

# Application of Powtoon Learning Media to Improve Student Learning Outcomes in Social Studies Grade IV Subjects

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## ABSTRACT

Social Science subjects are very important to equip students to understand human interaction with their environment. This study aims to improve student learning outcomes in grade IV social studies subjects at Al Giva Nature School Bogor using powtoon learning media. The method of this research is Classroom Action Research with the Kurt Lewin model. The results of the study show that there is an increase in student learning outcomes in social studies subjects in grade IV at the Al Giva Nature School Bogor, which can be seen from the percentage of student completeness. In the pre-cycle student completeness was 45%, in the first cycle the student completeness reached 72.5%, in the second cycle it increased to 75%. In addition, the results of observation of student activities have also increased in each aspect from 84% in the first cycle to 94% in the second cycle. Thus, it can be concluded that the application of powtoon learning media can improve student learning outcomes in grade IV social studies subjects at Al Giva nature school Bogor.

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## 1. INTRODUCTION

The development of education is growing with the development of the times. Therefore, as the next generation, the nation must strive to become human beings who can adapt quickly according to the development of the times. To keep up with these developments, one of the things that must be improved is education. Education contains the meaning of a deliberate act to make humans have better qualities (Scott, 2020). Learning is the process of interaction between teachers and students to provide knowledge, skills, and assessments. Teachers and students have different positions and roles, but they influence each other in the implementation of the educational process. In the learning process, students use their abilities to learn teaching materials. The cognitive, affective, and psychomotor abilities learned with teaching materials are getting stronger. According to Samsudin (2020), Broadly speaking, the

factors that affect student learning and learning outcomes can be classified into three factors, namely: (1). Internal Factors, (2). External Factors, and (3). Learning Approach Factors. These three factors should be a separate concern by educators so that the learning process becomes more effective and efficient.

In the perspective of teaching and learning according to Hasan et al. (2021) Media is the introduction of information from teachers to students to achieve effective learning. Learning media can be used as an intermediary between teachers and students. Learning media are materials, tools, and methods or techniques used for teaching and learning activities, with the intention that the process of educational communication interaction between teachers and students can take place appropriately and usefully (Agustin & Ayu, 2021). One alternative learning media that can be used is audio-visual media. Audio-visual media is a combination of audio and visual, because using this medium involves the senses of sight and hearing to clarify the material, especially in learning Social Sciences (IPS) (Padmasari et al., 2024). For children of basic education age, it will be very good when teaching and learning activities use various variations of methods, media, and learning models. Powtoon is a multimedia application that can be used as a learning medium. The use of this learning media aims to find out the results of the application of powtoon learning media in the learning process in the classroom (Ilhan & Gülersoy, 2019). The results measured were students' understanding and response to social studies subjects. The advantages of powtoon media are related to the problems that occur in classes such as lack of motivation to learn so that students get learning outcomes that are not optimal (Efra Seolastika et al., 2022).

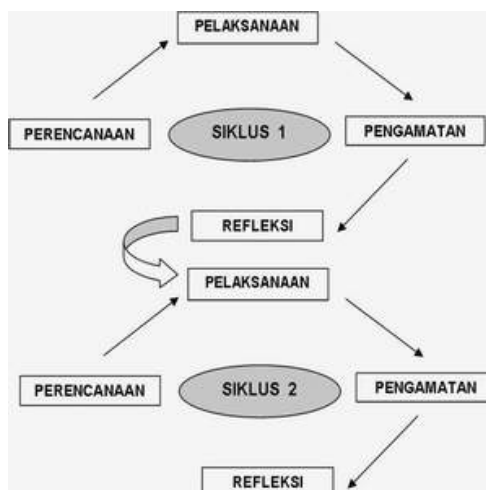
Social Science is a subject that examines a set of events, facts, concepts, and generalizations related to social issues. PIPS as a field of study given at the educational level in the school environment, not only provides knowledge, but also provides values and attitudes as well as skills in the lives of students in society, nation, and state in various characteristics (Agustín et al., 2024). According to Rustini et al. (2024), social studies education is one of the important subjects in the educational curriculum in Indonesia. Social studies not only provides knowledge about history, geography, and society, but also helps students to understand the world around them (Sahabuddin, Haling, & Pertiwi, 2022). Therefore, it is important for teachers to instill curiosity in students from an early age through social studies learning in the early grades.

