Developing Islamic-values-based PowToon learning media for Muhammadiyah kindergarten teachers: COVID-19 and TEYL

Rifky Dora Wijayati [a,1,*], Khafidhoh [b,2]

[a] Southwest University, Bayi Rd, Beibei District, Chongqing, China, 400715

[b] Universitass Ahmad Dahlan, Jl. Kolektor, Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55191

[1] rifky.dora@pbi.uad.ac.id *; [2] khafidhoh@pbi.uad.ac.id

* corresponding author

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ABSTRACT

In response to the COVID-19 epidemic, this study intends to establish a digital learning media for children based on Islamic values utilizing PowToon for Muhammadiyah kindergarten teachers. Online learning has replaced traditional classroom for teaching and learning. During the COVID-19 pandemic, an online discussion with TK ABA Nitikan teachers established the significance of this research. They were concerned about propounding digital learning materials with Islamic values to students. The Islamic fundamentals, such as greetings and du'a (prayer), are crucial for the development of Islamic character in young learners. In addition, the digital learning resources were transformed into videos that could be easily accessible, shared, and used publicly to promote the da'wah practice in accordance with Muhammadiyah's guidance. This research employed a Research and Development (R&D) approach utilizing the ADDIE model known as system approach developed by Dick and Carey (2015), which entails a development process comprising five primary stages, namely analyze, design, develop, implement, and evaluate. The research findings indicate that the digital learning materials created using PowToon met the needs of TK ABA Nitikan teachers were relevant. The manufactured product provides a solution to teachers' needs by merging both general English knowledge and Islamic beliefs. Based on the review, it has been determined that the created content is of excellent quality. This material allowed teachers to teach English in an engaging manner.

1. Introduction

On January 2020, most of the world's nations began to experience an outbreak of a new and unexpected virus known as SARS-CoV-2, which causes COVID-19 (Daniel, 2020), and Indonesia was also affected (Djalante et al., 2020). During the early wave of the virus, all academic institutions were forced to shut down in all nations with only a few days' notice. (Wuttisirisiriporn et al., 2020; Yi & Jang, 2020). Throughout the school shutdown, teachers are required to conduct teaching-learning process online (Borba, 2021; Hu et al., 2021; Marchlik et al., 2021), as they are obligated to continue sharing knowledge with their students and responsible to build up cognitive abilities along with other skills using digital learning media. The change was a cold snap, and it caused challenges in the area of teaching English to young learners in Indonesia, both in public and private institutions.

Throughout the COVID-19 epidemic, a wide variety of English language learning resources were made available for free online. On the other hand, there are not many English learning materials that incorporate Islamic principles that are used in religion-based private schools such as Muhammadiyah institutions. Consequently, it is of the utmost importance to develop digital English learning media that is imbued with Islamic spirit in order to promote education during the COVID-19 period.

Several different apps for the learning in the form of digital media are available for educational use. For instance, the Kvisoft flipbook maker software enables the developer to convert files in PDF format to digital pages that can then be made into digital magazines (Asrial et al., 2022). However, the researchers require more adaptable applications for developing games and exercises, creating characters, and inserting songs. In addition, KviSoft is frequently utilized as a teaching tool in the primary and secondary levels of education (Asrial et al., 2022; Waluya et al., 2022). In the meanwhile, researchers require software programs that are appropriate for the production of digital media for children. Canva is a tool that is included in the digital media development program that is frequently used because of its many benefits, including the fact that it has a wide variety of interesting features and that it makes it simpler for teachers and students to create learning summaries (Poeppelbuss & Durst, 2019). However, researchers want an application that expressly permits media developers to put voice, tunes, and flowing text into their projects. As a result, researchers are seeking for other applications that can accommodate our need for developing media.

A digital learning tool called Powtoon offers moving pictures and audio that will improve student retention of the material(Syafitri et al., 2018) the end of learning media product is video. The animation engages all five senses, keeping students near real-world events as they learn, grabs their interest, and keeps them there for a longer time(Aryanti et al., 2022). This method creates a lively presentation because it incorporates multiple learning activities at once, including listening, watching, reflecting, acting, and participating(Syafitri et al., 2018). Because PowToon's interface is comparable to PowerPoint's and the presentation interface, which allows the slides to be moved one at a time, the teacher may utilize it with ease(Qurrotaini et al., 2020). Powtoon offers a large collection of animated characters, cartoons, objects, backdrops, photos, music, and sounds in addition to all the tools and materials required for the intended video content(Aryanti et al., 2022; Pais et al., 2017). Therefore, Powtoon is our choice for creating digital learning media (video) materials based on Islamic principles.

The significant point of conducting this research was grounded by an online discussion with TK ABA Nitikan teachers during the COVID-19 outbreak. They were concerned about providing digital learning materials for students containing Islamic values. The Islamic principles such as greetings and *du'a* (pray) are essential for young learners as fundamental values and developing Islamic character for life. Further, the digital learning media formed into videos in which easily accessed, shared and use publicly to spread the *da'wah* practice following Muhammadiyah's guidance.

