

Utilization of power point media ASEAN materials in improving learning results of 6th grade students elementary school

Lailatul Badriatul Mubarakah^{1*}, Yantoro², Habibah Anna Radmika³, Basyir⁴

Jambi University ^{1*,3}, SDN 42 Jambi City ^{2,4}

Corresponding author: ppg.lailatulmubarakah19@program.belajar.id^{1}, yantoro@unja.ac.id¹,
habibahanna090491@gmail.com², pakbasyir17@gmail.com²

Submitted/Received 11 February 2024; First Revised 23 February 2024; Accepted 26 May 2024
First Available Online 1 June 2024; Publication Date 1 June 2024

Abstract

The aim of this research is to examine student learning outcomes. This research uses the Classroom Action Research (PTK) method. The subjects and location of this research were students in class VIC at SDN 42 Jambi City, totaling 31 students. The research model used is research research which includes four stages of action, namely planning, action, observation and reflection. The data analysis technique used is descriptive qualitative. The results of the research showed that students experienced significant improvement during the two cycles with each completion percentage. In the pre-cycle it reached 38.70% completeness, in cycle I it reached 64.5% completeness, and in cycle II it achieved 87.09% completeness or an increase of 48.39. With an average in the pre-cycle of 67.87 to 72.12 in cycle I, and experiencing an increase in cycle II to 78.25.

Keywords: Learning Media, power point, learning outcomes.

INTRODUCTION

In the current era of revolution, the use of technology has been utilized in various fields of life, especially in the field of education, in the field of education, teachers and students are required to follow existing developments, namely using technological media in educational activities. In accordance with the Minister of Education and Culture Regulation Number 37 of 2018 Article 2A paragraph 1 concerning the use of ICT in learning in schools, especially in elementary schools, it must involve ICT as a learning aid but does not replace the role of a teacher, as facilities and infrastructure to support learning activities. The learning process and infrastructure funds are important elements of educational management apart from curriculum, funds, information and a conducive environment. (Mulyasa, 2004).

Media comes from Latin which means "between". Media is anything that can be used to channel messages so that it can motivate students to learn (Arsyad, 2003). Media can

also be interpreted as a tool around students that can be used as a channel for messages to achieve learning goals (Djamar, 2002).

Learning media consists of four types, namely 1) two-dimensional example media; drawings, caricatures, posters, photos and diagrams, 2) three-dimensional media in the form of models, examples; specimens, display cases, artificial objects, aquariums and space models, 3) projection media, examples; slides, LCD, filmstrips, films, and OHP (overhead projector), and 4) environment, examples; school environment (parks, gardens, etc.) and so on (Sudjana and Rivai, 2009)

One of the media that can be used in learning activities is by utilizing ICT in learning, learning media itself is a tool that can be used to help facilitate communication between educators and students so that the learning process is more effective and successful (Susanto, 2014: 315). Education is required to be creative in determining the learning media that will be used in the learning process so that the learning content

conveyed can be understood by students optimally.

The learning content in elementary schools that requires learning media to deliver material is social studies subjects, because through learning social studies students can prepare themselves as citizens in living a social life, solving both social and personal problems, and living their lives. In this social studies learning, we examine several events, facts, concepts and generalizations related to social issues, so appropriate or relevant learning media is needed to help students understand social studies material, especially ASEAN material. For this reason, social studies learning must emphasize students' values, attitudes, knowledge and analytical skills before entering dynamic social life (Supriyanto, 2019: 233).

From the results of initial observations carried out in the VIC class at SDN 42 Jambi City, semester 1 of the 2023/2024 academic year, the social studies learning activities carried out were not optimal, because there were still many students who were less enthusiastic about participating in learning activities, this was related to the use of media chosen by the class teacher. in the form of lecture methods and assignments from books so that they are not able to support student success. Based on these results, researchers offer learning solutions using Power Point media so that students are enthusiastic about participating in learning activities and can improve learning outcomes in accordance with the achievements they have achieved. The media used must be able to facilitate the delivery of information, with a creative and innovative display, with the Power Point application it can facilitate the learning process and improve the quality and learning achievement (Badri and Riasti: 2011)

Power point is a media that is often used on various occasions, both in seminars, presentations and also in the learning process.

