



Meaningful Islamic Education Through Powtoon Learning Medium: Enhancing Student Engagement and Learning Outcomes

¹Rosendah Dwi Maulaya, ²Sitti Fadhillah Yasmin, ³Siti Anne Barkah Nur Fauziah
⁴Nurul Salis Alamin, ⁵Ahmad Saifulloh, ⁶Assyifa Qori Lhegina

^{1,5}Magister Pendidikan Islam, Program Pascasarjana, Universitas Darussalam Gontor, Indonesia; ^{2,4}Pendidikan Agama Islam, Fakultas Tarbiyah, Universitas Darussalam Gontor, Indonesia; ³Faculty of Education, Mersin Üniversitesi, Turkey; ⁶Magister Pendidikan Agama Islam, Fakultas Tarbiyah, UIN Sunan Kalijaga, Indonesia.

e-mail: rosendahdwimaulaya@gmail.com

Abstract

Meaningful Islamic Education learning in elementary schools remains challenging because limited instructional time and conventional teaching methods often fail to actively engage students and improve their learning outcomes. This study aimed to examine the effectiveness of Powtoon learning media in enhancing student engagement and learning outcomes in Islamic Education at the elementary school level. For students' engagemen using an observation sheet consisting of five indicators: participation in problem-solving, asking questions, seeking information, participating in group discussions, and completing learning tasks. Then, learning outcomes were measured through a ten-item achievement test developed according to Bloom's revised taxonomy, covering the cognitive levels of understanding (C2), applying (C3), analyzing (C4), and evaluating (C5). The study employed a classroom action research design based on the Kurt Lewin model, consisting of two action cycles: planning, action, observation, and reflection. The participants were 17 fifth-grade students of SDN Ngrayudan 1, Ngawi Regency, East Java. Penelitian ini dilakukan pada bulan November 2024. Data were collected through classroom observations, documentation, and achievement tests, and analyzed descriptively by comparing student engagement and learning outcomes across the two cycles. The findings revealed substantial improvements following the implementation of Powtoon learning media. Student engagement increased from 66% in the first cycle to 88% in the second cycle, while the average learning outcome improved from 68.24 with 53% learning completeness to 85.88 with 88% learning completeness. These findings indicate that Powtoon effectively promotes active participation and enhances students' understanding of Islamic Education through engaging visual and audio-based learning experiences. However, the study was limited by its small sample size, single-school setting, and classroom action research design, which may restrict the generalizability of the findings. Future research is recommended to involve larger and more diverse samples, apply experimental research designs, and investigate the long-term effects of Powtoon on students' academic achievement, character development, and the internalization of Islamic values.

Keywords: Islamic Education, Learning Media, Learning Outcomes, Powtoon Video, Student Engagement



Introduction

Islamic Education learning in elementary school aims to educate, guide, and direct students to become Islamic individuals (Saepudin et al., 2023). PAI learning needs to be designed with a meaningful approach to leave a deep impression (Arifin et al., 2025) and help internalize Islamic values in students (Gadai et al., 2022; Smagulov et al., 2023). In addition, this approach can improve students' knowledge and understanding (Hussien et al., 2021). The meaningful learning approach in elementary schools is very important considering that the duration of Islamic education learning is more limited than Islamic education in madrassas or Islamic boarding schools (Mulyana et al., 2023).

Meaningful learning is more found in learning that involves the active participation of students (Patiño et al., 2023; Torralba & Doo, 2020). That is, the condition when students independently discover and build their knowledge (inquiry learning), then it can be ensured that students have been actively involved in learning (Ješková & Lukáč, 2022). In inquiry learning, teachers continue to interact and provide guidance to students so that students are not left alone to build the concept of knowledge in themselves (Torralba & Doo, 2020). Learning that involves active participation will increase students' interest and interest in learning (Lugosi & Uribe, 2022). Thus, student learning outcomes will be an indicator of students' understanding and knowledge (Du et al., 2020; Jesionkowska et al., 2020) (Dewsbury et al., 2022).