1.1. Digital Media Development and EYL Islamic Values in Muhammadiyah Schools

Though the twenty-first century begins with a shift in attitudes regarding online education (Zaharah & Kirilova, 2020) and the advancement of technology, mainly information and communication technologies (ICT), it has never significantly impacted human life until the COVID-19 pandemic attack throughout the world. As education is one of the areas affected by the advancement of ICT (Pelgrum & Law, 2003) and pandemics, the digital media have become general inklings towards using network technologies. This shift occurs to keep up with teaching-learning activities, schools, and other educational institutions, most of which were forced to use remote education methods (Daniel, 2020; Hu et al., 2021; Iivari et al., 2020; Marchlik et al., 2021). Digital media often refers to the electronic materials that have undergone digital processing to be accessed by a user from a single source, typically a computer or any other device (Derewianka, 2014). However, recently, digital media is software used as a learning media for delivering lessons to students. In teaching English to Young Learners, a software containing animation motion pictures has become popular because it stimulates students' interest in learning (Xiao, 2013). PowToon is one of them; it serves the learning improvement of children's achievement (Aryanti et al., 2022) under COVID-19 attack becomes an encouraging indicator for EYL zones in both hand-in practices for teachers and practical use for students.

Muslims in Indonesia acknowledged Muhammadiyah for its educational and health-care initiatives. It was founded in Yogyakarta, Java, 8 *Dzulhijjah* 1330 M or 18th November 1912, 33 years before Indonesia gained independence on 17th August in 1945 (Fuad, 2004). To date, Muhammadiyah holds a tagline of the Islamic Movement, *da'wah*, practicing good deeds and vacating negative ones and reforms (Nashir, 2015). Muhammadiyah has more than 10,000 educational institutions, ranging from kindergartens to universities. Muhammadiyah's educational institutions can be discovered over the length of Indonesia, from Aceh to Papua., Particularly at the level of early childhood education, and more specifically in kindergartens which currently number 4623 schools, Muhammadiyah applies key Islamic principles that are embraced in daily life and have to do with two-way communication that promotes feelings of sympathy and understanding. These values include things like exchanging greetings, performing daily prayers, and items for worship. The objective is that children who attend Muhammadiyah schools will adhere to their faith and beliefs as a whole. The fundamental Islamic values implementation in line with Muhammadiyah's devotion to the movement's *da'wah* and *tajdid* mission in all parts of life and making a concrete effort to "uphold and revere Islam to create authentic Islamic society" (Nashir, 2015).

During the pandemic, where learning from home is mandatory, it is nearly impossible for teachers and students to learn at school. In regular days, teachers deliver lessons using printed materials, and students learn face-to-face and engage directly, but the pandemic hampers this. Even though the material containing exceptional learning with Islamic values has generally been printed, it must inevitably be translated into digital material, such as PowToon that is later easily accessed from home to optimize the learning process. Nevertheless, during a severe crisis, textbooks are not the preferred learning material. However, coronavirus disease (COVID-19) has infected the whole planet, and the attack has been labeled a worldwide pandemic as of March 2020 (Djalante et al., 2020). Therefore, PowToon was the best choice for maximizing education in adverse circumstances (Hu et al., 2021) particularly in Muhammadiyah schools.

The ways in which Islamic principles are incorporated using PowToon digital learning media (video) development, such as through the use of Muslim-dressed characters to illustrate the virtues of Islam through emulation. Then, introduce the topic by having the kids listen to and repeat opening prayers. With the advent of modern forms of PowToon, Islamic values can be integrated in a way that is both positive and engaging. Further, the teaching of Islamic values to children in Muhammadiyah schools cannot be isolated from regular subject matter learning. The way students learn English through direct experience and relate it to the principles of Islamic values that they understand reflects the integration of the two in the learning process. Saying "*Assalamu'alaikum*", followed by "Good morning", is a customary greeting at the start of learning. Then, by mentioning objects for worship, such as white prayer beads (the word "white" describing "identifying colors" and "prayer beads" illustrating "the worship object or *tasbih*"). Other example, such as "a black rimless cap" (the word "black" describing the color and "rimless cap" known as *kopiah* is the worship object for male.

Moreover, Muhammadiyah schools has not only focuses on Islamic values subject matter, but also put ordinary subject matter in the teaching learning process to support students' learning. PowToon, an educational application provides the integration of them. Several studies have described about the beginning and ending the learning process with consistent ancient values and Islamic principles amalgamation (Puad et al., 2022), including electronic media use with Islamic values to boost students' motivation and critical thinking(Praptiwi et al., 2021), further the use of seamless mobile learning that allows teachers and students to leverage technology in their learning systems between Islamic values and science then turn students into actual scientists who can search, collect, compare, and evaluate data to solve problems using values, knowledge, and attitudes (Fahyuni et al., 2020) were published. Therefore, according to the most recent research in the field, including digital media into TEYL lessons centered on Islamic values paves the way for its expansion and further study.

Furthermore, to accommodate the need for Muhammadiyah schools to integrate conventional subject matter with Islamic values, the researchers have adopted Powtoon, a digital media platform that can aid students' learning. With the use of Powtoon to create digital learning media (video), students will have more opportunities to see and construct concepts that are mutually linked between Islamic beliefs and common subject matter in learning activities.