This subject aims to equip students with the knowledge, skills, and attitudes necessary to understand the surrounding social environment. The results of observations from several previous studies on social studies subjects in elementary schools in Indonesia are still quite monotonous so that there are problems that can hinder the improvement of student learning outcomes in social studies subjects. Obstacles that often occur in social studies subjects in elementary school are the lack of readiness in the learning process so that it can hinder students' understanding of the learning, motivation in teaching and learning activities because learning is less varied and innovative. From the results of observations on social studies learning in grade IV of Al Giva Nature School, it can be seen that teachers have not used learning media optimally to support the learning process in conveying social studies concepts. Even though the school has adequate facilities such as projectors and computers. So that the learning process, which should be able to be carried out interactively by teachers and students, only takes place in the same direction due to the lack of student motivation in learning. Monotonous learning makes students bored and not interested in social studies learning, this is shown by students who tend to be silent, listen to the teacher's explanation, and take notes. Teachers must have a strategy so that students learn effectively, efficiently, and in accordance with learning objectives.

Based on the background that has been explained above, the purpose of this research is to find out the application of powtoon learning media that can improve student learning outcomes in grade IV social studies subjects at Al Giva Nature School Bogor. With the use of powtoon learning media, it is hoped that the quality of the learning process will be better and students will be motivated to learn so that the achievement of learning outcomes will be better.

## 2. METHODS

In this study, the Classroom Action research method was used. Classroom Action Research or PTK is a type of research carried out by teachers in the form of certain actions to improve student learning processes and outcomes. PTK is said to be a reflective research because teachers can research learning practices in their own classrooms. Through PTK, teachers can get feedback that has been carried out in the learning process (Rustyono & Wijaya, 2020). The idea of action research was first developed by Kurt Lewin in 1946, who introduced the 4 steps of PTK, namely: planning, action, observation, and reflection. However, the idea of applying action research in improving learning was initiated by Stephen Corey in 1953 (Purwanto, 2023). This research is a Class Action Research using the Kurt Lewin model which is carried out in two cycles, as follows:



**Figure 1.** Research Procedure

At the planning stage, it is carried out before conducting research, class actions such as finding problems and compiling learning tools. At the implementation stage, the researcher carried out learning using powtoon learning media. Then, at the observation stage, it is carried out during the learning process by researchers and teachers using observation sheets. Furthermore, at the reflection stage, the activities carried out are to analyze and evaluate all the stages that have been carried out. The expected result is improvement in the implementation of experience or learning. Therefore, this classroom action research is perfect for teachers because of its practical process. Teachers must continuously improve the quality of learning to ensure optimal student learning and high student satisfaction (Firdaus et al., 2023). The data collection techniques in this study are observation, tests and documentation. In this study, there are two types of data obtained, namely observation data analysis and test result data.

## 3. FINDINGS AND DISCUSSION

The results presented are data on the implementation of actions in each cycle using powtoon learning media. This action is carried out in 2 cycles and each cycle consists of 2 meetings. The number of students in grade IV is 20 students consisting of 16 males and 4 females.

### Pre-Cycle Initial Data Description

Based on observations, the problems that occur in the classroom include that teachers have not used learning media optimally and have not used various methods. In learning activities, teachers have never used powtoon learning media. This causes social studies student learning outcomes to be less optimal. The researcher conducts a pre test before an action is carried out in the class action research. The following data was obtained by students during the pre test:

**Table 1.** Obtaining Initial Test Results (Pre Test)

Number of Students	Completeness			Presentase			Average
	Conclusion	Not yet Conclusion	Unidentified	Conclusion	Incomplete	Unidentified	
20	9	11	0	45%	55%	0%	78,95%
KKM = 80							

It can be seen that the learning outcomes of students who have not completed the KKM are quite high, namely 11 students with a percentage of 55%, while the learning outcomes of students who have completed have reached 9, students with a percentage of 45% and students who are not identified with a percentage of 0%, which means that all students participate in learning with an average class of 78.95%.

### Description of Cycle I Actions

The researcher carried out learning using powtoon learning media in accordance with the teaching module that had been created. The action was carried out in two meetings. In the first cycle, it is carried out after the researcher identifies the problems contained in the initial test (pre test) that has been given. The learning outcomes of students before the implementation of powtoon learning media made in the form of pre tests are still very low. There are still many students who do not understand the material presented. From this problem, the researcher drew the conclusion that the weaknesses in the previous pre test must be carried out, using powtoon learning media.

