



## The Effect of PowerPoint Media on the Learning Outcomes of Elementary School Students in Social Studies subjects

### Pengaruh Media PowerPoint terhadap Hasil Belajar Siswa Sekolah Dasar pada Mata Pelajaran IPS

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#### Abstract

*This study aims to determine the effect of PowerPoint media on the learning outcomes of elementary school students in social studies subjects. This research was conducted at the State Elementary School 118 Maros Regency with fourth-grade students. Sampling using a purposive sampling technique. Data collection techniques used in this study were observation, tests, and documentation. The hypothesis will be tested using paired sample t-test. The pre-test results showed that the average score obtained by the fourth graders was 9.69, while the post-test showed a score of 14.57. Hypothesis  $H_1$  is accepted, and  $H_0$  is rejected based on the test results. Thus, the research hypothesis is that there is an influence of PowerPoint media on the learning outcomes of elementary school students in social studies subjects.*

**Keywords:** Powerpoint Media; Learning outcomes; Social science

#### Abstrak

*Penelitian ini bertujuan untuk mengetahui pengaruh media powerpoint terhadap hasil belajar siswa sekolah dasar pada mata pelajaran IPS. Penelitian ini dilaksanakan di Sekolah Dasar Negeri 118 Kabupaten Maros pada siswa kelas empat. Penarikan sampel menggunakan teknik purposive sampling. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, tes, dan dokumentasi. Hipotesis akan diuji dengan menggunakan paired sample t-test. Hasil pre-test menunjukkan skor rata-rata yang diperoleh siswa kelas empat adalah 9,69 sedangkan hasil post-testnya menunjukkan skor 14,57. Berdasarkan hasil tes, maka hipotesis  $H_1$  diterima dan  $H_0$  ditolak. Dengan demikian, hipotesis penelitiannya adalah terdapat Pengaruh Media PowerPoint Terhadap Hasil Belajar Siswa Sekolah Dasar Pada Mata Pelajaran IPS.*

**Kata kunci:** Media Powerpoint; Hasil belajar; Ilmu pengetahuan sosial

## **Introduction**

Social Studies in Elementary School is a collection of facts, concepts, events, and generalizations related to social problems. Through social studies subjects, Students are directed to be able to become citizens of a democratic and responsible Indonesian citizen and to become peaceful citizens of the world. The education system in Indonesia has undergone many changes. These changes occur because various reform efforts have been made in education. As a result of this influence, education is progressing. As stated on UU RI No. 20 Tahun 2003 Chapter 1 article 1 that education is a conscious and planned effort to create an educational environment and educational process to actively develop the capacity to have religious intelligence, spirituality, self-awareness, personality, intelligence, noble character and skills, their identity, society, nation needs, and conditions have (Undang-Undang RI Nomor 20 Tahun 2003).

Knowledge Social is a field study that studies, examines, and analyzes symptoms and problems social in society reviewed from various aspects of life integrated (Faishol, 2018; Mohammad et al., 2011). Social Studies is taught on an education base and medium, as a base or introduction in learning studies social or knowledge social at a higher level. The Social Studies at Elementary School curriculum has experienced a change from time to time. Change occurs because it demands the development of knowledge, technology, and life needs. The development of each curriculum is an improvement from the curriculum. Previously, therefore, social studies subjects were designed with the general goal of developing knowledge and the ability to analyze the social conditions of natural communities entering dynamic social life (Fauziah et al., 2022).

Department Education National, 2013 (Wibawa, 1992) Specifically, social studies aims to ensure that students can: (1) develop concepts relevant to people's lives and environments, (2) think logically and critically, be inquisitive, inquisitive, and have skills basic problem solving and socialization skills. (3) Commitment and awareness of social and human values. However, the reality is that improvements in student learning outcomes, especially in elementary social studies, are not optimal.

The quality and success of learning are greatly influenced by the skill and precision of the teacher in the selection and use of educational materials (Izza et al., 2019). Preparing the next generation for their role in the future requires educators' active role and seriousness to provide appropriate teaching because teaching is not just transferring

knowledge from teachers to students, but an activity that allows students to build their knowledge, so that knowledge can be applied in everyday life. The ability and skills of teachers in choosing and using models, methods, and learning strategies must continually be improved (Krasny et al., 2003; Sukaesih et al., 2017)

The low interest in learning in social studies education (Social Sciences) results from the learning process of delivering social studies facts through an inappropriate approach, namely lectures. Students should actively participate in such a way as to involve students intellectually and emotionally in the learning process. When communicating with the teacher, students often feel shy, which makes the class condition inactive and affects learning outcomes (Winantara & Jayanta, 2017). Based on the results of observations made by the author, information was obtained that in learning activities in class IV, students' interest in studying social studies is still lacking. This is because the significant role of the teacher still dominates it. Student involvement is still limited to receiving subject matter, taking notes, and doing assignments given by the teacher. A lack of attention and activity also indicates a lack of interest in learning.

