Development of Powtoon-Based Learning Videos to Improve Learning Outcomes in Siroh Subjects at Markazur Quraan Baitun Najaah

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Abstract: Powtoon-based learning media has become a popular choice in education to improve learning effectiveness. This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. The researcher used 10 articles as references in this study. Results Previous studies have shown that the use of Powtoon in learning maths, science and history has yielded positive results. It not only improves comprehension of the material, but also enhances students' visual appeal, creativity, innovation, learning experience and learning motivation. With attractive animation features, Powtoon creates a dynamic, interactive, and fun learning environment for students. Therefore, the use of Powtoon media can be an effective strategy in improving the quality of learning and student learning outcomes in various subjects.

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Introduction

Education is an important factor in the construction and development of human life. Education is a benchmark for the progress or decline of a nation. There is no nation in the world that lives without education, and there is no way a nation will be able to achieve progress without being supported by progress in the field of education. The development of the economic, cultural, social, political and all other aspects of the world all begin with the educational process. The process of education or learning allows a person to be more human (Being Humanised) so that it is called mature and independent that is the vision of learning in an educational process. (Andrias Harefa, 2000:37).

Education and learning media have a very close relationship, the learning process will not run smoothly without the right learning media. Media is an intermediary or messenger from the giver to the recipient of the message. Good and adequate media utilisation is expected to stimulate students' thoughts, feelings, attention, and interests so that the learning process can run well and stimulate. Verbalism may appear when learning without using media. However, by using media, the verbalism element can be reduced or even eliminated. Reducing or eliminating the element of verbalism, students will be given the real

understanding and concepts realistically and thoroughly, and provide a comprehensive experience that ultimately gives a concrete understanding.

Sirah Nabawiyah is a series of life journeys of a chosen human being who became an essential parameter in building the potential of the people. So, studying it is not just to know the events that happened at that time. Rather, it is to study it to draw lessons and find the formula for the success of past generations to be repeated in today's life. Through a proper understanding of the sirah nabawiyah, every Muslim will get a full and complete picture of the essence of Islam and be encouraged to realise the values obtained in his life today. Moreover, the main target of the study of sirah is to restore the fighting spirit to reclaim the glory that Muslims once had.

Media utilisation is very important for teachers to support the learning process because it can increase the attractiveness of students in learning so that the level of understanding can increase. The process of understanding a learning material can increase student achievement better (Agustien, et al 2018). Not all media can be applied in the learning process, for that a teacher must be able to choose the right media to use in the learning process. Pedagogical and didactic competence of a teacher is able to carry out educational learning with a dialogical and interactive atmosphere, so that learning becomes active, innovative, creative, effective and fun for students. The more five senses that students use when learning, the more the material will be understood by students (Iasra, Hidayati Zahra. 2019).

Markazul Quraan Baitun Najaah (MQBN) is an education for reading and writing the Qur'an among children. MQBN functions as a non-formal institution in order to prevent the decline of religion and the Qur'anic generation. The ability to read the Qur'an properly and correctly is the main target and goal that must be achieved by every santri (Mansur, 2014).MQBN has additional content oriented towards character building (morals) and Islamic personality based on the community. The formation of behaviour through learning includes morals and religious values, emotions and feelings, social skills with the aim that children grow into mature and independent individuals.

Markazul Quraan Baitun Najaah (MQBN), is one of the Qur'anic Education in Bandar Lampung, the programme by maintaining the quality and quality of existing educators, certainly makes students excel in various aspects of learning and learning. With the development of the world of information and communication technology, it certainly provides a fun and concise learning experience and makes it easier to find references to learning resources other than available printed books. In reality, the development of ICT gives the impression of monotony, educators as facilitators fail to develop learning such as not being able to be creative and innovate in the implementation of learning and learning and the tendency to apply classical learning methods, which causes students as learners not interested in learning, especially regarding the level of knowledge.

The main problem in this study is the low learning outcomes in Siroh subjects. In the academic field, learning outcomes have a minimum standard that must be achieved as an indicator of student success. In addition, it can also be a description of the success of a learning process. This form of learning outcomes is also commonly manifested in academic grades. Student learning outcomes can also be described as the level of student change in terms of knowledge, skills and learning experiences formulated by the learning objectives of the school curriculum (Levpuscek & Zupancic, 2008; Nemeth & Long, 2012). For example, in the subject of Siroh, many students do not recognise Islamic figures, scholars or important people who fought for the glory of Islam. In fact, many students do not even recognise the

history of their Prophet. This includes important events or incidents that occurred in Islamic history, holidays and daily worship. This is evidence of the low learning outcomes in the Siroh subject.