In this first cycle planning, the researcher has prepared an action plan where one of the actions comes from problems that arose during the previous pre test. In this first cycle, the activities will be carried out in accordance with the learning plan that has been prepared in advance. At the end of the first cycle meeting, the teacher provided reinforcement and concluded the material that had been delivered in the learning activity. Then a test (post test) is carried out in the form of essay questions to find out the development of student learning outcomes in social studies learning materials. From the work on the questions obtained in the first cycle, the student learning results in the first cycle can be seen in the following table:

**Table 2.** Student Learning Outcome Data in Cycle I

Meeting 1
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Number of Students	Completeness			Percentage			Average
	Conclusion	Incomplete	Unidentified	Conclusion	Incomplete	Unidentified	
20	13	6	1	65%	30%	5%	84,7%
<b>Meeting 2</b>							
Number of Students	Completeness			Percentage			Average
	Conclusion	Incomplete	Unidentified	Conclusion	Incomplete	Unidentified	
20	16	1	3	80%	5%	15%	92%

Based on table 2 above, it can be explained that in the 1st meeting of 20 students, 13 students or 65% had successfully completed or achieved the KKM. A total of 6 students or 30% have not reached the KKM, while unidentified students are 1 student or 5%, namely for students who do not participate in learning, with an average class score of 84.7%. At the 2nd meeting, as many as 16 students or 80% had reached KKM, as many as 1 student or 5% had not reached KKM, while 3 students or 15% were not identified, with an average class score of 92%. It can be concluded that in the first cycle the completeness of student learning outcomes was 72.5%, 17.5% for those who had not completed it, and 10% of students were not identified or did not participate in learning. The average grade score in the first cycle was 84.73%. The results of observations made by the researcher show that social studies learning in the first cycle is going well even though the learning results achieved have not all students met the KKM scores, so it needs to be continued to the next cycle. In order for the learning outcomes of iswa to improve, researchers must update and develop learning plans through the implementation of cycle II learning.

Observation of student activities in cycle I was carried out in two meetings. In the 1st session of the first cycle, when the teacher started learning using powtoon learning media, the students got a percentage of 86%, which means that it is very good, because students are interested when the teacher explains the material using learning media. In the next indicator, students are categorized as very good because students have paid attention during the learning process using powtoon learning media displayed by the teacher to reach a percentage of 86%. In the next indicator, students are categorized as very good with a percentage of 86%, this is because students feel happy to participate in the learning presented by the teacher. In the last indicator, students are categorized as good with a percentage of 68% because students are active at the time of learning. In the 2nd meeting of cycle 1 when the teacher started learning using powtoon learning media, students got a percentage of 89% which means very good, because students are interested in learning using powtoon learning media. In the next indicator, students are categorized as very good because students have paid attention during the learning process using powtoon learning media displayed by teachers to reach a percentage of 88%. In the next indicator, students are categorized as very good with a percentage of 91%, this is because students feel happy to follow the learning presented by the teacher using powtoon learning media. In the next indicator, students are categorized as very good with a percentage of 83% because students are active at the time of learning, students are active in questions and answers and provide responses to learning materials.

### Cycle II Action Description

The action plan in cycle II is almost similar to the plan in cycle I. The implementation of cycle II will be carried out by taking into account the results of reflection that has been carried out previously.

In this second cycle, activities will be carried out in accordance with the learning plan (RPP) that has been prepared in advance using powtoon learning media. The learning outcomes of students in cycle II can be seen in the table below:

**Table 3.** Student Learning Outcome Data in Cycle II

Meeting 1							
Number of Students	Completeness			Percentage			Average
	Conclusion	Incomplete	Unidentified	Conclusion	Incomplete	Unidentified	
20	14	2	4	70%	10%	20%	90%
Meeting 2							
Number of Students	Completeness			Percentage			Average
	Conclusion	Incomplete	Unidentified	Conclusion	Incomplete	Unidentified	
20	16	1	3	80%	5%	15%	91,7%

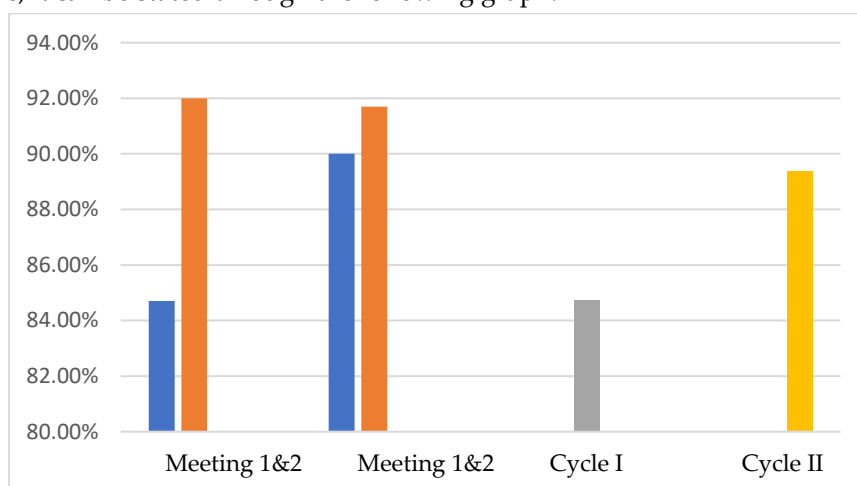
Based on table 3 above, it can be explained that there are 20 students of which in the 1st meeting as many as 14 students or 70% have been completed, as many as 2 students or 10% have not completed, and as many as 4 students or 20% are not identified or do not participate in learning with an average grade score of 90%. In the 2nd meeting, as many as 16 students or 80% managed to reach the KKM or had completed, as many as 3 students or 15% were not identified because they did not participate in learning, and only 1 student or 5% did not reach the KKM with an average class score of 91.7%. It can be concluded that in the second cycle students who have reached KKM are 75%, students who have not reached KKM are 7.5%, and unidentified students are 17.5% with an average class score of 89.39%. The results of observations made by the researcher showed that in social studies lessons using powtoon learning media in cycle II as a whole had gone well and showed improvement. Therefore, an average score of 89.39 was obtained which shows an increase from cycle I to cycle II.

