http://ijeds.ppj.unp.ac.id/index.php/IJEDS

International Journal of Educational Dynamics
Vol. 4 No. 1 (pp. 37-48) December 2021
p_ISSN 2655-4852
e_ISSN 2655-5093

THE DEVELOPMENT OF ARTS CULTURE LEARNING MEDIA MATERIALS OF SIMPLE MUSICAL INSTRUMENT GAMES USING *POWTOON* ANIMATION IN CLASS VII SMP NEGERI 15 PADANG

*Putri Johana, Ardipal

Master Program of Social Science Education [Concentration on Art and Culture Education], Postgraduate - Universitas Negeri Padang - Indonesia

*E-mail: putrijohana@gmail.com

Received: 30 Oct. 2021, Revised: 25 Dec. 2021, Accepted: 30 Dec. 2021

ABSTRACT

This study aimed to develop learning media for the arts and culture of simple musical instrument games using valid, practical, and effective *powtoon* animations. This was motivated by the fact that the art and culture learning material for simple musical instrument games previously used the kinemaster application; the videos made were reasonably straightforward, namely only containing material, basic competencies display, indicators, video back sound (dubbing), and examples of video clips of simple musical instrument games. However, in the video, there were no quizzes and guidelines for playing simple musical instruments. This caused students to become monotonous when following the learning process. Therefore, student learning outcomes were decreased. The type of research was research and development used a 4-D model with the stages of definition, design, development, and dissemination. In this study, the dissemination phase was not carried out because of the limitations of the researchers. At the definition stage, curriculum analysis and student analysis were carried out. At the design stage, learning media design was carried out in video shows, pictures, music illustrations, and guidelines for playing simple musical instruments correctly and adequately. Finally, at the development stage, validity, practicality, and effectiveness tests were conducted. The research data were obtained through a validation questionnaire sheet, a valid questionnaire, and a student observation sheet. The validity test results showed that the learning media for the arts and culture of simple musical instrument games using animation *powtoon* media were developed very validly. Furthermore, the results of the practicality test show that the learning media for the arts and culture of simple musical instrument games using the animation *powtoon* media were developed very practical. Therefore, based on the effectiveness results, it was stated that the learning media for the arts and culture of simple musical instrument games using animation *powtoon* media was effectively used.

Keywords: Media, Learning, Cultural Arts, Powtoon Animation.

INTRODUCTION

Education is a conscious effort that is deliberately designed to achieve the educational goals that have been set. The purpose of education is to shape personality through a learning process to improve knowledge, skills, and attitudes conveyed through a subject. One of the subjects given is cultural arts. Cultural arts education is given in schools because of its uniqueness, meaning, and usefulness to the developmental needs of students, which lies in providing aesthetic experiences in the form of expressive/creative and appreciative activities, which other subjects cannot provide (Ardipal, 2015).

Success in the learning process is the main thing that is desired. Therefore, the learning process must continue even though the Covid-19 pandemic is hitting the world.

Furthermore, technological advances have a positive impact on the progress of the world of education. Therefore, teachers must master science and technology to provide cultural arts learning materials with learning media following current needs. Learning media following technological advances are expected to overcome the problems students face during the learning process on cultural arts subjects (Oktira & Ardipal, 2015). Learning media is an educational tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals (Sanaky, 2009). Learning media that is under current needs is digital-based in the form of animated videos.

Video is a learning media that displays moving images accompanied by sound. If the object in the animation is artificial, then the object in the video is real (Fadhli, 2015). Multimedia animations help students understand the learning material provided and can improve the student's learning experience. Animation is a harmonious collaboration between art and technology (Kusumawati, 2015). The video includes interactive multimedia because it has audio-visual elements and animations that actively involve the user's response. Based on the results of observations that have been made, it is found that the use of animated videos has previously been used by art and culture teachers on simple musical instrument game materials. Animated videos that have been made by the teacher using the kinemaster application, the videos made are relatively simple because they still contain material, basic competencies display, indicators, video back sounds (dubbing), and examples of video clips of simple musical instruments. However, there is no quiz and a guide in playing a simple musical instrument in the video. This causes students to become monotonous when participating in the learning process so that student learning outcomes were decreased, as seen from the results of the daily tests in Table 1 below.

