Implementation of Powtoon Media to Improve Reading Skills in Grade III Students of Private Elementary Madrasahs, North Sumatra Region

Rahmadina Siregar[1]

Corresponding Author
Rahmadina Siregar, Elementary School Teacher Education Study Program, Universitas Muhammadiyah Sumatera Utara
Email: rahmadinasiregar31@gmail.com

Abstract
This study aims to improve reading skills in grade III students of Mis. Aisyiyah Wil. North Sumatra by implementing *Powtoon learning media*. This research is a classroom action research (CAR). This research was conducted in two cycles. With the research subjects of grade III D Mis. Aisyiyah Wil. North Sumatra, totaling 17 females and 13 males. Data collection techniques used test and non-test techniques. The research instruments used in this study were tests and observation sheets. The data analysis technique used was quantitative descriptive. The results of the study showed that there was an increase in reading skills by implementing *Powtoon learning media* . The increase in reading skills can be seen from the data obtained in cycle I and cycle II. In cycle I, there were 19 students who completed the study with a completion percentage of 63% and 11 students who did not complete the study with a completion percentage of 37%. Then in cycle II, there were 27 students who completed the study with a completion percentage of 90% and 3 students who did not complete the study with a completion percentage of 10%.

Keyword:
Reading Ability, Powtoon Media

1. INTRODUCTION

Education is a requirement in the growth and development of children. The main goal is to guide all the natural powers that exist in children so that they can achieve the highest safety and happiness, both as individuals and as members of society (Ujud et al., 2023). Education is an essential human need because without it, individuals are unable to innovate, create, or live life well (Sari & Armanto, 2021). Education aims to develop the potential of students to become people who are faithful, pious, knowledgeable, creative, independent, and responsible as citizens (Annur et al., 2021). In this context, reading skills as one of the basic language skills have an important role in supporting the achievement of educational goals. Reading is not only an activity of interpreting written symbols, but also includes visual, thinking, psycholinguistic, and metacognitive processes (Riyanti, 2021). Reading is a window to the world that enriches insight, broadens knowledge, and improves critical thinking skills. Therefore, reading skills must be instilled from an early age, especially at elementary school level. However, based on the results of initial observations conducted by researchers together with the homeroom teacher of class III at MIS Aisyiyah, North Sumatra Region on Saturday, January 18, 2025, it was found that students' reading abilities were still relatively low. Many students are less interested in reading activities and tend to be passive when learning Indonesian. One of the reasons is because teachers have never used learning media that is interesting and appropriate to student characteristics.

As a result, students consider reading as a boring and unchallenging activity. In addition, the limited time teachers have to provide intensive reading training and the minimal involvement of parents in accompanying children to read at home also worsen the situation. Some parents even completely hand over the process of learning to read to teachers at school, without follow-up at home. This shows a gap between the potential for learning and the reality of implementation in the field. Seeing these conditions, innovative and applicable solutions are needed so that learning to read becomes more enjoyable and effective. One alternative that can be used is *Powtoon -based digital learning media* . *Powtoon* is an online platform that allows teachers to create engaging, educational animated videos. Sianipar et al.'s (2023) research shows that

this media is effective in improving student learning outcomes in fairy tale material at SDN Rawamangun 09 East Jakarta. Previous research results also support the effectiveness of *Powtoon* in education. For example, research by Kaedah et al. (2022) showed that *Powtoon -based animation media* can improve the reading skills of group A students in ABA Kindergarten. The similarity with this study lies in the use of the same media , while the difference lies in the level of education studied, namely kindergarten students compared to grade III elementary school students in this study. Pratiwi et al. (2022) examined teachers' perceptions in using *Powtoon media* for dyslexic children. Although the objects of study are different, the studies both highlight the use of *Powtoon* in the context of reading learning. Amilia et al. (2023) also applied *Powtoon* in learning about changes in the state of objects and proved an increase in learning outcomes for grade III students. This shows that *Powtoon* is also effective at the same level and age as this study, although in different subjects.

