



Implementation of PowerPoint Media to Improve Language Learning Outcomes in Grade 5 in the Elementary School

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Abstract

Education is essentially an effort to pass on values, which will help and determine humanity in living life and at the same time improve the fate and civilization of mankind. Without education, it is believed that today's humans are not much different from past human generations, who, compared to today's humans, have been very left behind in terms of both the quality of life and the processes of empowerment. The success of learning is influenced by various things, one of the most important is the role of learning media. In situations like this, the teacher's ability as an important role holder is required to have imagination and a level of creativity that is above average in order to be able to deliver or deliver lessons as expected. This type of research is quantitative research. This research is referred to as a quantitative method because it contains numbers and also analyzes that use statistics in the process. This approach uses a quasi-experimental design approach, in which the researcher does not have full control over the external variables that affect the implementation of the experiment. This study uses a pretest-posttest group design, namely by comparing between before being given the implementation of learning with PowerPoint media and afterwards. The conclusion from the research taken is that the use of PowerPoint media can improve language learning outcomes in grade 5 of SD Negeri 066045 Medan in the 2022/2023 Academic Year.

Keywords: *learning media; learning with PowerPoint media and afterwards*

Introduction

Education is one of the most important things to equip students to face the future. The success of learning is influenced by various things, one of the most important is the role of learning media. The increasing demands of society for education and advances in science and technology have made it no longer possible to manage education solely using old patterns. Apart from these demands, society has a need for information and communication, because information and communication greatly influence progress in the field of education. This demand is what makes it wise to utilize technological media in education management.

Learning outcomes are related to learning activities because learning activities result from the interaction process, learning process, and learning evaluation carried out by teachers and students through learning activities (Abbas et al., 2020; Hapsari & Zulherman, 2021). Student learning outcomes are marked with a value scale in the form of letters, symbols, and numbers (Agusti & Aslam, 2022; Audie, 2019; Hutapea, 2019). Learning outcomes are used to evaluate how deep the knowledge gained by students is and what experiences have been obtained after learning (R. Andriani, 2019; Lia Novita, 2019). Values are not the only form of individual learning outcomes; the attitudes and skills shown by individuals or groups are also the results of student learning (Harefa et al., 2020; Lina Novita & Sundari, 2020). Therefore, learning outcomes are assessed from 3 domains: affective, cognitive, and psychomotor. Cognitive based on the knowledge possessed by students, affective properties shown during learning activities, and psychomotor skills are mastered by students. In addition, student learning outcomes come not only from themselves but can also be influenced by the surrounding environment, including the school environment, learning motivation, and learning media (Martina, 2019; Syachtiyani & Trisnawati, 2021).

Kustandi and Sujipto (2011:9) learning media are "tools that can assist the teaching and learning process and function to clarify the meaning of the message conveyed, so that learning objectives can be achieved better and more perfectly". Based on the opinion above, it can be concluded that learning media is a tool that can convey good information in the teaching and learning process and can arouse students' interest in learning. The Association of Education and Communication Technology (AECT) defines media as all forms and channels used to channel messages/information. All physical tools that can present messages and stimulate students to learn are called media. In line with this, learning media is everything that is used to convey messages (learning materials) so that they can stimulate students' attention, interest, thoughts and feelings in activities. learning to achieve certain learning goals.

Based on observations and interviews in elementary schools, it was found that student learning outcomes, especially in fifth grade in learning, were still low and below the

