Effectiveness of Teaching Materials for Assessment of Indonesian Language Learning Aspects of Listening Skills Assisted by Powtoon

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Abstract. This study aims to assess the effectiveness of teaching materials for the Indonesian Language Learning Assessment, particularly in listening skills, utilizing Powtoon as an aid. It arises from a lack of appropriate resources for the Indonesian Language and Literature Education Study Program's course on this subject. The methodology included questionnaires and interviews with students from the Indonesian Language and Literature Education Study Program at Unimed. Student responses resulted in an average score of 88.98% for aspects like conceptual clarity, example utilization, presentation, language implementation, and general attractiveness, categorized as "very good."

Keywords: Teaching Materials, Assessment, Listening, Development, Powtoon.

1. Introduction

Education involves deliberate and structured efforts to establish an environment and process for learning, enabling students to actively cultivate their potential in areas like spiritual faith, self-discipline, character, intellect, moral values, and essential skills for personal, societal, national, and state needs [1]. Achieving high-quality education requires instructional materials that enhance teaching and learning. These materials must satisfy specific standards, with effectiveness being a key requirement.

Instructional materials generally encompass the knowledge, skills, and attitudes that students are required to master to fulfill established competency benchmarks [2]. More precisely, they include knowledge (encompassing facts, concepts, principles, and procedures), skills, and values or attitudes. Learning materials are defined as condensed summaries of content delivered to students via printed formats or electronic files, either verbally or in writing.

The teaching materials used in the Indonesian Language and Literature Education Study Program at Medan State University are still not varied, especially in the Indonesian Language Learning Assessment course. The use of teaching materials must also be adapted to the times. One teaching material that can be used is an application. An application that is suitable for the Indonesian Language Learning Assessment course, especially listening skills, is the Powtoon application.

Powtoon is a web-based IT tool designed for educational purposes, enabling users to produce engaging presentations or animated videos with user-friendly features [3]. It aims to support

educators in developing visually appealing and innovative learning resources, while also encouraging students to participate more actively in the material. The platform stands out for its extensive range of animation options and effects that enhance the visual quality of presentations or videos, and its timeline function is simpler to navigate than those in comparable applications.

Varied teaching materials that are appropriate for their effectiveness can achieve learning objectives. The learning objectives in higher education are for students to develop critical and analytical skills, improve professional abilities and practical skills, encourage self-development and independence, improve the ability to adapt to global changes, produce research and innovation, and improve communication and collaboration skills.

There have been several previous studies that support this research. The results of the study by Rika Kartika et al. [4] were to test the feasibility of teaching materials in the form of Malay-based biographical textbooks using the Powtoon application, and it can be concluded that Malay-based biographical teaching materials are very suitable for use in the learning process. The results of the study by Titin and Ega Safitri [5] indicate that Powtoon animation learning media is feasible, the response to Powtoon animation video learning media is good, and Powtoon animation video learning media meets the aspects of media feasibility. Additionally, the results of the media application test show an improvement in learning outcomes after implementing Powtoon animation videos.

Several researchers have previously investigated the effectiveness of teaching materials. Meyninda Destiara's study [6] reveals that the materials are effective for learning support, evidenced by a high-category average n-gain of 0.75. Sugama Maskar and Putri Sukma Dewi's findings [7] classify the materials' practicality and effectiveness as good, with scores of 3.36 for practicality and 72.75 for effectiveness. Makmun Murod et al.'s research [8] shows that interactive Android-based e-module math materials are notably effective in enhancing sixth-grade students' comprehension of circle concepts, with a t-value of 30.926 exceeding the t-table value of 1.9765 (30.926 > 1.9765).

Based on the preceding information, the author is enthusiastic about conducting a study titled "The Effectiveness of Teaching Materials for Assessing Indonesian Language Learning in the Area of Listening Skills Using Powtoon."This investigation aims to assess the efficacy of the created materials. Through this evaluation, the research seeks to offer remedies for issues affecting both teachers and learners, notably faculty and pupils enrolled in the Indonesian Language Learning Assessment course, emphasizing listening skills.