Ideally, the subject of siroh cannot only be taught by the lecture method, given the breadth and complexity of this material, the teacher uses audiovisual aids. Through the shows presented, students can investigate various learning topics. In conducting investigations and explorations, students are exposed to real conditions through audio-visual media. Because the learning media used is still classical such as the lecture method, reading and memorising, thus causing a lack of innovation and creativity from the learning media provided by educators. Siroh is one of the subjects that requires a lot of variation in learning so that students are not bored and can understand the material taught well, so that they can achieve the expected competencies optimally.

Based on the initial needs analysis, it is known that based on the daily assessment of classes A and B, there is a decrease in learning outcomes in the subject of siroh. The following are the results of the daily assessment of class A and B students of Markazul Quraan Baitun Najaah.

Table 1.Results of Siroh Daily Assessment of Students at Markazul Quraan Baitun Najaah.

No.	Clas	Completed (%)	Not Completed (%)
1	Clas A	25%	75%
2	Clas B	40%	60%
Total		32,5%	67,5%

Source: data for 2023

Based on the assessment of learning outcomes in Siroh subjects at Markazul Quraan Baitun Najaah from 40 students, it is known that 67.5% of students are not complete while 32.5% of students are complete, these problems are influenced by factors that occur at Markazul Quraan Baitun Najaah. One of the causes of low student learning outcomes in the Siroh subject area is the lack of student interest in learning the Prophetic Siroh. The teacher's teaching style is an important factor in building student interest in the learning process. Apart from the teacher's learning style, another problem is the application of classical learning methods that are carried out repeatedly causing a lack of interest motivation that affects student learning outcomes.

Gafoor and Babu (2012) elaborate teaching styles into five, namely the way teachers teach which includes teaching behaviour, how teachers organize the learning process and classroom environment, teaching styles and cognitive styles affect a person's teaching style, identifiable classroom behaviour, and preferred ways of learning in solving problems, completing tasks, and making decisions in the teaching process. The learning method that is usually applied in Siroh subjects with the old-fashioned method (reading and memorising) which makes the atmosphere and environment of the learning process feel saturated, making the spirit and interest of students to learn and understand about Siroh subjects decrease.

As we know, to learn and apply Islam as a whole, we are required to be able to follow previous figures who have studied and applied Islam in their lives. We are also required to study Siroh Nabawiyah in order to truly understand the whole of Islam and be able to apply it properly without misunderstanding. How can students apply Islam in their lives and utilise Islam in social life if the student's learning outcomes in the Siroh subject area are very low.

In addition, a study mentioned that there is an influence of student learning facilities on learning outcomes (Giantera, 2013). Learning facilities are directly related to the learning

process such as buildings, tables, chairs and learning media. For the quality of education being developed learning facilities must be well maintained, adequate facilities in the learning process are needed to encourage learning achievement. In addition to good learning facilities must also be updated to generate new enthusiasm for students. One of the learning facilities that need to be updated which is useful in improving the quality of education is learning media.

In an industrialised era that results in the rapid development of science and technology, it demands changes in the way and strategy of teachers in teaching (Maryanti & trie Kurniawan, 2018). Including the current world of education which is entering the era of the media world, where learning activities demand a reduction in the lecture method and should be replaced by the use of many media. Learning media serves as a tool to make learning more effective, accelerate the teaching and learning process and improve the quality of the teaching and learning process (Fahrurozi et al., 2017). One of the learning media that can improve the quality of the teaching and learning process is learning videos. With learning video media, the atmosphere of the learning process becomes more enjoyable, which can increase students' interest and enthusiasm for learning. With learning videos, the teaching and learning process also becomes more effective and interactive, especially in Siroh subjects. Students can better understand the material, imagine and develop the material independently, which is expected to improve the learning achievement of the Siroh subject.

One of the tools in making learning video media is Powtoon. According to Edwin Nurdiansyah, et al (2018), the PowToon learning media developed is practical and has a potential effect in increasing understanding of lecture material. According to Shannon Mershand (2014), Powtoon is an online service-based software animation that allows users to quickly and easily create animated presentations by manipulating objects, inserting images and can also include voice recordings of its users. Furthermore, Shannon Mershand (2014) also states that Powtoon can be used by educators to create animated presentation content for students. According to Edwin Nurdiansyah, et al (2018), PowToon as one of the multimedia applications that can be used as learning media has various advantages, for example, it has very interesting animation features including handwriting animation, cartoon animation and livelier transition effects and very easy timeline settings. Therefore Powtoon is one of the learning video media tools that is very appropriate for use in the learning process which is expected to increase enthusiasm and interest in learning and improve learning outcomes in Siroh subjects. This study aims to describe the literature review of the benefits of powtoon learning media as a means of implementing learning to improve student learning outcomes.

