

Implementation of Powtoon Animation to Enhance Reading Skills of Grade IX C Students

Tazkiah Amalia^{1*}, Abdul Qahar Zainal², Muhammad Syahrul³, Akhmad Syahid⁴, Nurjannah Abna⁵

¹ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: 10220220014@student.umi.ac.id

² Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: abdul.qaharzainal@umi.ac.id

³ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: m.syahrulfai@umi.ac.id

⁴ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: akhmad.syahid@umi.ac.id

⁵ Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumoharjo Km. 5, Makassar, Indonesia, 90231. E-mail: Nurjannah.abna@umi.ac.id

*Correspondence Autor

Artikel History:

Received Month xx, 2025; Revised Month xx, 2025; Accepted Month xx, 2025; Available online Month xx, 2025

Abstract: The fundamental premise of this inquiry is directed toward accelerating the competency of maharah al-qirā'ah among students of Class IX C at SMP Islam Al-Bayyinah Makassar, leveraging Powtoon animation media as a pedagogical instrument. The methodological framework adopted embraces a Classroom Action Research (CAR) design oriented toward a mixed-method approach, operationalized through two intervention cycles. Each cycle encompasses critical phases: design, action execution, observation, and reflection. Data collection techniques encompass tests, observations, and interviews. Regarding analysis, qualitative data is processed via reduction, presentation, and conclusion drawing, whereas quantitative data is processed through mean calculation and mastery percentage. Numerical data reveals a significant surge in average scores, escalating from 67.76 in the pre-test to 90.33 by the conclusion of Cycle I, and further advancing from 81.76 to 94.47 in Cycle II. Learning mastery indicators also experienced an escalation, shifting from 41.18% to 88.89% in Cycle I, and from 76.47% to 94.44% in Cycle II. In the qualitative dimension, students exhibited heightened levels of engagement, concentration, and enthusiasm throughout the learning process. This synthesis of data confirms that Powtoon animation media possesses significant efficacy in enhancing students' Arabic text reading capabilities.

Keywords: Powtoon Animated Media; Maharah Al-Qirā'ah; Classroom Action Research; Learning Outcomes

How to Cite?

Amalia, T., Zainal, A.Q., Syahrul, M., Syahid, A., Abna, N. (2026). Implementation of Powtoon Animation to Enhance Reading Skills of Grade IX C Students. 1(2), 1–9.

1. Introduction

In the digital era, technology must be harnessed judiciously to maximize benefits, especially in education—a systematic process to develop students' cognitive, affective, and psychomotor potentials (Parubak et al., 2025). For Arabic language learning, with its unique complexities, online apps and platforms enable faster, flexible material

access(Nisrina Khairani Imanina, 2023). As the world's fifth most spoken language and official in 25 countries (mainly Middle East and Africa), Arabic has retained its form for 15 centuries as the core source for Islamic knowledge (Wulandari, 2024). Allah chose Arabic for Quranic revelation, making it key to divine messages and other sciences—comprehending Allah's words requires Arabic mastery (Hamka & Syahrul, 2025). With growing global recognition, enhancing Arabic proficiency is vital.

Mahārah al-qirā'ah (reading skills) is foundational for deep Arabic text comprehension, acquiring knowledge, sharpening creativity, and broadening horizons as a "window to the world" (Sukma, Hanifa & Puspita, Auliya, 2023). The Quran's first revelation commands reading (QS. Al-'Alaq: 1-2: "Iqra' bismi rabbika alladhī khalaq..."), underscoring its Islamic primacy. Thus, al-qirā'ah must be nurtured early. However, challenges persist from students, teachers, curricula, and conventional methods(Alterkawī, 2023). Interviews (July 16, 2025) with Arabic teachers at SMP Islam Al-Bayyinah Makassar revealed low al-qirā'ah in Grade IX C; pre-test (July 23, 2025) showed 41.18% classical completeness (7/17 passed), due to internal factors (perceived difficulty/boredom) and external ones (monotonous teaching).

Prior solutions like PowerPoint are static; Powtoon animation innovates as a web app for engaging video presentations, surpassing PowerPoint in interactivity (Suyanti et al., 2021). It suits 12-14-year-olds in Piaget's formal operational stage, who need concrete visuals for abstract ideas amid digital familiarity (Saul, 2024). Earlier studies report 20-40% gains in motivation/vocabulary but lack PTK-specific empirical validation for Arabic al-qirā'ah in Indonesian junior highs, highlighting limitations in adaptability and classroom interactivity.

This study addresses these gaps via Classroom Action Research (PTK) using Powtoon, enriching ICALL theory for Arabic with ready-to-use, adaptive media and empirical insights on motivation, vocabulary, and interaction. Identifying this issue is significant for boosting Quranic literacy and communicative skills. Thus, this research aims to design, develop, and evaluate adaptive, communicative Powtoon-based Arabic media meeting academic standards.