Another study by Akbar et al. (2022) discussed the use of *Powtoon* in PPKn learning, while Putu et al. (2022) used it in mathematics learning at the vocational high school level. Both strengthen the conclusion that *Powtoon* is a flexible medium and can improve learning outcomes at various levels and subjects. However, in reality, there are still many teachers in elementary schools who have not optimally utilized digital media such as *Powtoon* . Although facilities such as projectors and computers are available, lecture methods and textbooks still dominate the learning process. In fact, elementary school students tend to prefer interactive visual and animated media. Based on these problems, the researcher limited the study only to the application of *Powtoon media* in improving the reading skills of grade III students of MIS Aisyiyah, North Sumatra Region, because this media is believed to be able to increase students' motivation and understanding in reading. From these limitations, the formulation of the problem in this study is focused on. How is the reading ability of students before using *Powtoon media* in class III MIS Aisyiyah North Sumatra Region. How is the reading ability of students after using *Powtoon media* in class III MIS Aisyiyah North Sumatra Region. In line with the formulation of the problem, the objectives of this study are: To determine students' reading abilities before using *Powtoon media* in class III MIS Aisyiyah, North Sumatra Region. To determine students' reading ability after using *Powtoon media* in class III MIS Aisyiyah, North Sumatra Region. Thus, through this research, it is hoped that appropriate learning strategies can be found to improve students' reading skills through the use of digital learning media that are interesting, effective, and relevant to current developments.

2. RESEARCH METHODOLOGY

This research was conducted at MIS Aisyiyah, North Sumatra Region, located at Jalan Masjid Raya Al-Firdaus No. 806, Pasar 9, Hutan, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. The research took place in the odd semester of the 2025 academic year, specifically in March to April 2025. The subjects of the study were 30 third grade students, consisting of 17 female students and 13 male students. This class was chosen because based on initial observations it was found that students' reading ability was still relatively low. Therefore, this study aims to improve students' reading skills through the application of audio-visual-based learning media, namely Powtoon media. The object of this research is the application of Powtoon media as a means of improving students' reading skills in learning Indonesian. This study uses a Classroom Action Research (CAR) approach which is implemented in two cycles. Each cycle consists of four stages, namely: planning, action implementation, observation, and reflection, as stated by Arikunto. In the planning stage, the researcher prepares learning tools such as syllabus, lesson plans, and observation sheets for teachers and students. The implementation stage includes learning activities starting from preliminary, core, to closing activities, where the teacher displays Powtoon media and asks students to read the text displayed. During the process, observations are made of teacher and student activities using observation sheets. After the learning activities are completed, the reflection stage is carried out to evaluate the effectiveness of the actions and identify obstacles that arise. If the results in cycle I do not meet the success indicators, then continue to cycle II with improvements based on previous reflections. The data collection technique in this study used instruments in the form of observation sheets and performance tests. Observation is used to observe teacher activities in delivering material and student activity during learning with Powtoon media. Meanwhile, performance test is used to measure the improvement of students' reading ability. Data analysis is done quantitatively by calculating the score obtained using the percentage formula: (score obtained ÷ maximum score) × 100. The results obtained are then classified into four categories: very good (91–100), good (71–90), sufficient (61–70), and less (<61), as quoted from Kunandar (2013). Through

this approach, it is expected to see a significant improvement in students' reading ability from cycle to cycle after the implementation of Powtoon media in the learning process.

3. RESULT AND DISCUSSION

Cycle I

Results of Student Reading Ability Test Cycle I

Indonesian Language Learning using *Powtoon media* can be used to determine the level of student understanding of the material that has been delivered by the teacher. Meanwhile, to determine the development of student knowledge individually, the teacher gives a test, namely with 9 assessed, the cycle I test sheet in attachment 16 page 102 The following are the test results that the researcher obtained in cycle I.

