

The Effectiveness of Using Powtoon-Based Learning Media on Learning Motivation and Listening Skills of Upper-Grade Students at UPT SD Negeri 2 Batu

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ABSTRACT

This study aims to determine the effect of using PowToon learning media on improving elementary school students' learning motivation and listening skills compared to conventional learning methods. The study used a quasi-experimental design with two classes: a control class and an experimental class. The population and sample in this study were all 81 upper grade students divided into a control class of 29 students and an experimental class of 52 students. Data collection techniques in this study included tests, observations, questionnaires, and documentation. The data analysis technique used the IBM Statistics application with the N-Gain Score formula. The analysis results showed that the experimental class using PowToon experienced a significant improvement in listening learning outcomes with an average N-Gain score of 0.79 (79.80%), which is considered high. In contrast, the control class only achieved an average N-Gain of 0.18 (18.67%), which is in the low category. Student learning motivation in the experimental class also showed significantly better results, with 96% of students in the excellent category, compared to the control class, where the majority (87%) were in the poor category. Furthermore, students' listening skills in the experimental class improved significantly, as evidenced by observations and questionnaires that recorded increased activity, focus, and understanding of the material. The data also showed that PowToon media was able to create a more interactive and enjoyable learning environment, encouraging students to be more active in asking questions, discussing, and expressing their opinions. Overall, the results of this study indicate that the use of PowToon learning media is effective in significantly increasing students' learning motivation and listening skills compared to conventional learning methods. Therefore, PowToon is recommended as an alternative innovative learning medium in elementary schools to create more meaningful and enjoyable learning.

Keywords: Powtoon; Learning Motivation; Listening Skills

INTRODUCTION

In the contemporary era of education, motivation has been recognized as one of the most crucial determinants of student achievement. Learning motivation not only directs students' behavior toward specific goals but also sustains their efforts to overcome obstacles in the learning process. Students with high motivation are more likely to demonstrate persistence, concentration, and enthusiasm in their studies, which eventually contributes to better academic outcomes. Conversely, a lack of motivation often results in passive attitudes, low participation, and poor academic performance. At UPT SD Negeri 2 Batu, insufficient learning motivation has become a significant challenge, particularly among upper-grade students. Many students are observed to be disengaged during lessons, reluctant to complete assignments, and inattentive to classroom activities. This condition may be influenced by monotonous teaching methods, limited use of instructional media, or misalignment between teaching approaches and students' learning preferences. Such factors ultimately diminish students' desire to participate actively in the learning process.

Another fundamental problem encountered in the school is students' weak listening skills. Listening plays a pivotal role in language development, serving as the foundation for speaking, reading, and writing abilities. Effective listening enables students to understand teachers' instructions, grasp the essence of learning materials, and respond appropriately in classroom interactions. However, observations reveal that many students at UPT SD Negeri 2 Batu struggle to capture oral information, demonstrate limited comprehension, and display low attentiveness during lessons. These issues indicate that students' listening competence remains underdeveloped and requires immediate pedagogical intervention. The relationship between motivation and listening skills is mutually reinforcing. Students who are less motivated tend to lose focus when listening, while those with poor listening skills may feel frustrated and disengaged, further reducing their motivation to learn. This vicious cycle negatively affects overall learning outcomes. Therefore, an integrated solution is required to improve both motivation and listening abilities simultaneously, ensuring that students become more engaged, attentive, and capable of understanding the instructional content.

The integration of digital technology in education has emerged as a promising alternative to address these challenges. One innovative application that has gained attention is PowToon, a platform for creating animated videos and interactive learning materials. PowToon offers a variety of multimedia elements, including animations, audio, and visual effects, which can transform conventional learning into a more dynamic and engaging experience. Its use in classrooms provides students with opportunities to interact with content in a more enjoyable and meaningful way compared to traditional lecture-based instruction. From a motivational perspective, PowToon leverages elements of interactivity and gamification to enhance student engagement. Features such as animated storytelling, visual appeal, and feedback mechanisms stimulate students' curiosity

and encourage active participation. Furthermore, its flexible and user-friendly design allows teachers to customize learning materials according to students' needs and learning styles, thereby fostering a sense of autonomy and relevance that strengthens intrinsic motivation.