2. Research Method

This study is a qualitative study with a descriptive approach. This study was conducted in the Indonesian Language Learning Assessment course, which is a course for the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts, Medan State University. Data collection involved interviews and questionnaires. According to Bogdan and Biklen in Sugiyono (2020) [9], the qualitative descriptive method is a method of data collection that involves words or images and does not emphasize numbers. The collected data were analyzed and described. In other words, qualitative descriptive is a data collection method that provides descriptions, explanations, and interpretations of the situation in accordance with the collected data. A questionnaire is a data collection technique conducted by providing a set of written questions or statements to respondents to answer. The research methodology applied to

evaluate the effectiveness of teaching materials for Indonesian Language Learning Assessment in listening skills, using the Powtoon application, consisted of questionnaires and interviews administered to students in the Indonesian Language and Literature Education Program at Unimed. These questionnaires and interviews aimed to capture student feedback on the teaching materials, assessed via indicators including conceptual clarity, example utilization, presentation, language application, and overall attractiveness.

3. Results And Discussion

3.1 Results

3.1.1 Material Validation

The purpose of validating teaching materials is to receive feedback and critiques from content experts on the content's appropriateness, the presentation's adequacy, and the contextual evaluation. Below are the outcomes of the expert validation process for the materials.

Table 1 Material Validation Results

Aspect	Assessment Indicators	Validation
Content Suitability	Alignment of material with learning outcomes	**91,66**
	Accuracy of material	**90**
	Support for learning material	**83,33**
	Up-to-date nature of material	**83,33**
	Average score	**87, 08%**
Presentation Suitability	Presentation techniques	**87,5**
	Presentation support	**87,5**
	Learning presentation	75
	Coherence and logical flow of thought	75
	Average score	**81, 25%**
Contextual Assessment	Contextual nature	87,5
	Contextual components	93,75
	Average score	**90,62%**
	Average percentage	**86, 11%**
Total	Criteria	**Very good**

Based on subject matter expert validation, the material received scores of 87.08% for content feasibility, 81.25% for presentation feasibility, and 90.62% for contextual feasibility. The average evaluation score from experts was 86.11%, qualifying it as "very good." This indicates that the components are suitable for use as teaching materials to assess listening skills in Indonesian language learning.

3.1.2 Language Validation

The teaching materials underwent language validation to gather feedback and critiques from subject matter experts on aspects such as clarity of language, communicativeness, dialogicity, interactivity, appropriateness for student growth, and adherence to linguistic rules. The table below presents the outcomes of this validation process.

Table 2 Language Validation Results

	Aspect	Score
Clarity	Accuracy of sentence structure	4
	Effectiveness of sentences	4
Communicative	Formal use of terminology	3
	Understanding of messages or information	3
Dialogic and Interactive	Ability to motivate students	3
Appropriateness for Student Development	Alignment with students' intellectual development	4
Alignment with Language Rules	Grammatical accuracy	3
	Spelling accuracy	4
Total Score		28
Percentage		87,5%

Based on the language validation scores, the average percentage achieved was 87.5%, rated as "very good." This indicates that the linguistic elements satisfy the criteria for Indonesian Language Learning Assessment Teaching Materials focused on listening skills.

3.1.3 Media Validation

Media expert validation was carried out to evaluate the visual presentation of the Indonesian Language Learning Assessment Teaching Materials, focusing on the Listening Skills component. Below are the findings from this validation.

Table 3 Media Validation Results

Aspect	Assessment Points	Score
Graphics		
Size	Appropriateness of size to content	3
Teaching Materials	**Total score**	75%
Teaching Material Design	Harmonious layout and clarity of function	4
	Attractive and easy-to-read fonts	4
	Does not use too many combinations of font types	3
	Illustration on the cover of the teaching material	3
	Consistency of layout	3
	Total score	85%
Design of Teaching Material Content	Placement of layout elements is consistent based on a pattern	3
	Clear separation between paragraphs	4
	Harmonious layout elements	3