2. Method

This study employs a collaborative Classroom Action Research (PTK) approach using the Kemmis and Taggart model, comprising four cyclical components: planning, action, observation, and reflection. Each cycle begins with planning (e.g., lesson plans, Powtoon materials, instruments), followed by action (implementing Powtoon for mahārah al-qirā'ah), observation (via teacher-assisted checklists), and reflection for iterative improvements. Two cycles were conducted until success criteria ($\geq 85\%$ average score, $\geq 80\%$ classical completeness) were met.

To comprehensively assess Powtoon's impact on reading skills, a mixed-methods approach integrates qualitative (observations, interviews) and quantitative (tests) data, leveraging strengths for holistic insights. Qualitative analysis follows Miles and Huberman's model (Qomaruddin & Sa'diyah, 2024): data reduction, display, and conclusion drawing.

Quantitative measurement uses pre-tests and post-tests for vocabulary/reading gains, presented in tables of means and percentages. Classical completeness is achieved if $\geq 75\%$ students meet the school's Minimum Competency Criteria (KKM) (Lastasa et al., 2024). Data were analyzed descriptively to track progress across cycles.

3. Main Heading of the Analysis and Discussion

3.1. Initial Classroom Conditions

Preliminary observations and interviews conducted on July 16, 2025, with the Arabic teacher Ustadzah Fitrayani at SMP Islam Al-Bayyinah Makassar revealed that students in Grades IX B and IX C demonstrated strong proficiency in mahārah al-istima' or listening skills, al-kalām or speaking skills, al-kitābah or writing skills, and al-qirā'ah al-jahriyyah or oral reading skills. However, in Grade IX C specifically, al-qirā'ah as-sāmitah or silent reading comprehension remained notably weak. Students could read Arabic texts fluently aloud but frequently struggled to understand the content meaning, often failing to grasp the context of mufradāt or the overall narrative intent.

Conventional teaching methods such as reliance on printed textbooks, frontal lecturing, and rote memorization worsened these challenges and resulted in rapid forgetting of material. As Ustadzah Fitrayani explained, "They forget by the next day despite repetition." She strongly advocated for interactive media, stating, "Animations or moving images make vocabulary and texts engaging; without visuals, Arabic feels abstract and boring."

Interviews with six students during the initial classroom observation further supported these findings, pinpointing vocabulary barriers as the primary obstacle: "New words don't stick in my brain," shared Aqilah. Students expressed a clear desire for innovative methods: "Teach basics slowly with animations—no more just writing and hafalan," suggested Andi Raizah. There was unanimous agreement on the value of visuals: Naila noted, "Because of the images"; Keysha added, "Visuals simplify understanding"; and Kaori concluded, "Easier with motion, as pictures/animations make meaning clear."

These insights align directly with Jean Piaget's theory of cognitive development, particularly the early formal operational stage for ages twelve to fourteen years old. During this phase, adolescents begin transitioning to abstract thinking but still heavily depend on concrete visual supports to process complex linguistic ideas such as Arabic semantics (Saul, 2024). The absence of such visuals in baseline practices fully explains the observed comprehension gaps.

The quantitative pre-test carried out on July 23, 2025, with seventeen out of eighteen students present, confirmed these qualitative issues for Grade IX C: the class achieved an average score of 67.76 and a classical completeness rate of 41.18 percent, meaning only seven out of seventeen students met or exceeded the Minimum Competency Criteria of 75. In stark contrast, Grade IX B recorded an average of 84.76 with 100 percent completeness. The low performance in Grade IX C arose from a combination of internal factors like perceived difficulty and boredom, alongside external factors such as monotonous delivery methods.

Consequently, Grade IX C was selected as the focus for the Classroom Action Research intervention, with Powtoon animation media chosen specifically for its robust audio-visual multimodality to effectively bridge these identified gaps in reading comprehension.

3.2. PTK Implementation and Quantitative Results

The Classroom Action Research strictly followed the Kemmis-Taggart spiral model over seven meetings from October 21 to November 25, 2025, with a final participant count of nineteen students. The process began with a pre-cycle phase focused on the initial pre-test and research socialization, followed by Cycle I centered on the text "Inda at-Thabīb" and Cycle II on "Fī as-Sūq." Each cycle systematically incorporated four key stages: planning, which involved preparing the Rencana Pelaksanaan Pembelajaran or Lesson Plan of Learning Implementation, custom Powtoon videos highlighting essential mufradāt, and various assessment instruments; action, featuring sequential video playback combined with interactive question-and-answer sessions and educational games; observation through teacher-completed checklists; and reflection to identify refinements for the next iteration.

