The Influence of Power Point Media on Student Motivation and Learning Outcomes

Partiyatun[1], Akhmad Jazuli[2]
[1,2]Universitas Muhammadiyah Purwokerto

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ABSTRACT

This study aims to determine the effect of the use of power point media on motivation and Indonesian language learning outcomes in rhyme writing skills for students in elementary schools in Kemranjen District, Banyumas Regency. The research method used is the Pre-Experimental Design with the One Group Pretest-Posttest Design. The population used was all fifth-grade students at SD Negeri Gugus Dwijo Utomo, Kemranjen District, while the sample was fifth grade students at SDN 1 Sibrama using random sampling technique. Data on learning outcomes used the results of students' Indonesian pretest and posttest. Data analysis used the t-test technique (independent sample t-test) with the SPSS 26 application. Data collection regarding learning motivation was carried out through observation and questionnaires. Retrieval of data using a questionnaire, the scale used is the Likert scale. The results of the analysis using the t-test technique (independent sample t-test) show that the significance value is 0.004 or <0.05, which means that Ho is rejected, which means that the power point has a positive effect on students' Indonesian learning outcomes. Meanwhile, the calculation on the Likert scale shows that the evaluation interval for the presence or absence of the influence of PowerPoint media on students' learning motivation is 75%. This indicates that 75% of students agree that learning using power point has a positive effect on students' learning motivation.

Corresponding Author:
Partiyatun
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, PO BOX 202 Purwokerto 53182
Email: partiyatun92@guru.sd.belajar.id

1. INTRODUCTION

Technological developments in the current era of globalization can motivate teachers and students in learning[1]. Learning media is used and needed by the teacher as a means of delivering material. The purpose of using learning media is to stimulate the mindset of students, efforts to develop a more varied teaching and learning process, and create an interesting and fun learning atmosphere.

The use of computers and the internet as media and learning resources is evidence of the very rapid development of technology in the world of education. This situation must be addressed quickly by an educator, so that technological advances can to assist the learning process in class. An example of media resources is the use of power point programs. Utilization of power point program as a medium for learning Indonesian language in grade V SD has not been used by educators to its full potential. The learning atmosphere and the delivery of

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[1] Jenny Indrastoeti S Poerwanti and Hasan Mahfud, 'Optimalisasi Penggunaan Media Pembelajaran Interaktif Dengan Microsoft Power Point Pada Guru-Guru Sekolah Dasar', *JPPM (Jurnal Pengabdian Dan Pemberdayaan Masyarakat)*, 2.2 (2018), 265–71. hlm 266

material by educators are still mostly fixated on books and seem monotonous, so they are less attractive to students. Indonesian is the national language which functions as a national symbol, a unifying tool, a cultural developer and a means of internal communication in the interests of the state. Based on this understanding, the role of educators is very important because educators can determine its implementation in learning, especially learning Indonesian in class V in the 2013 curriculum.

The results of observational data conducted on several teachers indicate that most students find it difficult to write rhymes in Indonesian subjects. This is because student learning motivation and learning outcomes is still very low. This is in line with Rizal and Nurdin who stated that motivation is a factor that influence the achievement of student learning outcomes.

Motivation must be raised so that students have a tenacious learning spirit, diligent, and fully concentrate in learning. Clayton Aldeerfer argues that learning motivation is a student's desire that is driven by a desire to carry out learning activities about something to achieve maximum success in learning. Motivation is a driving force for one's behavior to gain experience in gathering information through the learning process.

Learning outcomes are an indicator of educational success obtained through the learning process at school. Sudjiono argues that student learning outcomes must be attached to each student in several aspects, namely aspects of thinking skills (cognitive domain), aspects of values and attitudes (affective domain) and aspects of skills (psychomotor domain).

Learning outcomes can also be used to express the level of success that has been achieved by students after going through learning activities. It's influenced by internal factors and external factors. Internal factors are motivation, interest, intelligence and discipline. While external factors are learning facilities, the atmosphere of the school environment, and students' teaching skills. All of them interrelated and support each other in the process of achieving optimal student achievement.

The obstacle that is often encountered in the learning process is focusing students' attention on the material presented by the teacher. Therefore, the use of learning media determines the success of learning to achieve educational goals.. Students more easily accept the material provided by the teacher.