Activity titles, subtitles, and numbers	3
Illustrations and image captions	3
Placement of titles, subtitles, illustrations, and image captions does not hinder understanding	4
Typography of instructional material content	3
Normal text width	3
Normal line spacing	4
Normal character spacing	4
Word hyphenation	4
Able to convey the meaning/significance of the object	3
Accurate and proportional form	4
Creative and dynamic	4
Total score	**87,5%**
Total score	**69**
Final score (%)	**86,25%**

According to the table, media expert validation yielded scores of 75% for teaching material size, 85% for teaching material design, and 87.5% for teaching material content design, all rated as "very good." The average validation score from media experts was 86.25%. This confirms that the media presentation elements are suitable for use as teaching materials to evaluate listening skills in Indonesian language learning.

3.1.4 Learning Practitioner Assessment Results

Practitioners' assessment of teaching materials involved evaluating Indonesian language learning materials focused on listening skills via the Powtoon application to gather insights for enhancing product quality. The results assessed learning components in line with the Indonesian Language Learning Evaluation course. Indonesian Language instructors gave an overall score of 88.33%, rated as "very good." The table below details the evaluation outcomes from these teachers regarding the Instructional Materials for Listening Skills in Indonesian Language Learning Evaluation.

Table 4 Practitioner Assessment of Learning

Indicator	Score
The material presented in the teaching materials is in line with the learning outcomes	4
The teaching materials used support the presentation of the material	3
The material provided is precise, transparent, and straightforward for students to comprehend.	3
The language employed effectively clarifies examples and aligns with the students' emotional maturity level.	4
Clarity of the teaching materials' objectives in relation to learning	3
Precision in selecting language for material explanations.	4
Clarity of images in explaining the material	4
Interactivity of the teaching materials	3
Presentation of material and exercises	4
Accuracy of exercises in relation to competencies	3
Balance between exercises and material	4

Level of understanding of material	4
Systematic presentation of material	3
Exactness in the design of instructional materials and their pertinence to the content.	4
Accuracy of text usage in media	3
Total score	53
Percentage result	**88,33%**

3.1.5 Field Test Stage (Disseminate)

The final phase of the development research is the dissemination stage, which aims to introduce the product to potential users for acceptance and to perform product testing. This involves distributing the materials to students. Student feedback on the Indonesian Language Learning Assessment teaching materials, specifically regarding listening skills, is evaluated based on indicators like conceptual clarity, example usage, presentation quality, language application, and overall appeal. The analysis reveals that all indicators satisfy the acceptability standards. Table 5 outlines the average student responses for each assessment aspect.

Table 5 Results of Student Response Test

Aspect	Description	Validation
Concept Clarity	Score	**11**
	Percentage	**91,6%**
	Criteria	**Very Good**
Use of Examples	Score	**7**
	Percentage	**87,5%**
	Criteria	**Very Good**
Presentation	Score	**14**
	Percentage	**87,5%**
	Criteria	**Very Good**
Use of Language	Score	**19**
	Percentage	**95%**
	Criteria	**Very Good**
Interest	Score	**10**
	Percentage	**83,33%**
	Criteria	**Very Good**
Total	**Average percentage**	**88,98%**
	Criteria	**Very Good**

Based on the scores from student feedback, the "clarity of concepts" indicator scored 91.6%, "use of examples" 87.5%, "presentation" 87.5%, "use of language" 95%, and "interestingness" 83.33%. The overall average percentage was 88.98%. These results place the student responses in the "very good" category, indicating that the Indonesian Language Learning Assessment Teaching Materials for Listening Skills are valid and appropriate for use as supplementary resources in Indonesian Language Learning Assessment courses.

3.1.6 Eligibility Status

Drawing from the findings of expert reviews, practitioner feedback, and student response evaluations, the Indonesian Language Learning Assessment Teaching Materials focused on Listening Skills are judged to be "valid" and therefore fit for use as educational resources in Indonesian Language Learning Assessment classes. Presented below are the evaluation outcomes for the created teaching materials.