Table 1. Quantitative Progress Across Cycles

Phase	Mean Score	Completeness (%)	n (Present)	Passed
Pre-Test Cycle I	67.76	41.18	17	7
Post-Test Cycle I	90.33	88.89	18	16
Pre-Test Cycle II	81.76	76.47	17	13
Post-Test Cycle II	94.47	94.44	18	17

Source: Primary data 2025

Figure 1. Mean Score Progression

(Table depicting the progression from 67.76 to 90.33 to 81.76 to 94.47, with overlaid bars for completeness percentages; resolution 300 DPI—illustrating a steady upward trajectory following Powtoon introduction).

Figure 2. Classical Completeness Trend

(Table showing the trend from 41.18 percent to 88.89 percent to 76.47 percent to 94.44 percent; resolution 300 DPI—highlighting a dramatic leap in Cycle I and subsequent stabilization in Cycle II).

Overall, the intervention yielded a 39.7 percent increase in mean scores and a 53.26 percent rise in classical completeness rates. Analysis of per-student trends demonstrated remarkable equity, with students starting from low baselines showing the most substantial surges—for instance, Andi Raizah improved from 28 to 91.5 and finally to 100—underscoring Powtoon's scalability across diverse ability levels.

This dramatic shift in Cycle I, marked by a 33.4 percent rise in mean scores and a 47.71 percent improvement in completeness, aligns seamlessly with Jean Piaget's formal operational theory. For students aged twelve to fourteen years, hypothetico-deductive reasoning begins to emerge, yet the abstract morphology and mufradāt of Arabic demand concrete visual anchors (Saul, 2024). Powtoon's contextual animations served

as this essential semi-concrete bridge, transforming passive reading into active schema-building. The sustained 15.6 percent gain in Cycle II, evidenced by the elevated pre-test mean of 81.76, reflects Piagetian processes of assimilation and accommodation achieved through iterative visual reinforcements.

Complementing Piaget's framework, Richard E. Mayer's Cognitive Theory of Multimedia provides a robust explanation for these gains. Powtoon's integrated channels of text, animation, and narration effectively minimized extraneous cognitive load while leveraging dual-coding mechanisms (Dwita, 2023), resulting in up to 65 percent recall rates—far surpassing text-alone baselines. Cycle I's achievement of 88.89 percent completeness exemplifies Mayer's multimedia principle, where visuals more effectively explain verbal content. Meanwhile, Cycle II's refinements such as repeated playbacks applied the coherence principle by eliminating distractions and the modality principle through audio-visual synergy, culminating in near-perfect 94.44 percent completeness and a more equitable distribution of outcomes across the class.

3.3. Qualitative Insights from Observations and Reflections

Teacher-completed checklists for both Cycle I and Cycle II consistently affirmed positive outcomes across all key indicators, including full student adherence to the animation sequences, strong mastery of *mufradāt*, high levels of interest and engagement, and overall conducive learning environments, with only negligible technical or comprehension issues reported. In Cycle I, feedback highlighted minor challenges such as student passivity and perceptions of fast pacing, with comments like "Too quick" from Kaori and Sarah. By Cycle II, these had transformed markedly, as the observer noted, "Passive students now engaged and confident," accompanied by heightened activity in question-and-answer sessions.

Post-Cycle II interviews reinforced this progress, with students unanimously reporting that "pictures clarified meaning and reduced forgetting," indicating sustained comprehension and retention. The mixed-methods analysis followed the Miles and Huberman model, beginning with data reduction to identify core themes such as heightened motivation and visual-context linking; followed by data display through descriptive narratives; and concluding with verification via cross-cycle pattern comparisons. This process revealed clear surges in student focus and long-term retention.

These findings directly connect to Jean Piaget's theory, where the provided visuals concretized abstract linguistic elements, effectively turning challenging "hard words" into relatable, scene-based narratives that supported cognitive schema development in early formal operational thinkers. Similarly, Richard E. Mayer's segmentation principle in the Cognitive Theory of Multimedia was evident, as paced playback in Cycle II prevented cognitive overload; the strategic repeats not only addressed speed complaints but also boosted participation levels significantly.

The supporting factors that enabled these Piagetian and Mayer-aligned outcomes included robust digital infrastructure such as reliable LCD projectors, speakers, and stable power supply; ample lesson time allowing for full immersion in animations and

discussions; and strong teacher collaboration that provided essential scaffolding throughout the process. On the other hand, inhibiting factors like suboptimal seating arrangements and individual ability gaps or initial animation speed were effectively mitigated through targeted rearrangements and repetitions—strategic reflections ensured precise alignment with the iterative demands of both theories, ultimately stabilizing Cycle II performance at a mean score of 94.47.

These qualitative shifts from initial boredom to sustained enthusiasm quantitatively mirror the more than 39 percent gains observed, robustly validating the application of Piaget's and Mayer's theories within authentic Arabic-language Classroom Action Research contexts.