Print and electronic media are learning media that teachers can use. One way is to use power point media. Microsoft Office Power Point is a program that has a slide type (a worksheet that uses alternating glass slides) and used to present opinions and concepts proposed to others. Interesting features in power point such as the ability to process text, can insert images, audio, animation, video, hyperlinks, and effects that can be adjusted according to user tastes, so students will be interested in what is displayed in power point.

Learning Indonesian in elementary schools has an important role for students to enter the next level of education. The ability to master the language can be used to communicate with other people. In learning Indonesian there are competences in writing ability, one of which is the ability to write rhymes. Pantun is one type of literary work that belongs to old poetry. Pantun is considered difficult by students because the material presented by the teacher is difficult for students to understand. That was because teachers do not use interesting learning media so that student learning outcomes are low.

2. RESEARCH METHODS

This study uses quantitative research used Pre-Experimental Design method with One Group Pretest-Posttest Design. Sugiyono explained that Pre-Experimental Design is research where the experimental results are dependent variable, whereas in this design there are pretest and posttest so that the effect of the treatment can be calculated by comparing the posttest and pretest scores[2]. If the value of the post test is greater than the pretest then the treatment has a positive effect.

The subject of this study involved 15 fifth grade students at SD Negeri 1 Sibrama, Kemranjen District, Banyumas Regency as an experimental class. Sampling was carried out by simple random sampling (random) by taking a lottery from the entire population, namely class V in Gugus Dwijo Utomo consisting of 7 public elementary schools. The variables in this study are the motivation and learning outcomes of students. The Indonesian language learning outcomes data in question are the scores on the student's tests before and after PowerPoint media had applied to students. Meanwhile, to collect data regarding collaboration skills, researchers used observation and a questionnaire calculated using a Likert scale.

In analyzing the data that has been collected, descriptive and inferential statistical analysis is used. To describe the average value of the pretest and posttest scores used Descriptive statistics. Meanwhile, inferential analysis is used to analyze whether or not there is an effect of the use of PowerPoint media on students' Indonesian learning outcomes. Before carrying out the analysis, the researcher must first test the requirements analysis. This step is important because the results of the analysis requirements test determine the analysis technique that should be carried out. Testing the analysis requirements carried out Normality of Data Distribution. The normality test is important to do with the aim of knowing whether the data is normally

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[2] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Penerbit Alfabeta, 2022). hlm 112

distributed or not. The normality test was carried out using Shapiro-Wilk test (because the sample used was less than 100) on the students' pretest and posttest data. Rismaningsih stated that the data requirements are called normal data if the significance is > 0.05 in the Shapiro-Wilk normality test[3].

Based on the requirements analysis test, it can be determined that the hypothesis will be tested using Paired Sample T-test with 5% as a significance level. This test is used because the research data is normally distributed. If the significance value is < 0.05 then H_0 is rejected whereas if the significance value is > 0.05 then H_0 is accepted.

Before the T-test is performed on the data, the data normality test is first performed because the normality requirement is an assumption that must be fulfilled before doing the analysis. The effect of using power point media on motivation and learning outcomes can be seen from the results of the posttest, observation and questionnaire. The validity of the learning outcomes tests (pretest and posttest) was calculated using empirical validity with the help of SPSS version 26. The validity results obtained were quite high and high. The reliability test results are also in the high category with a Cronbach's Alpha value is 0.6. Thus, the learning outcomes test can be used as an instrument in this study.

Table 1. Data Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.174	15	.200[*]	.946	15	.468
PostTest	.211	15	.071	.908	15	.126

Tests of Normality

Before carrying out a hypothesis test using the Paired Sample T-test, it is important to carry out a normality test first. From Table 1 can be seen that the results of the data normality test using Shapiro-Wilk show that the significance value is 0.468 for the pretest and 0.126 for the posttest, which means that the significance value is > 0.05. So, it can be concluded that the data is normally distributed.

Furthermore, the data in the form of student learning outcomes were analyzed descriptively to find out whether there were differences in the average pretest and posttest scores in learning Indonesian using power point. Descriptive analysis can be seen through table 2 below.