Minimum Completeness Criteria set by the school. The minimum completeness criteria set by the school, especially in science content, is 76, but most students score below the minimum completeness criteria specified. It is caused by several factors, such as students not being motivated to participate in learning because the learning media used are not following their learning styles, teachers only deliver learning using the lecture method, the absence of appropriate and varied learning media, lack of active interaction between students and students and teachers and students, limited learning media available in schools, and during the learning process the teacher only uses theme books in the learning process. This situation causes teacher centered learning, making the learning atmosphere monotonous and less interesting. As a result, students' motivation and interest in learning are reduced so that the learning outcomes obtained by students do not meet the predetermined Minimum Completeness Criteria. This situation needs to be considered by teachers, especially in fifth grade, to create changes in learning activities to increase student enthusiasm for learning and the learning outcomes obtained by students are optimal. Innovation is needed to increase the expected learning outcomes and improve learning, especially in developing learning media that can improve student learning outcomes. The solution to overcome these problems is to use learning media. Learning media is one of the important influences in achieving learning outcomes. Using appropriate learning media can help increase students' motivation to learn so that it affects the learning outcomes of these students (Kusuma & Hamidah, 2020; Soimah, 2018). Therefore, it is necessary to have various learning media and the development of learning media following the era of development. The development of learning media today is inseparable from the application of technology because the use of technology can help vary learning and be more effective, efficient, and interesting (Kurniawati, 2019; Yuliawati et al., 2020). Coupled with online learning, technology-based learning media is increasingly needed to reach students online effectively. One of the technologies commonly used as learning media is PowerPoint. PowerPoint is a medium that is easy to use and easy to vary the content and themes in it. PowerPoint can support independent learning like online learning, can easily vary into visual and audiovisual learning media, and can be used in various learning models (Muthoharoh, 2019; Zain & Pratiwi, 2021). PowerPoint can be included with video, text, images, or sound so that PowerPoint can be created into interactive learning media (León & Martínez, 2021; Setiawan et al., 2022). PowerPoint is very easy with various supporting features so that it does not burden the teacher to learn how to use it first (Ayu & Qohar, 2019; Baker et al., 2018; Gaikwad & Tankhiwale, 2014). Interactive PowerPoint can be used as a learning medium to attract students' interest and attention (Dewi & Manuaba, 2021; Zain & Pratiwi, 2021). Interactive Powerpoint is a simple, easy, complete learning media that can be used anytime and anywhere, so it is very suitable for interactive learning (Mahesti & Koeswanti, 2021; Nurrita, 2018). Interactive PowerPoint learning media combines text, animation, audio, video, educational games, evaluation, and conclusions to improve student learning outcomes (Ayu & Qohar, 2019; Prayitno & Mardianto, 2020). The interactive PowerPoint learning media presents teaching material through instructions and narration with an interactive system and a

systematic response. In addition, interactive PowerPoint learning media can be used for students with different learning styles (visual, auditory, and kinesthetic). Interactive PowerPoint learning media is a multisensory-oriented learning media / that uses the sense of capture in learning, such as the sense of sight, the sense of hearing, and the sense of touch (Iswanto et al., 2018; Mudasih & Subroto, 2019). It can be seen from the components in interactive PowerPoint media, such as material packaged with text, animation, and dubbing, learning videos, and educational games that the students apply (Fatmawati et al., 2021; Purnasari & Sadewo, 2021). Several studies have shown that interactive powerpoints have special characteristics that are more effective in design to suit the needs of students in the learning process (Iga Raspati & Maria Zulfiati, 2020; Zahra et al., 2021). These characteristics have proven successful in demonstrating the advantages of interactive PowerPoint learning media. Interactive PowerPoint learning media is suitable for learning, and students positively respond to Interactive Powerpoint Media in the learning process (M. R. Andriani & -, 2016; Dewi & Manuaba, 2021). The development of creative and innovative learning media can be passed by utilizing technology, one of which is interactive powerpoint-based learning media that is practically used (Ayu & Qohar, 2019; Kalifah & Prastowo, 2021). There are many types of research on developing interactive PowerPoint learning media, but no one has studied interactive PowerPoint media for ecosystem materials. Learning media is needed to generate student learning motivation and make it easier for students to understand the learning material presented so that student learning outcomes can be optimal. Interactive Powerpoint learning media is a learning tool with methods, materials, and evaluations designed systematically and attractively to improve student learning outcomes. Interactive Powerpoint Learning Media leaves a positive impression on students during the learning process, creates a pleasant learning atmosphere, and can increase student enthusiasm and learning outcomes. Science learning content is included in Thematic subjects in Elementary School, for Ecosystem material is in Theme 5 Grade five of Elementary School. This study aimed to design and analyze the feasibility, practicality, and effectiveness of interactive PowerPoint learning media on student learning outcomes in the fifth-grade science content of elementary school. Using interactive Powerpoint learning media in the fifth-grade science content in elementary schools is expected to increase students' motivation and learning outcomes.

Examining advances in science and technology to improve learning outcomes, using Microsoft Power Point with interactive multimedia applications. Microsoft PowerPoint is interesting because it can display text, colors, images, sound, video and animation that can be displayed, and can also be manipulated according to the wishes and creativity of the user. Microsoft PowerPoint media helps students learn easier and better by making learning fun. Based on the results of previous research which examined PowerPoint media, several types were studied, some researched PowerPoint media in improving learning outcomes, and there were studies on the effectiveness of increasing motivation and learning outcomes with PowerPoint learning media.