Efforts to make PAI learning meaningful still seem to be a challenge for most PAI teachers in elementary school (Aziz & Zakir, 2022). This is indicated by indicators, namely the degradation of students' morals and the low value of students' understanding (Taufik, 2020). The development of the times and the lifestyle of students is one of the many factors that affect moral degradation. Student involvement in learning is currently reduced, as the focus shifts to the digital world. The focus on paying attention to learning is declining.

Based on observations and interviews with teachers met at SDN Ngrayudan 1 (1 August 2024), this school is still experiencing challenges in Islamic education learning. Islamic education teachers at SDN Ngrayudan 1 complained about the limited learning hours that made it difficult to instill Islamic values and understand the knowledge of Islamic education material in students. This difficulty is also influenced by the character of SDN Ngrayudan 1 students who are active users of social media. The various views of content on social media affect their characters, which are mostly incompatible with

Islamic values.

Through information from the Teacher of SDN Ngrayudan 1, it is very difficult to distract students from liking the Islamic education material. This is because the Islamic education material at SDN Ngrayudan 1 is delivered by direct discussion between teachers and students in the classroom. With a large group of Islamic education teachers, the Islamic education material was conveyed in the Islamic education context. Discuss Islamic education material in books in the curriculum and associated with hot phenomena.

This approach to large group discussions by discussing contextual material has not succeeded in attracting participation as described in the study (Mahfudz & Sukarno, 2023). Low student participation in learning is an indicator of learning that has not been able to make a deep impression on students (Jesionkowska et al., 2020). Thus, the meaningful learning sought has not been successful (Patiño et al., 2023).

From the low student participation, the value of knowledge and understanding of SDN Ngrayudan 1 students related to PAI material has also not been maximized. The average student score is in the middle to lower range. The disinterest in PAI learning needs to be changed. Understanding the character of SDN Ngrayudan 1 students who are very easily distracted by social media content, PAI learning is sought to be displayed in visual form so that it can degrade social media content that affects a lot of students' character.

Teachers must be skilled and professional in presenting PAI materials (Alhashmi, 2021; Memon et al., 2024). In particular, projecting technology in student learning (Zulkifli et al., 2022). Projection in the form of learning media is an effort to attract students' attention (Ansyah, 2022; Luthfana et al., 2024). Digital technology-based learning media is able to provide maximum attention function for students with the visuals and auditory they offer (Hayati et al., 2023; Susanti & Maulaya, 2023). Student learning outcomes depend on the learning approach used. If the learning approach is in accordance with the student's character, close to the student's world, it can be a meaningful learning for students so that the learning can improve student learning outcomes.

For example, in the modern era, digital technology, such as Powtoon learning media, is an interesting option for learning (Marini et al., 2023). Powtoon media is in the form of videos in which they make animated images that can attract students' attention

(Bakri et al., 2021). Meanwhile, teachers can provide learning through animated videos made from Powtoon media. Powtoon media is equipped with the use of narrative and background music so that learning can be fun for students (Sunaryo et al., 2021). Through educational video animation content, Islamic values can be internalized in students.

The use of powtoons in learning can be explained through the cognitive theory of multimedia learning (Knopp et al., 2024). This theory states that students can learn better and more deeply through a combination of words (narrative/text) and images (visual/animation) rather than just words, because the brain processes visual and auditory information through two separate channels simultaneously. In the context of PAI, the dual-coding presented through Powtoon animation helps to concretize abstract, metaphysical, or theoretical religious concepts (such as faith, the history of Islamic struggle, and the visualization of worship procedures) into more digestible mental representations.

In several studies, Powtoon media has succeeded in improving student learning outcomes, especially in science lessons (Marini et al., 2023; Pratiwi et al., 2021; Toharudin & Kurniawan, 2023). Another study revealed that Powtoon can effectively increase student motivation (Basri, 2021). As for the Islamic education learning research, the use of educational media in Powtoon-based videos has a big impact and is very successful in instilling moral character in children. As a result, educators can maximize the use of Powtoon-based learning media during the learning process, especially in moral learning (Maghfiroh et al., 2023). In another study within the scope of Islamic education, it was revealed that the use of animation media was able to attract students' attention, thereby improving their focus and memory. In turn, the increase in concentration has a positive impact on the achievement of learning outcomes (Nandalawi, 2024). Several other studies on the use of powtoons as a learning medium within the scope of Islamic education have only reached the feasibility test and have not yet been used practically in student learning in the classroom (Aprillia et al., 2023; Aulia et al., 2025; Putri et al., 2023).