Table 2. Descriptive Analysis of Student Learning Outcomes

Description	PreTest	PostTest
Average	54	80
Standard deviation	21,314	11,339
The highest score	90	100
Lowest value	20	60
The number of students	15	15

Table 2 states that the average pretest and posttest values indicate a positive change. From this description, we can actually know that the application of learning with power point media to learning Indonesian has a positive impact on student learning outcomes because the average posttest score of students' learning achievement is better than the pretest score. However, to further strengthen this argument, it is necessary to analyze the data using the t test so that the research results are more valid and can be accounted for.

Results of Data Analysis to Test Hypothesis 1

In this study, data analysis used Paired Sample T-Test because this study compared paired data. The paired data in question are the pretest and posttest values of the same subject.

Table 3. Hypothesis Test using Paired Sample T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	54.00	15	21.314	5.503
	PostTest	80.00	15	11.339	2.928

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[3] Febri Rismaningsih, 'Perbedaan Penggunaan Metode Eksperimen dengan Pendekatan Inkuiri dan Verifikasi terhadap Hasil Belajar Siswa', *Jurnal Pendidikan Dan Pengajaran*, 49.3 (2016), 98 <https://doi.org/10.23887/jppundiksha.v49i3.9014>.

Based on the results of the analysis, Table 3 shows that the average posttest value in the data is higher than the pretest average value. In addition, the data distribution and standard error on the posttest results are lower than the pretest results.

Table 4. The Results of Paired Sample Correlations
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest & PostTest	15	.532	.041

Table 5. The Results of Paired Sample Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		Mean			Lower	Upper			
Pair 1	PreTest - PostTest	-26.000	18.048	4.660	-35.994	-16.006	-5.580	14	.000

It is very clear that the significance (2 tailed) of the table is less than 0.05 which means H_a is accepted. It turns out that learning Indonesian using power point media has a significant and positive influence on the motivation and learning outcomes of students in the sample class used, namely at SDN 1 Sibrama.

Results of Data Analysis to Test Hypothesis 2

Calculation of the Likert scale is done to measure students' opinions on the implementation of learning using power point media. To be able to measure how many students have been able to show motivation in learning, measurement indicators are used.

Table 6. Measurement Indicators of Motivation Learning.

Description Aspect	Description Indicator	No Item Statement
Success Orientation	Sensitive to matters relating to improvement	1,2,3
	superior achievement activities	4,5,6
Anticipate Failure	Efforts to overcome obstacles to achieving success	7,8,9
	Found an easier and shorter way likes challenges	10, 11, 12
Innovation	Found an easier and shorter way	13, 14, 15
	likes challenges	16, 17, 18
Responsibility	Perfection of task completion	19, 20, 21
	confident and tough in completing tasks	22, 23, 24

Maryuliana[4] states that the Likert Scale is often used as a rating scale because it gives value to something. For the purposes of quantitative analysis in this study, the answer scale on the Likert scale is grouped into 5 categories: Strongly Agree (SS) is given a score of 5, Agree (S) is given a score of 4, Doubtful/Neutral (R/N) is given a score of 3, Disagree (TS) is given a score of 2, and Strongly Disagree (STS) score 1.

Table 7. Results of Respondents' Answers Using a Likert Scale

Classification	Students
Strongly Agree (SS)	56
Agree (S)	169

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[4] Maryuliana, Imam Much Ibnu Subroto, and Sam Farisa Chairul Haviana, 'Sistem Informasi Angket Pengukuran Skala Kebutuhan Materi Pembelajaran Tambahan Sebagai Pendukung Pengambilan Keputusan Di Sekolah Menengah Atas Menggunakan Skala Likert', *Jurnal Transistor Elektro Dan Informatika*, 1.2 (2016).

Classification	Students
Doubtful/Neutral (R/N)	131
Disagree (TS)	4
Strongly Disagree (STS)	0

Based on these data, there are 56 answers Strongly Agree (SS) and 169 answers Agree (S) from a total of 4 indicators presented. Meanwhile, 131 answers were undecided/neutral (R/N) and 3 disagreed (TS) for the results of the questionnaire. It can be concluded that the majority of respondents agree that learning using power point media has a significant influence on students' rhyme writing skills.

3. CONCLUTION

The conclusion from the above analysis is Indonesian language skills for writing rhymes with power point media is better than conventional learning models in increasing students' motivation and learning outcomes. From the research results, the researcher recommends the application of guided discovery power point media in order to be able to increase the motivation and learning outcomes of students so that students through teacher guidance can find concepts and learning becomes more meaningful.

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