The teacher provides more subject matter with lectures so that student learning activities are dominated by listening and taking notes on the subject matter (Lage et al., 2000). The relationship between students and teachers decreases. Students are only directed to the ability to memorize without being required to understand it, the absence of visual media or examples of images which are a means of actual knowledge for students, and the lack of student motivation in studying social studies. So that most students have difficulty learning social studies material and tend to consider social studies subjects boring memorization subjects. This impacts students' low interest in learning and causes the subject matter to be incomplete.

One way to grow students' interest in learning is to use media or teaching aids, considering that the function of the media in the learning process is to present the stimulus and increase the reception of information (Baharun, 2016; Siboro, 2021). In addition, the benefits that can be obtained from multimedia are; first, the learning process is more exciting and interactive. Secondly, the amount of teaching time can be more effective. Third, the quality of student learning can be improved, and fourth, students' attitudes and attention can be enhanced and focused. This is in line with Solihatin's (2007) explanation that the media can facilitate the interaction between teachers and students in the learning process, making learning activities more effective

and efficient. Media can increase students' attention and interest in learning, besides that learning media can also be the basis for student learning development so that learning outcomes are more stable. Powerpoint can be chosen as a medium to help increase student interest. In contrast, PowerPoint is a presentation program that can produce displays in the form of text, images, and sound, as well as animation. Janiansyah wrote that multimedia combines text, graphics, sound, video, and animation that produces stunning presentations. Multimedia also has high interactive communication. So that students can easily understand the subject matter more quickly and excitingly, especially in social studies, in the implementation of learning, the teacher should be able to attract students' attention so that they can actively participate in learning. Social studies teachers must try to optimally seize students' interests because interest is the principal capital for the success of social studies learning (Anggorowati, 2011; Nur Aini, 2018)(Nurhayati, 2011). Learning is adjusted to the material conveyed, especially in this case, social studies subjects, using PowerPoint media. Based on the background description, the authors are motivated to research the influence of PowerPoint media on the students learning outcomes in social studies subjects.

## **Method**

Pre-experimental research is used in this study. The design used is One Group Design Pretest-Posttest. All fourth graders at the 118 State Elementary School in Maros Regency for the 2020/2021 academic year became the population in this study. Sampling in this study used the purposive sampling technique, meaning that this researcher took part of the population as sample members. Considering that there are problems that are relevant to the research plan, variations in students, seen in social status, education and parents' occupations, and lack of student participation in the learning process, in this class, learning using PowerPoint media is rarely carried out, especially in social studies subjects with eleven male students and ten female students.

This study uses observation, documentation, and test techniques to obtain data. The tests given to students in this study were in the form of filling and multiple choice so that it could be seen how far the students' level of understanding of the learning material was. The test consists of ten multiple choice questions. Through this test, it will be seen how far the students' understanding of the learning material is. At the end of the lesson, a post-test will be given. The results of this test will then be used as a reference

to conclude at the end of the study. The data that has been obtained will be analyzed using descriptive analysis techniques and inferential analysis.

**Result**

The descriptive statistical analysis describes the characteristics of students' pre-test and post-test scores after and before learning with PowerPoint media. In contrast, inferential statistical analysis was conducted to test the research hypotheses using the t-test.

The general achievement of learning outcomes for fourth-grade public elementary school students 118 Maros Regency for the 2020/2021 academic year taught using PowerPoint slide media can be seen in table 1.

Table 1. General learning outcomes data

Score	Pre-test	Post-test
Highest Score	14	21
Lowest Score	3	5
Average score	9.69	14.57
Standard Deviation	2.60	3.71

The highest score achieved by students in the pre-test was 14, and the lowest score was 3. So the average score was 9.69 with a standard deviation of 2.60. However, after being taught using an active learning strategy, the score changed, namely the highest score to 21 and the lowest score to 5, so the average score was 14.57 with a standard deviation of 3.71.

Table 2. Frequency Distribution and Cumulative Percentage of pre-test

Interval score	f	f(%)	cumulative from above		cumulative from below	
			Kf	K(%)	Kf	K(%)
3-4	1	4.76	21	100.00	1	4.76
5-6	2	9.52	20	95.24	3	14.29
7-8	2	9.52	18	85.71	5	23.81
9-10	7	33.33	16	76.19	12	57.14
11-12	7	33.33	9	42.86	19	90.47
13-14	2	9.52	2	9.52	21	100.00

Table 2 shows that three students scored 3-6 with a percentage of 14.29%, and nine students scored 7-10 with a percentage of 42.86%. The rest are the same as nine students who scored 11-14 with 42.86%.