This power point media is available on laptops or computers developed by Microsoft Office and displayed on the screen with the help of an LCD projector (Hujair, 2013: 135). Power Point media is software that is capable of displaying attractive multimedia programs by displaying various media elements such as text, sound, color, dots, images, graphics and animation which can be used for presentations or displaying information (Fuad & Permatasari: 2019).

Power point media is able to combine audio and visual and utilize the senses of sight and hearing. So by using power point media in social studies learning content, learning activities can enable students to improve the quality of their learning, which is expected to improve student learning outcomes. The use of PowerPoint is effective for use in the learning process, this can be seen from the indicators showing that there is an increase in student learning outcomes (Nurlatifah, 2015). Power point media was chosen in this research to facilitate students in analyzing the problems presented (Murtikusuma: 2015).

In helping students understand learning, PowerPoint media is very appropriate to choose because it has an influence on student learning outcomes in learning that uses PowerPoint media. So Power Point media is considered very appropriate to help increase students' learning motivation (Nira Elphira and Anik Gufron, 2015).

RESEARCH METHODS

The research method used in this research is classroom action research which is experimental research or reflective action by actors to improve the learning process. This classroom action research is a reflection of learning activities in the form of actions, which are deliberately carried out and occur in class simultaneously, with clear directions and objectives, namely in the interests of

students in obtaining satisfactory learning results (Suharsimi Arikunto, 2010).

Classroom action research is research carried out by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes increase (Aqib, 2011). This classroom action research is said to be successful if the students have learned a lot, not how much the teacher acts. Apart from that, one of the characteristics of successful learning can be seen from the level of students' learning activities. The higher the students' learning activities, the higher the chances of successful teaching (Nana Sudjana, 2004).

This research was carried out at SDN 42 Jambi City. The research was carried out at this location based on considerations, namely because this school was a reference school for PPL activities, the teachers were willing to accept learning updates using Power Point - based media and experimental research had never been carried out before at this elementary school. The method used in this research is classroom action research developed by Kemmis and Robin Mc Taggart, the spiral model has 4 stages, namely: planning, action (implementation), observation (observation) and reflection (Sugiono, 2013).

The planning stage includes creating learning tools, preparing financial and infrastructure facilities, creating learning media and determining learning outcomes. Next, the action implementation stage includes all the actions contained in the learning implementation plan (Module) by applying the problem based learning approach. Then the observation stage is the process of collecting data through observing the activities of teachers and students. Finally, the reflection stage is carried out by holding discussions with the class teacher and

colleagues regarding the results of the observations made.

The subjects of this research were students in class VIC at SDN 42 Jambi City in the 2023/2024 academic year, with a total of 31 students, with details of 17 male students and 14 female students. This research was carried out in the odd semester of the 2023/2024 academic year or coinciding with semester 2 of lectures. The object of this research is to improve the learning outcomes of ASEAN material in social studies learning content through the application of class VI power point media at SDN 42 Jambi City. The time for this research to be carried out is from October to November semester 1 of the 2023/2024 academic year.

Qualitative data in this study is presented in the form of sentences separated by categories to obtain conclusions. This qualitative data was obtained from processing data obtained from the teacher skills observation instrument.

Data collection techniques and instruments: data obtained in the field is collected through observation, questionnaires and documentation data. Observation sheets are used to find data about the learning process and student activity in pre-cycle, cycle 1 and 2 activities by the teacher. Then the questionnaire contains questions and statements addressed to students to obtain information regarding students' learning motivation when the learning process is carried out. Next, there is a documentation study. This method is used by researchers to explore supporting documents used to complete student learning motivation data. The documents used are student notebooks and assignment collection notebooks.

The tools used to collect data in this research were observation sheets, questionnaires and documentation. The observation sheet contains observation notes in the form of an open checklist with 4

alternative answers, namely: complete, incomplete, regarding students' learning motivation.

Meanwhile, the quantitative data in this research is in the form of cognitive learning presentations, analyzed using descriptive analysis techniques by determining the average. This quantitative data is presented in percentage form.

