



**DEVELOPMENT OF INTERACTIVE POWERPOINT
ASSISTED LEARNING MEDIA TO IMPROVE
STUDENT LEARNING OUTCOMES ON THE
BEAUTIFUL THEME OF TOGETHERNESS IN
CLASS IV SDN 157013 SIBABANGUN 5, CENTRAL
TAPANULI REGENCY**

Nurhanifa Tamba¹

State University of Medan, Indonesia

Email : nurhanifa.tamba@gmail.com

Reh Bungana Br. Perangin-angin²

State University of Medan, Indonesia

Email : reh.bungana@gmail.com

Yusnadi³

State University of Medan, Indonesia

Email : yusnadi@gmail.com

Abstract

This study aims to develop instructional media software to determine the feasibility and effectiveness of instructional media in improving student learning outcomes in the sub-theme of the Beauty of Togetherness. Researchers used media, namely interactive powerpoints in the design and development of instructional media. This type of research is research and development (R & D). The effectiveness of Interactive multimedia based on the test of learning outcomes, namely the completeness of individual learning results data in class IV-A using interactive powerpoints on the beautiful theme of togetherness, obtaining an average score of 88.64% of 22 students stated that all students are complete and in class IV-B who use teaching materials for the theme of the beauty of togetherness obtained an average score of 75, 68% of 22 students declared 18 students completed and 4 students declared incomplete. Based on the results of the validator's assessment on the material expert, it is feasible to

reach 4.45 with the very feasible category. Media experts get 4.50 in the very feasible category and design experts get 4.83 in the very feasible category. From the validation results, the feasibility of interactive powerpoint media is very feasible to use. The results of the difference test analysis showed that From the validation results, the feasibility of interactive powerpoint media is very feasible to use. The results of the difference test analysis showed that From the validation results, the feasibility of interactive powerpoint media is very feasible to use. The results of the difference test analysis showed that $t_{count} > t_{table}$ ($1.728 > 1.688$) at the significant level (0.05) with the conclusion that H_a is accepted and H_o is rejected. This proves that interactive powerpoints are more effectively used and verified in improving student learning outcomes on the theme of the beauty of togetherness in Class IV SDN 157013 Sibabangun 5, Tapanuli Tengah Regency.

Keywords: *Interactive Powerpoint, Beautiful Togetherness, Learning Outcomes.*

A. Introduction

Learning in schools can be carried out well if learning is designed well and creatively by utilizing multimedia technology and within certain limits it will increase the likelihood of students to learn more and understand what is being learned better. The learning system should have been more advanced than the previous era. One way to anticipate innovating learning is to use technology-based learning media as a tool for the teaching and learning process. Technology has become a part of human life that can facilitate human survival, as well as education. The use of technology should be a demand for teachers in the learning process as a form of professionalism of a teacher.

Interactive powerpoint media can create active, creative, effective and fun learning so that students can receive well-taught material and participate actively in learning activities. Interactive PowerPoint for thematic learning is complemented by using video playback, pictures and other animations. In this way the learning process will be more interesting so that students will understand the concepts in thematic learning.

Based on the results of research conducted by Siti (2017) with the title Development of Interactive Multimedia Power Point Material for Ordering Rules of National Invitation Class VIII D SMPN 1 Jabon, the results of this study indicate that the use of multimedia powerpoints can improve student learning outcomes, because before using powerpoint media 57% of students have difficulty learning the material. One solution is to use interactive and interesting multimedia so that children are active in learning.

Result research conducted by Anyan (2020) with the title Development of Interactive Learning Media Based on Microsoft Power Point, the results of these studies indicate that using multimedia powerpoints can improve student learning outcomes, because before using powerpoint media students find it difficult to understand the material being taught. The learning process carried out by the teacher is still conventional in nature and the teacher dominates the teaching and learning process, causing students to be passive and bored in the classroom. One solution is using powerpoint media. Microsoft Power Point will assist in combining all media elements such as text, images, sound and even video and animation so that it becomes an attractive learning medium and students will be active and enthusiastic when the teaching and learning process takes place.

Result research conducted Nurdiana Nicodema (2020) with the title Improving Civics Learning Outcomes Using Powerpoint Learning Media. With the interactive powerpoint learning media students do not feel bored because there are interesting menus and there is a reciprocal relationship between one another to improve student learning outcomes. Seeing the above problems, the researchers used interactive powerpoint learning media to improve student learning outcomes on the

beautiful theme of togetherness and develop the powerpoint media to be interactive.