Table 1. Results of Student Reading Ability Test Cycle I

No.	Learning Completion	Number of Students	Percentage
1.	Students Completed	19	63%
2.	Students Not Finished	11	37%
	Amount	30	100%

Based on the table of the results of the students' reading ability test in cycle I in Indonesian language learning from 30 students, 19 students completed the test with a percentage of 63%, the number of students who did not complete the test was 11 students with a percentage of 37%. Based on this data, it can be concluded that the use of *powtoon media* to improve students' reading ability in cycle I has not reached the specified KKM, which is 65%. The increase in students' reading skills can be seen in the diagram below:
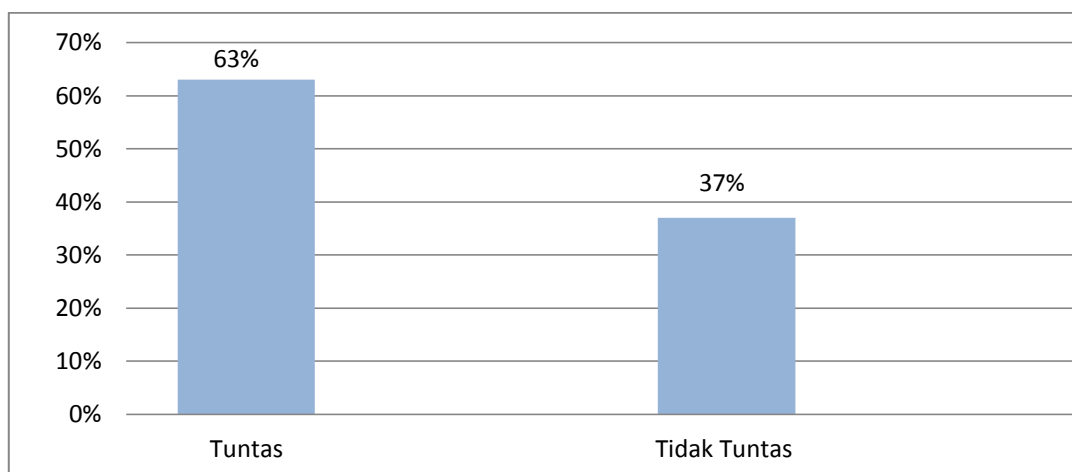
**Picture 1. Reading Ability Test Completion Percentage Diagram
Cycle I Students**

Teacher Activity Aspects

The things observed by the researcher regarding teacher activities in implementing Indonesian language learning in cycle I are various teacher abilities in planning, implementing, and taking action in the classroom. Based on observations of teacher activities in Indonesian language learning using *Powtoon media* in cycle I, in general, it was good. With the initial activity the teacher obtained 4 scores out of 6 activities, then in the core activity the teacher obtained 5 scores out of 5 activities, then from the closing activity the teacher obtained 3 scores out of 5 activities. The results of the observation of teacher activities in cycle I in appendix 6 page 90 the researcher has calculated the scores obtained by the teacher as follows:

Table 2. Results of Observation of Teacher Activities Cycle I

Teacher Teaching Activities Cycle I		
Score Acquisition	**Mark**	**Criteria**
11	73	Good (B)

Based on the table of observation results of teacher activities using *Powtoon media* in Indonesian language learning with Good criteria (B).

Student Activity Aspects

Student activity in learning Indonesian using *Powtoon media* is more increased compared to using books alone, this can be seen from the activeness of students in asking and answering questions during the learning process. Although not all students ask or answer questions, at least there are students who actively ask and answer. This is because there are still students who give negative responses if students make mistakes so that students who ask feel embarrassed. The results of observations of student activities in cycle I, appendix 7, pages 91-93, the researcher calculated the scores obtained by students as follows:

Table 3. Results of Observation of Student Activities in Cycle I

Criteria	Score	Number of students	Score Acquisition
Very good	91 – 100	6	20%
Good	71 – 90	15	50%
Enough	61 – 70	4	13.3%
Not enough	Less than 60	5	16.6%
Amount		30	100%