4. Conclusion

Based on the Classroom Action Research conducted with Grade IX C students at SMP Islam Al-Bayyinah Makassar, the implementation of Powtoon animation media successfully improved mahārah al-qirā'ah through two complete Kemmis-Taggart cycles. Each cycle encompassed planning with the development of Lesson Plan of Learning Implementation, Powtoon-based reading materials, and assessment instruments; action implementation via video playback presenting texts with engaging visual illustrations, dynamic animations, and emphasis on key mufradāt; observation by the collaborating teacher using observation sheets; and reflection for subsequent cycle improvements.

The research results demonstrate a significant enhancement in students' mahārah al-qirā'ah skills, evidenced by Cycle I average scores rising from 67.76 in the pre-test to 90.33 in the post-test, with learning completeness increasing from 41.18% to 88.89%; and in Cycle II from 81.76 in the pre-test to 94.47 in the post-test, with completeness from 76.47% to 94.44%. Qualitatively, students exhibited greater focus, active participation, and confidence in text comprehension. Thus, the hypothesis that Powtoon media effectively enhances mahārah al-qirā'ah for Grade IX C students is proven.

Key supporting factors include adequate digital facilities such as LCD projectors and laptops, sufficient lesson duration for playback and discussions, stable electricity supply, and close collaboration with the subject teacher in classroom management. Inhibiting factors, such as suboptimal student seating positions and variations in reading abilities, were successfully minimized through inter-cycle reflections and strategy adjustments.

The two PTK cycles fully achieved success indicators with average scores exceeding 85 and learning completeness above 80 percent, thereby concluding the research without proceeding to a third cycle.

Bibliography

- Alterkawi, K. (2023). اللغة العربية بين العملية التعليمية والممارسة العملية في كلية العلوم الإسلامية لجامعة بارتين. *Bartın Üniversitesi İslami İlimler Fakültesi Dergisi*, 19(19), 48–72. <https://doi.org/10.59536/buiifd.1196669>
- Dwita, D. (2023). Pengaruh Penggunaan Media Video Animasi terhadap Peningkatan Penguasaan Mufrodat (Kosa kata) Pembelajaran Bahasa Arab Peserta Didik Kelas VII

- Mts Mathla'ul Anwar Cemplang Tahun Pelajaran 2022/2023. *Shawtul Arab : Jurnal Pendidikan Bahasa Arab*, 3(1), 20–34.
- Hamka, M. I., & Syahrul, M. (2025). *J-DALE Application of Information-Technology-Based Contextual Learning Model in Arabic Language Subjects to Improve Mufrodath Mastery*. 1(1), 22–30.
- Lastasa, M., Basafpipana, B., & Pd, M. (2024). *Peningkatkan Hasil Belajar Siswa Menggunakan Model Pembelajaran Discovery Learning pada Tema Benda Di Sekitarku Di Kelas III Sekolah Dasar*. 80(DI).
- Nisrina Khairani Imanina, P. (2023). Perspektif Komunikasi Bermediasi Komputer dalam Aplikasi Hellotalk. *Jurnal Komunikasi Dan Teknologi Informasi*, 15(2), 195–221. <https://doi.org/10.23917/komuniti.v15i2.22624>
- Parubak, A., Anwar, M. Y., Wahab, A., Zainal, A. Q., & Mustamin. (2025). Penerapan Metode Talaqqi Untuk Meningkatkan Kemampuan Membaca Al-Qur'an SMAN 6 Luwu Timur. *Jurnal Ilmiah Bahasa, Sastra, Dan Pengajarannya*, 27(2), 159–167. <https://journal.uny.ac.id/index.php/diksi/article/view/23098>
- Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, 1(2), 77–84. <https://doi.org/10.52620/jomaa.v1i2.93>
- Saul, M. (2024). Piaget ' s Theory and Stages of Cognitive Development. *Simply Psychology, October*, 1–34. <https://www.simplypsychology.org/wp-content/uploads/simplypsychology.org-Piagets-Theory-and-Stages-of-Cognitive-Development.pdf>
- Sukma, Hanifa, H., & Puspita, Auliya, L. (2023). Keterampilan Membaca Dan Menulis. In *Convention Center Di Kota Tegal* (Vol. 4, Issue 80).
- Suyanti, S., Sari, M. K., & Rulviana, V. (2021). Media Powtoon Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 8(2), 322–328. <https://doi.org/10.31316/esjurnal.v8i2.1468>
- Wulandari, D. A. (2024). Pembelajaran Bahasa Arab untuk Kurikulum Merdeka. *AL-Muktamar As-Sanawi Li Al-Lughah Al-'Arabiyyah (MUSLA)*, 2(9 November), 66. <https://doi.org/10.29240/jba.v7i2.8446>