Table 1. Average Daily Test Value of SMP Negeri 15 Padang Class VII

No	Grade	Average
1	VII.1	78.2
2	VII.2	79.7
3	VII.3	68.8
4	VII.4	77.2
5	VII.5	75.3
6	VII.6	78,5

Source: Cultural Arts Teacher Class VII SMP N 15 Padang

The low student learning outcomes make teachers have to be able to create effective and efficient learning. For this reason, teacher creativity is needed, mainly if the learning media uses animated videos. Unfortunately, the teacher's availability of the animated web *powtoon* on the computer has not been optimally utilized, even though the web *powtoon* can be used as a presentation in the form of an attractive and easy-to-use video. *Powtoon* is an online service with interesting animation features in delivering messages in videos (Ariyanto et al, 2018). Interactive learning media such as *powtoon* animation is expected to be a new learning medium that can reduce the boring atmosphere to create interesting and fun learning.

Powtoon was founded in 2012 by Ilya Spitalnik (CoFounder and CEO), Daniel Zaturansky (Co-Founder and COO), Sven Hoffman (Co-Founder and CTO), Oren Mashkovski (Co-Founder and Director). *Powtoon* strongly supports the development of learning media such as audio-visual-based learning media in the form of video slides. In schools, the use of *powtoon* makes the teachers explanation easier. *Powtoon*s are available online or can be downloaded as mp4 files (Graham, 2015).

METHODS

The type of research used was R&D research (*Research and Development*). Research and development methods is a research method used to produce specific products and test the effectiveness of these products (Sugiyono, 2013). *Powtoon* animation was developed as a learning medium using a 4-D model by Thiagarajan, which consists of the stage of definition, design, development, and dissemination. In this study, the dissemination phase was not conducted for considering the various limitations of researchers. The trial of cultural arts learning media in *powtoon* animation on simple musical instrument game material was carried out in small groups of three students. After the revision, it was then tested on all students of class VII.3 SMP 15 Padang. The test subjects were students of class VII.3 SMP 15 Padang in the academic year 2021/2022, totaling 32 people. The instruments in this study were the validity, practicality, and test questionnaire sheets effectiveness. In this study, data collection was carried out through questionnaires to test the validity of *powtoon* animation media by the validator, practicality test questionnaires for *powtoon* animation media by teachers, and sheets of the effectiveness of student learning arts and culture using *powtoon* animation media. The data analysis used was descriptive statistics modified from Purwanto (2009) 1) Data Analysis of *Powtoon* Animation Media Validation Results; 2) *Powtoon* Animation Media Practicality Data Analysis; and 3) *Powtoon* Animation Media Data Analysis Effectiveness.

RESULTS DEVELOPMENT

3.1 Presentation of Test Data

3.1.1 Validity Test Data

Validity test data was taken through an instrument filled out by four validators**:** material experts, media experts**,** and linguists containing items in the form of didactic requirements, construction requirements**,** and technical requirements. Didactic requirements relate to conformity with the curriculum, learning objectives, student analysis, construction requirements related to the use of language, sentences, appropriate, understood by students, technical requirements related to media display. The media that had been designed was continued with validation activities by the appointed validator based on their respective expertise. The validation of the *powtoon* animation media was carried out by three lecturers of Art, Drama, dance and Music Education Program, Universitas Negeri Padang, and one linguist from Indonesian Language Education Lecturer Universitas Negeri Padang. Powtton Animation media validation was a validation of the resulting product design. In this case, before being tested, both content and media design were validated. The validation results can be seen in the Table 2 below.

Table 2. Validation Results I Learning Media *Powtoon* Animation

No	Criteria Media	Validator				Average	Category
		1	2	3	4		
1	Didactic Requirements	95.83	95.83	95.83	91.66	94.78	Very valid
2	Construction Terms	84.37	90.62	96.87	84.37	89.05	Valid
3	Technical Terms	83.33	87.5	83.33	75	83.54	Valid
Average						89.12	Valid

The Table 2 above showed the percentage of the average score of the *powtoon* animation video assessment obtained from the three criteria, namely: 1) the didactic requirements obtained a score of 94.78% with a very valid category; 2) the construction requirements obtained 89.05% with a valid category; and 3) technical requirements 83.54% with valid category. After validation, a revision was made to the cultural arts learning media using *powtoon* animation. Finally, the validator provided suggestions for improving the developed video media, as shown in Table 3 below.

