The Effect Of Use Powtoo Learning Media To Student Learning Motivation On 3rd Grade On Indonesia Subjects At Islamic Elementary School Athirah 1 Makassar

[1]Indah Trismayani Jabir, Universitas Negeri Makassar
E-mail: indahtrismayani45@gmail.com
[2] Rohana, Universitas Negeri Makassar
E-mail: rohana@unm.ac.id
[3] Amir Pada, Universitas Negeri Makassar
E-mail: amirpada@unm.ac.id

ARTICLE INFO	ABSTRACT
	This research is an experimental study that aims to determine the significant effect of use powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 makassar. The independent variable in this study is the use of Powtoon learning media, while the dependent variable is student learning motivation. This research using a quantitative approach and using this type of experimental research with the research design One Group Pretest-Posttest Design. The population in this study were 120 students of third grade of Athirah Islamic Elementary School 1 Makassar for the academic year 2020-2021. Determination of the sample of this study using a simple random sampling technique, Class III Al-Aziz SD Islam Athirah 1 Makassar as an experimental class as many as 25 people. Data were collected using research instruments in the form of student learning motivation questionnaires, observation and documentation. The data analysis technique used in hypothesis testing is Paired Sample t-test with the help of the IBM SPSS Statistic Version 22 application.The results of measuring student learning motivation comparing the results of pre-test and post-test using Powtoon learning media show that the use of Powtoon learning media has a significant effect on the learning motivation of third grade students of Athirah Islamic Elementary School 1 Makassar.

INTRODUCTION

Education is a means to humanize humans. Since birth, humans have been in contact with education, meaning that education has become part of the journey of human life. This is in line with the concept of Long Life Education or lifelong education proposed by Mudyahardjo (2014) that life-long education is an entire system that includes formal and non-formal education patterns that require sustainability in the whole of human life in order to maintain and improve the quality of life better. The development of increasingly sophisticated science and technology has become a means as well as a challenge for teachers to innovate in order to achieve educational goals by creating an attractive learning atmosphere that is fun and able to motivate students so that it is easier to understand the material.

Education and learning media are two things that are difficult to separate. The existence of the media can facilitate the delivery of information to students effectively. Receipt of information for students is mostly influenced by sight (visual) and hearing (audio). This is in accordance with Ashaver (Meianti, 2018: 110) that "student effectiveness in digestion of lessons was 40% based on visual experience, 25% based on hearing, 17% on touch, 15% on organic sensations, and 3% on aroma and taste ".Sukiyasa and Sukoso (Pangestu and Achmad, 2018) said that the subject matter made visualization into shape Animated images will be more meaningful and interesting, easier to accept, understand, and more able to motivate students. This means that lessons will be more meaningful and motivate students if the delivery uses audio-visual media. Learning

media that has these characteristics is the powtoon media. Powtoon learning media is one type of audio-visual learning media that is adaptive to technological developments so that it makes it easy for teachers and students and can be used both in face-to-face learning in class and in network learning. In addition, students will get a concrete picture of the material content which is still in the form of concepts.

The researcher was then interested in trying to use one type of audio-visual learning media and then examined how significant it had an effect on student learning motivation on Indonesian subjects entitled The effect of use powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 Makassar.

Powtoon Learning Media

In terms of digital technology, there are many ways to innovate in packaging material to be more attractive, given the importance of instructional media design in order to motivate students in learning. According to Sumantri (2015: 312) there are five types of simple learning media that can be developed by teachers, namely: 1) visual-based media (pictures, charts, graphics, transparency, and slides); 2) graphic or graphic media (charts, diagrams, graphics, posters, comics, and cartoons); 3) projection media; 4) audio-visual based media (video, audio, tape); 5) computer-based media (computer and interactive video).

Media classification according to Rudi and Bretz (Ahmadi and Sofan, 2014: 237) there are seven groups, namely: "1) audio-visual media of motion; 2) silent audio-visual media; 3) semi-motion audio media; 4) moving vocal media; 5) silent visual media; 6) audio media; 7) print media". Based on the discussion of the media classification, the researcher conducted research on one type of audio-visual media in the form of animation which was then packaged in the form of powtoon-assisted learning videos. According to Thamrin (Yulia Desma and Novia Ervinalisa, 2017: 17) that "powtoon is a web-based software to create a presentation that has animated features, including handwritten animation, cartoon animation, more lively transition effects and easy timeline settings". The same thing was also revealed by Agustina (Yulia Desma and Novia Ervinalisa, 2017:18) that "powtoon is an animated video software that can be accessed online".