Based on the table of results of observations of student activities in Indonesian language learning cycle I, out of 30 students, there were 6 students (20%) who received very good criteria, 15 students (50%) who received good criteria, 4 students (13.3%) who received sufficient criteria, 5 students (16.6%) who received less criteria.
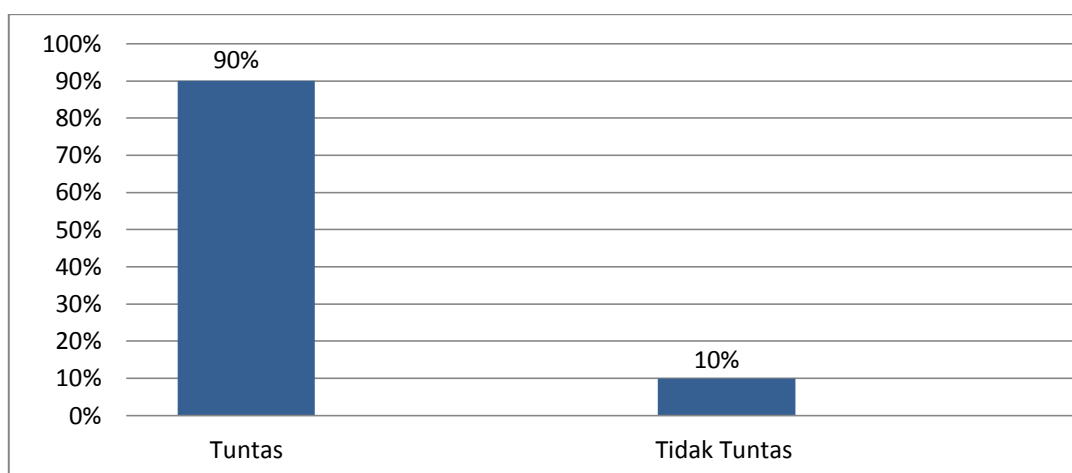
Cycle II
Student Reading Ability Test Results

To find out the development of students individually, the teacher gave a test with 9 items assessed, cycle II test sheet attachment 17 pages 104-105. The following are the test results that the researcher gave in cycle I and cycle II:

Table 4. Results of the Reading Ability Test for Students in Cycle II

No.	Learning Completion	Number of Students	Percentage
1.	Students Completed	27	90%
2.	Students Not Finished	3	10%
	Amount	30	100%

Based on the table of the results of the students' reading ability test in cycle II in Indonesian language learning from 30 students, 27 students completed the test with a percentage of 90%, the number of students who did not complete the test was 3 students with a percentage of 10%. Based on this data, it can be concluded that the use of powtoon media to improve students' reading ability in cycle II has reached the predetermined KKM, which is 65%. The increase in students' reading skills can be seen in the diagram below.

Picture 2. Ability Test Completion Percentage Diagram
Student Reading Cycle II

Teacher Activity Aspects

Teacher activity in the learning process of cycle II increased compared to cycle I. The increase in teacher activity was caused by teachers being able to understand and being accustomed to the learning process applied, so that each teacher's action was more mature. Based on observations of teacher activity in learning Indonesian using powtoon media in cycle II, in general it was very good. With the initial activity, the teacher obtained 5 scores out of 5 activities, then in the core activity the teacher obtained 6 scores out of 6 activities, then from the closing activity the teacher obtained 4 scores out of 5 activities. The results of the observation of teacher activity in cycle II appendix 11 page 95 thus the researcher calculated the scores obtained by the teacher as follows:

Table 5. Results of Observation of Teacher Activities Cycle II

Teacher Teaching Activities Cycle II		
Score Acquisition	Mark	Criteria
15	94	Very Good (A)

Based on the table of observation results of teacher activities using *Powtoon media* in Indonesian language learning, the criteria are very good (A).

