
Powtoon-based digital media creation training for teachers of SD Labschool UPI Campus as an effort to strengthen the profile of Pancasila students

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Abstract

Proper learning is learning in which there is a reciprocal interaction between teachers and students, with the hope that it can stimulate students to participate fully in the learning process so that they can achieve learning goals with satisfactory results. In this case, interactive multimedia is one of the alternative media that can increase students' desire and interest in learning. In interactive multimedia, there is an engagement between users and the media. This study aims to find out how the use of interactive multimedia can provide an understanding of Indonesian cultural diversity material in realizing the profile of Pancasila students in grade IV of SDN Labschool UPI Serang Campus and to find out how students respond to interactive multimedia in strengthening the profile of Pancasila students in grade IV of SD Labschool UPI Serang Campus. The interactive multimedia used in this study is Microsoft Power Point, videos, and Powtoon educational games. The application feature that is easy to use and understand is the added value of this application, especially for those who are new to using from service activities is a web-based animated video application, namely powtoon. Powtoon is a simple, easy-to-use web-based app that you can use to create animated videos in an engaging and fast way.

The targeted outputs of the service activities are the existence of a powtoon application, animated videos containing material about the diversity of Indonesian culture, customs around my environment, the publication of posters for the implementation of the program, videos of activities, publications in the national journal accredited by Sinta 4, IPR (Intellectual Property Rights) of PKM products that can be used by partners in the form of partner statements, and national mass media publications with links <https://www.kompas.com/tag/pengabdian-community>.

Keywords: digital media; powtoon application; Labschool elementary school teacher; Pancasila student

INTRODUCTION

Proper learning is learning in which there is a reciprocal interaction between teachers and students, with the hope that it can stimulate students to participate fully in the learning process. Making a pleasant learning atmosphere with the teacher as the class manager, as well as acting as a mediator and facilitator, will make the learning goals can be achieved with satisfactory results. This is strengthened by Kadaruddin (2016), proper learning can involve dynamic elements in the learning process, such as learning motivation, teaching materials, learning aids, and learning atmospheres where the learning atmosphere can cause students to want to learn so that the class becomes interactive because teachers and students can communicate in two directions so that it can increase student motivation. The existence of enthusiasm and excitement for the spirit of learning can be caused by the media, internal factors in students, and the condition of students with various unique characters.

The right learning used in grade IV is to be able to use interactive multimedia. This theory is strengthened according to Herman Dwi Surjono in his book entitled *Multimedia Interactive Learning* that the principle of multimedia learning can be based on the cognitive theory of learning multimedia by stating that auditory and visual channels will bring information to students who learn through multimedia (Surjono, 2017, p. 38). According to Surjono (2017, p. 41), the interactive is a determinant of how much student involvement in learning can increase students' desire and interest in learning. In interactive multimedia, there is an engagement between users and the media. So, there is an action and the media gives its reaction such as showing pictures, showing movies, animating, adding sound effects, scripting, and so on.

This program is to strengthen learning materials about Indonesian cultural diversity, based on interactive media, namely powtoon, which is associated with the profile of Pancasila students. The Pancasila student profile is the ability of Indonesian students who take the initiative and are willing to learn new skills to be able to improve their quality and continue to contribute to the nation and state that is built on the values of Pancasila. Students who adhere to the principles of Pancasila are characterized by six characters, such as: faith, fear of God Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. Indonesia's cultural diversity is the cultural heritage of a society. From this wealth, a diversity of the Indonesian nation was created. This diversity consists of regional languages, regional clothing, traditional houses, food, regional arts, and a diversity of other forms. There is a connection between the subject of Natural and Social Sciences (IPAS) and the material on Indonesian cultural diversity which is a value for strengthening the profile of Pancasila students. One form of behavior that can be applied in dealing with Indonesia's various cultural diversity is tolerance. Tolerance is an attitude of mutual respect between differences. Tolerance is one of the values in the dimension of Pancasila student profile, which is global diversity.

Natural and Social Sciences (IPAS) is a subject that combines science and social studies subjects. The two are united because the two subjects are continuous with science which leads to natural phenomena, while social studies in the social context of society. In this independent curriculum, the two subjects have a correlation, so that the subjects of Science and Social Studies are merged into Natural and Social Sciences (IPAS) (Nadhifah and Zannah, 2013).

The Merdeka Curriculum prioritizes students' interests and abilities in depth. In this Independent Curriculum, students are given freedom to recognize the potential that exists in them and encourage creativity in students. So that this curriculum emphasizes character development based on the Pancasila Student Strengthening Project.