Table 3. Results of Product Revision

No	*Powtoon* Animation Media before revision	*Powtoon* Animation Media after revision
1	The writing in the video was not clear	Changed the letters using Arial, increase the size fonts and colors in the text
2	Video used too many animation techniques	Reduced animation**,** especially in moving between parts of the video
4	The narration in the video was not clear.	Increased the volume in the narration
5	The duration of the video was too long.	The duration of the video becomes shorter
6	Notation for simple musical instruments (*pianica*) was not added.	Added block/number notation for simple musical instruments (*pianica*)
7	Pictures in-game materials simple musical instrument was too small	Enlarge image in simple musical instrument game material

After the *powtoon* animation media was revised, then stage II validation was carried out. The results of stage II validation can be seen in Table 4 below.

Table 4. Results of Phase II Validation of Animation Learning Media *Powtoon*

No	Media Criteria	Validator				Average	Category
		1	2	3	4		
1	Didactic Requirements	95.83	100	95.83	95.83	96.87	Very valid
2	Construction requirements	100	96.87	100	96.87	98.43	Very valid
3	Technical requirements	100	95.83	95.83	95.83	96.87	Very valid
Average						97.39	Very valid

Based on the revision of stage II, the average media results were obtained based on three criteria, namely: 1) didactic requirements obtained a score of 96.87% with a very valid category, 2) construction requirements obtained 98.43% with a very valid category, 3) technical requirements 96.87 % with very valid category. Based on these data, it could be concluded that the learning media for the arts and culture of simple musical instrument game materials using *powtoon* animation was very valid in terms of didactic requirements, construction requirements**,** and technical requirements.

3.1.2 Practicality Test Data

Table 5. Practicality Test Data

No	Indicator	Percentage (%)	Criteria
1	Ease of use	100	Very practical
2	Time spent	93.75	Very practical
3	Ease of interpretation	87.5	Practical
4	Exact equivalence	100	Very practical
5	Attractiveness	93.75	Very practical
Average		95	Very practical

The Table 5 above shows the percentage of each useful indicator of animation learning media in *Powtoon* terms of ease of use, which is 100% (very practical), in terms of time used 93.75% (very practical), in terms of ease of interpretation, namely 87.5% (practical), in terms of having the exact equivalence, namely 100% (practical), in terms of attractiveness, namely 93.75% (very practical). Thus, it was obtained an average of 95% in the practical category. Therefore, it can be concluded that the animation learning media *Powtoon* material for simple musical instrument games was used in learning both for teachers and students. The results of filling out the questionnaire on the use of *powtoon* animation media by students were filled in students after using *powtoon* animation media for simple musical instrument materials. For more details, it can be seen in Table 6 below.

Table 6. Assessment of Use of Learning Media for Arts and Culture Materials for Simple Musical Instrument Games with *Powtoon* Animation by Students in Small Groups

No	Indicator	Average(%)	Criteria
1	Ease of use of *powtoon* animation media	91.66	Very practical
2	Time used in the implementation	83.33	Practical
3	Media attractiveness	83.33	Practical
Average		86.10	Very Practical

Based on the Table 6 above, it could be seen that the aspect of ease of use of *powtoon* animation media was 91.66% (very practical), the time aspect used in the implementation was 83.33% (practical), the attractiveness aspect was 83.33% (practical). Therefore, the average percentage obtained is 86.10% in the practical category. Based on the assessment of the animated media usability of the *powtoon* and the suggestions of students in small groups, a media revision was carried out. The revision made was to increase the vocal volume in the narration because, in the video, the vocal sound was not clear. After the media was improved, a limited trial was conducted on all students of class VII.3 SMP Negeri 15 Padang, totaling 32 people. More details can be seen in Table 7 below.