Observation of student activities in cycle II was carried out in two meetings. In the 1st session of cycle II, when the teacher started learning using powtoon learning media, the students got a percentage of 92%, which means that it is very good. In the next indicator, students are categorized as very good because students have paid attention during the learning process using powtoon learning media displayed by the teacher to reach a percentage of 93%. In the next indicator, students are categorized as very good with a percentage of 93%, this is because students feel happy to follow the learning presented by the teacher. In the last indicator, students are categorized as good with a percentage of 89% because students are active at the time of learning. In the 2nd meeting of cycle II when the teacher started learning using powtoon learning media, students got a percentage of 94% which means very good, because students were interested in learning using powtoon learning media. In the next indicator, students are categorized as very good because students have paid attention during the learning process using powtoon learning media displayed by teachers to reach 100% percentage. In the next indicator, students got 98% because students felt happy to participate in social studies learning using powtoon learning media (Sigit Gesang Permana, Roni, Rahmawati, & Fatihatul, 2022). In the last

indicator, students actively ask questions and give opinions about the material explained during learning with a percentage of 95%.

In this discussion, the results of research on improving social studies learning outcomes using powtoon learning media are described. Research shows that the use of powtoon learning media is able to improve social studies learning outcomes for grade IV students at Sekolah Alam Al Giva Bogor. This is due to the use of powtoon learning media in learning that is able to attract students' interest so as to contribute to improving students' understanding of the material taught by teachers (Supriatnaningsih, Mr, Hariri, & Astini, 2019). The use of powtoon learning media for 2 cycles has shown an increase in student learning outcomes in social studies learning. This is evidenced by increasing learning outcomes and participation in cycle I and cycle II learning.

The results of the study in the first cycle showed an increase from the pre-cycle of 45% to 72.5% while 17.5% were incomplete because their scores were below the KKM or 80 and 10% were not identified because students did not participate in learning. The low social studies learning outcomes of students are caused by students' lack of focus on social studies learning. The results of the study in the second cycle showed an increase in learning outcomes from the first cycle, from 72.5% to 75%. Students who managed to remember as much as 75%, while students who did not succeed were 7.5% and 17.5% of students were not identified or students did not participate in learning. To find out the increase in the average value, it can be stated through the following graph:



**Figure 2.** Average Value Chart

Based on the graph above, it can be seen that the average in cycle I was 84.73% and cycle II was 89.39%. However, this study also identified some students who showed difficulties in understanding the material so that the results showed that they were incomplete in understanding the achievements of the KKM, even though the teaching efforts had been adjusted to the curriculum. After further observation and consultation with the school, it was revealed that this difficulty is mostly related to the presence of students with special needs in the classroom, such as ADHD and slow learners. So, it can be proven that the use of powtoon learning media in learning can improve student learning outcomes in social studies subjects.

#### 4. CONCLUSION

Based on the results of classroom action research that has been carried out regarding the application of powtoon learning media to improve the learning outcomes of grade 4 students at Al Giva Nature School Bogor, it can be concluded that the application of powtoon learning media has proven

to be effective in improving student learning outcomes. This is evidenced by data that shows student completeness from 45% in the pre-cycle to 75% at the end of the second cycle out of 20 students, 1 of which is not completed until the end of the cycle because the student is a student with special needs (ABK) which has been consulted with the school that the student has special needs, namely ADHD. In cycle I showed an increase in student learning achievement from the pre-cycle, which was 45%, increased to 72.5%, in cycle II showed an increase in learning outcomes from cycle I, from 72.5% increased to 75%. Furthermore, the results of the observation of student activities also increased in each aspect from 84% in the first cycle to 94% in the second cycle which included aspects of student interest during learning, paying attention during the learning process, enjoying learning, and student activity during learning.

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