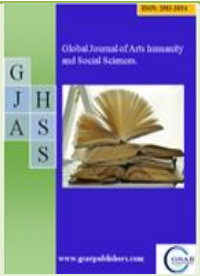


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THE EFFECTIVENESS OF USING POWTOON-BASED LEARNING MEDIA ON STUDENTS' LEARNING MOTIVATION AND LISTENING SKILLS

By

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Abstract

This study aims to analyze the effectiveness of using the PowToon application in improving elementary school students' learning motivation and listening skills. The research employed a quantitative approach involving all 52 upper-grade students at UPT SD Negeri 2 Batu as participants. Data were collected through tests, observations, questionnaires, and documentation. The data were analyzed using the N-Gain Score formula with IBM SPSS Statistics. The findings revealed that PowToon had a significant positive impact on students' learning motivation (average N-Gain = 0.87) and listening skills (average N-Gain = 0.79), both categorized as high. In total, 96% of students demonstrated a "very good" level of learning motivation, while 86% showed "very good" listening skills. It can be concluded that the PowToon application effectively enhances learning motivation and listening skills through engaging, visual, and interactive learning experiences.

Keywords: PowToon, learning motivation, listening skills.

Introduction

Learning motivation plays a crucial role in determining students' success in comprehending academic materials. However, at UPT SD Negeri 2 Batu, students' motivation and listening skills remain relatively low. Traditional teacher-centered methods often make students less enthusiastic and unfocused. Innovative digital media such as PowToon offers a promising solution by presenting lessons through interactive animation that captures students' attention and encourages active participation.

Listening skill is a fundamental linguistic ability that supports comprehension, communication, and overall learning success. According to Anderson and Lynch (2000), listening is an active process that involves understanding, interpreting, and responding to spoken messages. Yet, many elementary students still face difficulties in identifying key ideas, summarizing messages, and responding effectively during listening tasks.

Motivational factors also significantly influence listening performance. Deci and Ryan (2000) explain through Self-Determination Theory that students who experience autonomy,

competence, and relatedness tend to exhibit higher motivation. Therefore, integrating multimedia technology such as PowToon—which combines text, sound, animation, and interactivity—can increase both motivation and listening effectiveness. As Mayer (2009) suggests, multimedia learning enhances understanding by engaging multiple sensory channels simultaneously.

Thus, this study aims to determine the effectiveness of PowToon-based learning media in improving learning motivation and listening skills among upper-grade students at UPT SD Negeri 2 Batu.

Research Method

This research employed a quantitative experimental approach. The population consisted of 52 students from Grades IV, V, and VI at UPT SD Negeri 2 Batu, all included as the sample (total sampling). Data were collected through pretest and posttest evaluations, observations, questionnaires, interviews, and documentation.

The independent variable was the use of PowToon-based learning media, while the dependent variables were students' learning motivation and listening skills. The data analysis applied the N-



Gain Score formula to measure the improvement in both learning motivation and listening skills after implementing PowToon in the learning process.

Results and Discussion

Table 1. Summary of N-Gain Analysis on Learning Motivation and Listening Skills

Aspect	Average N-Gain	Category	Success Percentage
Learning Motivation	0.87	High	96%
Listening Skills	0.79	High	86%

The results indicate that using the PowToon application significantly enhanced both learning motivation and listening skills among students. The average N-Gain score of 0.87 for motivation and 0.79 for listening places both aspects in the high category. This demonstrates that PowToon not only increases enthusiasm and attention but also improves students' comprehension and retention.

The findings align with Mayer's (2009) Multimedia Learning Theory, which posits that combining words and visuals leads to better understanding. Similarly, Clark and Mayer (2016) emphasize that well-designed multimedia presentations can effectively sustain learners' cognitive engagement.

Furthermore, the study revealed a rise in intrinsic motivation, as students felt more curious and confident when engaging with interactive animated lessons. The gamified features and appealing visuals of PowToon created a learning atmosphere that supported enjoyment and persistence.

Conclusion and Recommendations

The study concludes that the use of PowToon-based learning media is effective in improving both learning motivation and

listening skills among elementary students. The average N-Gain scores of 0.87 (motivation) and 0.79 (listening) fall into the high category. The integration of visual, auditory, and textual elements within PowToon helps sustain students' attention and fosters meaningful engagement in the learning process.

Teachers are encouraged to utilize PowToon as an innovative, interactive tool to make classroom learning more appealing and effective. Educational institutions should provide adequate training and technological support to facilitate the broader use of multimedia tools in education.

Future studies could explore the long-term impact of PowToon-based learning or combine it with other instructional strategies to further enhance digital pedagogy in primary education.

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