Student Activity Aspects

During cycle II, Indonesian language lessons with *powtoon media* were better than cycle I. From the results of observations made by researchers on students, all students were present in learning, student activity increased, namely students were more focused on the teacher's explanation, students actively asked the teacher about the ongoing lesson material. The results of observations of student activities in cycle II, attachment 12, pages 96-100, the researcher calculated the scores obtained by students as follows:

Table 6. Student Observation Results Cycle II

Criteria	Score	Number of students	Score Acquisition
Very good	91 – 100	12	40%
Good	71 – 90	14	46.6%
Enough	61 – 70	2	6.6%
Not enough	Less than 60	2	6.6%
Amount		30	100%

Based on table 4.6, the results of observations of student activities in Indonesian language learning cycle II, out of 30 students, there were 12 students (40%) who received very good criteria, 14 students (46.6%) who received good criteria, 2 students (6.6%) who received sufficient criteria, 2 students (6.6%)

who received less criteria.

*Analysis of Action Results*
Student Reading Ability Results

Student learning outcomes in Indonesian language learning are obtained from student test sheets given in each learning outcome cycle and then processed to obtain information on individual learning completion in Indonesian language learning Mis. Aisyiyah Wil. Sumut. The achievement of student learning outcome completion in cycle I and cycle II actions is presented in the following table:

Table 7. Results of Student Reading Ability Test Improvement
Cycle I and Cycle II

Classical Completion		Criteria	Improvement
Cycle I	Cycle II		
19 Students (63.3%)	27 Students (90%)	Completed	8 Students (27%)
11 Students (37%)	3 Students (10%)	Not Completed	

Based on table 4.7, the results of students' reading ability are obtained from 30 students, in cycle I, 19 students completed the class with a score of 63.3%, increasing in cycle II to 27 students with a score of 90%, increasing from cycle I to cycle II by 8 students with a score of 27%. The following is a diagram of the completion of student learning outcomes in cycle I and cycle II.

Classical Student Learning Outcomes

63% Siklus I
90% Siklus II
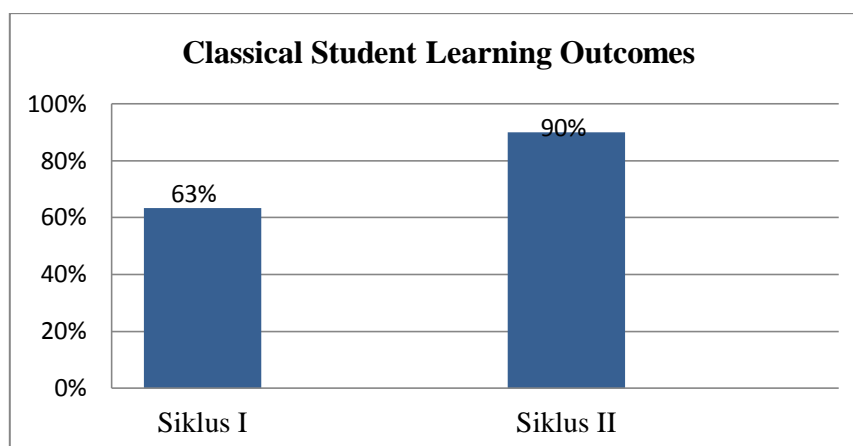
Picture 3. Student Learning Outcome Improvement Diagram
Cycle I and Cycle II

Teacher Activity Results

The results of the teacher activity aspect in Indonesian language learning were obtained from researchers observing the results of the implementation of Indonesian language learning from cycle I to cycle II, researchers analyzed the teacher activity observation sheets that had been provided previously. The results of the teacher activity aspect in the actions of cycle I and cycle II are presented in the following table:

Table 8. Results of Increasing Teacher Activities in Cycle I and Cycle II

Teacher Activities	Cycle I	Cycle II	Improvement
Mark	73	94	
Criteria	Good (B)	Very Good (A)	21 Points

Based on table 4.8, the results of increasing teacher activity in cycle I and cycle II showed an increase in cycle I, the teacher activity value was 73 with good criteria (B) and in cycle II the teacher activity value was 94 with very good criteria (A). In cycle I and cycle II, the success criteria for ability ≥ 71 have been met.