Research Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. In using the SLR method, a systematic review and identification of journals can be carried out. To complete this research, researchers collected journal articles from Google Schoolar, SINTA, DOI. Key words are Learning Video, Powtoon Media, Learning Outcomes, Siroh Subject. The articles collected were only articles published from 2010 to 2024. Researchers selected 10 articles that were closely related to the keywords used.

Research Results And Discussion
Research Results

The results of the research literature study that the researchers collected are as follows:

Research conducted by Nina Fitriyani, 2019, with the title Development of Powtoon Audio-Visual Learning Media About Self-Concept in Group Guidance for Elementary School Learners, the results of the study indicate that powtoon audio-visual learning media about self-concept in group guidance for students in elementary schools can effectively be used for classroom learning methods.

Furthermore, research conducted by Elly Anjarsari, Donny Dwi Farisdianto, Abdul Wahid Asadullah, 2020. With the title Development of Powtoon Audivisual Media in Mathematics Learning for Elementary School Students, the results of the research on the development of PowToon audio visiual media in learning mathematics at SDN Mantup 1 which has been carried out by researchers are declared valid with the evaluation assessment stages by experts who are qualified in their respective fields. In the material aspect, it shows a valid category by getting a score of 3.53. For the media aspect, it gets a value of 3.28 with a valid category, for the appearance aspect of the programme it gets a value of 3.5 with a valid category, and for the aspect of technical quality and effectiveness of the programme it gets a value of 3.5 with a valid category. Based on the results of the validation analysis, the experts stated that powtoon audiovisual learning media in mathematics learning is valid so that it is feasible and can be used on flat building material in mathematics learning.

Edwin Nurdiansyaha, Emil El Daisalb, Sulkipani C, 2015 with the title development of Powtoon-based Learning Media in Civic Education Lectures. Based on the results of media research, the PowToon-based learning media is valid according to the opinions of experts, and is practical in its application and has a potential effect in increasing student understanding of lecture material.

Raffaello Bryan Arnold, 2018 with the title of developing powtoon animated video learning media in Powtoon animated video learning service subjects was successfully developed using the 4D development model from Thiagarajan (define, design, develop, and disseminate) but the research was only carried out until the develop stage. Student response in the first trial obtained 98.3% with a very good category. Then the second trial obtained 95.7% with a very good category. This shows that students have given a positive response and are motivated to pay attention to any material that has been displayed in the Powtoon animation video.

Yeni Andrianti, L.R. Retno Susanti, Hudaidah (2016) development of audiovisual-based powtoon media in history learning. The results showed that the development of Audiovisual-Based Powtoon media applied with Macromedia Flash Professional 8 learning media in the XI IPS2 class history subject at SMA Negeri 13 Palembang can be concluded that the results of expert evaluation (expert review) show that for the material aspect (Content) obtained a value of 4.32 with a very valid category, for the learning design aspect (Construct) obtained a value of 4.00 with a valid category, and for the media aspect (Lay out) obtained a value of 4.1 with a valid category. From the analysis of the results of the validation of the experts stated that this learning media is valid so that it is feasible to use in learning the history of the Battle material in Bandung City (23 March 1946) as a support for learning history in the implementation of the 2013 curriculum. Audiovisual-based Powtoon learning media applied using Macromedia Flash Profesional 8 in history subjects in class XI

IPS2 SMA Negeri 13 Palembang has a very good impact on enthusiasm and can attract students' learning interest.

Research conducted by Izomi Awalia, Aan S. Pamungkas, and Trian P. Alamsyah (2019) with the title "development of powtoon animation learning media in mathematics subjects in grade IV SD. This study aims to develop PowToon animated learning media in mathematics subjects in grade IV, especially the material of the perimeter and area of flat buildings. This research is a type of research and development (R&D) using the 4-D model (define, design, develop, and disseminate). The subjects of this research were fourth grade students of SDN Karangtumaritis, totalling 22 students. Data were collected using tests, observations, questionnaires, and documentation. Data analysis was done with descriptive analysis. The results of the study obtained, 1) the average score of expert validation with a percentage of 88% which is included in the "very feasible" category; 2) the average score of practicality with a percentage of 93.33% which is included in the "very practical" category; 3) the average score of student responses with a percentage of 94.73% which is included in the "very good" category; 4) the average score of the post test of 76.14 which is included in the good category so that it can be concluded that PowToon animated learning media can provide understanding to grade IV students regarding mathematics subjects on the material of the perimeter and area of flat shapes.