1. **Strengths and Weakness of Powtoon Learning Media**

   There are several strengths and weakness of Powtoon. The strengths of powtoon learning media according to (Yulia and Novia, 2017) include: 1) it can be used anywhere and anytime independently; 2) the applications used in the preparation of interactive multimedia are very interesting, so that the resulting images, animation, video, sound, and music have better quality; 3) the video is not served too long, thereby increasing user motivation; 4) presentation of material in language that is easily understood by students; 5) interactive and provide feedback, 6) provide easy systematic control in the learning process. Apart from the advantages, powtoon also has weakness including: 1) the resulting video must go through a series of slightly complicated processes, and 2) requires some equipment such as a laptop to operate it, an LCD projector to display animation and speakers, if one of them is not there, the media will not operate optimally.

2. **Steps to Using Powtoon Learning Media**

   The selection and use of instructional media must be adaptive to conditions, both in face-to-face learning and face-to-face in the network (online). One of the adaptive media is the powtoon learning media, which is a media in the form of videos that can be used during direct learning in class or online (online). The existence of online learning in the midst of the COVID-19 pandemic must consider media selection based on the SECTION model according to Bates (Batubara and Delila, 2020: 75), namely: S-tudent (student), E-ase of use (easy to use), C-ost / time (cost or time), T-eaching (learning activities), Interaction (interaction), O-organizational issues (problem management), N-etworking (expanding the network), and Security and privacy.

   According to Batubara and Delila (2020) learning media in the form of video is a solution to several online learning problems such as the use of video-conferencing technology is often disrupted by unstable internet networks, some students are still confused if they only read material in books, some students show interest and good motivation for video media. The use of video media provides easy access for teachers and students, especially powtoon learning media. The steps for its use according to Batubara and Delila (2020) are the preparation stage (preparing materials and recording devices, practicing speaking in front of the camera), the recording stage, the final completion stage (video editing), and the implementation stage (sharing videos via social media in the form of youtube, whatsapp, and so on).

Student motivation learning

Motivation comes from within humans and then arises because of external factors so that they are motivated to achieve goals by taking action. So motivation is embedded in every human being, but requires a stimulus to arouse it. Sumantri (2015: 376) argues that motivation is a series of efforts that cause a change in the energy that exists in humans, so that it will be relevant to psychology, feelings, and emotions which then act to do something due to the urge to achieve goals, needs or desires. A simple opinion according to Jucius (Sumantri, 2015: 375) is that motivation as an activity provides encouragement to someone or oneself to take the desired action.

The connection with learning is that someone will easily accept material if they are motivated to take lessons because of various interesting things in it. So that mmotivation to learn is an encouragement that comes from within a person so that passion and enthusiasm for learning are created that are directed to achieve a positive goal. This is in accordance with what Sumantri (2015: 379) states that learning motivation is the driving force that is in a person both intrinsic and extrinsic which can lead to learning activities, provides direction and ensures learning continuity and plays a role in developing positive attitudes, such as excitement. , a sense of joy in learning so as to increase knowledge and skills with indicators: (1) the desire and desire to succeed and succeed; (2) encouragement and need in learning; (3) the existence of hopes and aspirations for the future; (4) there is an award in the group; (5) there are activities that are interesting in learning; 6) there is a conducive environment, so that students can learn well.

Lessons will be more meaningful for students if in the implementation process it is interesting so that there is encouragement from within students so that it is easier to understand the material. This research is related to students' learning motivation towards Indonesian subjects by utilizing the powtoon learning media.

1. **Motivation Indicators**

    A person can be said to be motivated if they fulfill the characteristics of mmotivation which is then measured based on indicators. Motivation to learn can be measured using the indicators of learning motivation put forward by Hamzah (Sumantri, 2015), namely: the desire and desire to be successful and successful, reflected in an attitude that is persistent, diligent, resilient and not easily discouraged, encouragement and needs in learning such as someone shows interest and is able to solve various problems encountered, the hopes and aspirations of the future, thus encouraging someone to continue trying to achieve a goal, there is appreciation in the group, someone who is able to argue well and defend his opinion then gets a continuous award will make him more confident and motivated to improve, there are interesting activities in learning so that when facing a problem someone is able to solve it, and there is a conducive environment, so that students can learn well.