Based on the opinion above, it can be concluded that learning media is a tool that can convey good information in the teaching and learning process and can arouse students' interest in learning. The Association of Education and Communication Technology (AECT)

defines media as all forms and channels used to channel messages/information. All physical tools that can present messages and stimulate students to learn are called media. In line with this, learning media is everything that is used to convey messages (learning materials) so that they can stimulate students' attention, interest, thoughts and feelings in learning activities to achieve specific learning objectives. Examining advances in science and technology to improve learning outcomes, by utilizing Microsoft Power Point with interactive multimedia applications. Microsoft PowerPoint is interesting because it can display text, colors, images, sound, video and animation, and can also be manipulated according to the user's wishes and creativity. Microsoft Power Point media helps students learn easier and better by making learning fun. Based on the results of previous research that examined PowerPoint media, several types were studied, some studied PowerPoint media in improving learning outcomes, and there were those that examined the effectiveness of increasing motivation and learning outcomes with PowerPoint learning media.

Method

This type of research is quantitative research. This research is called a quantitative method because it contains numbers and analysis that uses statistics in its process. According to Sugiyono (2019, p. 7), quantitative research has the meaning of a positivistic method based on the philosophy of positivism. This research uses a pretest-posttest group design, namely by comparing before the lesson was given using PowerPoint media and after. Having the same initial abilities is a requirement that must be met before treatment is given. The final step taken in this research is that students will be given a test with the aim of the average value of student learning outcomes after being given treatment. This research was conducted at SD Negeri 066045 Medan. The population and sample in this study were 42 class V students at SD Negeri 066045 Medan with details of 21 class V-A students as the control class and 21 class V-B students as experimental class students. This research uses a pretest posttest group design, namely by comparing before being given treatment, namely the lecture method, with after being given treatment, namely the brainstorming method with simulation. Having the same initial abilities is a requirement that must be met before treatment is given. The final step taken in this research is that students will be given a test with the aim of the average value of student learning outcomes after being given treatment.

The designs used in this research are as follows:

R 01 X 02

R 03 X 04

Information:

01: pretest score (control group/group that was not treated)

02: posttest score (control group/non-treated group)

03: pretest score (experimental group/treated group)

04: posttest score (experimental group/treated group).

Results

Research conducted at SD Negeri 066045 Medan aims to determine the effect of using Power Point media in improving learning outcomes in class 5 for the 2022/2023 academic year. This research was carried out in 2 classes, namely the class. Students were given an initial test or (pretest) and a final test (posttest) to find out whether differences were found between the learning activities of the control class and the experimental class.

IV-A as the control class and class IV-B as the experimental class, namely those given treatment. Based on the pre-test results for class IV-A as the control class, it is known that the average student score is 52.99. And class IV-B as an experimental class is known to have an average student score of 61.16. The conclusion that can be drawn is that students' initial understanding of theme 5, subtheme 2 is still low. After the pre-test was carried out in both classes, learning on theme 5, subtheme 2 was carried out.

Learning in class IV-A as a control class uses the lecture method, while in class IV-B as an experimental class uses PowerPoint media in delivering material, to determine the differences in learning outcomes in the two classes. When learning is complete in both classes, a post-test will be carried out. Based on the results of the post-test for class IV-A as the control class, it is known that the average student score is 52.99. These results indicate that there is no significant change in the control class when compared to the previous pre-test results. Based on the results of the post-test for class IV-B as an experimental class, it is known that the average student score is 83.20.

These results indicate a significant change in student learning outcomes compared to the previous pre-test results. The conclusion of the research taken is that the implementation of learning using PowerPoint media can improve learning outcomes in class 5 of SD Negeri 066045 Medan for the 2022/2023 academic year. The hypothesis testing technique in this research was carried out using the paired sample t-test formula. t-test. From the results of data calculations, a significance of 0.0 is obtained, which is less than the significance level $\alpha = 0.05$. $0.0 < 0.05$. So H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference between the average value before being given treatment and the average value after being given treatment.

Conclusion

Based on the data that has been obtained and also through the data processing process that has been carried out, it shows that there is an influence of the use of Power Point media on increasing the learning outcomes of grade 5 students at SD Negeri 066045 Medan for the 2022/2023 academic year. Therefore, the researcher hopes that the teaching staff will be more using PowerPoint media in delivering learning material so that learning activities in class become more effective and interactive in order to improve student learning outcomes.

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