2. Method

This study focused on developing digital learning media (video) for children based on Islamic principles utilizing PowToon to increase student participation. Eight teachers of TK ABA Nitikan were involved as participants. The data was acquired through group interviews and individuals' reflections. Participants were interviewed using a semi-structured format to explore about their exposure to and use of English at school, as well as their hopes for the language's future media formats. Further participants were specifically requested to describe the interaction during the teaching learning English under COVID-19 condition, as well as their involvement as kindergarten teachers. Interviews was conducted online through Zoom cloud meetings. All of the interviews were conducted in the participants' native language (Indonesian and Javanese) and recorded. The interview design in this research was developed based on the general interview guide approach. The design enabled the researchers to conduct the interview in a flexible way but the topics to discuss was decided before. It's quite challenging since the researchers needed to make sure that they can handle the consistency of the interview in such friendly atmosphere (Gall et al., 2014). There were several questions to discuss during the interview. It covered the four core questions as follow;

Table 1. List of Interview Questions

No.	Questions	Aims
1.	To what extent has English been integrated into daily learning at school?	To explore the position of English learning at school.
2.	Which types of media are the most useful for promoting English to students?	To investigate which learning media are utilized to teach English
3.	How do you integrate English materials with Islamic values?	To find out on how the schools integrate English materials with Islamic values
4.	Could you please explain how the teaching learning process is structured during the COVID-19?	To obtain data on how the teaching and learning process happen during COVID-19 attack.
5.	What are the challenges did you have when you were online teaching English during the COVID-19 outbreak?	To find out the challenges that teachers' face during COVID-19 attack.
6.	Which types of media are the most useful for promoting English to students during the COVID-19 outbreak?	To find out which learning media are utilized to teach English during the COVID-19 outbreak.

The gathered data were transcribed, then analyzed thematically into a set of classification categories. A system approach model called ADDIE (Dick et al., 2014, 2015), which includes Analysis, Design, Development, Implementation, and Evaluation, is utilized to design the material. This model is used to generate instructional materials (Rogers, 2022) requires should be precise and practical as part of R&D (Gall et al., 2014; Gall et al., 2003). Seven phases in the R&D process complemented the ADDIE model. They are research and information gathering, planning, designing the preliminary form of products, preliminary field testing, revision of the primary outcome, preliminary field testing, and revision of the operational product. The following figure illustrates the operating procedures of the ADDIE model and R&D phases used as the research methods.
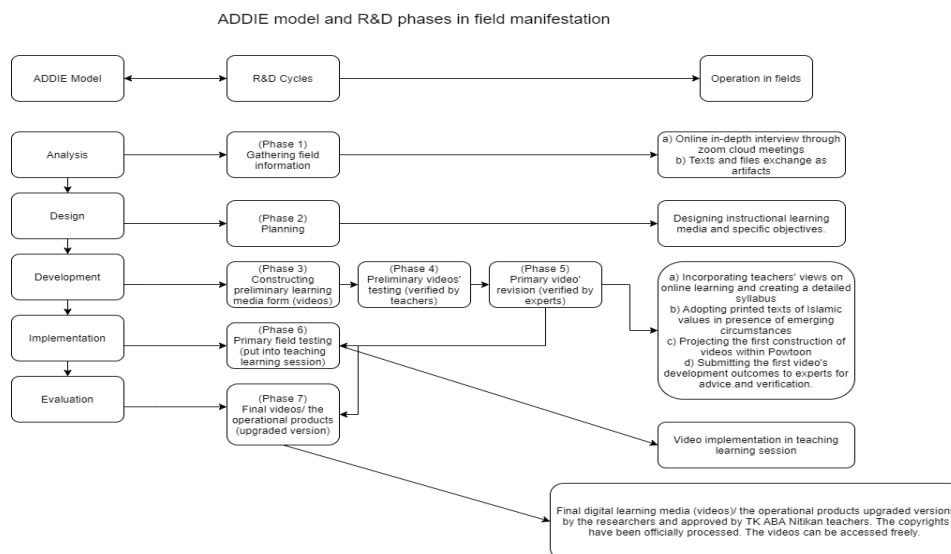
Fig. 1. ADDIE model and R&D in field manifestation

In analysis phase (gathering field information) the focus was on the needs of the participants. In addition, the program fits the participant's ability and intellect level at this point. In order to avoid duplicating what they already know, the emphasis will be on topics and lessons that participants have yet to investigate and understand. Based on the in-depth interview, the researchers differentiated between what the participants already know and what they should know after completing the course. Furthermore, the design phase (planning), establishing all objectives, performance measurement instruments, testing, subject matter analysis, planning, and resources were performed. During the design phase, learning objectives, content, subject matter analysis, exercise, lesson preparation, assessment instruments, and media selection were prioritized. Next on, the development phase (drafting, production, and evaluation) commences the production and testing of the project's methodology. In this stage, we used the information gathered in the two preceding stages to construct a program using PowToon that will convey to participants what needs to be taught. If the two preceding stages involved planning and brainstorming, the development stage is all about putting those plans into action including verification from the experts. Further, the implementation phase involves tweaking the program to ensure optimal efficiency and success. Instructional design reworks, updates, and edits courses to ensure successful delivery. Moreover, there was no project should run without instructional design evaluation. Since instructional design and participants provide feedback at this level, much can be learnt and addressed. Last phase was evaluation phase, involves testing the what, how, why, and when of the project's accomplishments (or failures). The evaluation phase established whether the project's goals had been attained and what was required to increase its effectiveness and success rate using a video evaluation rubric (Neumann & Herodotou, 2020) that covers three core categories, such as video quality, audio quality and content quality.

3. Findings and Discussion

Instead of utilizing the range of media features that increase the teaching and learning experience, teachers will frequently fall back on a technology-enhanced teaching-learning technique when forced to employ new technologies in the classroom. However, during the pandemic emergency, the mixed-modes concept, which integrates technology and classroom instruction, becomes of great assistance. Consequently, teachers are required to rethink and redesign their courses to accommodate technology-enhanced learning. They must also prepare the necessary materials, despite having no prior experience with instructional design theory or practices and having only recently mastered the skills required to use the delivery medium. This research focuses on utilizing the ADDIE model by entangling PowToon software shaped in research and development field manifestation.