Table 2. Frequency Distribution and Cumulative Percentage of post-test

Interval score	f	f(%)	cumulative from below		cumulative from above	
			Kf	K(%)	Kf	K(%)
5-7	1	4.76	1	4.76	21	100.00
8-10	2	9.52	3	14.29	20	95.24
11-13	3	14.29	6	28.57	18	85.71
14-16	10	47.62	16	76.19	15	71.43
17-19	3	14.29	19	90.47	5	23.81
20-22	2	9.52	21	100.00	2	9.52

Table 3 shows that three students scored 5-10 with a percentage of 14.29% and 13 students scored 11-16 with a percentage of 61.90%. The remaining five students scored 17-22 with a percentage of 23.81%.

#### *Testing the normality of student learning outcomes in the pre-test*

The normality test results using Chi-Square obtained the values of  $x^2_{count}=4.73$  and  $x^2_{table} = 5.99$  with  $dk = 2$  at the significance level of  $\alpha = 0.05$ . It can be seen that  $x^2_{count} < x^2_{table}$  shows the learning outcomes of fourth-grade elementary school students in 118 Maros Regency in the pre-test from a normally distributed population.

#### *Testing the normality of student learning outcomes in the post-test*

The normality test results using Chi-Square obtained the values of  $x^2_{count}=4.92$  and  $x^2_{table} = 5.99$  with  $dk = 2$  at the significance level of  $\alpha = 0.05$ . It can be seen that  $x^2_{count} < x^2_{table}$  shows the learning outcomes of fourth-grade elementary school students in 118 Maros Regency in the pre-test from a normally distributed population.

#### *The Effect of Powerpoint Media on Students' Social Studies Learning Outcomes*

Hypothesis testing can be done using a t-test. The hypothesis that will be tested using the t-test is that students' social studies learning outcomes after being taught through the PowerPoint slide media learning method are more significant than before being taught through the PowerPoint slide media use method.

The test criteria are if  $t_{count} < t_{table}$ , then  $H_0$  is accepted, and  $H_1$  is rejected. From the results of calculations using the t-test formula obtained  $t_{count} = 4.93$ . With  $\alpha = 0.05$  we get  $t_{table} = t(1-1/2\alpha)$  ( $dk= n_1+n_2-2$ )  $t_{table} = t(1-1/2.0.05)$  ( $dk=21+21-2$ )  $t_{table} = t(0.975)$  (40)  $t_{table} (0.975)$  (40) = 2.02 so,  $t_{count} > t_{table} = 4.93 > 2.02$ . Therefore,  $H_1$  is accepted, and  $H_0$  is rejected. Thus, using PowerPoint media affects the learning outcomes of social studies for elementary school students.

## **Discussion**

The results of the analysis showed that the highest score was 14 in the pre-test, and the average value was 9.69, with a standard deviation of 2.60. In contrast, the highest score in the post-test was 21, with a standard deviation of 3.71 and an average value of 14.57. Based on the percentage of students' social studies learning outcomes scores in the pre-test, there were seven people or about 33.33% of students, most of whom got an interval score of 9 to 12. In comparison, in the post-test, ten people, or about 47.62% of students, obtained an interval score of 14 to 16. These data indicate that there is an increase in students' social studies learning outcomes in the post-test. The high social studies learning outcomes of students in the post-test is due to the influence of learning by using the PowerPoint slide media method in this learning process.

Inferential analysis results determined that the results of social science students' studies both before and after the exam were obtained from an average population. While in hypothesis testing, it was obtained  $t_{\text{count}} > t_{\text{table}}$  ( $4.93 > 2.02$ ) so that it fell in the rejection of  $H_0$  and acceptance of  $H_1$  in this case, the submission of the hypothesis was accepted. This demonstrates improved student learning outcomes after teaching using a multimedia PowerPoint approach. This indicates that the method of using PowerPoint slides can be used to improve social studies learning outcomes because the method of using PowerPoint slides is a method that can involve students in learning and can focus students' attention on the ongoing learning process (Febrianti, 2019; Jinda et al., 2019).

The research results can be used as a general description that the PowerPoint slide media learning method is very well applied in the teaching process. In this study, PowerPoint media was applied, consisting of measuring learning outcomes, namely before using the PowerPoint slide media and after using the PowerPoint slide media. This study provides significant results, namely improving learning outcomes and process quality in social studies subjects in grade IV 118 State Elementary Schools in Maros Regency.

## **Conclusion**

Based on the hypothesis tests that were conducted, we established that this study hypothesis is accepted that the use of PowerPoint media in learning has a significant effect on student learning outcomes compared to without using PowerPoint media. It

can be concluded that PowerPoint Media affects Social Studies Learning Outcomes in Elementary Schools because of the increase in social studies student learning outcomes.

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