    Based on this description, the researcher can conclude several indicators of motivation, namely perseverance in facing tasks, resilience in facing difficulties, encouragement and need in learning, desire and desire to succeed, love to seek and solve problems, be able to defend opinions, there are interesting activities in learning, there are appreciation in learning.

2. **Motivation Technique**

    Giving motivation to learn by teachers to students is very important in the teaching and learning process so that learning can be fun. Motivation is classified into two according to Hamzah (Sumantri, 2015: 386), namely (1) Intrinsic motivation, namely internal motivation that arises from within a person himself, such as the value system adopted, hopes, interests, ideals, and other aspects. which is internally attached to a person and (2) extrinsic motivation, namely external motivation that arises from outside one's personal self, such as the conditions of the school-class environment, the existence of rewards in the form of rewards (rewards) and even feeling afraid of punishment which is one factors affecting motivation.

    Each person's way of giving motivation varies. This is due to the different and unique characteristics possessed by individuals. Sardiman (Sumantri, 2015) argues that there are 11 ways of giving motivation, namely as follows: 1) giving numbers; 2) gifts; 3) competition or competition; 4) ego-involvement; 5) give tests; 6) knowing the results; 7) praise; 8) punishment; 9) desire to learn; 10) recognized interests, and 11) recognized goals.

    Based on this description, it can be concluded that giving motivation also takes into account the unique characteristics of each individual. With this motivation, it is hoped that individuals can further develop their own potential optimally.

METHOD

This research uses a quantitative approach. The research data will be analyzed quantitatively and statistically with the aim of testing the hypotheses that have been prepared. The type of research used is experimental research. This study is only one class and does not use a comparison class, but uses a pre test and post test to determine whether or not there is an effect after giving treatment. This study consists of two variables, namely the dependent variable (dependent variable) which is influenced by the independent variable (independent variable). The dependent variable in this study is student learning motivation which is given the symbol Y. The indicators are:diligent in facing tasks, resilient in facing difficulties, encouragement and need in learning, desire and desire to succeed, like to seek and solve problems, be able to defend opinions, have interesting activities in learning, there is appreciation in learning. Meanwhile free variable in this study is the powtoon learning media which is given the symbol as X.

This research designusing the form of one group pretest posttest design. In this design, only one class is selected as the sample. The class was given a pre non test to determine the initial state. Then given treatment in the form of powtoon learning media in the learning process. After that, given a post non test. The comparison of the results of the test before and after the treatment will show the effect of using powtoon learning media. The population of this study were all grade III students of SD Islam Athirah I Makassar for the academic year 2020/2021 totaling 120 people. The research sample was taken from one of five classes (study group). The technique of determining the sample uses Simple Random Sampling. This is done because the members of the population are homogeneous. Sampling was taken by the following steps: cutting the paper into small pieces according to the number of the study group from 3rd grade then rolling the paper cutouts and putting them in a bottle to be shaken. The first roll of paper that comes out is sampled.

The main data collection techniques in this research were questionnaires, observation, and documentation. Online learning is carried out within 2x30 minutes for four meetings, where at every face to face meeting using google meet application.

Implementation of pre non-test at the first meeting and post non-test at the fourth meeting. Give a questionnaire via google form link which is then answered by the students. In this study, using a questionnaire in the form of a Likert scale containing 30 items of statements related to student learning motivation. The Likert scale form in this study adapted the Likert scale form according to Sugiyono which has five alternative answers, namely strongly agree (SS), agree (S), doubt (R), disagree (TS), and strongly disagree (STS). The adaptation carried out on this Likert scale is to eliminate the hesitant alternative (R) so that students clearly choose between strongly agree, agree, disagree, and strongly disagree.