Yani Wulandari, Yayat Ruhiat, Lukman Nulhakim (2020) with the title powtoon-based video media development in science subjects in Class V, the results showed that the development of learning media focuses on science for grade five elementary schools. Knowing the coherence between media and material, validity tests have been carried out by media experts and material experts. The results of product validity by both experts obtained a very feasible category. From media experts, 89.8% of experts and 88.7% of materials were obtained. Furthermore, to determine the effectiveness of the media on the subject matter, trials were conducted at SDIT. The results of the limited trial for students obtained a very good category with 96.36% and an evaluation by educators of 91.1%. Based on the results of the analysis of the two experts as well as trials on students and educators, that powtoon-based learning video media has met the criteria for use as a science learning media.

Research by Ridha Yoni Astika, Bambang Sri Anggoro, Siska Andriani (2020) The results showed that the results of this research and development produced Powtoon-assisted learning media on the material of the Two-Variable Linear Equation System for Class VII SMP / MTs. Based on the results of the validation questionnaire, an average of 3.64 was obtained by material experts, and 3.47 by media experts with very attractive criteria. While the results of the small-scale trial student response test obtained an average score of 3.39 and a large-scale trial average score of 3.40 with very interesting criteria. In terms of the results of the effect size test, the average score of class VIII E obtained a value of $Es = 0.92$ categorised as effective and class VIII F obtained a value of $Es = 0.59$ categorised as quite effective.

Marta Dwi Pangestu, Achmad Alu Wafa, (2018) the development of powtoon interactive multimedia on economic subjects on the subject of monetary policy for class XI social studies students at SMA Negeri 1 Singosari, Based on the results of research and expert validation, it can be concluded that the PowToon interactive multimedia developed in this study is feasible to use and utilize for the learning process of Economics subjects on the subject of Monetary Policy.

Rahmawati, Nuriaili, Iis Intan Widiyowati, (2018) Cognitive Ability of High School Students Taught Using Arias Learning Model on the Subject of Solubility and Solubility Times Result. The results showed that the cognitive abilities of students in remembering and

understanding were classified as very good, the cognitive abilities of students in applying, analysing and evaluating were classified as good, and the cognitive abilities of students in creating were classified as sufficient category. Overall, students' cognitive abilities are classified as good.

Discussion

The relationship between education and the development of a nation is very close. Education has an important role in the development of a nation because it can improve the quality of human resources, shape character, and increase the ability of individuals to contribute to the development of the country. Learning media is important in the learning process because it can increase the attractiveness of students, accelerate the teaching and learning process, improve the quality of learning, and make learning more effective, innovative, creative, and fun for students.

Good use of learning media can stimulate students' thoughts, feelings, attention, and interests so that the learning process can run well and be exciting. Learning media can also reduce the element of verbalism in learning, provide more concrete understanding and concepts, and provide a comprehensive experience to students. Powtoon media has various benefits in learning, including:

1. Improve Understanding of Material: Powtoon can help improve students' understanding of learning materials in an engaging and interactive way.
2. Visual Appeal: Attractive animation features such as handwriting animation, cartoon animation, and lively transition effects can make learning more interesting and make it easier for students to understand the concepts being taught.
3. Creativity and Innovation: Powtoon allows users to be creative and innovate in delivering learning materials in unique and interesting ways, so as to increase students' interest in learning.
4. Enriching Learning Experiences: By using Powtoon, teachers can enrich students' learning experiences through interesting and interactive animated presentations, making it easier for students to understand complex concepts.
5. Increase Learning Motivation: The use of Powtoon media in learning can increase student learning motivation because interesting and interactive presentations can make learning more fun and interesting for students.

By utilising Powtoon media effectively, teachers can create a more dynamic, interactive, and interesting learning environment for students, so as to improve learning outcomes and student understanding of learning materials.

Conclusions

The use of Powtoon media in learning provides a range of significant benefits. This media not only improves understanding of the material, but also increases visual appeal, creativity, innovation, learning experience, and student motivation. By utilising interesting animation features, Powtoon can create a dynamic, interactive, and fun learning environment for students. Therefore, the use of Powtoon media can be an effective strategy in improving the quality of learning and student learning outcomes.

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