3.1   Step one: Virtual field analysis

To obtain detailed accounts, collecting information directly from eight teachers of TK ABA Nitikan who faced ups and downs during the COVID-19 pandemic was essential. In a single week, three virtual meetings were conducted through Zoom cloud meetings and conversations through WhatsApp while recording and classifying all accounts.

Table 2. Data gathering extraction

Meeting	Interview Questions	Results
Meeting one **Theme: Practical aspects of English recognition**	Describe the various forms of educational media frequently utilized for English recognition. To what extent has English been integrated into daily learning at school? Which types of media are the most useful for promoting English to students?	We utilized free and paid online platforms such as Zoom cloud meetings, Video Calls, WhatsApp, and Learning Videos from YouTube. Printed materials are still employed in the online learning process via displaying pictures, but the effectiveness of these methods is not on par with that of in-person classes. English was integrated into the small number of activities such as greetings and saying goodbyes, singing a song (incomplete version) because of limited time and students' brief attention span during the COVID-19 pandemic. Video and songs have worked decently as helpful to learning English but lack Islamic messages and values.
Meeting two **Theme: English teaching and learning activities during the COVID-19 pandemic**	During the COVID-19, please describe how the learning process works?	The one-to-one online learning and discussion with students and sometimes accompanied by parents. One-hour online meeting was held. We greet the students, position them to be pleasant, and prepare them to participate in the session throughout the first 20 minutes. The following 20 minutes are spent delivering information to students in accordance with the lesson plan, and the final 20 minutes are spent reviewing students' work and providing a quick evaluation. The activities employed the most minor English use because of the scarcity of learning video that supports the teaching learning process.
Meeting three **Theme: Islamic values in English learning**	How did the Islamic values and character building deliver to the students?	Daily life Islamic values that will be inserted must be encouraged two-way communication and empathy. These include greetings, prayers, and worship objects and character development are incorporated when teaching and learning activities occur. Cognitive activities are associated with habituation and also the delivery of moral messages on the sides of learning, but the evaluation of the implementation and the impact of teaching Islamic values and habituation are not visible and cannot be easily examined. Therefore, it is essential to have videos that combine English with Islamic views.
WhatsApp chats **Theme: Challenges of teaching English online to young learners during COVID-19 pandemic.**	Share to us about the challenges encountered while teaching English online during the COVID-19 outbreak, as opposed to in the classroom.	The barriers we encountered were: 1) lack of confidence in teaching English during face-to-face and online teaching and learning activities. Even when learning online, the time shortage to deliver content because there were so few English-language videos expressing Islamic values on the internet. 2) We have a dearth of vocabulary mastery. When we were in junior high school and high school, our entire TK ABA Nitikan teachers learned English, but not all of us studied English. 3) Pronunciation of English words that are not yet proper and following applicable rules becomes an additional challenge we must overcome. 4) Additionally, we do not have an English music library available in video forms, accordingly, we crave for digital learning media containing both English materials integrated with Islamic values.

On the basis of in-depth interview retraction that is structurally carried out in a particular time, the results that were gathered are presented in the form of obstacles that instructors confront when learning English online as well as the demands of teachers in the state of learning material that is based on digital learning media to support online learning.

3.2 Step two: Designing instructional blueprint of digital learning media

Design requires connecting theoretical frameworks and actual-world scenarios (Dick et al., 2015). The design should enable the learners to acquire new knowledge and skills without the any assistance. Thus, a sequence of planning processes with the goal of ensuring that particular instructional goals are met through the design of digital learning material. The following phases have to be accomplished in step two:

     a)   Arranging instructional media and objectives in order
     b)   Planning the time schedule
     c)   Learning on how to utilize PowToon autodidact
     d)   Creating videos practice regularly

After determining the instructional media that will be utilized to provide students with the opportunity to acquire new knowledge and skills, the instructional media and objectives were arranged in the appropriate sequence. There are many different instructional media that may be found for free on the internet. These media have been researched, put into practice, and evaluated in a variety of scientific studies. There are three different applications to choose from, each of which is popular, appealing, user-friendly, and affordable. Canva (Melinia & Nugroho, 2022; Nurhidayat, 2021; Switrayni et al., 2022), Kinemaster, and PowToon (Anggita, 2021; Aryanti et al., 2022; Syafitri et al., 2018) are the names of the three apps. It was narrowed down to field analysis, the findings of in-depth interviews with teachers, and taking into account the context, which was teaching English to young learners. This was done using the three applications that were submitted. As a result, it was consented that PowToon would be the application of choice that bridges of digital learning media as a means of addressing the needs of kindergarten instructors in the classroom when it comes to teaching English. PowToon was created by Ilya Spitalnik and Daniel Zaturansky in 2012 (Chandler, 2015). PowToon, allows users to produce free animated films. Create animated or video-embedded slideshows.
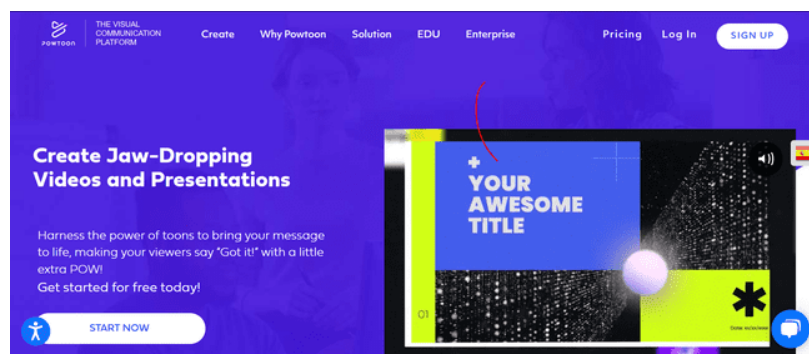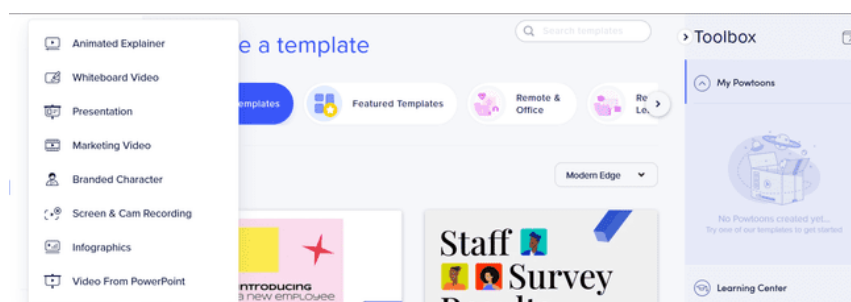