Table 7. Assessment of Usability of Learning Media for Art and Culture Materials for Simple Musical Instruments with Animation *Powtoon* by Students

No	Indicator	Average(%)	Criteria
1	Ease of use of animation media *powtoon*	93.05	Very practical
2	Time used in implementation	97.22	Very practical
3	Media attractiveness	94.44	Very practical
Average		92.77	Very practical

The Table 7 above shows the percentage of each indicator on average use of *powtoon* animation media by students regarding the ease of use of *powtoon* animation media, which was 93.05% with a very practical category, judging from the time of learning implementation, it was 97.22% very practical category. Meanwhile, judging of the attractiveness of the media was 94.44% with a very practical category. Therefore**,** based on the data obtained from the use of *powtoon* animation media by class VII.3 students of SMP Negeri 15 Padang, it could be concluded that animation media was very practical to use in learning cultural arts, especially in simple musical instrument game materials. Based on the practicality test, previously**,** there were weaknesses in the art and culture learning media for simple musical instrument games using animation, including the vocal sound that was not clear. However, with the advice given, the *powtoon* animation media can be an easy and practical medium to learn arts and culture.

3.1.3 Effectiveness Test Data

Student Learning Activity

Data on student learning activities in learning were obtained from observations filled in by observers consisting of two observers, namely art and culture teachers at SMP Negeri 15 Padang. Data on student learning activities was obtained using *powtoon* animation before and after using the animation media. The results of observations of student activities before and after learning art and culture using *powtoon* animation media can be seen in the Table 8 below.

Table 8. Results of Observing Student Activities Before and After Learning Using *Powtoon* Animation

No	Aspects of activities observed	Before (%)	Category	After	Category
1	Students diligently pay attention to the teacher's explanation	61.11	Enough	94.44	Very Good
2	Students use media in learning	33.33	Less	88.88	Good
3	Students practice individually	38.88	Less	88.88	Good
Average		44.44	Less	90.73	Good

According the above Table, student activities after using *powtoon* animation media seen from the aspect assiduous attention to the teacher's explanation was 94.44%, aspects of animation students use the media in learning 88.88%, and aspects of the students practice individually 88.88%. Thus, the average student activity was 90.73%.

Student Learning Outcomes Data

Student learning outcomes data aimed to see the extent to which student learning success in learning the arts and culture of simple musical instrument game materials by using *powtoon* animated videos. Learning outcomes data were taken from the psychomotor aspect, where students would play a simple musical instrument (*pianica*) with the song *Kulihat Ibu Pertiwi* individually. The assessment criteria for playing a simple musical instrument (*pianica*) with the song *Kulihat Ibu Pertiwi* individually were (1) the technique of playing the *pianica* correctly with a value of 30, (2) breathing techniques with a value of 10, (3) accuracy of tone with a value of 30, (4) tempo and dynamics with a value of 20, and (5) harmonization with a value of 10. The total score was 100. If 90% of students**,** after learning using *powtoon* animation media managed to achieve a Minimum Completeness Criteria score of 80, it could be said that the learning media was effective.

Table 9. Student Learning Outcomes Data

No	Practice Values	Minimum Completeness Criteria
1	89	80
2	90	80
3	85	80
4	75	80
5	90	80
6	93	80
7	97	80
8	85	80
9	87	80
10	85	80
11	90	80

No	Practice Values	Minimum Completeness Criteria
12	87	80
13	84	80
14	90	80
15	95	80
16	84	80
17	79	80
18	86	80
19	90	80
20	78	80
21	90	80
22	95	80
23	89	80
24	94	80
25	78	80
26	97	80
27	78	80
28	95	80
29	90	80
30	75	80
31	86	80
32	95	80
Avarage	87.05%	

Based on student learning outcomes, it could be seen that 87.05% of students succeeded in obtaining a Minimum Completeness Criteria score (80). Only six students had not achieved the Minimum Completeness Criteria score (80). Students have not been able to achieve the correct tone accuracy category on a simple musical instrument (*pianica*), but in the tempo and dynamic category**,** they had been able to play it according to the song's score *Kulihat Ibu Pertiwi*.

Table 10. Student Learning Outcomes After Using *Powtoon* Animation Media in Cultural Arts Learning Materials for Simple Musical Instrument Games

No	Success Criteria	Before		After	
		Total	Percentage (%)	Total	Percentage (%)
1	< from 80	6	77.01	2	13.13
2	>of 80	26	87.05	30	96.87

From the Table 10 above, it could be seen that there was a decrease in the percentage of students who get the Minimum Completeness Criteria score (80) from 77.01% to 13.13% and vice versa the learning outcomes of students who succeed in obtaining the Minimum Completeness Criteria score (80) increased from 87.05% to 96.87% (very good). This means that learning using *powtoon* animation media simple musical instrument material could improve student learning outcomes.