Although the use of Powtoon-based media in Islamic education learning has been shown to be effective in improving motivation and learning outcomes theoretically, most previous research has been limited to the feasibility stage with no practical implementation in the classroom. As a result, there is an empirical vacuum regarding

the effectiveness of this interactive animation media if applied directly to solve learning problems in public elementary schools with limited lesson hours. This gap is tested in this study, especially on the unique characteristics of SDN Ngrayudan 1 students who are active users of social media, where their attention has been distracted by the digital world so that it requires educational animation visualization to degrade the influence of negative content and restore their focus and learning outcomes.

Research Method

This study employed Classroom Action Research (CAR) using the Kurt Lewin model, which consists of four iterative stages: planning, action, observation, and reflection. Classroom Action Research was selected because the primary objective of the study was to improve the quality of Islamic Education learning by implementing Powtoon learning media and continuously refining the instructional process based on the results of each cycle. The cyclical nature of the Kurt Lewin model enabled the researcher to identify classroom problems, implement instructional improvements, evaluate their effectiveness, and make necessary revisions in subsequent cycles. The research was conducted in two action cycles during November 2024. The Lewin cycle applied in this study can be described in the diagram as follows:

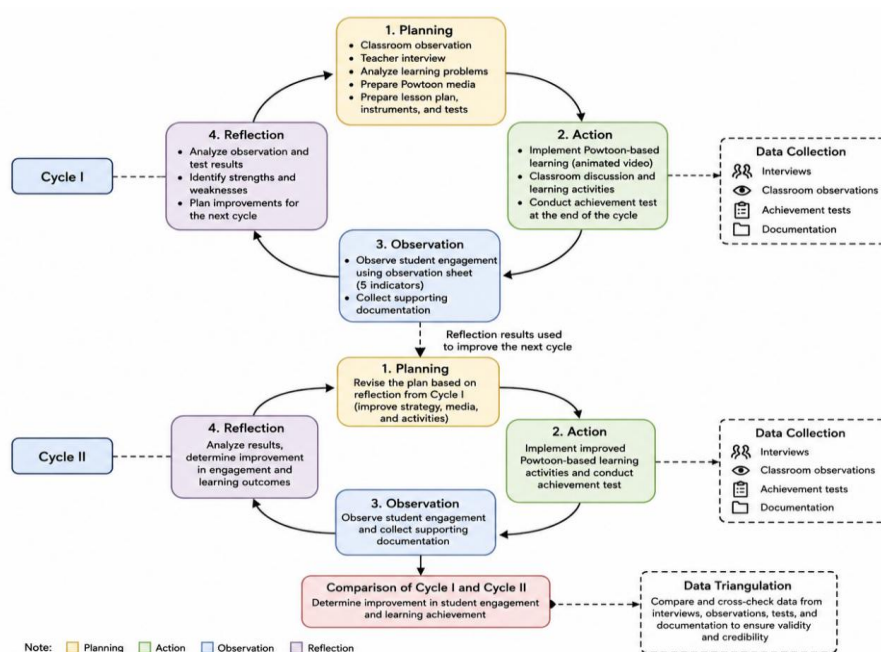


Figure 1 Lewin's Cycle Diagram in This Study

The participants of this study were 17 fifth-grade students of SDN Ngrayudan 1, Jogorogo District, Ngawi Regency, East Java. The participants were selected using total

sampling, as the study involved all students in one classroom where learning problems had been identified. The class was chosen based on preliminary observations and interviews with the Islamic Education teacher, which indicated low student engagement and unsatisfactory learning outcomes caused by limited instructional time and the use of conventional teaching methods. Therefore, the class represented an appropriate setting for implementing and evaluating Powtoon as an innovative learning medium.



