Articles

Using *PowerPoint Media* to Increase Class V Elementary School Students' Interest in Learning

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Article Info

ABSTRACT

The aim of this research is to determine the use of *powerpoint media in increasing* fifth grade elementary school students' interest in learning. The research method used is classroom action research (PTK). The research design adopts the Kemmis and Taggart model which consists of two cycles, each cycle includes planning, acting, observing, reflecting, in 2 meetings. The subjects of this research were 15 fifth grade elementary school students. Data collection through observation and tests. The research results showed that there was an increase in interest in learning after the application of *powerpoint media* in science subjects as evidenced by the pre-cycle obtaining an average score of 53.46, the number of students who completed was 4 students with a percentage of 13.2%. In the cycle I achieved an average score of 68,7 students completed with a percentage of 46.66 %. In cycle II achieved an average score of 84.33, all students completed with a percentage of 100%. It can be concluded that the use of *Powerpoint* learning media can increase the learning interest of fifth grade elementary school students.

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Ma'rufah, 2020; Susandi & Widyawati, 2017). Education is very important for anyone who wants to train and develop their potential (Afiyah, 2020). Based on Law no. 2 of 1985, the aim of

education is to educate the life of the nation and also to develop the whole human being. (Ainia, 2020; Handayani & Arifin, 2020; Iskandar et al., 2022; Robby, 2020). In this era of globalization, technological developments are growing rapidly, especially in the field of education. Technological advances are shaking up the world of education, especially in the use of computers and the internet as media and learning resources which must be responded to quickly by a teacher, so that current technological advances can be put to good use to help students' learning process in the classroom. One example of the use of technology as a learning medium (Ainiyah et al., 2024).

Learning media can teach students to convey messages so that the learning process can run more conducively (N. L. P. S. Dewi & Manuaba, 2021; Nugraha et al., 2021). Learning media is anything that can be used to assist the learning process in conveying meaning or messages clearly so that students can learn effectively and efficiently (Apriyani & Sitohang, 2022; Melindawati, 2023). The learning media that can be used by elementary school (SD) students is *powerpoint . Powerpoint* media can display various menus containing material, quizzes, videos and images (Salamah et al., 2020). Using *PowerPoint media* can help combine various types of text, images, video, audio and animation into an interesting learning media (Dini, 2022; Warkintin & Mulyadi, 2019). The use of *powerpoint* media provides a concrete picture of abstract learning (Supit, 2021). Abstract learning such as in science subjects regarding the human digestive system. Using *PowerPoint* as a medium can help teachers explain material more easily and provide new, unique experiences for students. *Powerpoint* as a learning medium can produce very interesting learning because of its ability to include text, images, sound and video (Erviana & Tasu'ah, 2023). *PowerPoint* is an excellent application for presenting presentation material because it can process text, images, colors, displays and animations that can be tailored to student needs (Handikha et al., 2013).

Based on observations made by researchers, students' mastery of science subjects is caused by students' lack of interest in learning activities. This is shown by the students' lack of enthusiasm for the lesson, on the other hand, there are also many students who do not pay attention to the lesson and make jokes. Students' answers during learning were also not good, only a few students dared to ask questions and give opinions. The teaching media used for learning only uses image media and does not use other media.

It can be concluded that in learning teachers do not use other media such as *powerpoint* so that it influences students' interest in learning, especially in science subjects. Using media creates a pleasant atmosphere because students can control the speed of learning according to their abilities (visual, auditory, kinesthetic) (Yonanda et al., 2023).

This is also in line with research (Ariyani & Ganing, 2021; Asriningsih et al., 2021; Damasanti & Nuroh, 2023; N. L. P. S. Dewi & Manuaba, 2021; Pohan et al., 2022) that the use of *PowerPoint* media in elementary school subjects can attract and increase student motivation in the learning being delivered. By using *powerpoint*

learning media , student learning assessment results are above the KKM (Minimum Completeness Criteria). The difference with the research studied lies in the research subject, namely class V elementary school, lesson material, and animation in applying *power point media* . Based on the description above, the aim of the research is to determine the use of *powerpoint media* in increasing fifth grade elementary school students' interest in learning .