From the success criteria that have been completed, the research is declared sufficient to be carried out. The following is a diagram of teacher activity in cycle I and cycle II.
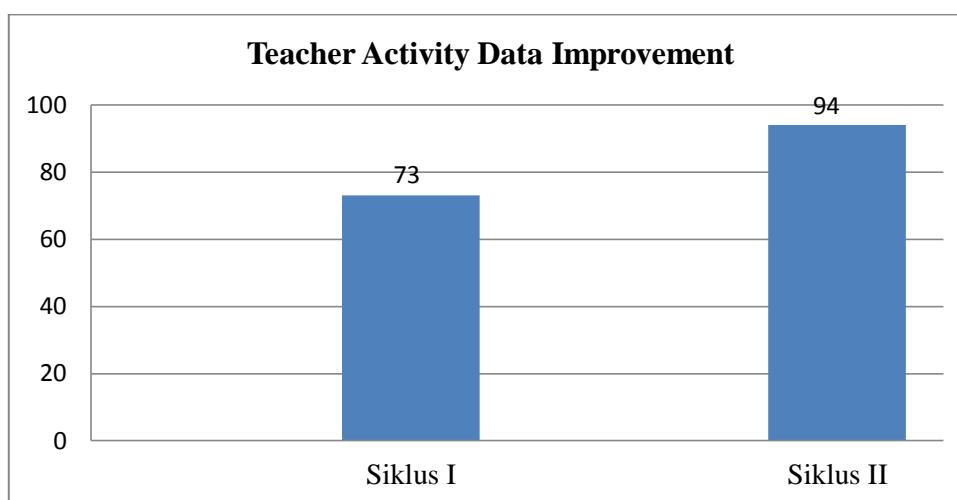

Figure 4. Teacher Activity Data Improvement Diagram
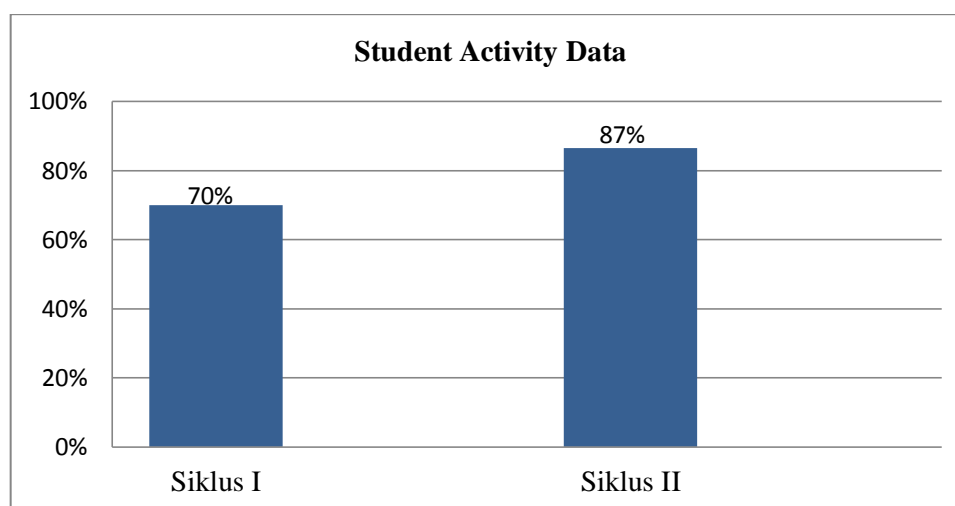**Cycle I and Cycle II**