The problem that becomes an obstacle in learning is the low learning outcomes of students in the learning process. Based on the results of direct interviews conducted on Monday, November 2, 2020 with the homeroom teacher of SD Negeri 157013 Sibabangun 5, it was revealed that the learning outcomes obtained by students were low by 60%, because the teacher only used books as a medium of learning. In addition, mostly in the learning process, the teacher only lectures, asks students to read, and then does the questions. After that the teacher did not provide any learning media so that over time the student learning outcomes were classified as low, then the teacher only uses picture media in the book so that learning feels monotonous and makes students feel bored.

The purpose of this powerpoint media is to improve student learning outcomes in grade IV SDN 157013 Sibabangun 5 by using interactive powerpoint media. Students are given the freedom to explore knowledge and efforts to construct experiences in the learning process, so as to provide opportunities for students to express their ideas in their own language, to think about their experiences so that students become more creative and imaginative and can create a conducive learning environment.

According to this explanation, there is no product in the form of interactive powerpoint application development to support thematic learning activities at SDN 157013 Sibabangun 5, so the researchers took the initiative to develop interactive powerpoint assisted learning media. This media is supported by an attractive appearance and complete supporting facilities for thematic learning. So based on the description of

the problem above, this problem needs to be researched using interactive powerpoint assisted media. It is hoped that students can learn effectively and provide a different experience for students in grade IV SDN 157013 Sibabangun 5.

B. Method

Place and time of research

This research is planned to be conducted at SDN 157013 Sibabangun 5, Sibabangun District, Central Tapanuli Regency. The time of the development research (developmental research) was conducted in March - May of the 2021/2022 academic year in the even semester.

Research subject

The subjects of this study were fourth grade students of SDN 157013 Sibabangun 5. The class consisted of 22 students consisting of 18 female students and 4 male students.

Research and development procedures

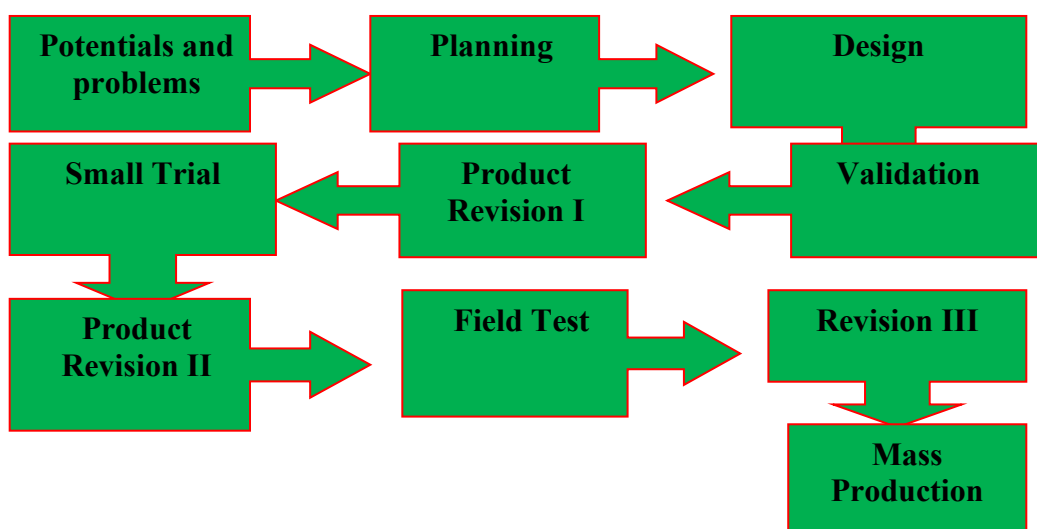


Figure 1. Steps for using the Research and Development (R & D) method according to Sugiyono