2. Method

This research uses classroom action research (PTK). The research subjects were fifth grade students at elementary school. The research location is SD N 2 Sendang Mulyo, the reason for choosing this location is because it is easy to access and the school is willing to participate in the research. The research procedure consists of two cycles, with each cycle having four stages, namely (1) *planning* ; At this stage, the researcher formulates the research focus, designs the actions to be taken, and prepares data collection instruments. (2) Implementation (*Acting*); At this stage, the researcher carries out the planned actions, namely applying *Powerpoint learning media*. (3) *Observation* ; At this stage, researchers observe the learning process and collect data about the use of *PowerPoint learning media.* (4) Reflection (*Reflecting*); At this stage, researchers analyze the data that has been collected and reflect on the learning process (SP & Kusmariyatni, 2019). Researchers also discuss research results with teachers to get input and suggestions. This research was only carried out for 2 cycles because students' interest in learning had sufficiently increased after the *power point media was implemented* .

The data collection techniques used in this research are observation, interviews and documentation. The data analysis used in this research is qualitative analysis. Data were analyzed using qualitative data analysis, namely statistical models such as tables and diagrams from the results of observations and values for each cycle.
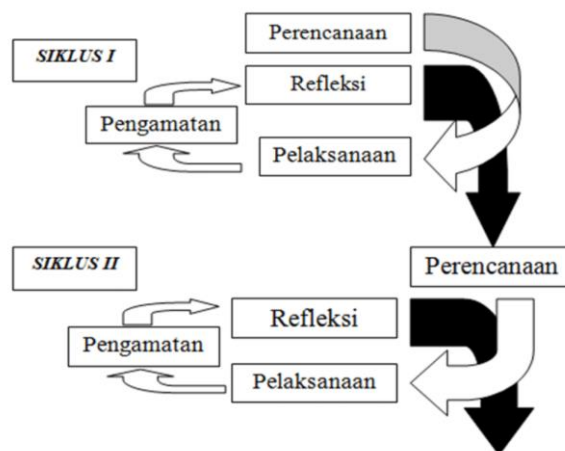

Figure 1. Classroom Action Research Flow Diagram (Sari et al., 2020)

3. Results and Discussion

In the pre-cycle before the action research was held in class V of SD Negeri 2 Sendang Mulyo, it was discovered that the majority of the total number of students, namely 15 students, had science learning outcomes that were still in the low criteria, as many as 2 students were in the medium criteria, and no students had yet reached the high category. This can be seen from the table of pre-cycle student scores.

Table 1. Pre-Cycle Student Scores

Mark	The number of students
4 5	3
50	7
55	1
6 0	2
7 0	1
72	1
8 0	-
90	-
100	-
Amount	15

To analyze the score data from the pre-cycle evaluation, tabulation and percentage calculations are used, the following is a list of values that are processed by grouping the values and calculating the number of values based on the percentage and average value.

Table 2. Distribution of Student Learning Results

Score(s)	Frequency (f)	Percentage (%)	S*f	Pre-cycle mean score
4 5	3	20%	135	
50	7	46.66%	350	
55	1	6.6%	55	
6 0	2	13.3%	120	53, 46
7 0	1	6.6%	70	
72	1	6.6%	72	
8 0	-	0.0%	0	
90	-			
100	-			
Amount	1 5	100%	802	

From table 2, the distribution of student learning outcomes in the pre- cycle reached an average score of 53.46, where the number of students who had not

completed was 1-3 students with a percentage of 86.56 % while those who had completed were 4 students with a percentage of 13.2 %.