3.2 Data Analysis

3.2.1 Defining Stage

Curriculum Analysis

The curriculum component directly related to the product developed was learning arts and culture for class VII at the junior high school level, especially music. This analysis examined the syllabus of learning arts and culture, especially the art of music. The basic competence was "Playing simple musical instruments individually". Based on the basic Competencies, students are directed to learning to play a simple *pianica* instrument due to the availability of musical instruments. The purpose of learning the simple musical instrument game is to play a simple musical instrument *pianica* with good and correct techniques on the song *Kulihat Ibu Pertiwi* individually.

Learning to play a simple *pianica* musical instrument in class VII was not optimal during the learning process. As a result, it could be seen that learning activities and student learning outcomes were low. This was because the learning method was not appropriate, the availability of infrastructure was incomplete, and the allocation of learning time was less. This situation caused students not understanding the technique of playing a simple *pianica* instrument correctly and having difficulty playing it individually. Based on the condition, the authors designed learning media using *powtoon* animation on simple musical instrument game material to help students learn. Learning media using *powtoon* animation has interesting animation features in delivering messages in the form of videos in fun learning (Ariyanto, 2018). *Powtoon* animation was an interactive media that is expected to be a new learning media that can reduce a dull atmosphere so that it can create interesting and after learning how to use *powtoon* animated media in learning the arts and culture of simple musical instrument game materials, students can understand the technique and apply it individually.

Student Analysis

The student analysis carried out included an analysis of age, motivation towards learning, independence**,** and creativity. In this study, the subjects were class VII SMP Negeri 15 Padang students, totaling 32 people. The level of intellectual development /thinking**,** according to Piaget (Salvin, 1997), there are four stages of sensorimotor, pre-operational, concrete operational, and formal operations. For students of SMP Negeri 15 Padang, who come from different abilities, in this case, providing learning about a simple musical instrument especially *pianica*, needs something that can open their horizons first to the arts. *Powtoon* animation media can be used as independent learning media for students because the**y** can be played through their respective smart phones. The results of this student analysis are used as the basis for developing the learning media.

Design Phase

After the learning indicators were formulated, the next step was to design *powtoon* animation learning media for simple musical instrument games (*pianica*). At this stage, scripts and formats of *powtoon* animation learning media had been prepared. This video media consists of several stages, namely:

1. Design of learning media using *powtoon* animation which was developed consisting of: Opening display, Basic Competencies display and indicators, learning objectives, general description of simple musical instruments, types of simple musical instruments, elements in the instrument simple music, the technique of playing a simple musical instrument (*pianica*), the technique of playing a simple musical instrument, the song *Kulihat Ibu Pertiwi* individually, and closing
2. Develop a scenario/storyboard according to the material and determine the background
3. Looking for picture/video material about simple musical instruments

4. Performing the video capture stage. The steps taken were 1) Taking a video of how to hold the *pianica* well, 2) Recording the technique of playing the *pianica* instrument, 3) Recording playing the song *Kulihat Ibu Pertiwi* with the *pianica* instrument
5. The editing stage combined the whole to give effects or transitions (shifts) between parts of the video, provide animation in images and writings, and correct errors that occur while recording
6. Fill in the voice and back sound music in the video (dubbing)
7. Produce media into HD 4200 kbps
8. The finished video was uploaded to youtube and later could be played via a smartphone.

Development Phase

The development phase aims to produce valid, practical, and effective learning media for playing simple musical instruments (*pianica*). Development research is a systematic study of the design, development**,** and evaluation of programs, processes**,** and learning products that must meet the criteria of validity, practicality**,** and effectiveness (Seals, 1994).

Analysis of the Validity of *Powtoon* Animation: Learning media using *powtoon* animation was validated by experts based on the aspects of material, media display**,** and language about didactic requirements, construction requirements**,** and technical requirements. In the field of new product design education, its strengths and weaknesses can be identified (Sugiyono, 2013). Learning media using *powtoon* animation was validated and revised two times because there were still media weaknesses. Based on the validation results of learning media using *powtoon* animation in stage 2, it showed that it was valid and could be tested.