Table 1. Alternative Answers to Research Instruments

Alternative Answers	Score	
	Positive (+)	Negative (-)
Strongly Agree (S)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Source: Sugiyono, 2018

The second and third meeting as treatment (action). Giving treatment in the form of powtoon learning media was carried out for 2x meetings via google meet application. To make it easier for students to access powtoon learning video, first upload it to YouTube then share the youtube link to students. The aspects observed in this learning process are opening, delivering material using powtoon learning media, feedback, and closing. The observed aspects can be categorized into the following table:

Table 2. Categories of Learning Process Implementation

Score	Category
<20%	Very less effective
21% - 40%	Less effective
41% - 60%	Effective enough
61% - 80%	Effective

| 81% - 100% | Very effective |

Source: Sugiyono, 2018

The data analysis technique in this research used descriptive and inferential statistical analysis. Descriptive analysis is used to analyze data by describing or describing the collected data as it is without intending to make general conclusions or generalizations. Descriptive statistical analysis in this study was used to describe the level of student motivation in learning Indonesian subjects when treated with the use of powtoon learning media seen from the average value (mean), the middle value of the data (median), the lowest data value (minimum), the highest value. data (maximum), and standard deviation. The learning motivation variable is described using the high, medium, and low categories.

Inferential statistical analysis is intended to test the research hypothesis. However, before testing the hypothesis, the data prerequisite test is conducted first, namely the normality test. The data normality test in this research used the Kolmogrove-Smirnov Normality Test to determine whether the data obtained were normally distributed.Student learning motivation questionnaire data is said to be normally distributed if The significance of the two-sided test of the calculation results is greater than 0.05, so it is said that Ha is accepted and Ho is rejected.

Next is hypothesis testing. Hypothesis testing in this research is *Paired-sample t-Test* that is testing of one sample that gets a treatment which will then be compared the average of the sample between before and after treatment. The analysis in this study used a statistical program, namely IBM SPSS Statistic Version 2.2, with the reason for making a test decision if the probability is smaller than 0.05 then Ho is rejected and Ha is accepted, namely t There is a significant effect before and after the application of the powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 Makassar.

RESULTS AND DISCUSSION

The results of this research describe the objectives of the research undertaken. Some of them are to find out the description of the use of powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 Makassar, knowing the description of student learning motivation on Indonesian subjects on 3rd grade Islamic Elementary School Athirah 1 Makassar, and knowing the effect of powtoon learning media on Indonesian subjects on 3rd grade Islamic Elementary School Athirah 1 Makassar.

The initial stage before conducting the research was to test the validity of the instrument in the form of a questionnaire item instrument and powtoon learning media. The learning motivation questionnaire used has been validated by expert assessors to assess the suitability of the questionnaire items with the predefined grids. The expert appraiser is Dr. Muh Faisal, M.Pd. The questionnaire instrument was then corrected based on suggestions from improvements that must pay attention to the choice of words, spelling and punctuation of the statements used according to the indicators and 30 statement items were declared valid.

The next stage is testing the powtoon learning media instrument. This instrument test aims to test the appropriateness of using media in the learning process. Feasibility test of powtoon learning media by experts in their fields, namely Mr. Hartoto, S.Pd., M.Pd. as a lecturer in Learning Media, Department of Elementary School Teacher Education, Makassar State University. Based on the 9 assessed aspects, it was found that 3 aspects were declared good enough and 6 aspects were stated good. The powtoon learning media was declared suitable for use because the coverage of the material and animation used was in accordance with the characteristics of elementary school students. However, as a follow-up to suggestions for improvement, the media must have an identity at the beginning of the video.

The data were obtained through an instrument in the form of an observation sheet to describe the use of powtoon learning media and a questionnaire to determine the description of student learning motivation and the significant effect of using powtoon learning media. This observation sheet is used during the treatment process in the experimental class. Meanwhile, questionnaires were used in the pre-non-test and post-non-test activities to measure changes in learning motivation that occurred in students. Subjects in this study were 25 people in the pre-non-test and post-non-test activities.

The study was conducted for approximately 1 week with 4 meetings. At the first meeting, giving pre non test to students. Furthermore, the second and third meetings were giving treatment using powtoon learning media in the learning process. At the final meeting, the post non-test was given to determine whether there was

a significant effect of using powtoon media on student learning motivation. The detailed research results will be described as follows:

1. Overview of Using Powtoon Learning Media

The implementation of research in this case is a process of learning Indonesian with weather material on Third grade students of Islamic elementary school Athirah 1 Makassar use online or online powtoon learning media. In implementation, face-to-face learning activities use Google Meet application, while the previously uploaded Powtoon learning media can be seen by accessing the YouTube link. An overview of its implementation can be seen from the results of observations of the implementation of the learning process. The recap of the results of observations of teacher activities can be seen through the following table:

Table 3.Observation Results of the Learning Process Implementation

No	Activities Observed	Score	
		Meeting 1	**Meeting 2**
1	Preliminary activities	8	9
2	Core activities (Submission and feedback)	12	15
3	Closing Activities	6	8
	Total	**27**	**32**
	Percentage of Total	**75%**	**88%**
	Category	**Effective**	**Very effective**

Source: Learning process implementation sheet

Based on the data in the table, it can be concluded that the learning process carried out with an achievement level of 75% is in the effective category. This shows that the implementation of learning using powtoon learning media is taking place effectively, but there are still implementation procedures that have not been fulfilled optimally. While at the second meeting, the learning process reached the very effective category with a percentage of 88%. This showsThere is an increase in every point so that the learning process can be categorized as being carried out effectively.

2. Description of Student Learning Motivation

a. Descriptive statistical analysis

Descriptive statistical analysis presents a description of the data obtained from the field related to student learning motivation using a questionnaire (Pre non-test) before use of powtoon learning media and questionnaires (Post non-test) afterwards. Questionnaires that have been tested by experts are then given to students. In the questionnaire 16 items of positive statements and 14 negative statements were made with the choice of answers (a) strongly agree, (b) agree, (c) disagree, and (d) strongly disagree.

1) Pre non-test data about student learning motivation

The pre non test was conducted on August 3, 2020. The pre non test was conducted to determine student learning motivation before using powtoon learning media on Indonesian subjects. After the pre non-test data is obtained, then it is processed using the assistance of the IBM SPSS Statistic Version 22 program to find out the data descriptions of the students' pre non-test scores. Data from the pre-non-test results of the experimental class can be seen in the following table:

Table 4. Table Description of Pre Non-Test Results of Questionnaire Answers for 3rd Grade students of Islamic Elementary School Athirah 1 Makassar

Descriptive statistics	Statistical Value *Pretest*
Number of Samples	25
Lowest Value	76
The highest score	107
Average (Mean)	93.48

Range	31
Standard Deviation	8,776
Median	94
Mode	101

Source: IBM SPSS Statistics Version 22

Based on the results of the analysis of student learning motivation before being given treatment, the following scores were obtained: the total sample was 25 students, the maximum or highest value was 107 and the minimum or lowest value obtained was 76. Standard deviation was 8,776 and the range of values (range) between the highest value and the lowest value is 31. The average or mean obtained is 93.48, the median or middle value is 94, and the mode or value that appears the most is 101.

The results of descriptive analysis for the results of students' pre-non-test answers related to the dependent variable, namely student learning motivation can be seen in the following table:

Table 5. Student Qualifications and Pre non-test Intervals

Interval Value	Average	Category	Category	Frequency	Cumulative Percentage
90-120		High		16	64%
60-89	93.48	Moderate	High	9	36%
30-59		Low		0	0

The data in table 4.3 shows that the qualifications of students who have high learning motivation as many as 16 people with a percentage of 64%, moderate qualification as many as 9 students with a percentage of 36%, and low learning motivation qualifications of 0. Based on these descriptions it can be concluded that students' learning motivation on Indonesian subjects before being given treatment in the form of powtoon learning videos is in the high category.

2) **Post non-test data about student learning motivation**

The post non-test was carried out on August 6, 2020. The post non-test was conducted to determine student learning motivation after using powtoon learning media on Indonesian subjects. Post non-test result data that has been processed using the IBM SPSS Statistic Version 22 program can be seen in the following table:

Table 6.Table Description of Post Non-Test Results of Questionnaire Answers for 3rd Grade students of Islamic Elementary School Athirah 1 Makassar

Descriptive statistics	Score *Post-test*
Number of Samples	25
Lowest Value	84
The highest score	120
Average (Mean)	104.68
Range	36
Standard Deviation	11,056
Median	107
Mode	109

Source:*IBM SPSS Statistics* Version 22

Based on the results of the analysis of student learning motivation after being given treatment, the following scores were obtained: the total sample was 25 students, the maximum or highest value was 120 and the minimum or lowest value obtained was 84. Standard savings (standard deviation) of 11,056 and ranges the value (range) includes the highest value and the lowest value is 36.The average (mean) obtained was 104.68, the median or middle value was 107, and the mode or value that appeared the most was 109.The results of descriptive analysis for the results of students' post-

non-test answers were related to the dependent variable, namely student learning motivation. presented in the following table:

Table 7. Student Qualifications and Post non-test Interval

Interval Value	Average	Qualification	Category	Frequency	Cumulative Percentage
90-120		High		23	92%
60-89	104.68	Moderate	High	2	8%
30-59		Low		0	0

The data in table 4.5 shows that almost all students have motivation to learn with high qualifications. This can be seen from 25 students, 2 of whom are in medium qualification with a percentage of 8%, while 23 other students are in high qualifications with a percentage of 92%. Based on this description, it can be concluded that students' learning motivation on Indonesian subjects after being given treatment in the form of a powtoon learning media has increased, from 16 students with a presentation of 64% to 23 students with a presentation of 92% in the high category.

3) The effect of use powtoon learning media to student learning motivation on indonesian subjects

a. Inferential Statistical Analysis

The results of inferential statistical analysis were used to test the research hypothesis with the t test with a significance level of $\alpha = 0.05$. Requirements that must be met for hypothesis testing are the data obtained is normally distributed so that before testing the hypothesis, the assumption test is carried out first, namely the data normality test.

1) Data normality test

The data normality test is intended to see whether the sample is normally distributed or not. This test was carried out with the help of IBM SPSS version 22 with the Kolmogorov Smirnov Normality Test. The results of the normality test can be seen in the Tests of Normality output section of the Kolmogorov-Smirnov section on the Sig. (significance). If the significance obtained is $\geq \alpha$ (0.05), it can be said that the data is normally distributed. Conversely, if the data is not normally distributed, the significance level obtained is $< \alpha$ (0.05).

Table 8.The results of the normality test of pre non-test and post-non-test data

Data	Probability Value	Information
Pre non test Experiment Class	0.200	0.200> 0.05 = normal
Post non test Experiment Class	0.200	0.200> 0.05 = normal

Source: *IBM SPSS Statistic Version* 22

Based on table 4.6 and the results of data processing (attached), the results of the pre-non-test questionnaire answers are $0.200 \geq \alpha$ (0.05), and the results of the post-non-test questionnaire answers are $0.200 \geq \alpha$ (0.05). Thus it can be concluded that the data is normally distributed, so that the data can be continued to the next stage, namely hypothesis testing.

2) Hypothesis testing

The summary of the data from the pre-non-test and post-non-test results of the hypothesis testing follows:

Table 9. Paired Sample T-Test Pre non test and Post non test

Data	T	Df	Probability Value	Information
Pre non test and Post non test	4,964	24	0,000	0.000> 0.05 = There is a difference

Source: *IBM SPSS Statistic Version* 22

The data in the table above were taken from normally distributed populations and then processed by analysis of the Statistical Package for Social Science (SPSS) program version 22 using statistical analysis of the two-sample t-test paired sample t-test with a significance level of $\alpha = 0.05$. Decision making is carried out in 2 ways, namely:

(a) Based on the comparison of t-count and t-table

This hypothesis testing is done by comparing between t and t table. If tcount> ttable then H0 is rejected, Ha is accepted and if tcount <ttable then H0 is accepted and Ha is rejected, provided that the

price of tcount is the absolute price, so it is not seen as positive (+) or negative (-). From the statistical results using SPSS 22, the value of t table N (25) = 2.060 was obtained, while the tcount of the answers to the pre-non-test and post-non-test questionnaires was 4.964. The results of the answers to the questionnaire for student learning motivation t count (4,964)> t table (2,060), so that H0 is rejected and Ha is accepted.

(b) Based on the Comparison of Data Probability Values

Hypothesis testing is obtained by comparing the probability value, namely if sig (2-tailed) <α = (0.05) then H0 is rejected and Ha is accepted and if sig (2-tailed)> α = (0.05) then Ha is rejected and H0 is accepted. From the statistical analysis using SPSS 22, the results of the students' questionnaire answers obtained a sig (2-tailed) significance value of 0.000 <α = 0.05, which means that Ho is rejected and Ha is accepted.

Based on the description of the decision making, it shows that there are significant differences. Thus it can be concluded that the null hypothesis (H0) is rejected, that is, it does not exist the effect of the use of powtoon learning media on the learning motivation of grade III students on the at Athirah 1 Islamic Elementary School Makassar, and the alternative hypothesis (Ha) is accepted, that is, there is an effect of the use powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 Makassar.