Figure 2 Learning Use Powtoon at SDN Ngrayudan 1 in This Study



Figure 3 Visual Design of Powtoon in This Study

Data were collected using classroom observations, achievement tests, interviews, and documentation. Preliminary interviews with the Islamic Education teacher were conducted during the planning stage to identify instructional challenges and students' learning needs. Classroom observations were carried out throughout the learning process to assess students' engagement using an observation sheet consisting of five indicators: participation in problem-solving, asking questions, seeking information, participating in group discussions, and completing learning tasks. Each indicator was scored using a four-point rating scale, with higher scores indicating greater student engagement. According to Nana Sudjana's theory of Student Active Learning (CBSA),

these five indicators comprehensively evaluate both the intellectual and emotional dimensions of student engagement in the classroom. Activities such as problem-solving, questioning, and information-seeking reflect cognitive independence, whereas group collaboration and task completion represent social interactivity and learning accountability (Septiani & Farida, 2025). Therefore, utilizing this structured observation framework provides empirical the interactive digital media stimulates active student participation throughout the instructional process.

Learning outcomes were measured through a ten-item achievement test developed according to Bloom's revised taxonomy, covering the cognitive levels of understanding (C2), applying (C3), analyzing (C4), and evaluating (C5). Documentation, including lesson plans, students' learning activities, photographs, and assessment records, was collected to support and validate the observational and test data.

The implementation of the research followed the four stages of the Kurt Lewin action research cycle. During the planning stage, the researcher conducted classroom observations, interviewed the teacher, analyzed students' characteristics, and prepared Powtoon learning media, lesson plans, observation instruments, and achievement tests. During the action stage, Powtoon-based learning was implemented by presenting animated instructional videos followed by interactive classroom discussions and learning activities. At the end of each cycle, students completed an achievement test to measure their learning outcomes. During the observation stage, the researcher documented students' engagement and classroom interactions using structured observation sheets while collecting supporting documentation. Finally, in the reflection stage, the researcher analyzed the findings from observations and tests to identify the strengths and weaknesses of the instructional process. The results of the first cycle served as the basis for improving the learning strategy implemented in the second cycle.

The collected data were analyzed using descriptive qualitative analysis. Student engagement scores were calculated by converting the observation results into percentages and categorizing them according to predetermined performance criteria. Student active engagement observation scores are calculated using a 1–4 Likert scale. If all indicators are observed and performed perfectly, a score of 4 is given; if they are observed well but not perfectly, a score of 3 is given; if they are observed inadequately, a score of 2 is given; and if they are observed very inadequately, a score of 1 is given. The instrument for observing students' active participation, along with its assessment

criteria, is presented in Table 1.

Table 1 Student Engagement Observation Instrument Scores

Instrument	Score			
How students deal with problems	4	3	2	1
How students answer questions	4	3	2	1
How students pay attention to the teacher when presenting material	4	3	2	1
How students discuss with other students	4	3	2	1
How students complete final questions.	4	3	2	1

Learning outcomes were analyzed by calculating students' average scores and the percentage of students achieving the minimum mastery criterion (KKM). Comparisons between the first and second cycles were conducted to determine improvements in student engagement and learning achievement following the implementation of Powtoon learning media. To enhance the credibility of the findings, data triangulation was applied by comparing evidence obtained from interviews, classroom observations, achievement tests, and documentation, thereby increasing the validity and trustworthiness of the research results.

Results and Discussion

Results

This research was conducted on the object of grade 5 of SDN Ngrayudan 1, Jogorogo District, Ngawi Regency, East Java. The students studied were 17 people. The Islamic Education materials selected as the object of this study were Becoming Khalifah fil Ardh and The Beauty of Mutual Respect. These topics were deliberately chosen because both are predominantly narrative-based and contain moral stories, contextual illustrations, and character-building situations that are difficult for elementary school students to fully comprehend when delivered solely through conventional lecturing or textbook reading. From the perspective of Bloom's Revised Taxonomy, these materials require students not only to understand the meaning of humans as Allah's vicegerents on earth and the importance of respecting others (C2 – Understanding), but also to apply these values in daily life (C3 – Applying), analyze various social situations by distinguishing behaviors that reflect or contradict Islamic teachings (C4 – Analyzing), and evaluate appropriate attitudes and decisions based on Islamic values (C5 – Evaluating).