Cycle I

At the **planning stage (*Planning*)** namely (1) formulating the research focus of science learning through the use of *powerpoint media*, (2) designing actions using compiling science learning materials packaged in attractive and interactive *powerpoint slides, training in the use of powerpoint media* in learning, preparing data collection instruments, such as observation sheets and teacher journals, preparing data collection instruments on the observation sheet to observe student activity and enthusiasm during learning,

At the **implementation stage (*Acting*)** which is conducted is to apply learning media by using *powerpoint media* that has been prepared, using various variations of *powerpoint slides*, such as images, animations and videos to attract students' attention, as well as providing opportunities for students to interact with learning material through discussion activities, questions and answers and educational games. Next is the observation stage. What is done is observe students' activity and enthusiasm during learning, and record the results of observations on the observation sheet. Using *power point* media, student learning outcomes in cycle I are converted into the following table:

Table 3. Obtaining student scores in cycle I

Mark	The number of students
4 5	-
50	-
55	-
6 0	3
65	5
7 0	2
75	5
8 0	-
85	-
90	-
95	-
100	-
Amount	1 5

From table 3, the students' scores obtained in cycle I, there were 8 students who got scores below the KKM, while those who got KKM scores were 2 students and those who got scores above the KKM were 5 students. Score data from the first

cycle evaluation was analyzed through tabulation and calculation of the following percentages:

Table 4. Distribution of Student Learning Results

Score(s)	Frequency (f)	Percentage (%)	S*f	Average score of cycle I
4 5	-	0%	0	
50	-	0%	0	
55	-	0%	0	
6 0	3	20%	180	68
65	5	33.33%	325	
7 0	2	13.33%	140	
75	5	33.33%	375	
8 0	-	0%	0	
85	-	0%	0	
90	-	0%	0	
95	-	0%	0	
100	-	0%	0	
Amount	15	100%	1020	

From table 4, the distribution of student learning outcomes in cycle I reached an average score of 68, the number of students who had not completed was 8 students with a percentage of 53.33 % while those who had completed were 7 students with a percentage of 46.66 %.

The final stage in cycle I is **reflection (*Reflecting*)**, namely analyzing data that has been collected from observation sheets, teacher journals, and interviews with students, identifying the advantages and disadvantages of *powerpoint media, evaluating the use of powerpoint* media in increasing students' interest in learning. Based on this reflection the teacher can draw conclusions to improve learning. So it is necessary to plan learning improvements in cycle II to achieve optimal results.

Cycle II

The first stage of cycle II is *planning*, what is done is formulating a learning implementation plan (RPP); **Designing** and compiling science learning materials packaged in attractive and interactive *powerpoint slides, practicing the use of powerpoint media* in learning, and preparing data collection instruments. The next stage is *the implementation*, namely **applying the** *power point* media that has been prepared, using various variations of *powerpoint slides*, such as images, animations, and videos to attract students' attention, provide opportunities for students to interact with learning material through discussion activities, questions and answers, and educational games. The third stage is *observation*, what is done **is** observing the students' activity and enthusiasm during learning, recording the results of the observations on the observation sheet. Judging from the improvement in student

learning outcomes in cycle II, students have participated in learning using *powerpoint media* optimally, the following is a table of student scores in cycle II, namely:

Table 5. Student Grades Obtained in Cycle II

Mark	The number of students
4 5	-
50	-
55	-
6 0	-
65	-
7 0	-
75	2
8 0	3
85	5
90	5
95	-
100	-
Amount	15

From table 5, the students' scores in cycle II, namely those who got a score below the KKM, were one student, while those who got a KKM score were three students and those who got a score above the KKM were ten students. The score results from cycle II were analyzed through tabulation and percentage calculations as follows:

Table 6. Distribution of Student Learning Results

Score(s)	Frequency (f)	Percentage (%)	S*f	Average score of cycle I
4 5	-	0%	0	
50	-	0%	0	
55	-	0%	0	
6 0	-	0%	0	84.33
65	-	0%	0	
7 0	-	0%	0	
75	2	13.33%	150	
8 0	3	20%	240	
85	5	33.33%	425	
90	5	33.33%	450	
95	-	0%	0	
100	-	0%	0	
amount	15	100%	1,265	