Practical Analysis of *Powtoon* Animation Media: Practicality refers to how users consider the intervention usable and preferable under normal conditions (Akker, 1990). Based on the teacher's practicality test results, seen from the aspects of ease of use, time effectiveness, interpreting media, equivalence**,** and attractiveness, *powtoon* animation media was very practical to use. Therefore**,** learning media using *powtoon* animation *powtoon* was very easy and could be used as an alternative learning media for learning simple musical instruments. In general, students were interested in using *powtoon* animation learning media for simple musical instrument game materials to increase interest in learning. In accordance with the opinion of Rusman (2011), it states that "to attract the interest of students, the media must have an artistic appearance**."** So that, when someone finishes running a program**,** he feels he has learned something. Furthermore**, s**tudents interested in a field of study tend to be interested in studying that field of study. The results of the media usage test by students show that this media has met the practical aspects of the aspect of convenience, time effectiveness**,** and media appeal.

Analysis of Effectiveness Testing: Maximum student learning activities can make students learn more optimally. Students must learn actively, both individually and in groups**,** to learn optimally by solving problems. Students gain learning experiences to develop cognitive, affective, and psychomotor abilities. In addition to activities learning, student learning outcomes increase after learning using videos. Based on the learning outcomes of 87.05% of students have achieved Minimum Completeness Criteria score of 80. Based on the student learning outcomes above, it could be concluded that the video learning media designed was very effective in improving student learning outcomes in learning simple musical instrument games. Thus the learning media using *powtoon*

animation has effectively increased student activity and learning outcomes and can be used in learning. According to opinion that video learning media can make learning more engaging, students become more active**,** and learning outcomes increase, the length of learning time can be shortened, learning can be given anytime and anywhere so that it can be used as an independent learning medium.

3.3 Product Revision

The purpose of product revision is to perfect the *powtoon* animation media**,** designed to become a valid, practical, and effective learning media. Making this *powtoon* animation media began with determining the material, then making a script, compiling a storyboard/scenario. The design of learning media using *powtoon* animation had been designed starting in August 2021. Making this video took a long time, by looking for references and looking at existing media. After this video was finished, validation was carried out by three lecturers of Art, Drama, Dance and Music Education Program, Universitas Negeri Padang, and a lecturer at the Department of Indonesian Language Education, Universitas Negeri Padang. This *powtoon* animation learning media was revised twice according to suggestions from the validators.

Table 11. Revision of Animation *Powtoon* Learning Media Material for Simple Musical Instruments According to Suggestions from the Validators

No	Animation Media before being revised	Animation Media after revision
1	The writing in the video was not clear	Changed the letters using Arial, increased the font size and color on the text
2	The video used many animation techniques	Reduced animation, especially on moving between parts of the video
4	The narration in the video was not clear	Increased the volume in the narration
5	The duration of the video was too long	The duration of the video became shorter
6	The Notation for simple musical instruments (*pianica*) was not added	Added block/number notation for simple musical instruments (*pianica*)
7	Pictures in the game material simple musical instrument was too small	Enlarged image in simple musical instrument game material

Based on the Table above, the *powtoon* animation learning media revision was carried out according to the validators' suggestions. The writing in the video was not clear, and improvements were made to the text's fronts, size, and color. The front used according to the validators' suggestion was Arial. The image in the material was too small and had been corrected by enlarging the Image/Photo in the material for playing a simple musical instrument. The duration in the video was too long in showing the video, so it was shortened even more because the main objective in this learning was to show the technique of playing a simple *pianica* musical instrument with the song *Kulihat Ibu Pertiwi* and adding block/number notation to a simple musical instrument (*pianica*).

