



Development of Powerpoint-Based Interactive Learning Media

Arozatulo Bawamenewi^{1*}, Masdya Zalukhu², Nisirani Waruwu³, Kaperius Daeli⁴

^{1,2,3,4}Indonesian Language and Literature Education Study Program, FKIP, Nias University,
Jl. Yos Sudarso 119 E/S Gunungsitoli, North Sumatra, Indonesia

*Corresponding Author

DOI: <https://doi.org/10.30880/ijcse.v2i2.535>

Received 14 June 2023; Accepted 25 June 2023; Available online 15 July

Abstract: The limited supporting media in the teaching and learning process causes the teaching and learning process to be less effective. To overcome this, it can be done by using power point-based interactive learning media on Indonesian language material. This research was conducted in class VII UPTD SMP Negeri 2 Gunungsitoli. The purpose of this study is to develop interactive power point-based learning media, to determine the level of student skills through the use of powerpoint learning media. The research method used is Borg and Gall research. Based on the research conducted and the formulation of the problem and research objectives, the authors conclude that the developed media is suitable for use in the Indonesian language learning process

Keywords: Media, Powerpoint, Borg and Gall.

1. Introduction

Education is one of the most important things in human life, quality will produce quality graduates or human resources and vice versa (Al-Deen, 2016; Husain et al., 2022).

Learning is a process of interaction between students/students and educators/teachers and learning resources in a learning environment that includes teachers and students exchanging information (Harefa & Hayati, 2021).

Basically every student has different abilities. Therefore a teacher is expected to be able to choose and apply learning models and approaches that can facilitate the abilities of their students. With the right model and approach, it is hoped that students can develop all their potential to the fullest according to their respective abilities (Bawamenewi, 2019).

Media tools in the learning process for students use electronic and non-electronic as a means to interact with students. Media is said to be a tool used by educators as intermediaries to manipulate material that is abstract to become concrete, large to small, and complicated to become complex in learning more effectiveness and efficiency to achieve learning goals. If these tools are used and used as sources of learning information, they are called learning media (Rosyid, 2019).

Microsoft PowerPoint is a program developed by Microsoft that allows you to create interactive learning media (Akbar, 2017). For example, Microsoft PowerPoint can be used in the learning process of presentation

material. This of course can streamline time and help students understand the mathematical concepts presented, especially Indonesian language subject matter.

Hamalik (1986) stated in a book by Azhar Arsyad, said that the use of learning media in the teaching and learning process can revive new desires and interests, generate motivation and even bring psychological influences on students.

In a teaching and learning process there are two interrelated elements, namely learning methods and learning media. The learning method according to Istarani is the way of presenting teaching material to students is carried out by educators in the teaching and learning process so that the desired goals are achieved. Whereas learning media according to Rayandra Asyhar is anything that can convey or channel messages from sources in a planned manner, so that a learning environment is formed that supports recipients to carry out the learning process efficiently and effectively.

According to Susanto (2016) learning is a developmental process that comes from students and their environment. In relation to student problems, among others: about thinking skills, motivation, interest and preparation, while those related to the environment include: especially teacher creativity, learning resources, facilities and infrastructure such as choosing the right learning media.

Learning media that can attract students' attention include audiovisual learning media in the form of interactive PowerPoint. It is able to help students to integrate all media elements such as text, images, audio especially video which allows it to become an interesting and innovative and creative learning media in improving student learning outcomes.

In the opinion of Tafanao (2018) interactive PowerPoint learning media has advantages and benefits, namely as a tool that is able to create student motivation, attention, and interest through information to participate in learning.

PowerPoint media can help ideas become more interesting and have clear goals when presented because of PowerPoint media will assist in making slides, presentation outlines, electronic presentations, displaying dynamic slides, including attractive clipart that is easily displayed on the monitor screen. PowerPoint-based learning media can assist teachers in conveying material and make it easier for students to understand the material presented (Permada 2015).

Based on the results of initial observations and interviews with Indonesian language teachers at UPTD SMP Negeri 2 Gunungsitoli, currently students still have difficulty participating in Indonesian language learning in class, this is due to the lack of interest of students in learning Indonesian.

The factors that cause this to happen are the lack of variety of learning resources used by teachers in the learning process so that students feel bored and bored when learning takes place, and the lack of use of learning media in class.

