded positively to the learning provided because it was attractively packaged. the learning concept given to children is structured in an interactive manner where children get the opportunity

to communicate both verbally and through writing or scribbling as for what they have understood from the learning media presented (yuanita et al., 2023). this is in accordance with what is expressed by dhieni that, the development of children's speech can be well stimulated when children can interact with their friends or the surrounding environment (amri, 2017).

CONCLUSION

Based on the results of the study, it shows that the use of learning media based on the Powtoon application makes an important contribution to improving literacy learning outcomes in early childhood. The results confirm that the use of the Powtoon application is able to increase children's interest, motivation, and understanding of learning materials, and has a significant effect on children's literacy skills. Without this research, it may not be clear how much positive impact the use of technology can have on early childhood literacy learning. The theories and concepts used in this study are able to answer the problems faced, namely the low interest in reading and literacy skills of early childhood and the potential use of technology in improving literacy learning. A learning approach that integrates interactive media based on the Powtoon application with the storytelling method has been proven effective in increasing children's interest and understanding of learning materials. Thus, the theories and concepts used in this study are appropriate to answer the existing problems. Nonetheless, one of the shortcomings of this study is the limited sample size, which may limit the generalisability of the results. Therefore, further research with a larger sample size and involving various educational institutions may provide a more comprehensive understanding of the effectiveness of using the Powtoon app in the context of early childhood literacy learning.

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