Achieving these higher-order cognitive processes requires students to construct meaningful mental representations of the stories and moral messages embedded in the

lessons. Therefore, the integration of powtoon was pedagogically justified because its animated visualizations, narration, characters, and contextual storytelling transformed abstract moral concepts into concrete and engaging learning experiences. Through multimedia representations, students were better able to visualize events, understand cause-and-effect relationships within the stories, and internalize Islamic values, making the learning process more meaningful and supporting the achievement of higher cognitive outcomes envisioned in Bloom's taxonomy. Learning engagement category in this research following the Table 2.

Table 2 Student Engagement Score and Category

No	Score	Category
1	0-65	Very low
2	70-75	Low
3	80-85	Good
4	90-100	Very good

The table presents the assessment of student engagement score categories, where scores of 0–65 fall into the very low category, scores of 70–75 fall into the low category, scores of 80–85 fall into the good category, and scores of 90–100 fall into the very good category. After doing two learning cycles, the learning results can be presented as Table 3.

Table 3 Student Engagement Score in Two Cycles

No	Name	Overall Score	Cycle 1		Overall Score	Cycle 2	
			Presan-tage	Mea-sure		Presen-tage	Mea-sure
1	N.P.A	13	65	Very Low	19	95	Very Good
2	S.A.A	13	65	Very Low	19	95	Very Good
3	B.F.Y	15	75	Low	17	85	Good
4	Z.J.N	12	60	Very Low	17	85	Good
5	K.Z.T	14	70	Low	18	90	Good
6	W.A.P	11	55	Very Low	16	80	Good
7	D.S	15	75	Low	19	95	Good
8	M.M.H	16	80	Good	19	95	Very Good
9	R.N.R	11	55	Very Low	17	85	Good
10	L.C.N	11	55	Very Low	17	85	Good
11	U.M	11	55	Very Low	16	80	Good
12	N	10	50	VeryLow	17	85	Good
13	M.N.F	10	50	Very Low	17	85	Good
14	R.F.D	14	70	Low	19	95	Very Good
15	B.B.P	17	85	Good	18	90	Very Good
16	B.A.P	17	85	Good	18	90	Very Good
17	R.M.C	15	75	Low	17	85	Good
Overall		225	1125 (66%)		300	1500 (88%)	

Based on the table data presented, there was an analysis of the development of the activity of 17 students in two cycles. In Cycle 1, it was seen that the overall average score was still low, with a total score of 225 and an average percentage of 1125 (66%),

which indicates that many students were in the low or very low category. Only a few students, such as U.M., B.B.P., and B.A.P., showed better achievement, although overall grade points were still less than satisfactory.

Following the reflection on the first cycle, which was deemed unsuccessful, several strategic adjustments were implemented in the second cycle. The Powtoon media was refined by incorporating interactive elements, specifically compelling rhetorical cues within the animations designed to stimulate student inquiry.

Furthermore, the pedagogical strategy was significantly modified; while students in the first cycle watched the video from start to finish without interruption, the second cycle employed a segmented viewing approach. The video was paused at strategic intervals corresponding to specific discussion points, allowing the teacher to facilitate a two-way dialogue. This method effectively empowered students to articulate their opinions and respond critically to the content presented within the Powtoon video. Consequently, these interventions led to a substantial improvement in learning outcomes during the second cycle.

In Cycle 2, there was a significant increase in student learning outcomes. The total score increased to 300 and the average percentage reached 1500 (88%). All students showed a substantial increase in individual scores to good and very good. This is the success of Powtoon media in attracting the attention of students to be actively involved in learning. Learning outcomes criteria in this research following the Table 4.

Table 4 Learning Outcomes Score and Category

No	Score	Category
1	0-40	Very low
2	50-60	Low
3	70-80	Good
4	90-100	Very good

The table presents the assessment of learning outcomes score categories, with criteria based on school evaluation standards where scores of 0-40 fall into the very low category, scores of 50-60 fall into the low category, scores of 70-80 fall into the good category, and scores of 90-100 fall into the very good category. After doing two learning cycles, the learning results can be presented as Table 5.