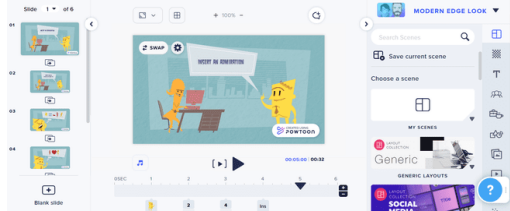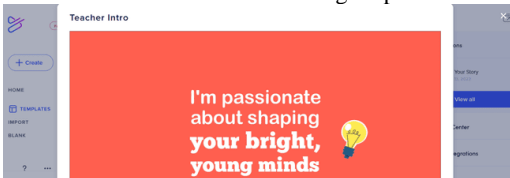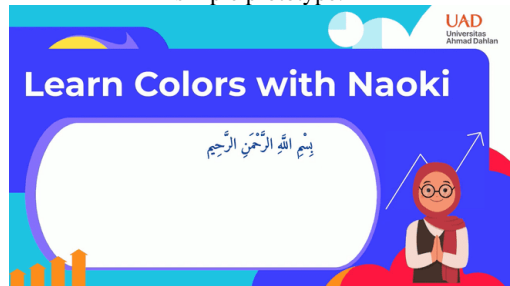**Fig. 2.** The interface of PowToon website.

Fig. 3. The interface of PowToon initial page.

In order to utilize PowToon, we purchased the program, read a book titled Power Up Your PowToon studio project together (Graham, 2015), and viewed the example videos. We cover the activities in the following schedule:

Table 3. The PowToon learning schedule

Time	Activities	Results
Week One (1 day activity)	Getting started to recognize studio screen, timeline, navigation panel, working area and editing board.	Comprehend the interface appearance and how to utilize each button including all panels
Week One (2 days activity)	Getting to know on constructing story board and start prototyping	Developing a blueprint of story board and create a simple prototype.
Week One (2 days activity)	Creating and embedding learning supports (characters, videos, pictures, music, voice, learning materials) into PowToon	Combining all the learning supports to one video sample.

Within five days, a sample video was produced as a preliminary activity before to the development phase. By engaging in frequent practice, later, students will be able to acquire new knowledge and skills without assistance, particularly when learning English.

3.3 Step three: Development

In the development phase or the method of developing and manufacturing instructional materials (Campbell, 2014), we employ several steps as follow:

a) Syllabus modifications by assembling English based Islamic values materials
b) Constructing story board for PowToon
c) Video creation and development process using PowToon
d) Obtaining feedback from experts.

Typically, the syllabus materials cover weekly learning topics and offer students with a plan or trail indicating when and how course content will be presented. The course outline also establishes workload expectations for students by listing assessment items and due dates. Due to the interruption caused by the circumstances – COVID-19 attack, the course outline needs to be modified to ensure that the course outcomes are completed in the remaining time. The following table showed the syllabus modification prior to teachers' interview results in Table 1.

Table 4. The syllabus modification result

Present themes in syllabus	Modified version
Colors **Competency Indicators (CI)** 1. **Students are able to recognize various colors and their pronunciation.** 2. **Students are able to distinguish various colors.** 3. **Students are able to identify colors on objects in the surrounding environment.**	Learn colors with Naoki Competency Indicators (CI) 1. Students are able to recognize various colors (10 colors) and pronounce them correctly. 2. Students are able to distinguish various colors based on the exercise given. 3. Students are able to identify colors on objects in their closest environment.
Numbers **Competency Indicators (CI)** 1. **Students are able to pronounce numbers 1 to 10 correctly.** 2. **Students are able to count from 1 to 10 in the correct order.** 3. **Students are able to distinguish between numbers 1 to 10 properly and correctly.**	Learn numbers with Naoki Competency Indicators (CI) 1. Students are able to acknowledge numbers and pronounce numbers 1 to 10 correctly. 2. Students are able to distinguish between numbers 1 to 10 properly and correctly based on the exercise given. 3. Students are able to count from 1 to 10 in the correct order.
Alphabets **Competency Indicators (CI)** 1. **Students are able to identify the shapes of the alphabet correctly** 2. **Students are able to spell the alphabet with correct pronunciation** 3. **Students are able to distinguish the various alphabets correctly**	Learn alphabets with Niki Competency Indicators (CI) 1. Students are able to identify the sounds and shapes of the alphabets. 2. Students are able to spell the alphabet with correct pronunciation using given objects. 3. Students are able to distinguish the various alphabets correctly.
Greetings **Competency Indicators (CI)** 1. **Students are able to articulate greeting expressions correctly** 2. **Students are able to utilize greeting expressions contextually** 3. **Students are able to give response of greeting expressions correctly**	Greetings with Niki Competency Indicators (CI) 1. Students are required to reiterate greeting expressions in Islamic ways and formal ways based on the video given so that they will be able to articulate the expressions correctly. 2. Students are able to recite prayers, before and after the teaching learning process. 3. Students are able to perform greeting expressions given with teachers and peers in order to implement the expressions contextually. 4. Students are able to give the accurate response of greeting expressions.