Student Activity Results

The results of the student activity aspect in learning Indonesian were obtained from researchers observing the results of the implementation of Indonesian learning from cycle I to cycle II, researchers analyzed the student activity observation sheets that had been provided previously. Where researchers observed student activities during the learning process. The following are the results of student activity aspects in cycle I and cycle II presented in the following table:

Table 9. Results of Increasing Student Activities in Cycle I and Cycle II

Cycle I	Cycle II	Criteria	Improvement
21 students (70%)	26 Students (86.6%)	Completed	5 Students (16.6%)
9 Students (30%)	4 Students (13.3%)	Not Completed	

Based on table 4.9, the results of increasing student activity in cycles I and II showed an increase in student activity completion. Based on the results of observations of student activities in learning Indonesian using *powtoon media* in learning cycle I, it shows that 21 students (70%) completed the lesson and 9 students (30%) did not complete it. Classically, student activities in cycle I have not met the classical completion criteria, namely ≥ 71. In learning cycle II, it shows that 26 students (86.6%) completed the lesson and 4 students (13.3%) did not complete the lesson. Classically, student activities in cycle II have met the completion criteria, namely ≥ 71. From this study, student activities can be stated that student activities in cycle II have met the classical completion criteria, so the researcher stated that it was sufficient to be implemented. The following is a diagram of student activities in cycle I and cycle II.

Picture 5. Student Activity Improvement Diagram Cycle I and Cycle II

The results of the study were obtained from the results of students' reading abilities, teacher and student activities. This classroom action research was carried out in two cycles, cycle I was carried out on April 16, 2025, cycle II was carried out on April 22, 2025. Cycle I to cycle II there was an increase, cycle I the results of students' reading abilities that met the KKM were 19 students (63.3%). In cycle II the results of students' reading abilities that were completed were 27 students (90%). In cycle I and cycle II there was an increase in the results of students' reading abilities, namely 8 students (27%). The acquisition of reading ability results in class III D Mis. Aisyiyah Wil. Sumut increased due to the use of *powtoon media* which could attract students' attention in the learning process. Teacher activity in cycle I and cycle II increased in cycle I the teacher's activity value was 73 with good criteria (B) and in cycle II the teacher's activity value was 94 with very good criteria (A). In cycle I and cycle II, the success criteria for teacher ability ≥ 71 were met. Student activities in cycle I and cycle II experienced an increase in the completeness of student activities. Based on the results of observations of student activities in learning Indonesian using *powtoon media* in cycle I learning, it shows that 21 students (70%) completed the lesson and 9 students (30%) did not complete it. Classically, student activities in cycle I have not met the classical completion criteria, namely $\geq$ 71.

In cycle II learning, it shows that 26 students (86.6%) completed the lesson and 4 students (13.3%) did not complete the lesson. Classically, student activities in cycle II have met the completion criteria, namely $\geq$ 71. This research is supported by previous research conducted by several researchers, (S.Kaedah et al., 2022) powtoon media is applied using several other supporting media, so that this media is considered capable of increasing children's interest and motivation to learn, as well as providing opportunities for children to practice reading a lot. Viewed from the perspective of the effectiveness of using powtoon media which can have a positive impact on the reading process. (Deliani et al., 2024) the use of Powtoon can improve students' literacy outcomes in grade V. The design of learning materials used in the learning process is a factor that influences the success of learning through the use of appropriate media so that students feel interested and easily understand the material. In this study, cycle I and cycle II have met the criteria for quality, in addition to being influenced by the learning media used, the success of this researcher is also influenced by the teacher's activities in teaching. In learning, teachers are able to understand the material and can condition the class, so that the material presented can be well received by students, in addition, teachers can act as resource persons or facilitators for students and always motivate students to be brave in answering questions from teachers.