Based on these problems, the researchers were interested in developing PowerPoint-based interactive learning media on Indonesian language material which was held at UPTD SMP Negeri 2 Gunungsitoli class VII.

2. Research Methods

This research is research development (Research and Development) using the Borg and Gall model. This research method is used to make certain products and test the effectiveness of these products (Sugiono, 2017). This research was conducted to produce products that were tested with validators and students. The subject of this research was UPTD SMP Negeri 2 Gunungsitoli, with class VII students as the subject.

Table 1. Media validity criteria

intervals	criteria
81%-100%	Very valid
61%-80%	Valid
41%-60%	Pretty valid
21%-40%	Less valid
0%-20%	Invalid

Table 2. Rating questionnaire scale

evaluation	information	Score
SS	Strongly agree	5
S	agree	4
CS	Simply agree	3
TS	Don't agree	2
STS	Strongly disagree	1

3. Results and Discussion

3.1 Result

Research development (R&D), refers to the research methods used to manufacture certain products and test the effectiveness of these products. Borg and Gall (research and development) has stages starting from (1) conducting research (research) and collecting data, (2) designing, (3) developing product drafts, (4) initial field trials, (5) revising test results trials, (6) field trials, (7) improvement of the results of field trials, (8) field trials. The following is a display of media that has been developed



Figure 1. First page

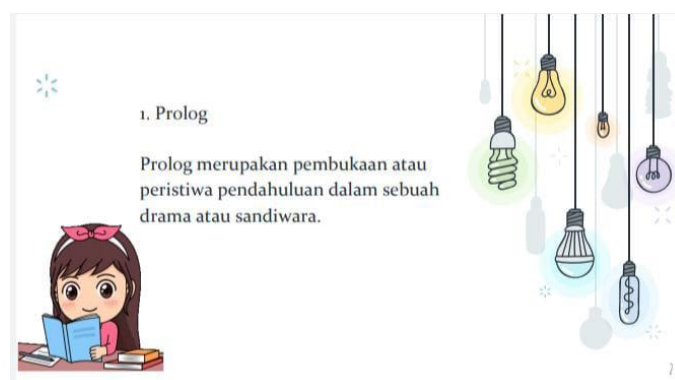


Figure 2. Material

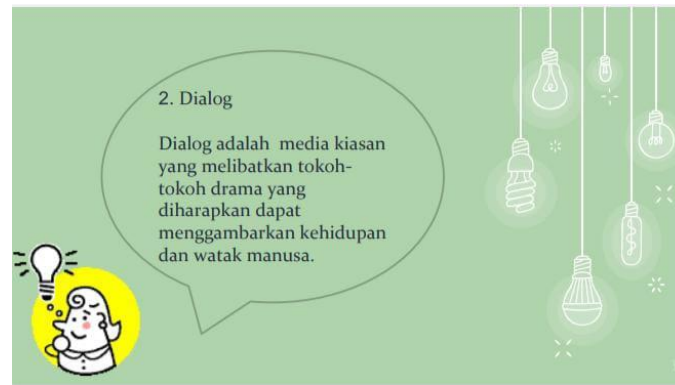


Figure 3. Material

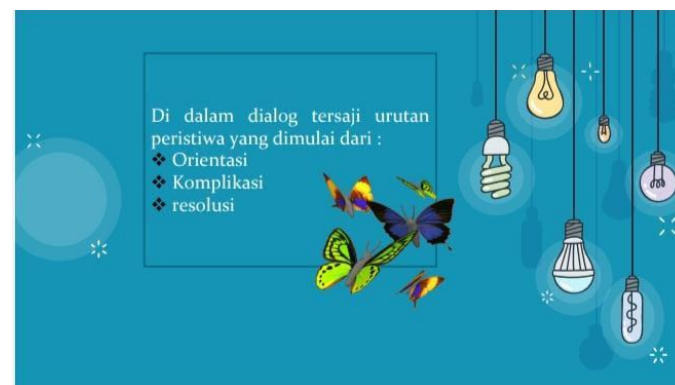


Figure 4. Material



Figure 5. Material

Table 4. Results of Learning Media Feasibility Test Data

No	Validators	Score
1	Material Eligibility	92 %
2	Language Eligibility	93%
3	Media Eligibility	100%
	Average	95%
	Criteria	Very Worth it

Table 5. Results of Student Response Data

Respondent Number	Score Percentage (%)	Criteria
1	100%	Very practical
2	100%	Very practical
3	100%	Very practical