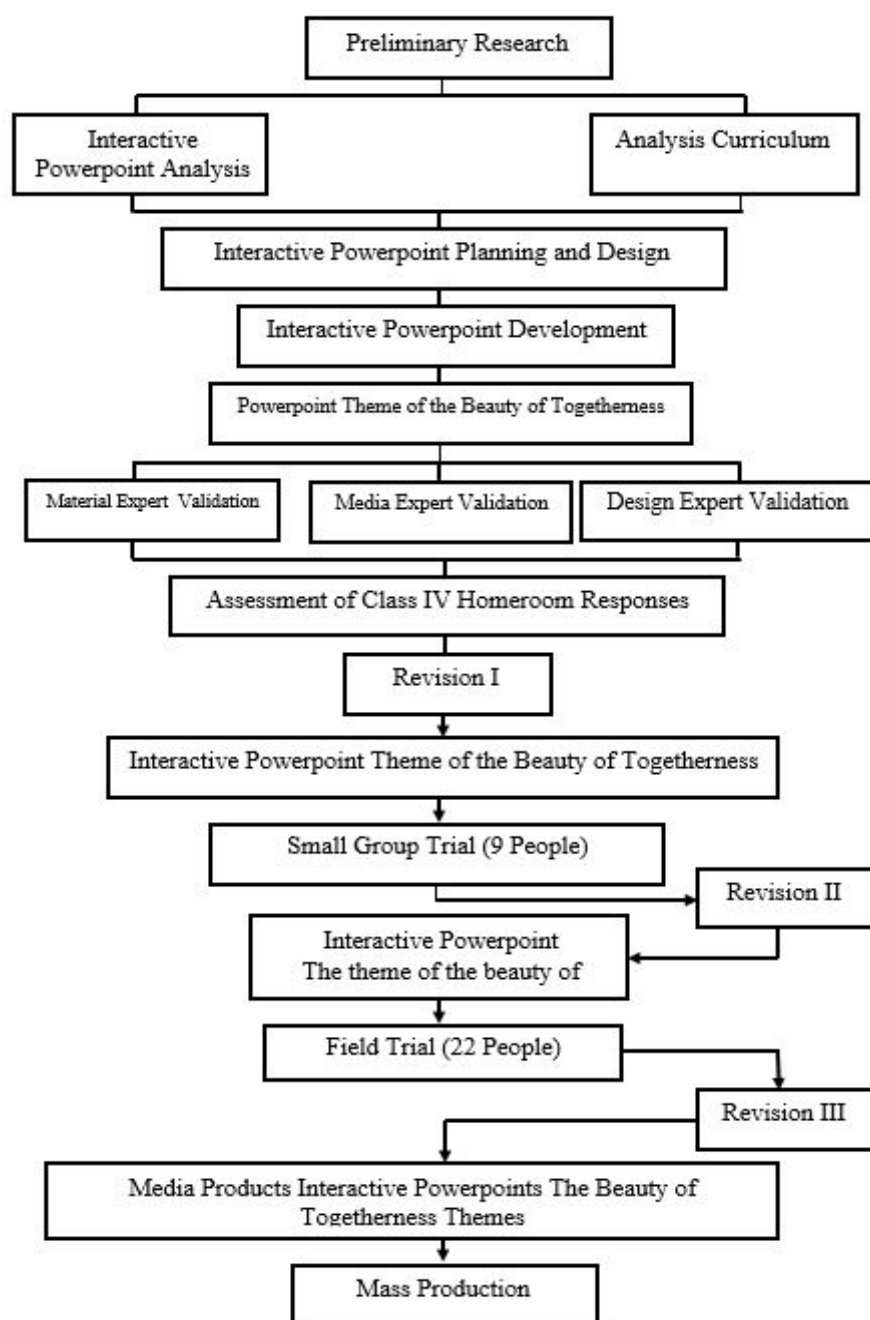


Figure 2 Interactive Powerpoint Media Development Procedure. The theme of the beauty of togetherness in the sub-theme of cultural diversity for my nation

Data collection techniques used in this study were interviews, observation and questionnaires. Interviews and observations were carried out during the needs survey at SDN 157013 Sibabangun 5. Interviews were conducted to see products in the form of interactive powerpoint media with the theme of the beauty of togetherness. Meanwhile, the questionnaire will be conducted during media validation. The questionnaire was filled out by two lecturers (experts) and homeroom teacher for class IV SDN 157013 Sibabangun 5.