The data formula for the percentage of student learning outcomes is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage number

F = The frequency for which the percentage is being sought

N = Number of cases (number frequency/number of individuals), (Annas Sudijono, 2006).

RESULTS AND DISCUSSION

From the results of the research carried out, information was obtained that the learning achievement of class VIC students at State Elementary School 42, Jambi City before using power point media, learning achievement was still low, this can be seen from the results of the analysis before using power point.

Table 1
Learning achievement of social studies learning content in Pre-Cycle Asean material

Number of students	Completeness		Percentage		Class average
	Q	BT	Q	BT	
31	12	19	38.70 %	61.29 %	67.87
KKM = 70					

Based on table 1, it can be seen that of the 31 students, only 12 students (38.70%) have succeeded in achieving learning completion, while the remaining 19 students (61.29%) have not succeeded in achieving learning completion. Meanwhile, the average learning

achievement of class VIC students, namely 67.87, is still below the specified KKM, namely 70.

Cycle 1 Improvement

This cycle 1 implementation activity was carried out in October 2023, learning took place for 2 class hours (2 x 35 minutes) studying ASEAN material on theme IV (Globalization). Observations were made at this stage, namely learning was carried out using power point media. Based on the results of the observations made, the teacher as a whole has carried out learning activities well, it's just that in the learning activities that have been carried out in providing lesson material the teacher is too fast in giving explanations and the teacher also gives rewards to students who actively ask questions and are active in activities. Teachers also lack reinforcement in the work of each student.

Student learning achievements obtained from the evaluation results in cycle 1 are presented in table 2.

Table 2
Learning Achievement of Social Sciences Learning Content for Asean Cycle 1 material

Number of students	Completeness		Percentage		Class average
	Q	BT	Q	BT	
31	20	11	64.5 %	35.4 %	72.12
KKM = 70					

Based on table 2, it was found that out of 31 students, 20 students had succeeded in achieving learning completeness with a percentage of 64.5%, while 11 students had not achieved learning completeness with a percentage of 35.4%. The average learning percentage for the VIC class reached 72.12, above the specified KKM, namely 70. Based on the results of reflection in cycle 1, the learning process had not been carried out well

and optimally, so the researcher and fellow teachers discussed plans to carry out follow-up improvements in learning. in cycle II.

Improvement Cycle II

The implementation of cycle II will be carried out in November 2023. The implementation of cycle II will study ASEAN material in social studies content, this cycle is a learning activity to improve learning activities in cycle 1.

Based on the results of observations in cycle II, the teacher's activities have improved a lot compared to the results of improvements in cycle 1. In cycle II the teacher has improved in delivering the material, namely by using orderly words and not rushing when delivering the lesson material. In learning activities the teacher has provided reinforcement to active students so that students are more enthusiastic in participating in learning activities, apart from that the teacher also provides feedback on the answers and opinions of each student.

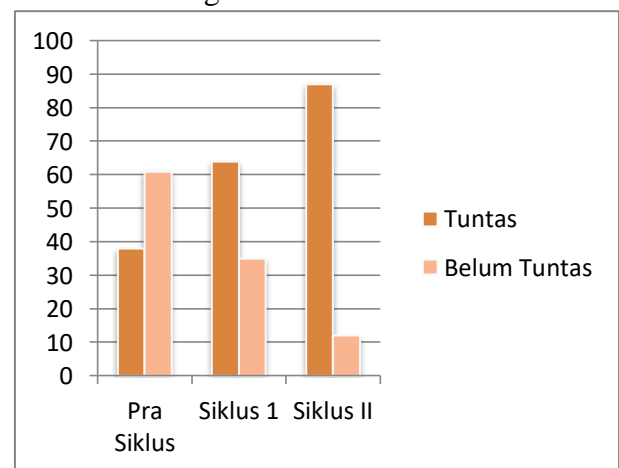
From the results of the observations made, it was found that there was an increase in learning outcomes. This can be seen from the enthusiasm of the students when the learning activity begins by showing a *power point slide*. The students are very enthusiastic in observing the videos and pictures displayed in it which contain material about ASEAN. Many students are starting to have the courage to ask questions and are motivated to take part in the learning activities. done. Students carry out a lot of discussion activities and even the learning activities that take place are not only dominated by smart students. Learning achievement obtained from the evaluation results in cycle II has increased.