Table 5 Student Learning Outcomes Score in Two Cycles

No	Name	Score	Measure	Score	Measure
1	N.P.A	70	Good	90	Very Good
2	S.A.A	70	Good	90	Very Good
3	B.F.Y	50	Low	80	Good
4	Z.J.N	60	Low	90	Very Good
5	K.Z.T	70	Good	80	Good
6	W.A.P	50	Low	80	Good
7	D.S	90	Very Good	100	Very Good
8	M.M H	80	Good	100	Very Good
9	R.N.R	100	Very Good	100	Very Good
10	L.C.N	100	Very Good	100	Very Good
11	U.M	60	Good	90	Very Good
12	N	40	Very Low	50	Low
13	M.N.F	50	Low	60	Low
14	R.F.D	60	Low	90	Very Good
15	B.B.P	70	Good	90	Very Good
16	B.A.P	60	Low	80	Good
17	R.M.C	80	Low	90	Very Good
Overall		1160	Complete : 9	1460	Complete : 15
Average Score		68,24	Incomplete : 8	85,88	Incomplete : 2
Percentage Complete			53%		88%

Based on the table presented, there is a comparison of learning outcomes from 17 students. In the early stages, the overall score was still varied, with a total score of 1160 and an average of 68.24. These results show that many students, such as B.F.Y., Z.J.N., W.A.P., and M.N.F., still get the low or very low category. The completion rate at this stage is also still very low, only 9 out of 17 students achieve the complete criterion, so the pass percentage is only 53%.

Data analysis in the second stage showed a very significant improvement in learning outcomes. The total score increased to 1460 and the average score jumped sharply to 85.88. Almost all students showed improvement in individual scores, and their assessment categories mostly changed to good or very good. the most notable increase was seen in the number of students who successfully completed the criteria, where 15 out of 17 students are now in the complete category. This increase resulted in an outstanding graduation percentage, reaching 88%, which demonstrates the effectiveness of the Powtoon learning media used in this study. Even so, two students with the initials N and MNF still got low learning outcomes. This is an individual intervention in the classroom. After being traced, the two students have abilities below their peers and require special attention in learning.

Discussion

The findings demonstrated that the implementation of Powtoon significantly improved both student engagement and learning achievement across the two classroom action research cycles. Student engagement increased from an average of 58% in Cycle I to 88% in Cycle II. Improvements were observed across all engagement indicators, including participation in problem-solving, responding to teachers' questions, paying attention during instruction, participating in group discussions, and completing learning tasks. The greatest improvement occurred in students' willingness to answer questions, which increased from 66% to 88%, indicating that the use of animated learning media encouraged more active classroom participation.

The increase in learning engagement was accompanied by better academic achievement. The total learning score increased from 1,430 in Cycle I to 1,610 in Cycle II, while the average mastery level improved from 53% to 88%. Several students who initially failed to achieve the minimum mastery criterion demonstrated considerable improvement during the second cycle, suggesting that continuous refinement of instructional strategies combined with Powtoon-based learning positively influenced students' understanding of the Islamic Education materials, particularly *Becoming Khalifah fil Ardh* and *The Beauty of Mutual Respect*.

From the perspective of the cognitive theory of multimedia learning proposed by Mayer, students learn more effectively when verbal explanations are integrated with relevant visual representations ([Abirami et al., 2025](#); [Johnstone et al., 2022](#); [Knopp et al., 2024](#)). Powtoon combines narration, animation, text, and illustrations into a coherent multimedia environment, reducing students' cognitive load while facilitating dual-channel information processing ([Basri, 2021](#); [Pratiwi et al., 2021](#); [Sunaryo et al., 2021](#); [Toharudin & Kurniawan, 2023](#)). Such multimedia integration enables elementary school students to develop more meaningful mental representations of abstract Islamic concepts, particularly those related to moral responsibility as *khalifah fil ardh* and respectful social interaction.

Furthermore, Bloom's Revised Taxonomy provides an explanation of why Powtoon improved learning outcomes ([Sherman, 2026](#)). The instructional materials required students not merely to remember religious concepts but also to understand (C2), apply (C3), analyse (C4), and evaluate (C5) moral situations encountered in everyday life. Animated storytelling helped students visualize contextual situations, thereby facilitating higher-order cognitive processing beyond rote memorization.