In terms of listening skills, PowToon offers considerable potential to create activities that train students to process auditory input effectively. Through multimedia presentations, students are exposed to narration, dialogues, and sound-based instructions, which require them to practice listening attentively. The possibility of replaying audio-visual content also enables students to review information repeatedly until they fully comprehend the material. These features support the gradual development of listening competence in a more interactive and less monotonous manner. Given the problems of low motivation and poor listening skills among students at UPT SD Negeri 2 Batu, this research investigates the effectiveness of PowToon-based learning media as an alternative instructional strategy. It aims to determine whether integrating PowToon into classroom instruction significantly enhances students' motivation to learn and their listening abilities. The findings of this study are expected to contribute to the advancement of innovative teaching practices and to provide practical implications for teachers seeking effective digital-based approaches to improve learning outcomes.

LITERATURE REVIEW

Learning motivation has long been recognized as a key determinant of student achievement. According to Sardiman (2012), motivation functions as an internal driving force that initiates and sustains students' learning behaviors toward achieving educational goals. Slavin (2006) adds that motivation not only determines how much effort students put into their learning but also influences their persistence in overcoming challenges. When students are highly motivated, they are more engaged, attentive, and enthusiastic about learning activities, whereas low motivation often results in passive participation and decreased academic outcomes. Several scholars highlight different factors influencing motivation in learning. Uno (2016) identifies both intrinsic and extrinsic drivers, such as students' interest, needs, aspirations, external rewards, and learning environment. Ormrod (2008) emphasizes that self-efficacy, relevance of materials, and positive teacher-student relationships significantly shape students' motivation levels. Meanwhile, Ryan and Deci's (2000) Self-Determination Theory asserts that autonomy, competence, and relatedness are the core needs that must be fulfilled to foster intrinsic motivation. These perspectives suggest that motivation is multifaceted, requiring both psychological and contextual support.

Listening skills, as one of the receptive language abilities, are equally crucial for academic success. Tarigan (2008) defines listening as a complex process that involves hearing, understanding, interpreting, and evaluating spoken messages. Rivers (1981) stresses that listening is not a passive activity but requires active cognitive engagement to interpret meaning from spoken input. Brown (2004)

highlights that effective listening involves attention to vocabulary, grammar, intonation, and speech patterns, making it a demanding yet essential skill for language development. In educational settings, listening serves as a foundation for other language skills such as speaking, reading, and writing. Anderson and Lynch (2000) describe listening as the gateway to language acquisition, as students rely on oral input to build vocabulary, comprehend sentence structures, and understand concepts. Helgesen (2003) further points out that listening competence enhances students' ability to interact meaningfully in classroom communication, as it enables them to grasp instructions, respond to questions, and engage in discussions. Thus, strengthening listening skills is vital in improving overall learning performance.

Despite its importance, many students struggle with listening due to internal and external factors. Underwood (1989) and Goh (2002) note that psychological states such as anxiety, lack of concentration, and low motivation often hinder effective listening. In addition, environmental noise, unclear speech, or unfamiliar accents can obstruct comprehension. Rost (2002) also stresses that cognitive limitations, such as working memory capacity, influence how well students process and retain oral information. These factors imply that listening skills require deliberate instructional support and appropriate teaching strategies. The role of instructional media has become increasingly important in addressing these challenges. Arsyad (2019) and Daryanto (2016) argue that effective media not only delivers content but also stimulates students' interest and engagement. Heinich et al. (2005) emphasize that multimedia resources combining text, audio, video, and animation can provide richer learning experiences compared to traditional lecture methods. Such media is particularly useful in improving listening skills, as it allows learners to process auditory and visual input simultaneously, thereby strengthening comprehension.

PowToon, a digital animation-based application, represents one such innovative medium. According to Yulianti (2020) and Fadillah (2022), PowToon is effective in increasing student motivation and learning outcomes due to its engaging visual design and interactivity. Herlina (2021) and Ramadhani & Lestari (2021) also found that PowToon-based instruction significantly improved students' listening skills, as the combination of audio narration, animated visuals, and interactive exercises helped learners stay focused and process information more effectively. These findings demonstrate that PowToon has the potential to overcome limitations of conventional methods by making learning more dynamic and enjoyable. The literature suggests a strong interconnection between learning motivation, listening skills, and the use of digital learning media. Motivation drives students to engage actively in learning, while effective listening skills enable them to process and understand instructional input. PowToon, with its multimedia and gamification features, has been shown to enhance both aspects simultaneously. By combining theoretical perspectives and empirical findings, this study builds upon existing knowledge to examine the effectiveness of PowToon in improving learning motivation and listening skills among elementary school students.