- a. Stage 1 Interview
- b. Stage 2 Observation
- c. Stage 3 Questionnaire
- d. Stage 4 Test Techniques / Learning Outcomes Tests
- e. Stage 5 Documentation
- f. Data Collection Instruments

C. Finding and Discussion

Research Results

The process of implementing the development of interactive PowerPoint assisted learning media is carried out in stages, namely as follows:

1. First Stage

Based on the results of the analysis of the interactive powerpoint needs questionnaire that was distributed to teachers and students, it was concluded as follows:

- a. Only a small proportion (22.22%) of teachers and students stated that they had known interactive powerpoint media with the theme of the beauty of togetherness.

- b. Some teachers and students (77.78%) stated that they were not familiar with interactive powerpoint media with the theme of the beauty of togetherness.
- c. 100% of teachers and students stated that they needed interactive powerpoint media with the theme of the beauty of togetherness.

2. Second Step

Planning and designing interactive powerpoint media media with the theme of the beauty of togetherness using a program, namely PowerPoint 2010 and using the Kine master application. The product developed is in the form of interactive powerpoint media based on a scientific approach where the learning topic to be delivered is the theme of the beauty of togetherness in class IV SDN 157013 Sibabangun 5. The topic presented is learning support material which contains learning activities with the beauty of togetherness in which there are two subjects, namely Indonesian and Pkn, which consists of Powerpoint, video, sound, text, animation, material explanation, and pictures. Each material is presented coherently with a visualization application, accompanied by musical instruments, and questions as an in-depth study of the material that has been presented.

3. Third Step

The product development stage begins with material gathering (shooting), material management (editing) and finally the production of learning powerpoints based on a scientific approach with the theme of the beauty of togetherness. The materials collected are in the form of learning activities as the main presentation and other materials to complement the planned rubric. After the materials have been collected, the editor will manage the materials, namely by selecting the collected materials and doing the editing process. Powerpoint with the theme of

the beauty of togetherness is produced as much as 1 powerpoint file in which contains the main ideas and supporting ideas for subjects (Indonesian) and getting to know houses and traditional clothes in North Sumatra.

4. Fourth Step

To obtain complete data used as material for product revisions, the initial product interactive powerpoint media with the theme of the beauty of togetherness was tested. The stages for product testing were carried out as follows: (1) material expert validation, (2) media expert validation, (3) design expert validation, (4) revision I, (5) small group evaluation (6) analysis of small group evaluation results , (7) revision II, (8) field evaluation, (9) field evaluation analysis, (10) revision III, (11) final product, (12) assassination. The stages of testing the product development for interactive powerpoint media, the theme of the beauty of togetherness can be seen in the following figure:

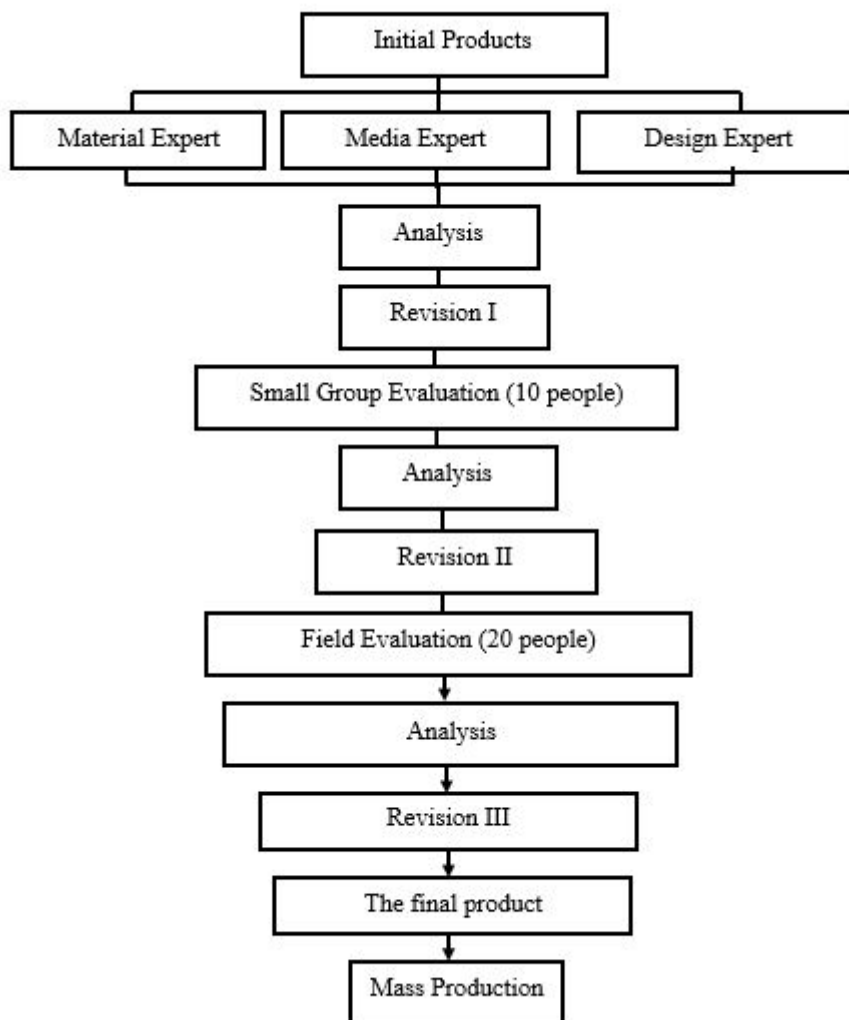


Figure 3. Product Trial Stages of Interactive Powerpoint Media Development Theme of the Beauty of Togetherness, Sub-Theme of My Cultural Diversity

Research Discussion

Interactive Powerpoint Media Development Process

Based on the results of the teacher needs analysis, it can be concluded that the development of interactive powerpoints with the theme of the beauty of togetherness is really needed by teachers and students in the learning process. The results of the oral interview to the

fourth grade homeroom teacher stated that learning the theme of the beauty of togetherness requires interactive powerpoints to support the learning process. It is evident that of the 22 students only 4 of them knew the interactive powerpoint media with a score of 77.78% of the students stated that they did not know the interactive powerpoint media with the beautiful theme of togetherness. Meanwhile, the analysis of interactive powerpoint needs 100% of teachers and students stated that they needed interactive powerpoint media.

Based on the results obtained from the above discussion, powerpoints are very relevant to the needs of teachers and students. Because the powerpoints developed have been tailored to the needs of students. This interactive PowerPoint is also presented with material that is contextually related to student life.

After the researcher developed the powerpoint media, this interactive powerpoint was handed over to the experts for validation. At the time of developing this powerpoint media. The researcher gets a revised note by the material expert, namely: 1) the researcher must clarify by adding the examples contained in the powerpoint, 2) the researcher must add a conclusion, 3) the researcher must make the powerpoint as attractive as possible and use a chart / scheme to explain something, meanwhile Revision notes by media experts, namely: 1) researchers must replace interactive cartoons on powerpoint, 2) narrator's voice played by media experts in PowerPoint does not yet exist, 3) researchers must make accompanying music in interactive powerpoint media. While the revision notes to design experts are: 1) the researcher must see the color combination on the powerpoint slide, 2) the researcher must enlarge the letters of the traditional ouse title so that it can be read clearly. After receiving input by material experts, media experts, design experts, the

researcher gave back the interactive PowerPoint learning media to be re-validated.

Feasibility of Interactive Powerpoint Media

The results of the analysis of the fourth grade homeroom teacher were used as the teacher's initial experience before this media was tried out in small groups and trials field. The results of the analysis of the assessment of the fourth grade homeroom teacher on the information guide to the powerpoint media got a score of 3.50 in the "Eligible" category, while the results of the analysis of the grade IV homeroom assessment on the media material got a score of 3.54 in the "Eligible" category. Meanwhile, the results of the analysis of the fourth grade homeroom teacher on Media Design and Facilities got a score of 3.80 in the "Eligible" category. Meanwhile, the results of the analysis of the fourth grade homeroom teacher on the pedagogical aspect got a score of 5.00 in the "Very Appropriate" category.

Small group trials were conducted at SDN 157013 sibabangun 5 Tapanuli Tengah, conducted on 9 students consisting of 3 high achieving students, 3 medium achieving students and 3 low achieving students. The results of the small group trial got a score of 94.00 including the category "Very Practical" while the field group trial was conducted at SDN 157013 Sibabangun 5 Tapanuli Tengah, conducted on 22 fourth grade students SDN 157013 Sibabangun 5. Small group trial results obtained a score of 96.76 is included in the "Very Practical" category

Based on the results obtained from the above discussion, the powerpoint media is suitable for use and tested in class IV SDN 157013 Sibabangun 5, Central Tapanuli district, the goal is to see student learning outcomes using interactive powerpoint media whether student learning outcomes are increasing.