Table 3
Learning Achievement of Social Sciences
Learning Content for ASEAN Material in
Cycle II

Numb er of stude nts	Completen ess		Percentage		Class avera ge
	Q	BT	Q	BT	
31	27	4	87.09 %	12.90 %	78.25
KKM = 70					

Based on table 3, the results show that out of 31 students, 27 students achieved completeness with a percentage of 87.09%, and there were 4 students who had not succeeded in achieving learning completeness with a percentage of 12.90%, with an average of The students obtained was 78.25 above the specified KKM, namely 70.

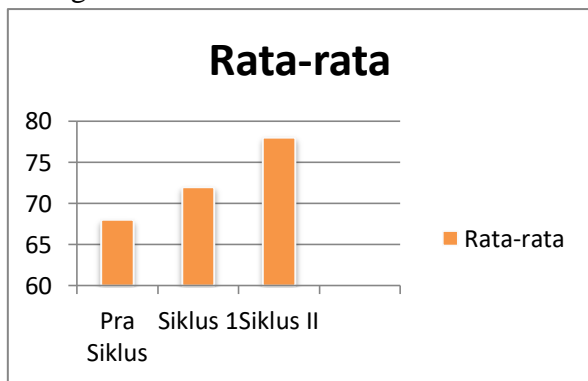
From these results, power point media is proven to be able to improve learning outcomes and student achievement in studying ASEAN material. This can be seen from the results of student learning achievement in cycle II compared to the results of cycle 1. The comparison between the results of cycle 1 and cycle II can be seen in the following table:



Graph 1
comparison of the completeness of
students' achievements in social studies
content in Asean Pre-Cycle, Cycle 1 and
Cycle II

Based on this graph, it can be seen that the achievement of class VIC students in learning ASEAN material has increased, as seen from the number of students in the pre-cycle who have not yet completed there are 19 students or 61.29%, then in cycle 1 it decreases to 11 students who have not yet completed or 35.4%, and in cycle II it was reduced again to 4 students who had not completed or 12.90%. Then the data in the pre-cycle of students who completed were 12 students or 38.70%, then increased in cycle 1 students who completed to 20 people or 64.5%, then in cycle II it increased again to 27 students who completed or 87.09%.

The second graph shows the average obtained in the pre-cycle, namely 67.87, then in cycle 1 it increased to 72.12, and in the second cycle it increased again, reaching 78.25. The following is a graph of the average:



Graph 2

Comparison of Average Learning Achievements of Social Studies Students with Asean Pre-Cycle, Cycle 1 and Cycle II content
DISCUSSION RESULT

Based on the results of research carried out in cycle 1, student learning achievement increased by 4.25 (from pre-cycle with an average of 67.87 to 72.12). From these results, students who have reached the KKM are determined from pre-cycle data with cycle 1, there are 19 students or 61.29%, while there are 11 students who have not reached the KKM or 35.4%. There was an increase

that occurred in cycle 1, but the increase was not optimal and had not reached the specified average success, therefore it was necessary to carry out follow-up, namely cycle II.

From the results of research conducted in cycle II, data was obtained on an increase in student learning achievement of 10.38 (from the pre-cycle average of 67.87 to cycle II to an average of 78.25). There are students who have reached the KKM, namely 27 students who have completed it or 87.09%, while there are only 4 students who have not completed it or 12.90%. Thus, the research in cycle II was successful and did not need to be continued to the next cycle.

The results of the research that has been carried out prove that learning using power point media that has been well designed and attractive can improve the learning process and improve student learning outcomes. Power point media can improve student learning outcomes, therefore the media chosen has a great influence on improving student learning outcomes (Waluyo .B., & Ghufon, S, 2020). Furthermore, previous research stated that the use of power point media can increase students' learning activities and achievements (suryanto, 2013).