After modifying the curriculum, the next step necessary was to create storyboards for the materials. A storyboard is an efficient and uncomplicated tool for constructing narratives that helps us imagine compelling content. We also incorporated teachers' perspectives on online learning and the adoption of printed texts of Islamic principles in the presence of emerging conditions, followed by the projection of the first PowToon video creation. The following table displaying storyboards examples that have been developed meticulously.

Table 5. The storyboards examples

Themes	Storyboards
Numbers	SKENARIO VIDEO PEMBELAJARAN
Colors	SKENARIO VIDEO PEMBELAJARAN

Materi : Number

Durasi : 4 Menit 20 Detik

TAHAP KEGIATAN		VISUAL	AUDIO	NARASI	DURASI (detik)
INTRO		Judul Video dann Nama Tim (foto dan animasi)	audio dari powtoon		5
PENDAHULUAN	Salam pembuka	Background animasi	Suara guru	Assalamu'alaikum Warahmatullahi Wabarakatuh.. Good morning students.. How's your day? I hope all of you are fine!	15
	Berdoa	Background animasi	Suara guru	Before we start the lesson, let's say Basmallah together.. Bismillahirrohmanirrohim	9
	Brainstorming	Background animasi	Suara guru	Anyway, siapa yang tahu berapa jumlah balon dilayar?	15
	Mengaitkan materi	Background animasi	Suara guru	Great! Lalu bagaimana penyebutan angka dalam bahasa Inggris?	15
KEGIATAN INTI	Penyampaian materi pembelajaran	Background animasi	Suara guru	Yups, today we will learn about Number!	6
	Pelibatan siswa dalam pembelajaran	Video	Suara Video	Let's sing together!	60

Materi : Colors

Durasi : 5 Menit

TAHAP KEGIATAN		VISUAL	AUDIO	NARASI	DURASI (detik)
INTRO		Judul Video dan Nama Guru			10
PENDAHULUAN	Salam pembuka	Background animasi	Suara guru	Assalamu'alaikum Warahmatullahi Wabarakatuh.. Good morning students.. How do you do? Wish you are in great condition!	15
	Berdoa	Background animasi	Suara guru	Before we start the lesson, let's say Basmallah together.. Bismillahirrohmanirrohim	10
	Brainstorming	Background animasi	Suara guru	Anyway, siapa yang tahu warna apa ini? ...... Yang ini	15
	Mengaitkan materi dengan pengalaman siswa	Background animasi	Suara guru	Amazing! Siapa yang tahu bahasa inggrisnya Merah? Yes, Red.. ayo ulangi.. Red..	15
KEGIATAN INTI	Penyampaian materi pembelajaran	Background animasi	Suara guru	Yups, today we will learn about Color!	10

We visualized the textual contents into four videos using PowToon based on the storyboards. After the completion of the videos, the following activity in this development step was to send the first video's development outcomes to experts for advice and verification. To prevent prejudice, the specialists were chosen based on their educational background and field experience. We produced a set of evaluation forms that included criteria for cognitive load, student engagement, and active learning (Brame, 2016). The feedback result showed as follow;

Table 6. Feedback from experts

Criteria	Recommendation	Rationale	Examples
Cognitive load	Use compelling alphabets	Can attract young learners to learn English	Choose the alphabets from clouds and put them in PowToon
Student engagement	Use a character	Draw the interest of young learners, they have a new friend in learning English	Create a character, as you are focusing on learning English involving Islamic principles, you may draw the character using online applications
Active learning	Give a direct compliment	May increase students' motivation to watch the video for many times.	Record compliment voices, such as "good job", applause and etc. incorporate them in the videos.

The cognitive load says memory contains several parts. Sensory memory accumulates environmental data. Sensory memory data can be temporarily retained and processed in working memory. This processing is needed for encoding into long-term memory. Because working memory

is limited, learners must be selective about what sensory memory information to pay attention to during the learning process. This has crucial implications for designing instructional materials. Following the feedback from the experts, suggestion to change the fonts of alphabets was deemed vital in order to provide a positive first impression on learners. Moreover, student engagement fetched the subtle concept, students cannot learn from videos if they do not watch them. Therefore, the first and most essential rule for optimizing student attention to educational videos is to grow their interest by providing a character as a virtual friend. Regarding to the active learning in the classroom offers demonstrable advantages over passive interactions with course material through lecture, and demonstrating features that stimulate cognitive engagement during video viewing can boost student learning from this medium. Therefore, giving direct compliment has to be appeared in the video. Prior to using the videos in the field or throughout the teaching and learning process, we modified them in light of the input from the experts.

3.4　Step four: Implementation

Step four, implementation focused on the procedure for implementing the digital learning media (videos) in a practical setting or classroom setting. In specific, the utilization of digital learning media in the classroom implemented. Moreover, the implementation phase's goal is to prepare the learning environment and engage the students. At this point, the teachers as the participants of this study, were prepared to the actual learning environment where the students may begin to create the new information and abilities required to close the performance gap after the implementation phase is completed. The participants have to follow a series of quick training sessions using digital learning media in order to function the videos in the online classroom setting. As this phase represented the end of development activities, the voices of the participants had to be recorded in order to proceed to the final step, evaluation which also dealt with video quality, audio quality and content quality.