From table 6, the distribution of student learning outcomes in cycle II reached an average score of 84.33 students. With all students completing science lessons. The final stage in cycle II is reflection, where at this stage analyzes the data that has been collected from observation sheets, teacher journals, and interviews with students; identify the advantages and disadvantages of *powerpoint media* ; and evaluate the use of *powerpoint media* in increasing students' interest in learning . Based on the results of observations of student activities in cycle II, overall students actively participated in learning by observing *powerpoint slides*. Students looked more enthusiastic and participated actively compared to cycle I. At this stage, all students showed an increase in learning outcomes in science learning using *powerpoint media*. Below is a comparison table for cycle I and cycle II:

Table 7. Comparison of learning outcomes from cycle I and cycle II

Information	Pre cycle	Cycle I	Cycle II
KKM	70	70	70
Complete Value	2	7	15
Grade Incomplete	1 3	8	0
The highest score	7 2	75	9 0
Lowest Value	4 5	6 0	75
Average value	5 3 ,4 6	6 8	84, 33

From the comparison table of assessment results between pre-cycle, cycle I and cycle II, it can be observed that there has been an increase in the score obtained. In the pre-cycle there were 13 students who did not complete, while in the first cycle there were 8 students who did not complete. Meanwhile, in the pre-cycle there were 2 students who got a pass mark, while in the first cycle there were 7 students who got a pass mark and in the second cycle there were 15 students who completed science learning using *powerpoint*. In the pre-cycle, the highest score obtained by students was 72, while in cycle I, the highest score achieved by students was 75, while in cycle I, the lowest score obtained by students was 60. In cycle II, the highest score achieved by students was 90, The lowest score in cycle II was 75, there were two students who got this score. The comparison between the values in cycle I and cycle II can be seen in the following diagram.
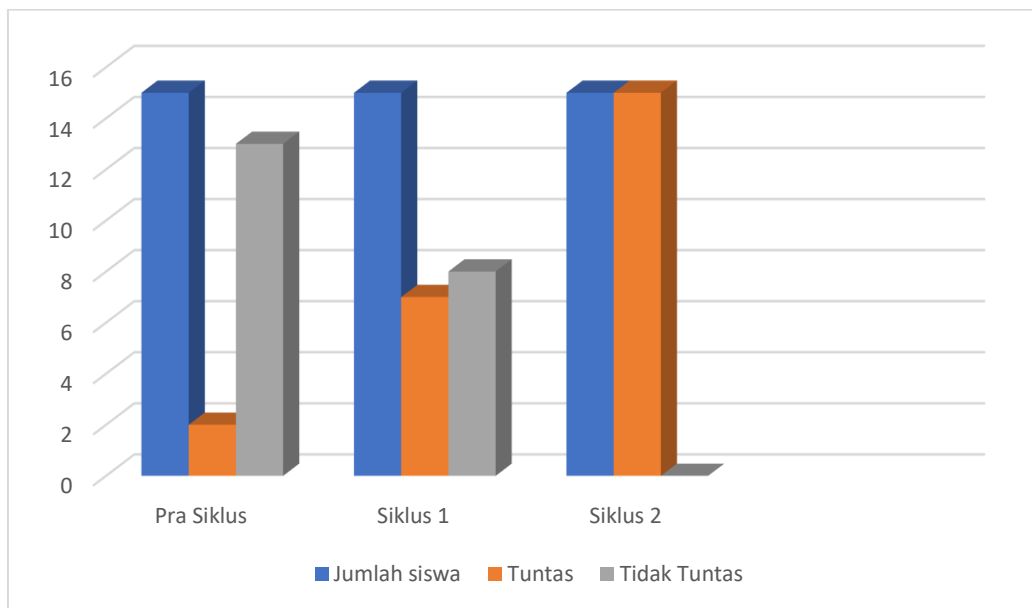
Figure 2. Distribution Bar Diagram of Value Distribution in Pre-Cycle, Cycle I and Cycle II

Learning uses *powerpoint media to achieve* improvements in increasing students' interest in learning. In the pre-cycle stage, an average score of 53.46 was recorded with the highest score being 72 which had a percentage of 6.6% , while in cycle I, an average score of 6.8 was recorded with the highest score reaching 75 and a percentage of 33.33%. Meanwhile in the second cycle stage, the average class score increased to 84.33 with the highest score reaching 9.0 with a percentage of 33.33% .