From an educational psychology perspective, elementary school students remain in the concrete operational stage of cognitive development. Consequently, abstract moral concepts become easier to comprehend when presented through concrete visual experiences (Aulia et al., 2025; Bakri et al., 2021; Marini et al., 2023). Animated stories, characters, and contextual illustrations provided by Powtoon therefore correspond closely with students' developmental characteristics, promoting greater motivation, sustained attention, and active participation during learning (Marini et al., 2023; Safitri et al., 2025).

The findings of this study largely assimilate previous research reporting the effectiveness of Powtoon in increasing students' motivation and academic performance. The results of this study are supported by Marini's research which tested Powtoon media on science learning. These findings present a significant difference between pre-test and post-test results where post-test results are greater than pre-tests (Marini et al., 2023). In line with Marini's research, Muliwati's research at the level of media science (physics) has passed with an average percentage of material in the media of 79.26%, which is categorized as very good and the assessment of the media with an average percentage of 78.75%, which is categorized as very good (Muliwati et al., 2021).

In another research framework at Maule Catholic University (UCM) in Chile, Powtoon influenced students' positive perceptions related to learning. In general, the results of the study show a positive opinion about the motivation as well as the contribution of using Powtoon to learn new content and develop abilities (Rioseco et al., 2017).

From the various studies mentioned, it can be concluded that the use of Powtoon learning media has proven to be very effective in improving the quality of education. Its main advantage lies in its ability to present subject matter visually, dynamically, and interactively through animation, simulation, and audio. Similar to those studies, Powtoon successfully promoted active classroom participation and improved learning achievement.

However, this study also provides an accommodative contribution by extending previous findings into the context of Islamic Education at the elementary level. Previous studies predominantly examined Powtoon in science, mathematics, or fiqh instruction, whereas this research demonstrates that Powtoon is equally effective for value-oriented Islamic Education materials emphasizing character formation, namely Becoming

Khalifah fil Ardh and The Beauty of Mutual Respect. Unlike conceptual subjects that primarily emphasize factual understanding, these materials require students to interpret moral narratives, internalize Islamic values, and evaluate everyday social behaviour. The present findings therefore broaden the pedagogical application of multimedia learning within Islamic Education.

This study contributes theoretically by strengthening the application of multimedia learning theory within Islamic Education, particularly in teaching value-oriented learning materials at the elementary level. The findings indicate that digital animation does not merely increase students' cognitive achievement but also facilitates the internalization of Islamic moral values through contextual visualization and interactive learning experiences.

Practically, the findings provide important implications for Islamic Education teachers and elementary schools. Teachers are encouraged to integrate animation-based learning media when teaching abstract moral concepts that rely heavily on storytelling and contextual understanding. School administrators may consider supporting digital learning infrastructure and professional development programmes that enhance teachers' competence in multimedia instructional design. Furthermore, curriculum developers in Islamic Education and Primary Islamic Teacher Education (PGMI) may incorporate digital media literacy into teacher preparation programmes to ensure that future educators are capable of designing meaningful technology-enhanced learning experiences.

For educational policymakers, the results support wider integration of educational technology into Islamic Education classrooms through teacher training, digital content development, and curriculum innovation. Such initiatives may contribute to improving students' engagement, character development, and learning achievement while preparing learners for the demands of twenty-first-century education without compromising Islamic educational values.

Conclusion

This study aimed to examine the effectiveness of powtoon learning media in improving student engagement and learning outcomes in Islamic Education at the elementary school level. The findings demonstrated that the implementation of powtoon significantly enhanced both student engagement and academic achievement, with engagement increasing from 66% in the first cycle to 88% in the second cycle, while the

average learning outcomes improved from 53% learning completeness to 88% learning completeness. The most visible indicators of activeness increased significantly include involvement in asking questions and completing tasks in groups. These results indicate that Powtoon provides an effective and engaging digital learning environment that supports active participation and facilitates students' understanding of Islamic Education content, thereby contributing to the development of meaningful learning in elementary education. However, this study was limited by its small sample size, the involvement of only one classroom in a single school, and the use of a classroom action research design without a comparison group, which may limit the generalizability of the findings. Therefore, future research is recommended to involve larger and more diverse samples, employ experimental or quasi-experimental designs with control groups, and investigate the long-term effects of powtoon on students' cognitive achievement, character development, and the internalization of Islamic values across different educational contexts and subject areas.

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