> *In class, I show Naoki's video on learning numbers. When we first started learning to count, I played the video. The students, who were learning remotely via zoom, were quite excited, so I asked them to sing along with the song featured in the video. At least they're motivated to study English; to kept from being discouraged, they also praying in accordance with Islamic beliefs, which were also shown in the film* (the voice of participant A).

> *When I am presenting the information to my students in the classrooms that I am in charge of, I play learning videos. I continued to begin the lesson by presenting large photographs from the book, and then I proceeded to incorporate the information that was shown in the video. As a direct consequence of this, the pupils' response times to questions in English pertaining to numbers were highly impressive* (the voice of participant B).

> *I use the four videos with Naoki and Niki as a way to learn English in class. It looks interesting, the song is easy to understand, and so are the questions. Even though I don't study English, I can also understand and answer the questions in the video. The good news is that there is Islamic content. You can pray before and after each lesson. So that both general and religious lessons can be studied at the same time in the same video* (the voice of participant C).

> *I used two videos about how to say hello and how to recognize the alphabet. When my students come into the virtual zoom room, they always greet me because of the video. they start practicing right away at the next meeting. While I played the video alphabet over and over again just to teach them the basics, they first learned the shape of the letters and then wrote them down in the way that worked best for them. Not concentrating on reading, but the catchy and unique shapes of the letters make them easy to remember* (the voice from participant D).

> *I used two instructional movies to enable students to learn about colors and numbers. Both are quite fascinating, the English is clear, and the speed is adequate. I play the video during the learning activities, pause it if necessary, and then resume. Greetings and prayers have really fascinating stuff* (the voice from participant E).

It appears that the learning video has a direct influence based on the outcomes of the experience as stated by the teacher. It is simple for both teachers and students to teach and learn English while upholding Islamic principles. Therefore, it can be extrapolated from the outcomes of incorporating videos into teaching and learning activities that these videos make it easier to learn English while preserving Islamic values.

3.5 Step five: Evaluation

The evaluation of the entire process is the last stage of this modified ADDIE model. Any new instructional technology that is implemented must first undergo a comprehensive examination in order to determine how it will affect student learning. The evaluation stage involves numerous equally important steps. At this point, the project is being meticulously tested to determine the what, how, why, and when of the tasks that were completed (or not) during the entire project. In this study, the integration of Islamic values while teaching English became the core point whether the objectives have been reached or need to be improved. The responses regarding to the digital learning media (videos) from participants were shown as follow.
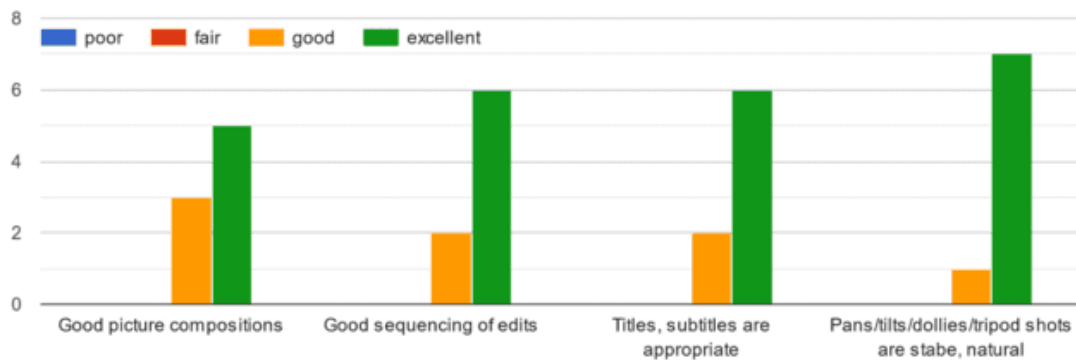

Fig. 4. Video quality comments

There are 4 indicators of digital learning media (videos) content quality that are shown. The first aspect of good picture compositions is how the picture's visual elements are arranged within the frame and obviously give video samples of Islamic values that incorporated with English materials. Over ninety-one percent of respondents rated the visual components or photographs of both Islamic values and English materials used in the composition as great, whereas just nine percent rated the first criterion as good. Secondly, a well-edited sequence is just a succession of pictures that flow into one another to indicate the progression of an action. Ninety-four percent of respondents felt the videos ran smoothly, and six percent had positive reactions to the sequences. Following that, participants rated whether or not the titles and subtitles were suitable. The study found that 94% of the provided titles and subtitles were completely accurate, with another 6% scoring adequately. Animation videos meet the final criteria of high-quality video content relating to the steadiness of pans, tilts, dollies, and shoots. A whopping 97% of respondents rated the results of the Muslim animated characters' motion as fantastic, while only 3% rated them as good. The cumulative rating of participants' feedback on the video's quality was high, making it suitable for usage in a classroom setting of teaching English to young learners integrated with Islamic values.
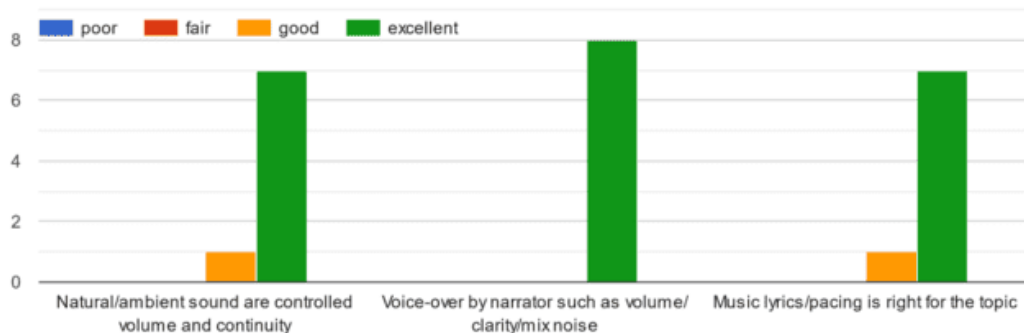