Social studies learning in this independent curriculum, although it is merged into one, is divided into the distribution of the material. For odd semesters, it is focused on science while in even semesters it is focused on social itself. Therefore, the researcher will discuss his social situation in grade IV with material on Indonesian cultural diversity.

Based on observations made on Saturday, September 30, 2023 by interviewing grade IV teachers of SD Labschool UPI Serang Campus, it was stated that in the previous IPAS learning process at SD Labschool UPI Serang Campus, students found it very difficult to focus

on the material taught, as a result of which students had difficulty understanding the material taught due to the limitations of teachers who still used media limited to package books and *LKS*.

In the learning process with the teacher, students do not ask questions, tend to be passive, and only rely on what the teacher instructs. Therefore, during teaching there is no reciprocal interaction between teachers and students. Learning becomes monotonous. Students still often play by themselves and it often happens that students say they understand but the learning results do not meet the *KKM*. The *KKM* in the science subject at SD Labschool UPI Serang Campus is 70. Therefore, efforts are needed to improve the ability of SD Labschool teachers in making interactive media based on the powtoon application so that learning is more interesting for students.

Based on the problems that have been conveyed previously, the gap in the quality of education in learning activities is one of the main problems in the education sector that will result in the SDGs (Sustainable Development Goals) becoming an urgency that must be resolved immediately. The Sustainable Development Goals (SDGs) are a global action plan agreed upon by world leaders, including Indonesia, to end poverty, reduce inequality and protect the environment. The SDGs contain 17 Goals and 169 Targets that are expected to be achieved by 2030.



Figure 1. Sustainable Development Goals (SDGs)

The service carried out is included in the 4th SDGs goal is quality education . The 3 main pillars of quality education are quality educator resources, adequate educational facilities and infrastructure, and the last is quality and relevance. With quality education, Indonesia will be able to become a superpower, in various sectors, especially supported by abundant natural resources, if managed by skilled workers who are experts in their fields, it will improve people's living standards and reduce poverty rates.

So the proposing team provides solutions related to these problems with the following suggestions: (1) an application that can analyze teachers' needs for interactive digital media that assists teachers in delivering material to students, more than that this application is easily accessible and understood by students because they on average already have a smart phone in

their respective homes; (2) provide education about interactive media that is easy and cheap; (3) providing training in the form of how to use the application; and (4) forming a Focus Group Discussion (FGD) to direct in achieving the training objectives optimally.

RESULT AND DISCUSSION

External Targets

The expected output target in the implementation of this service activity is a web-based animation video related to IPAS material in grade IV, which is in the form of material about the diversity of Indonesian culture, customs around my environment, and Indonesian culture.

The other output targets from the results of this community service activity will also be the publication of posters for the implementation of the program, videos of activities and social media publications with additional outputs that are expected to be publications in accredited national journals, namely, Elementary School Teacher Education with journal links: <https://jurnal.ummi.ac.id/index.php/perseda>, IPR (Intellectual Property Rights), and national mass media publications.

Success Base-line

The powtoon application is a simple web-based application that can be used to create animated videos attractively and quickly, This media can help teachers in delivering IPAS class IV subject matter about Indonesian cultural diversity, Indonesian customs, from the understanding of cultural diversity will grow in students and teachers about tolerance and empathy and respect for ethnic diversity, which can finally strengthen the profile of Pancasila students.

Steps to Measure Partner Problems and Needs

Measuring the problems and needs of partners is by making observations first, what are the obstacles for teachers and what is needed. The results of the interview with the fourth grade teacher, Mr. Al Rahmat Arif, M.Pd., that students are happy to learn if the teacher uses digital media, moreover, the media that is made in accordance with the material to be taught, namely IPAS Chapter 6 material about Indonesia rich in culture with 3 subthemes, namely; (1) the uniqueness and habits of the people around me; (2) the richness of Indonesian culture; (3) the benefits of diversity, and (4) preserving Indonesian culture this material makes something interesting for them.

After the service team knows the problems and desires of the partners, the next step is to find solutions to how the problems can be solved and the wishes of the partners can be realized.



Figure 2. Documentation of Interviews with Partners

Training Participants

Activity Plan

This community service program activity is a series of the following sub-activities: (1) the creation of a powtoon-based animation video design as an interactive learning medium in learning science about Indonesian cultural diversity; (2) the implementation of video training based on the powtoon application to teachers of SD Labschool UPI Serang Campus; and (3) assistance in the use of animation videos based on the powtoon application for teachers of SD Labschool UPI Serang Campus.