Effectiveness of Interactive Powerpoint Media on Student Learning Outcomes

Interactive PowerPoint These can be used individually depending on the number of computers available. Or it can also be used with the help of Konkey's liquid crystal (LCD) projector facilities. This learning media is very effectively used to improve learning outcomes on the theme of the beauty of togetherness. Learning media, especially to attract students' interest in learning and eliminate student boredom in participating in classroom learning. So that with this media, student learning outcomes will be higher than student learning outcomes taught in conventional ways using teaching materials made by researchers.

From the research results, it was found that the average learning outcomes given interactive powerpoint media in class IV-A was = 88.64. This shows that the average value of student learning outcomes increases after the application of interactive powerpoint media with the theme of the beauty of togetherness. Like in the experimental class. In the control class, a class IV-B post test was also carried out which was given teaching materials on the theme of the beauty of togetherness developed by the researcher. From the research results, it was obtained that the average control class student learning outcomes = 75.68. There is indeed an increase in the average value compared to the pre-test results. However, it is not as big as the average value of the experimental class after treatment using interactive powerpoint media with the beautiful theme of togetherness.

D. Conclusion

Based on the formulation, objectives, research results, and discussion of research media development assisted by interactive powerpoints previously stated, it can be concluded as follows:

1. The product in the form of interactive powerpoint media in grade IV SD Negeri 153017 Sibabangun 5 has the result that it is worthy of being a final product that can be disseminated and implemented to users. This is clarified by several stages, namely the validation of the learning aspect material experts getting a score of 4.45 which is included in the "Very Appropriate" category, while the material experts on the evaluation aspects get a score of 4.40 which is included in the "Very Appropriate" category. The media expert received a score of 4.50 in the "Very Appropriate" category. While design experts in the learning design aspect received a score of 4.00 including the "Feasible" category, in the information design aspect, they received a score of 4.00 including the "Eligible" category in the design aspect, the percentage got a score of 4.83 including the "Very Appropriate" category.
2. The interactive powerpoint with the theme of the beauty of togetherness is very suitable to be used to increase students' enthusiasm for learning. The product in the form of interactive powerpoint media has practical results into a final product that can be disseminated and implemented to users. This is clarified by several stages, namely small group trials and field trials. This is evidenced in the small group trial getting a score of 82.30 including the category "Very Practical", in the field group trial getting a score of 93.18 including the category "Very Practical"

3. The research subjects were divided into two classes, one class being the experimental class and the other being the control class. The experimental class in this study is class IV-A and the control class is class IV-B. The experimental class was given treatment, namely the use of interactive powerpoint media with the theme of the beauty of togetherness. Class IV-A students who got the experimental class got an average score of 88.64% with the percentage gain score reaching 0.77 (High). Whereas learning in the control class only takes place in one direction, where the teacher delivers the learning material in front of the class, then the students listen to the material delivered by the teacher. Furthermore, students work on the questions given by the teacher regarding the material that has been delivered.

Bibliography

- Anyan, Benediktus, Hendry. 2020. *Pengembangan Media Pembelajaran Interaktif Berbasis Microsoft Power Point*. Jurnal Pendidikan dan Teknologi. Volume 1 (1) :14-20.
- Nurdiana Nicodema. 2020. *Peningkatan Hasil Belajar PKn Dengan Menggunakan Media Pembelajaran Powerpoint Pada Siswa Kelas IX-1 SMP Negeri 1*
- Siti. 2017. *Pengembangan Multimedia Power Point Interaktif Materi Tata Urutan Peraturan Perundang-Undangan Nasional Kelas VIII D SMPN 1 Jabon*. Volume 05 (01) : 1-15.
- Siti Uswatun Khasanah. 2018. *"Peningkatan Hasil Belajar Tematik Indahya Kebersamaan Melalui Media Powerpoint Pada Siswa Kelas IV semester II MI Dadapayam 01 Kecamatan suruh Kabupaten Semarang Tahun Pelajaran 2018/2019. Pendidikan Guru Madrasah Ibtidaiyah. Institut Agama Islam (IAIN) Salatiga.*