Fig. 5. Audio quality comments

High-quality audio is essential in digital learning media (videos) because it engages audiences: it helps convey information, boosts production value, elicits emotional responses, emphasizes what's on screen, and is utilized to signal mood. When used effectively, language, sound effects, music, and even silence can significantly enhance a video. The audio produced with PowToon combines the audio from English songs with the audio from live voice recordings. The two audio formats are combined in order to incorporate English content with Islamic principles. The participants' response regarding audio quality were categorized into three groups. The initial concern was audio or sound steadiness. Ninety-seven percent of participants felt that the audio was ambient, regulated, easy to listen to, and stable, while only three percent agreed with the first category. The participants also deemed the volume of the narrator's voice-over to be outstanding. Lastly, 97 percent of participants indicated that each video's music, lyrics, and tempo were appropriate. The majority of the replies from the participants assessing the audio quality were above the mean. The audio was excellent in encouraging students to study English incorporated with Islamic values.
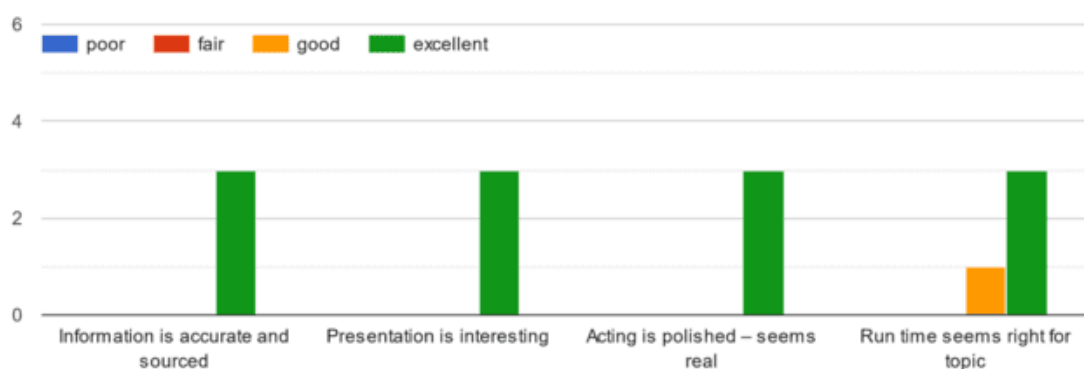
CONTENT/SUBSTANCE OF INFORMATION

Fig. 6. Content of information

Although these digital learning media (videos) were carefully created and constructed based on extensive need analysis, they must still be evaluated by participants to ensure that they have addressed the demand. The final comments from participants concerned the content of Islamic values merged with English materials in the videos. As a result, four indicators were offered to evaluate the video substances. The first indicator focused on whether or not the information was accurate and reliable. The second indicator is the presentation of the movies, which determines if they are engaging or not. Third, because the movies are intended for young learners, the animations have been improved to reflect the real world. In terms of all three factors, all participants replied fully outstanding, indicating that the contents matched their needs. Furthermore, one final clue about the time allocation of the videos. Participants rated the time allocation as great in 97% of cases and good in 3% of cases. In conclusion, the videos' content and substance matched the participants' expectations and are useful for teaching English containing Islamic values for online learning.

4. Conclusion

In light of the recent COVID-19 outbreak, the present study focused on developing digital learning media (videos) for children based on Islamic values utilizing PowToon for TK ABA Nitikan teachers. The study found that a systemic approach known as ADDIE was used to carefully design digital learning media with Islamic principles embodied in videos, meeting the needs of kindergarten instructors in online instruction. For more than 30 years, instructional designers have used the ADDIE approach. The model's innate flexibility is one of the main reasons for its durability. ADDIE can be adjusted to suit almost any instructional requirement or goal. The ADDIE paradigm for instructional design is particularly well-suited to handle the design problems that lie ahead given the constantly shifting circumstances of a severe condition including the COVID-19 attack, in particular for kindergarten teachers.

Five phases incorporated in ADDIE namely, analysis, design, development, implementation and evaluation. The need analysis conveyed the participants and context demands (Dick et al., 2014,

2015), followed by design which uncover the connection between theoretical frameworks and actual-world scenarios using PowToon application. Moreover, the development step, incorporating the result of syllabus modifications, the storyboards and experts' feedback towards the digital learning media that have developed. The implementation revealed utilization of digital learning media in virtual classroom setting and the voices of the participants. Last, the evaluation established whether the objectives have been reached and what needs to be done going forward to increase the project's effectiveness and success rate. Using the ADDIE approach to create digital learning media for kindergarten teachers allows and encourages the participation of all teachers in actual teaching and learning sessions, and yields direct student effect. By allowing teachers and students to voice their ideas and concerns, their chances of supporting and utilizing videos will increase. Referring to the overall evaluation of the generated material, there was one significant deficiency in the process of creating the digital learning media (videos). Due to time constraints, it does not cover all Islamic curriculum topics for Muhammadiyah kindergarten. In light of this, it might be worthwhile to recommend that additional research be conducted in this area.

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