CONCLUSION

Based on the results of research and discussion regarding the use of power point media on ASEAN material in improving learning outcomes for class VI SDN 42 Jambi City, it was concluded that learning outcomes in social studies learning content on ASEAN material in Pre-cycle, cycle 1 and II had increased. This can be seen from the completeness of the learning achievement of the Asean social science learning content in the pre-cycle, students obtained a result of 38.70%, then in the first cycle they reached 64.5% completeness and in the second cycle they reached 87.09% or there was an increase. completeness was 48.39%. With a pre-cycle

average of 67.87, it increased by 4.25 to 72.12 in cycle I, and experienced another increase of 6.13 to 78.25 in cycle II. From the results of the research conducted, the increase in learning outcomes obtained by VIC class students can be stated that the use of power point media can improve student learning outcomes and is successfully implemented well.

THANK-YOU NOTE

To the parties involved in this writing, especially to SDN 42/IV Jambi City which is willing to be the location for the researcher's research.

BIBLIOGRAPHY

- Sudijono, A. (2006). Pengantar evaluasi pendidikan. Jakarta: Rajawali Press
- Arsyad, A. (2003). Media pembelajaran. Jakarta: PT. Raja Grafindo Persada.
- Aqib, Z., et al. (2011). Penelitian tindakan kelas untuk guru SD, SLB dan TK. Bandung: Yrama Widya
- Djamarah, S. (2002). Psikologi belajar. Jakarta: Rineka Cipta.
- Elpira, N., & Ghufon, A. (2015). Pengaruh penggunaan media powerpoint terhadap minat dan hasil belajar IPA siswa kelas IV SD. Jurnal Inovasi Teknologi Pendidikan, 2(1), 94-104.
- Fuad, A. J., & Permatasari, A. D. (2019). Penggunaan media slide powerpoint dalam meningkatkan prestasi belajar siswa sekolah dasar pada pembelajaran tematik. EL Bidayah: Journal of Islamic Elementary Education, 1(1), 61-78. <https://doi.org/10.33367/jiee.v1i1.683>
- Sanaky, H. (2013). Media pembelajaran interaktif-inovatif. Yogyakarta: Kaukaba Dipantara.
- Sudjana, N., & Rivai, A. (2009). Media pengajaran. Bandung: Sinar Baru Algensindo.
- Suryanto, M. H. (2013). Penggunaan media power point untuk meningkatkan aktivitas dan hasil belajar pada pembelajaran IPS siswa kelas IVA SD Negeri 1 Sukaraja Tiga Lampung Timur tahun pelajaran 2012/2013 (Skripsi). Bandar Lampung: Universitas Lampung.
- Sugiyono. (2013). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta.
- Susanto, A. (2014). Pengembangan pembelajaran IPS di SD. Jakarta: Prenada Media Group.
- Arikunto, S. (2010). Penelitian tindakan kelas. Jakarta: Bumi Literacy
- Waluyo, E. B., & Ghufon, S. (2020, December). Penggunaan media power point untuk meningkatkan hasil belajar pada siswa sekolah dasar. In PROSIDING NATIONAL CONFERENCE FOR UMMAH (Vol. 1, No. 1, pp. 655-662).
- Badri, Nur, and Berliana Kusuma Riasti. "Pembuatan media pembelajaran interaktif pada SMK Negeri Tiga Jepara dengan materi power point 2007." Speed -Sentra Penelitian Engineering Dan Edukasi4, no. 1 (July 14, 2011). <http://portal.ejurnal.net/index.php/speed/article/view/849>.
- Mulyasa. (2004). Menjadi guru profesional menciptakan pembelajaran kreatif dan menyenangkan. Bandung: Rosda Karya.
- Murtikusuma, R. P. (2015). Pengembangan perangkat pembelajaran matematika model problem-based learning berbantuan media powerpoint untuk siswa kelas XI SMK materi barisan dan deret. Saintifika, 17(2).

Nana Sudjana. (2004). Dasar-dasar proses belajar mengajar. Bandung: Sinar Baru Algensindo.

Nurlatifah, A. A. (2015). Pengembangan media pembelajaran IPA berbasis microsoft office power point interaktif pada siswa kelas IV SD Negeri Ngrukeman Kasihan Bantul. Jurnal PGSD Indonesia, 1(2).