Students' responses to the use of *powerpoint media* were very good. Students are very motivated towards using *power point media.* This is supported based on the results of previous research studied (Al Hilal & Auliya, 2021; S. L. Dewi, 2021; Prayitno & Mardianto, 2020; Sopia, 2022) stated that students' responses to *powerpoint media* could increase students' interest in learning in class II elementary school. Furthermore, research shows (Mandasari, 2021; Salsabila & Pranata, 2022) that the application of interactive PPT learning media can increase student activity and learning outcomes for fourth grade elementary school students. Research (Budianti et al., 2023; Nasir & Jamiludin, 2023) shows that the use of interactive *powerpoint* media in learning activities can increase students' learning motivation in elementary schools and schools in general. The use of *powerpoint* media can be used as an alternative reference medium for delivering learning material, but it is necessary to try other learning media that are more interesting and of course suit the characteristics of the students and their environment. Teachers need to design interesting learning designs so that learning is more enjoyable, especially when implementing learning. Then the research says (Prayitno & Mardianto, 2020; Salsabila & Pranata, 2022) average learning motivation and cognitive learning

outcomes of students who use *powerpoint media* interactive is higher than those who do not use interactive *powerpoint media*.

Powerpoint media in learning has been proven to be effective in increasing students' interest in learning. *PowerPoint* provides visual aids that can make lesson material more interesting and easy to understand. With a combination of text, images, graphics, animation and video, *PowerPoint* is able to create dynamic and interactive presentations, which can increase student attention and engagement (Ningsih et al., 2024; Rhiyanto & Rachmadiarti, 2023). *Powerpoint* media can be used as an alternative reference in delivering learning material. However, to maximize this media, teachers need to design interesting and creative learning designs, and take into account the characteristics of students and the learning environment. Teachers must also continue to look for and try other learning media that are more suitable and interesting for students. Thus, the use of *power points* in learning can help increase students' interest in learning, making the teaching and learning process more enjoyable and effective.

There are limitations to the use of *powerpoint media* in increasing students' interest in learning, namely that not all teachers have the same ability to use this technology effectively, students' responses to *powerpoint media* can also vary depending on age, education level and individual preferences. Younger students or those unfamiliar with technology may take longer to adapt. Excessive or inappropriate use of *PowerPoint can also cause boredom or decreased student attention, especially if the material is too dense or the design is less attractive.* This research only focuses on the use of interactive *powerpoint media*, without considering other variables that influence students' interest in learning.

4. Conclusions and Suggestions

Powerpoint media in learning can increase the interest in learning of class V students at SDN 02 Sendang Mulyo, Central Lampung. This is evidenced by the significant increase in student learning outcomes after using *PowerPoint media* in two learning cycles from the pre-cycle to obtaining an average score of 53.46, the number of students who completed was 4 students with a percentage of 13.2%. In the cycle I achieved an average score of 68,7 students completed with a percentage of 46.66 %. In cycle II achieved an average score of 84.33, all students completed with a percentage of 100%. This increase is caused by several factors, including attractive and interactive *powerpoint media, powerpoint media* can present information in a more interesting and interactive way compared to other learning media, more active student involvement in the learning process, for example through answering questions, discussions and games, the use of *powerpoint media* can help students to be more confident in conveying students' opinions and ideas. For future researchers, there is a suggestion that needs to be considered, namely that research should cover various levels of education, from elementary school to university, as well as various subjects to see variations in effects. In addition, comparing the

effectiveness of *PowerPoint* with other learning media such as learning videos, e-learning, or interactive educational applications will provide insight into which media is most effective in a particular context.

5. Author Contributions

NL Developed research concepts and designs, collected data and presented tables, compiled discussions, conclusions and abstracts.

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