4. CONCLUSION

Based on the results of observations, research, and data analysis that have been carried out through two cycles of classroom action, it can be concluded that the implementation of Powtoon media can effectively improve the reading skills of grade III students at MIS Aisyiyah North Sumatra Region. This can be seen from the increase in the number of students who achieved the Minimum Completion Criteria (KKM), from 19 students (63.3 %) in cycle I to 27 students (90%) in cycle II, or an increase of 27%. In

addition, teacher activity also showed an increase from a value of 73 (good category) in cycle I to 94 (very good category) in cycle II, which means it has exceeded the completion limit ≥ 71. Student activity also increased, from 70% who completed in cycle I to 86.6% in cycle II, indicating that the use of Powtoon media not only improves learning outcomes, but also student activity in the Indonesian language learning process. The results of this study indicate that audiovisual-based learning media such as Powtoon can be an interesting and effective alternative in delivering learning materials, especially in Indonesian language subjects to improve reading skills. In its implementation, teachers need to prepare a thorough plan, including the selection of appropriate materials, the preparation of interactive media, and the application of learning strategies that can encourage active student involvement. Thus, Powtoon media can be integrated sustainably into the learning process in the classroom, especially for materials that require reading comprehension and verbal skills.

REFRENCES

Akbar, A., Saputri, I., & Puspita, R. (2022). The use of Powtoon-based learning media to improve student learning outcomes in PPKn subjects. *Journal of Citizenship Education* , 12(1), 55–63. https://doi.org/10.31219/osf.io/j6upv

Amilia, M., Sukenti, K., & Ningsih, AR (2023). Application of Powtoon media to improve learning outcomes of grade III students on the material of changes in the state of objects. *Journal of Science Education and Learning* , 7(2), 142–149. https://doi.org/10.31004/basicedu.v7i2.4175

Annur, YF, Yuriska, R., & Arditasari, ST (2021). Character education and ethics in education. *National Seminar on Postgraduate Education Program, PGRI University, Palembang* , 333. https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/5688

Arikunto, S. (2012). *Classroom action research* . Bumi Aksara.

Kaedah, S., Damayanti, LR, & Azzahra, I. (2022). Powtoon learning media in improving the reading skills of early childhood . Journal of *Early Childhood Education* , 11(1), 58–65. https://doi.org/10.31004/obsessi.v11i1.3645

Kunandar. (2013). *Authentic assessment (assessment of student learning outcomes based on the 2013 curriculum)* . PT.

Pratiwi, ID, Astuti, TA, & Mawardi, M. (2022). Teachers' perceptions of the use of Powtoon media for dyslexic children in learning to read. *Journal of Educational Inclusion* , 5(1), 23–30. https://doi.org/10.31227/osf.io/3q6u8

Putu, KD, Suparsa, N., & Sudiatmika, AAI (2022). Development of Powtoon learning media in mathematics learning for vocational school students. *Scientific Journal of Mathematics Education* , 11(1), 85–94. https://doi.org/10.23887/jpm.v11i1.43158

Riyanti, A. (2021). Reading skills. *English: Chemical Engineering International Edition* , 6(11), 951–952. Sari, D.N., & Armanto, D. (2021). Mathematics in philosophy. *Journal of Education and Mathematics* , 10(2), 202–209.

Sari, D.N., & Armanto, D. (2021). Mathematics in philosophy. *Journal of Education and Mathematics* , 10(2), 202–209.

Sianipar, FR, Sihombing, LH, & Manurung, EN (2023). Improving learning outcomes through Powtoon media on fairy tale material for grade IV SDN Rawamangun 09 East Jakarta. *Basicedu Journal* , 7(3), 1080–1088. https://doi.org/10.31004/basicedu.v7i3.4178

Ujud, S., Nur, TD, Yusuf, Y., Saibi, N., & Ramli, MR (2023). Application of discovery learning model to improve learning outcomes of class X students of SMA Negeri 10 Ternate City on environmental pollution material. *Journal of Bioeducation* , 6(2), 337–347. https://doi.org/10.33387/bioedu.v6i2.7305