METHOD

Design and Sample

This study employed a quasi-experimental design to investigate the effectiveness of PowToon-based instructional media in enhancing students' learning motivation and listening skills. The design involved two groups: an experimental class that was taught using PowToon and a control class that received conventional instruction. This approach was chosen because it allowed comparison between the two groups in a natural school setting without random assignment, thereby maintaining ecological validity. The population of the study consisted of all upper-grade students at UPT SD Negeri 2 Batu, totaling 81 students. From this population, two intact classes were selected as the research sample: one control group with 29 students and one experimental group with 52 students. The sampling technique used was purposive sampling, based on the availability of classes and the feasibility of implementing the treatment. Using intact classes ensured that the learning process continued smoothly without disrupting the school's regular activities. The variables in this study included one independent variable, namely the use of PowToon as an instructional medium, and two dependent variables, which were students' learning motivation and listening skills.

Instrument and Procedures

Data were collected using multiple instruments to ensure reliability and validity through triangulation. The instruments included a listening test to evaluate students' comprehension of oral information, observation sheets to assess students' behavior and engagement during learning activities, questionnaires to gather data on students' motivation toward the learning process, and documentation to support and verify the research process. The procedures consisted of administering pre-tests to both groups to establish baseline data, followed by the implementation of PowToon-based instruction in the experimental group and conventional teaching in the control group. After the treatment period, both groups completed post-tests and questionnaires. Observations were conducted throughout the sessions to capture behavioral and motivational changes during the learning process.

Data Analysis

The data were analyzed using both descriptive and inferential statistics. The N-Gain Score was used to measure students' improvement from pre-test to post-test, indicating the effectiveness of PowToon-based instruction. Descriptive statistics were used to summarize motivational data, while inferential statistics tested the significance of differences between the experimental and control groups. All analyses were conducted using IBM SPSS to ensure accuracy and reliability. This analytical approach provided a comprehensive understanding of how PowToon-based instructional media influenced both students' learning motivation and listening skills.

RESULT AND DISCUSSION

The findings of this study are presented in two main parts: (1) students' learning motivation and (2) students' listening skills, both analyzed through the comparison between the experimental class (using PowToon) and the control class (conventional method).

First, the results of the listening comprehension tests indicated a substantial difference between the experimental and control groups. The experimental class demonstrated a significant increase in post-test scores, with an average N-Gain of 0.79 (79.80%), categorized as high improvement. In contrast, the control class achieved an average N-Gain of only 0.18 (18.67%), which falls under the low category. These results suggest that PowToon had a strong positive impact on students' listening comprehension abilities.

Second, the motivation questionnaire results revealed that students in the experimental class reported higher motivation levels compared to those in the control group. Approximately 96% of students in the experimental class fell into the "very good" motivation category, whereas in the control class, 87% of students were categorized as "low motivation." This highlights the effectiveness of PowToon in stimulating enthusiasm and engagement among students. Third, observational data collected during classroom activities further supported these findings. Students in the experimental class showed greater participation, attentiveness, and willingness to ask and answer questions during learning sessions. Conversely, students in the control class tended to be passive, less focused, and less engaged in teacher-led discussions.

Fourth, the results of the listening skill observations indicated that students in the experimental class were more responsive to oral instructions, better able to summarize spoken content, and demonstrated improved concentration. Meanwhile, the control group continued to face difficulties in following oral information and responding accurately to questions. Fifth, the questionnaire on listening skills confirmed students' perceptions of their improved abilities. In the experimental group, the majority of students agreed that PowToon made listening activities more enjoyable and easier to follow. In the control group, however, students reported that listening lessons remained monotonous and challenging. Sixth, the triangulation of data from tests, observations, and questionnaires indicated consistent results. Across all instruments, the experimental class consistently outperformed the control class in both motivation and listening skills. This reinforces the conclusion that the PowToon intervention was effective in improving both affective and cognitive learning outcomes.