4	100%	Very practical
5	90%	Very practical
6	100%	Very practical
7	100%	Very practical
8	90%	Very practical
9	100%	Very practical
10	100%	Very practical
Average	98%	Very practical

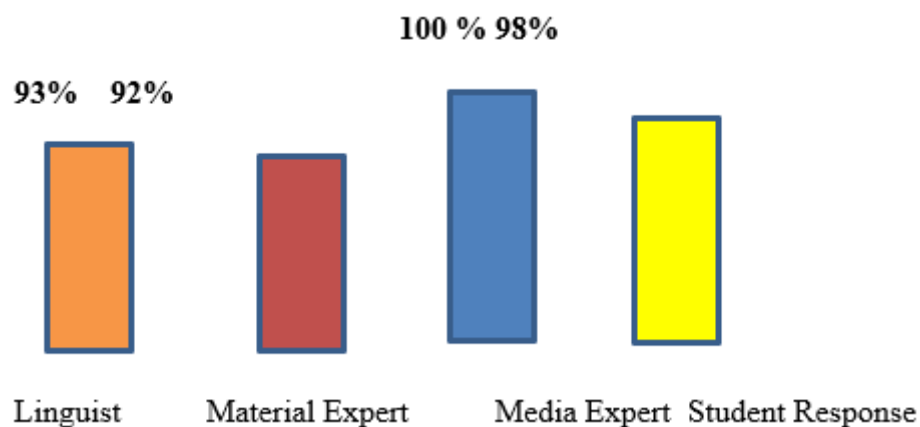


Figure 6. Percentage

3.2 Discussion

Based on the feasibility test from the material expert validator, a percentage of 92% was obtained, thus this is included in the very feasible category to use. Then based on the feasibility of the linguist validator, a percentage of 93% is obtained so that it is included in the very feasible category to use. Based on the feasibility test from the media expert validator, a percentage of 100% was obtained with very suitable criteria for use.

Meanwhile, from the response questionnaire that has been distributed to find out how students' responses and responses to interactive learning media are based on powerpoint, get an average percentage of 98% so that the interactive learning media that has been made is stated to be very practical and suitable for use. From the four assessments above, both the material feasibility test, language feasibility, media feasibility, and student responses to interactive learning media, it can be concluded that the PowerPoint-based interactive learning media that has been developed is very useful and practical to use.

4. Conclusions and Recommendations

4.1. Conclusions

From the research that has been done, the authors draw several conclusions that the validity of PowerPoint-based interactive learning media on Indonesian language material has been tested to be very valid and feasible to use with an average percentage of material validity score of 92%, language validity of 93%, and media validity of 100%. Then from the results of the questionnaire the response of the students was 98% with very practical and appropriate criteria for use.

4.2. Recommendations

Based on the conclusions above, it is suggested to teachers of Indonesian language class VII UPTD SMP Negeri 2 Gunungsitoli to vary learning resources and the use of media used in the learning process because powerpoint media has a positive impact on student achievement, especially in learning Indonesian. It is suggested to students of class VII UPTD SMP Negeri 2 Gunungsitoli to learn more, especially in learning Indonesian, so that the learning process can run well.

References

- Akbar, S. (2017). Learning Devices Instruments. Bandung: PT. Rosdakarya youth
- Al-Deen, HSN (2016). Social media in the classroom. Wilmington: Peter Lang.
- Bawamenewi, A. (2019). Development of Teaching Materials for Prephrasing the Poem "I" Based on the Problem Based Learning (Pbl) Learning Model. Journal of Education and Teaching Review, 2(2), 310-323. <https://doi.org/10.31004/jrpp.v2i2.631>
- Harefa, NAJ, & Hayati, E. (2021). Learning Media for Indonesian Language and Indonesian Literature and Information Technology. Angewandte Chemie International Edition, 6(11), 951-952. Taken from <http://eprints.unpam.ac.id/id/eprint/8800>
- Husain, R., Harefa, AO, Cakranegara, A. & Nugraha, MS (2022). The Effect of Teacher Professional Competence and Learning Facilities on Student Achievement. AL-ISHLAH: Journal of Education, 14 (2), 2489-2498.
- Rosyid, MZ (2019). Variety of Learning Media. CV. Archipelago Literacy
- Sugiyono. (2017). Quantitative Research Methods, Qualitative and R&D. Bandung, Indonesia: Alfabeta.