Discussion

The research in 3rd grade Islam Athirah 1 Makassar was carried out online or in a network (online) because of the Covid19 pandemic, where we were encouraged to implement social distancing so that the face to face learning process in the classroom was constrained. The research subjects were taken from 1 class totaling 25 people consisting of 15 male students and 10 female students. This research was used One group pretest-posttest design which involved only one experimental group by giving a pre-non-test and a post-non-test in the form of a questionnaire, and giving treatment in the form of powtoon learning media. To adapt to needs of the online learning process, powtoon video, which originally contained only an animation explaining weather material, was revised and edited in such a way, so that it contained a combination of the researcher video footage and the powtoon video itself.

The data collection technique used was (1) a questionnaire to obtain data about students learning motivation on indonesian subjects before and after treatment. Questionnaires totaling 30 statement items (16 positive statements and 14 negative statements) are presented in a closed manner, so that respondents are only given to fill in the alternative answers provided. The 8 questionnaire indicators are diligent in facing tasks, resilient in facing difficulties, encouragement and need in learning, desire and desire to succeed, enjoy looking for and solving problems, being able to defend opinions, having interesting activities in learning, rewarding learning. (2) The observation sheet is in the form of a learning process implementation sheet, which is to see the effectiveness of using media in the learning process. The 4 steps were observed, namely, opening, delivering material, feedback, and closing. Before being used in the study, an expert test was first held, namely testing the suitability of the questionnaire content with the grid by an expert lecturer. After obtaining the validation results, the questionnaire is suitable for use for research in the experimental class.

There are 2 data analysis techniques used, namely data processing using descriptive statistics and inferential statistics with the help of programs *IBM Statistical Package for Social Scienc (SPSS) Version 22.*Descriptive processing to state the frequency distribution of respondents' scores or to describe student learning motivation before and after treatment, as well as to test the normality of data distribution. Inferential processing is used to test the hypotheses that have been provided.

1. The Overview of Using Powtoon Learning Media

This research was conducted in 4 meetings, where at each face to face meeting using google meet application. In the first stage, students access the google form link to answer the pre non-test questionnaire. Then students are given treatment using the powtoon learning media that can be watched by students by accessing the youtube link. After watching the video, students are directed to do worksheet (LKPD) and quizzes by accessing the google form link. In the quiz, points and feedback on the answers after the students worked on them were included as a reward or praise. In the last stage of this research process, students access the google form link to do the post non-test as a final test that can describe student learning motivation after treatment.

The description of the use of powtoon learning media at the first meeting was classified as effective with a percentage of 75%, but there are still implementation procedures that have not been fulfilled

optimally. While at the second meeting, the learning process reached the very effective category with a percentage of 88%. This shows there is an increase in every point so that the learning process can be categorized as being carried out effectively.

2. **Description of Student Learning Motivation**

After carrying out the learning process and having obtained some of the necessary data, then it is carried out descriptive statistical analysis to find a description of student learning motivation. The results of the calculation of the students' pre non-test scores were 64% in the high category and an increase in the post-non-test scores after treatment reached 92% in the high category.

This is inseparable from the advantages of the powtoon learning media which is an audio-visual media that has interesting features in accordance with the characteristics of elementary school children so that it can increase student interest and learning motivation. As stated by Ashaver (Meianti, 2018), the effectiveness of students in digesting lessons is in 65% of audio and visual experiences.Sukiyasa and Sukoso (Pangestu and Achmad, 2018)said that the subject matter which is visualized in the form of animated images will be more meaningful and interesting, easier to accept, understand, and more able to motivate students. Therefore, a teacher should be able to read situations, especially in designing learning both in class and online as meaningfully as possible. So, the use of audio-visual media in the form of powtoon videos in learning will create an interesting and memorable learning atmosphere that is desired by students, teachers and even parents.