Table 12. Revision of *Powtoon* Animation Learning Media According to Teacher Practical Suggestions

No	*Powtoon* animation media before revision	*Powtoon* animation media after revision
1	The duration of the video was too long	The duration of the video was shortened
2	Number notation on the piano game did not exist	Adding number notation on the piano game

CONCLUSION

Based on the results of the research, it could be concluded that the development of learning media for art and culture with simple musical instrument game materials using *Powtoon* animation can produce valid, practical, and effective learning media. *Powtoon* animation media was packaged in MP4 form, and could be played directly on a smartphone and could also be played on a laptop/computer, so it could be used by teachers when teaching online or face-to-face learning. Learning media using *powtoon* animated media was equipped with images, videos, sounds and background music, as well as showed in a guide to playing a simple musical instrument (*pianica*). The validation of learning media using *powtoon* animation designed had been assessed by validators from various fields and studies with three criteria, namely: didactic requirements of 94, 78% (very valid), construction requirements 89.05% (valid), technical requirements 83,54 (valid). Media validation was carried out in 2 stages. Based on the four validators, the average percentage of *Powtoon* animation media stage II was 97.39% with a very valid category. Based on these data, it could be concluded that the resulting *Powtoon* animation video learning media was very valid and could be used in terms of didactic requirements, construction requirements and technical requirements. The practicality of video learning media could be seen from the teacher's practicality test and the use of video media (response) of students in small groups (3 students) and overall students (32 students). Assessed from the practicality of the media by the teacher, the percentage of practicality was 88.75% (practical), seen from the use of video media (response) of students in small groups, which was 90% (very practical). In general, students and teachers liked the video media that was developed because this video was very practical, judging from the ease of use, the time used, and the attractiveness of the media. The effectiveness of the *powtoon* animation learning media was seen from students' attention in learning activities, seen from the aspect of diligently paying attention to the teacher's explanation, using media in learning, and practicing playing a simple *pianica* instrument individually. From all aspects of student learning activities after learning using *powtoon* animation media obtained 90.13%. Based on the data above, learning media using *powtoon* animation was very good for increasing student learning activities. Meanwhile, judging from student learning outcomes obtained from practical values (psychomotor) with Minimum Completeness Criteria (80), the assessment system was based on techniques for playing musical instruments, breathing techniques, accuracy of tone, tempo and dynamics, and harmonization. Based on students learning outcomes after learning using *powtoon* animated media, the number of students who managed to get the Minimum Completeness Criteria score (80) became 87.05%. Based on the effectiveness test of learning media using *powtoon* animation, it could be concluded that *powtoon* animation media had been effective in increasing student activity and learning outcomes.

REFERENCES

Akker, J V (1999). *Design Approaches and Tools in Educational and Training*. Dordre Cht: Kluwer Academic Publisher

Ardipal. (2015). Model Pengembangan Karakter Melalui Pendidikan Seni Di Sekolah Dasar. *Humanus*, *XIV*(1), 17–23.

Ariyanto, R., Kantun, S., & Sukidin, S. (2018). Penggunaan media powtoon untuk meningkatkan minat dan hasil belajar siswa pada kompetensi dasar mendeskripsikan pelaku-pelaku ekonomi dalam sistem perekonomian indonesia. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, *12*(1), 122-127.

Fadhli M. (2015). *Pengembangan Media Pembelajaran Berbasis Sekolah Dasar*. *Jurnal Dimensi Pendidikan dan Pembelajaran*. 3, (1), 24-26

Graham, B. (2015). *Power up your PowToon Studio project*. Packt Publishing Ltd.

Kusumawati N. (2015). *Pengembangan media pembelajaran ipa dengan animasi Macromedia flash berbasis model pengajaran langsung (direct instruction) di sekolah dasar Premiere Educandum*. 5, (2), 263 – 271

Oktira, YS, & Ardipal. (2015). Penggunaan Media Audio Visual untuk Meningkatkan Kemandirian Siswa Belajar Seni Budaya. *E-Jurnal Sendratasik FBS Universitas Negeri Padang*, *3*(2), 63–68.

Purwanto, M. N. (2009). Prinsip-prinsip dan teknik evaluasi pengajaran . Bandung: Tri Remaja Rosdakarya.

Rusman. (2011). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: Rajawali Press

Sanaky, H AH. 2009. *Media Pembelajaran*. Yogyakarta: Safira Insania Perss

Seals, Barbara & Richey, Rita C. (1994). *Teknologi Pembelajaran Defenisi dan Kawasannya*. Jakarta: Universitas Negeri Jakarta

Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.. Bandung: Alfabeta