Community service program activities will involve the following participants: (1) Teachers of SD Labschool UPI Serang; (2) PGSD Students; and (3) PGSD lecturers, especially those who are members of *KBK IPS*.

Composition of the Committee

The following is the composition of the committee or personnel involved in the community service program activities that will be carried out:

Chief Executive	: Dr. Encep Supriatna, M.Pd.
Secretary	: Dr. Susilawati, M.Pd.
Treasurer	: Dr. Ita Rustiati Ridwan, M.Pd.
Enumerator	: Muhammad Dafa
Powtoon app designer	: Muhammad Mahendra Putra

In the implementation of this *PKM* activity, it will not rule out the possibility of recruiting additional committees from students of the University of Education Indonesia Serang Campus, as well as from SD Labschool UPI Serang Campus.

The partners' tasks include: (1) providing a place for teacher training; (2) prepare equipment needed by the program implementer in the form of LCD projector; (3) preparing laptops and/or smartphones based on andriod; (4) preparing activity banners; and (5) prepare training administration such as attendance lists and photos of activity documentation.

The fifth phase is an analysis/evaluation of teachers' understanding of the powtoon application in the form of an animated video about the diversity of Indonesian culture, based on the following diagram:

Table 1. Grid of Teacher Observation Guidelines During Training

Aspects observed	Indicators	Ket.		Description
		Y	T	
Flow Navigation	Teachers' understanding of each interactive multimedia feature			
Level Involvement	Students actively participate or only view			
Usage Feedback	Teachers' experiences when interacting with interactive multimedia			
Effect Learning	How do teachers understand the material			
Final Result or Performance	Analyze the results obtained by the teacher in completing the level of the game			
Emotional Response	How emotional teachers are towards interactive multimedia, look happy, disappointed, or bored			

The following are the results of the implementation of the service activity program "Powtoon Application-Based Digital Media Training for Elementary School Teachers of UPI Labschool Serang Campus as an Effort to Strengthen the Profile of Pancasila Students"

Wednesday, 17 July 2024

Table 2. Results of the Implementation of the Service Activity Program

Describe the Process of Implementing Service	Activity Description	Activity Location
The service team consisting of lecturers from the Teacher and Elementary School Education study program, Universitas Pendidikan Indonesia Serang Campus, namely: 1. Dr. Encep Supriatna, S.Pd., M.Pd. 2. Dr. Susilawati, S.Pd., M.Pd. 3. Dr. Ita Rustiati Ridwan, S.Pd., M.Pd. 4. Deni Wardana, S.Pd., M.Pd. The students who participated in helping in the implementation of this service include: Abdillah Aditama Sujana and Muhammad Mahendra Poetra as facilitators. The theme presented in this service was "Powtoon-Based Digital Training for Elementary School Teachers of UPI Labschool Serang Campus as an Effort to Strengthen the Profile of Pancasila Students".	The following is documentation of the powtoon application-based digital media training activities for teachers of Labschool UPI Serang Campus as an effort to strengthen the profile of Pancasila students, including the following:  Figure 6. Photos of Training Participants The following is a photo of the training documentation who is an elementary school teacher at the UPI labschool Serang Campus.	Digital media is the latest type of media that follows the development of information and communication technology with the presence of computers, smartphones, and the internet. Digital media can be created, viewed, and distributed through electronic devices. Commonly used digital media are social media, applications, videos, and websites. Digital media is also understood as information that is shared through digital devices or screens. Digital media also includes digital content which includes text, images, audio, video, and



Figure 3. Universitas Pendidikan Indonesia Serang Campus

This service was carried out at Labschool UPI Elementary School Serang Campus which was attended by teachers of Labschool UPI Campus, which was held on Wednesday, July 17, 2024.



Figure 4. Participants and Resource Persons of the Activity

In the community service activity, it was explained that the importance of a digital media to support the effectiveness of learning in elementary schools was accompanied by an elaboration of the use of the powtoon application which was also assisted by students in this activity. Followed by a question and answer session between the resource persons and also the participants of the activity.



Figure 5. Researcher Photo

From the activities that have been carried out, it can be concluded that the importance of the use of digital



Figure 7. Activity Resource Persons

The presentation was carried out by the resource persons from the activity with the discussion of digital media training based on the powtoon application for elementary school teachers at the UPI labschool Serang campus as an effort to improve the profile of Pancasila students.



Figure 8. Resource Persons and Training Participants

The group photo session between the resource persons and the participants of the activity was carried out with an interactive and discussion about the importance of the application of this digital media in supporting the learning process. It began with a question and answer and ended with the conclusion of the training activities as well as documentation sessions. Furthermore, a questionnaire was sent as a form of evaluation of the activity.