3. **The Effect of Using Powtoon Learning Media on Student Learning Motivation on Indonesian Subjects**

After knowing the description of student motivation, inferential statistical analysis was carried out consisting of the pre-non-test and post-non-test of student learning motivation. Obtained Kolmogorov-Smirnov prices of 0.200 and 0.200, it means that is greater than the value of $\alpha = 0.05$ so that it is found that the pre-non-test and post-non-test questions are normally distributed. Furthermore, the hypothesis is tested usingt test (paired sample T-test)on the basis of decision making is done in two ways, namely comparing t-table with t-count and comparing probability values. From the statistical results using the calculation of the SPSS program, the t table value for N (25) = 2.060 while the t-count of the results of the student's questionnaire answers was 4,964. From these data, it is obtained t-count > t table (4,964> 2,060) so that Ho is rejected and Ha is accepted with the note that the price of t-count is the absolute price so that the positive (+) and negative (-) values are not seen. Meanwhile, by comparing the probability value, the significance value of the pre-non-test and post-non-test answers is sig (2-tailed) 0.000 <0.05, so that Ho is rejected and Ha is accepted.

Based on the description above, there is an increase on student motivation before and after the use of powtoon learning media. This is in line with the conclusions of the research conducted by Suhendra, et al (2018) that powtoon media can also increase student motivation in learning. So, from this study it can be concluded that the research H0 is rejected and Ha the research is accepted, that is, there is a significant effect of the use powtoon learning media to student learning motivation on 3rd grade on indonesian subjects at islamic elementary school athirah 1 Makassar.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that:

1. The online learning process using the powtoon learning media on the media implementation observation sheet shows the progress of the improvement in each meeting so that it can be categorized as very effective with a presentation of 88%.
2. Student motivation to learn has increased after being given treatment. This can be seen through the average post-non-test score and pre-non-test score which shows that there are more students with high learning motivation categories after treatment than before treatment.
3. There is a significant effect of using powtoon learning media on student learning motivation. This can be seen in the hypothesis test which shows that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Based on the conclusions expressed, the following suggestions are proposed: For teachers, in order to use the powtoon learning media. In addition, teachers should be creative and innovative in designing instructional media so that they are able to motivate and educate students.

1. For students, to be more motivated to follow the learning process so that they can optimize their existing abilities.
2. For other researchers, this research is limited in nature but is expected to be a reference for conducting broader research in the future.
3. For other researchers, this research is limited in nature but is expected to be a reference for conducting broader research in the future.

REFERENCES

Ahmadi, Iif Khoiru dan Sofan Amri. (2014). Development and Integrative Thematic Learning Models.Jakarta: PT. Prestasi Pustakaraya.

Batubara, Hamdan Husein dan Delila Sari Batubara. (2020). The Using of Video Tutorials to Support Online Learning During The Corona Virus Pandemic. *Madrasah Ibtidaiyah Journal, 5(2), 74-84.* https://ojs.uniska-bjm.ac.id/index.php/jurnalmuallimuna/article/view/2950

Desma Yulia, Novia Ervinalisa. (2017). The Effect Of Powtoon Learning Media on Indonesian History Subjects in Fostering Learning Motivation for X Grade IIS Students at State Senior High School 17 Batam. *Journal of Historical Education Study Program, 2(1).* https://www.journal.unrika.ac.id/index.php/journalhistoria/article/view/1583

Meianti, Andis. (2018). Development of Learning Media Based on Audio Visual Powtoon on Basic Competencies if Implementing Class X Marketing Product Promotion at SMK Negeri Mojoagung. *Journal of Commerce Education (Jptn), 06(03), 109-114.* https://jurnalmahasiswa.unesa.ac.id/index.php/jptn/article/view/24751

Mudyohardjo, Redja. (2014). Introduction of Education. Jakarta: PT Rajagrafindo Persada.

Pangestu, Marta Dwi & Achmad Ali Wafa. (2018). Development of Interactive Powtoon Multimedia in Economics Subjects Monetary Policy Subjects fo XI Grade IPS Students at Singosari 1 State Senior High School . *Journal of Economic Education, 11(1), 71-79.* http://journal2.um.ac.id/index.php/jpe/article/view/3129/1982

Sugiyono. (2018). Educational Research Methods. Bandung: Alfabeta.

Suhendra, I. Dkk. (2018). The Effect of Using Powtoon Audio-Visual Media on Students Motivation and Learning Outcomes of Mixed Compound Elemental Materials. *Journal of Education and learning, 2(1), 1-8.* https://jurnal.untan.ac.id/index.php/jpdpb/article/view/24238

Sumantri, Mohamad Syarif. (2015). Learning Strategies. Jakarta: PT Rajagrafindo Persada.