Seventh, the statistical tests conducted using IBM SPSS further validated the significance of these differences. Independent sample t-tests showed that the improvements in both learning motivation and listening skills in the experimental

group were statistically significant ($p < 0.05$) compared to the control group. Finally, the overall results confirm that PowToon-based learning media effectively improved students' learning motivation and listening skills. This finding demonstrates the potential of integrating digital technology into elementary education to address challenges of low motivation and weak listening skills.

Table 1. Comparison of Students' Scores and Motivation between Experimental and Control Groups

Aspect	Experimental Class (n=52)	Control Class (n=29)	Difference
Average Pre-test Score	58.2	57.9	+0.3
Average Post-test Score	85.6	63.4	+22.2
N-Gain (%)	79.80 (High)	18.67 (Low)	+61.13
Motivation "Very Good" (%)	96%	8%	+88%
Motivation "Low" (%)	4%	87%	-83%
Listening Skill Observation	Active, Focused, Improved	Passive, Less Focused	—

The findings of this study strongly suggest that the use of PowToon as an instructional medium has a significant impact on students' learning motivation and listening skills. The improvement in N-Gain scores highlights how the integration of animated and interactive digital media can substantially enhance students' comprehension of oral materials compared to conventional teaching methods. One reason for this improvement is the engaging nature of PowToon's multimedia elements. Previous studies (Herlina, 2021; Yulianti, 2020) also demonstrated that animation and visualized content make learning more interesting and accessible to students. By transforming abstract or monotonous materials into appealing visuals, PowToon successfully captured students' attention and increased their willingness to listen and comprehend.

The motivational outcomes of this study align with Self-Determination Theory (Ryan & Deci, 2000), which emphasizes autonomy, competence, and relatedness. PowToon's features provided students with more autonomy in understanding lessons, enhanced their sense of competence through interactive feedback, and fostered relatedness by creating a more enjoyable classroom atmosphere. These factors collectively explain why 96% of students in the experimental group were highly motivated. Listening skill improvements in the experimental class can be explained through the dual coding theory proposed by Paivio, which suggests that information presented both visually and auditorily enhances memory retention. PowToon's combination of visual animation and audio narration allowed students to process information through multiple channels, thereby reinforcing their listening comprehension.

Furthermore, the results of this study confirm previous research findings. Ramadhani & Lestari (2021) found that application-based learning increased listening comprehension, while Fadillah (2022) noted that PowToon improved both interest and achievement among elementary students. The consistency of these findings across different contexts underscores the reliability of digital media in improving educational outcomes. In addition, observational data revealed that students in the experimental class were more active in asking questions, responding, and engaging with the teacher. This supports the view of Slavin (2006) that student-centered and engaging instruction fosters higher levels of motivation and achievement. Traditional lecture methods, on the other hand, tend to make students passive and disengaged, as observed in the control class.

Despite its effectiveness, PowToon also presents certain limitations. As noted in previous studies, excessive animations may distract students from the main content, and technical requirements such as internet access and device availability may restrict its use in schools with limited resources. Therefore, while PowToon is effective, its implementation requires careful planning and teacher training to optimize its benefits. This study demonstrates that PowToon-based instructional media is an effective pedagogical tool for improving both learning motivation and listening skills in elementary education. Its strengths lie in its ability to create engaging, interactive, and meaningful learning experiences. However, educators must balance the use of technology with traditional approaches and ensure that its application is contextually appropriate for students' needs and school facilities.

CONCLUSION

This study concludes that the use of PowToon-based instructional media has a significant effect on improving students' learning motivation and listening skills at UPT SD Negeri 2 Batu. Compared to conventional teaching methods, PowToon successfully created a more engaging and enjoyable learning environment that encouraged students to be more active and enthusiastic in the classroom. The findings revealed that students in the experimental group achieved higher motivation levels and demonstrated better listening comprehension, as shown by their higher post-test scores and N-Gain values. These results confirm that the integration of multimedia elements such as animation, narration, and visual design can support both cognitive and affective aspects of learning. PowToon can be considered an effective digital learning tool that contributes to the improvement of educational outcomes in elementary schools. Nevertheless, its implementation requires proper planning, teacher readiness, and sufficient facilities to maximize its effectiveness and ensure sustainability in the teaching and learning process.

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