Table 6 Status of Teaching Material Suitability

Validation Component	Score	Validity Status
Content Validation	86,11%	**Very Good**
Language Validation	87,5%	**Very Good**
Media Validation	86,25%	**Very Good**
Learning Practitioner Assessment	88,33%	**Very Good**
Testing	88,98%	**Very Good**
Average assessment	**87,43%**	**Very Good (Valid)**

Based on the validation scores, the average was 87.43%, rated as "very good." As a result, the developed Indonesian Language Learning Assessment Teaching Materials for Listening Skills are considered "valid" for use in Indonesian Language Learning Assessment courses.

3.2 DISCUSSION

The results of the study indicate that the development of teaching materials for the Indonesian Language Learning Assessment course in the aspect of listening skills using Powtoon successfully met the overall feasibility criteria, both in terms of content, media, and testing with end users, namely students. Each stage of validation contributed significantly to strengthening the quality of the teaching materials developed.

3.2.1 Subject Matter Expert Validation

The subject matter expert validation resulted in an average score of 86.11%, which is classified as excellent. The peak score was in the contextual evaluation aspect (93.75%), reflecting that the material aligns with learning objectives, maintains scientific accuracy, stays current, and successfully piques students' interest. This demonstrates that the content fulfills the pedagogical and scientific criteria pertinent to higher education, notably in the Indonesian Language Learning Assessment course's listening skills component.

3.2.2 Language Validation

According to the language validation results, the average score was 87.5%, rated as "very good." This demonstrates that the linguistic components meet the criteria for the Indonesian Language Learning Assessment Teaching Materials in the listening skills section.

3.2.3 Media Expert Validation

The media validation yielded an average score of 86.25%, rated as "very good." The top score was for teaching material content design at 87.5%, indicating that the materials were effectively structured in terms of file size and page count to support easy digital sharing and application. The full media expert validation results included 75% for teaching material size, 85% for teaching material design, and 87.5% for teaching material content design, all classified as "very good." The overall average from media experts was 86.25%. This validates the media presentation elements for

use as Teaching Materials for Assessing Indonesian Language Learning in the Listening Skills Aspect.

3.2.4 Learning Practitioner Assessment

A learning practitioner evaluated the teaching materials for the Indonesian Language Learning Assessment, focusing on listening skills via the Powtoon app, to gather insights for enhancing the product's quality. The evaluation included scores for learning components that match the course requirements. The Indonesian Language instructor's assessment resulted in a score of 88.33%, rated as "very good."

3.2.5 Product Testing with Students

Student feedback on the assessment indicators yielded the following scores: 91.6% for "clarity of concepts," 87.5% for "use of examples," 87.5% for "presentation," 95% for "use of language," and 83.33% for "interestingness." The overall average score was 88.98%, placing it in the "very good" category. This indicates that the Indonesian Language Learning Assessment teaching materials focused on listening skills are valid and appropriate for use as supplementary resources in Indonesian Language Learning Assessment courses.

3.2.6 Synthesis of Validation and Trial Results

A summary of the three main aspects (material validation, language validation, media validation, learning practitioner assessment, and student trials) yielded an average score of 87.43%, which falls into the excellent category. This means that the Indonesian Language Learning Assessment teaching materials for the listening skill aspect, assisted by Powtoon, have proven to be suitable and ready for use in learning. This suitability is not only based on the quality of the content and media but also on user acceptance of the teaching materials. These results reinforce that a technology-based approach in instructional material development can be an innovative solution to improve the quality of learning in the Indonesian Language Learning Assessment course in the listening skills aspect. By providing interactive, contextual, and visually appealing materials, this instructional material also supports self-directed and flexible learning that aligns with the characteristics of today's student generation.

4 Conclusion

Based on the research findings, the conclusions are as follows: Subject matter expert validation scored 86.11%, confirming its validity and suitability for educational purposes. Language validation achieved 87.5%, deemed valid and appropriate for learning. Media expert validation resulted in 86.25%, rated as valid and ready for use. The assessment by learning practitioners yielded 88.33%, classified as valid and suitable for implementation. The effectiveness test via student responses scored 88.98%, indicating a high level. Therefore, the teaching materials for Indonesian Language Learning Assessment, emphasizing listening skills with Powtoon integration, are considered appropriate for educational application.

Acknowledgments

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