Based on the questionnaire that has been distributed, it can be concluded that the use of digital media is very supportive of the learning process in elementary schools and the majority of teachers of Labschool UPI Serang Campus have used powtoon. This powtoon-based digital media is also in accordance with the needs of elementary school students, starting from the content content, animations and also how to use it that is on target as needed.

animations that can be accessed through digital devices. The use of digital media will certainly be contained in a digital platform which is a website, application, and social media that allows interaction and various information digitally.

The benefits of using digital media include: (1) increase learning motivation; (2) enriching learning materials; (3) facilitating collaborative learning; and (4) improve skills in the 21st century. There are several challenges in the use of digital media, such as the availability of devices, proficiency in use, and quality educational content.

Strategies in the implementation of digital media in education include: (1) planning, which is designing a learning plan that is effectively integrated with information technology; (2) teacher training, which is providing counseling or training to teachers with the aim of training teachers' abilities in integrating learning media with information technology; (3) content selection, namely choosing content that is educational and interesting for elementary school students; and (4) evaluation and monitoring, which can be carried out by sending evaluation questionnaires and also research related to the effectiveness of the use of digital media.

Some of the roles of elementary school teachers in the use of digital media include: (1)

media in supporting learning media how an innovation regarding digitalization in the field of education, participants from socialization are interactive and also and many new learnings they get. Several participants consisting of teachers from Labschool UPI Serang Campus asked about the technical use of the powtoon application and also several things about digital media in learning which ended with a discussion of the importance of digital media in supporting the learning process.

Furthermore, this powtoon-based digital media is very helpful in the learning process in elementary school by presenting complete animations and we are free to explore according to creativity. The integration of information technology in the world of education is very supportive in teaching and learning activities coupled with this era of globalization where all fields or activities are associated with information technology which is clearly very helpful in the skills of teachers or elementary school students.

choosing digital media; (2) designing learning activities; (3) guiding students; and (4) evaluate learning outcomes

The impact felt from the use of digital learning media on student learning outcomes can be felt by increasing learning motivation, interactiveness of students and teachers, increasing the creativity of teachers and students, improving problem-solving skills, and simplifying the learning process.

The suggestions and recommendations from the activities that have been carried out are the importance of an integration between digital media and learning effectively for elementary school students, then the involvement of teachers in the preparation of learning media how important teachers are in choosing and managing the use of digital media. In addition, quality and quality content is also another aspect that must be considered. It ended with a continuous evaluation in assessing the effectiveness of the use of digital media and adjustments were made according to the results of the evaluation.

CONCLUSION

Based on the above explanation, that the values of tolerance have existed since the 16th century where the early Sultanate was established, the Sultans of Banten facilitated people of other religions to worship so that land was given and a temple was built, especially for the followers of Puteri Ong Tien who were the wives of Sunan Gunung Djati or Syarif Hidayatullah. For Chinese who adhere to Islam, it is facilitated by building the High Chinatown Mosque, which is located in Dermayon Village west of the Great Mosque of Banten. In fact, initially the Artalokitesvara Temple was located next to the High Chinatown Mosque. From the

results of this field research, the researcher then compiled material in learning in elementary school material about Indonesian cultural diversity in the form of powtoon-based digital media, which is a video, photo, and web-based application. After the learning video, it is then trained to the teacher and by the teacher it is used as a learning medium.

The results of the study showed that students were very enthusiastic about listening to learning videos about Indonesia's cultural diversity, especially in the Old Banten area, which was manifested in the form of historical relics of the past, such as the Great Mosque of Banten, the High Chinatown mosque, Artalokitesvara Temple, and also the Speelwijk Fort. The diversity of Indonesian culture is also reflected in the architecture of the Great Mosque of Banten, Tiyamah, and also the Tower which is a combination of local culture, Europe and also Persia and China.

The interest of students in the material delivered by teachers in social studies learning in Class IV of SD Labschool UPI Serang Campus, so that students' interest and motivation for learning also increased, so that when the test was carried out, the average result increased with an average of 87.05 from the previous 75.60. Therefore, the use of Powtoon-based digital learning media is very effective in improving student learning outcomes in elementary schools.

For researchers or lecturers who carry out community service activities, they can provide intensive assistance to teachers so that they can optimally apply the knowledge conveyed.

In this training, it should be more in practice than theory and each teacher is asked to bring their own laptop so that they can access websites related to digital applications that are used as digital learning media.

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