Power Point Learning Media on Students' Interest in Learning in Social Sciences Subjects at SD Inpres Paranga District. Ulu Ere District. Bantaeng

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Abstract

The main problem in this research is whether there is an effect of using interactive PowerPoint learning media on fourth grade students' interest in learning in social studies subjects at SD Inpres Parang, Ulu Ere District, Bantaeng Regency. Meanwhile, the aim of the research carried out was to determine the effect of using interactive power point learning media on fourth grade students' interest in learning in social studies subjects at SD Inpres Paranga District. Ulu Ere District. Bantaeng. This type of research is pre-experimental research with a quantitative approach. The sample in this research was fourth grade students at SD Inpres Paranga, Ulu Ere District, Bantaeng Regency. The results of the research show that there is an influence of the use of interactive power point media on the learning interest of fourth grade students at SD Paranga Presidential Instruction, District. Ulu Ere Bantaeng Regency. The design used in this experimental research is one group pretest-posttest design. This can be seen from the comparison between the pre-test and post-test scores. The average pre-test score obtained was 55.47. The average score was in the 55-64 interval which was included in the medium category. However. The average posttest value obtained was 81.94 which was in the 65-84 interval, which means it was in the high category. The research results were obtained by researchers using at distribution table with a significance level of a = 0.05 and d. b = N-1 =17-1=16 then we get t0.05 = 1.024. After obtaining t Count = 10.45 and t Table = 1.024, we get t Count > t Table or 10.45 > 1.024 so it can be concluded that the use of Interactive Power Point Media has an effect on the learning interest of class IV students at SD Inpres Paranga District. Ulu Ure District. Bantaeng. So it can be concluded that H0 is rejected and Ha is accepted. This means that there is a significant difference in the influence of the use of interactive power point media on interest in learning social studies among fourth grade students at SD Inpres Paranga District. Ulu Ere District. Bantaeng.

Keywords: Interactive Power Point Media, Interest in Learning Social Sciences

INTRODUCTION

Education has a very important role in life. According to Dani & Arief (2023) education is an effort that can develop the potential that exists within students so that they are active in the learning process. In line with this, Arwanda, et al (2020) stated that the learning process can help students to develop their potential, increase their insight, skills, be responsible, and strengthen spiritual attitudes.

Basic education begins at the elementary school level. This is in accordance with what is stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 Paragraph 1 states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality,

intelligence, noble morals, and skills needed by himself, society, nation and state."

The aim of education according to UUD No. 20 of 2003 Chapter 2 Article 3 concerning the national education system is that the aim of national education is: Developing the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens.

One of the important subjects is Social Sciences. Social studies is included in the school curriculum which is very closely related to the role of humans in society (Meldina, et al. 2020). Social studies learning teaches about social life and how to socialize in the environment (Mahardani, et al. 2018).

Social studies learning is an important component in education. Social studies learning can make students think critically and objectively in solving problems faced by students in their daily lives, so that students are able to find solutions to the problems they experience (Annisa, et al. 2018). Social studies education is a simplification or adaptation of the disciplines of the social sciences and humanities, as well as basic human activities which are organized and presented scientifically and pedagogically/psychologically for educational purposes. (Somantri, 2001:92)

As technology becomes more sophisticated, it is hoped that the learning process will also develop . Technology is a development resulting from science, which will continue to be updated in the world of education (Lestari, et al. 2018)

The learning process can be carried out by utilizing technology, such as during face-to-face learning or online learning. Currently, technology is developing very rapidly along with increasingly advanced science and habits in using technology (Lian, et al. 2019). Therefore, a teacher must be able to use technology as a medium or teaching aid. The existence of media is an alternative for teachers to attract students' interest in learning.

By utilizing learning media, students will be more motivated to learn (Amanda et al. 2019). Learning media is a means used as a tool to convey learning material. It can be seen that during the learning process, teachers only use learning media in the form of thematic books provided by the government and use simple pictures so that it is difficult for students to understand the learning material, it is easier for them to feel bored and causes students to be passive during learning activities. The lack of achievement in learning is caused by the learning process not running optimally (Dewi, et al. 2020).

To overcome these problems, teachers should be able to develop active and innovative

learning media in the current learning process (Fais, et al. 2019). Learning media is a tool used to convey messages and can be used in the education system (Kurniawati, et al. 2018). Teachers can use various types of media to assist in the learning process in order to make the learning process optimal, media also has a role in overcoming boredom when studying (Amalia, et al. 2020). One application that can be used as learning media is the Microsoft Power Point application.

Microsoft Power Point is a software that can help organize material during presentations easily and effectively (Anyan, et al. 2020). Microsoft Power Point is also very easy to use by all groups, so Microsoft Power Point is widely used for presentations, teaching and for creating animations (Anyan, et al. 2020).

The characteristics contained in interactive learning media lie with the students, in addition to listening to the material explained, students are also indirectly invited to interact during learning activities. Students' interest in learning is created from the efforts made by teachers in delivering learning material (Ahdar, et al. 2018). Power point can be an interactive learning medium because the facilities contained in it are able to support the creation of interaction between students and the learning media.

Interactive power point learning media is very feasible and effective to use in the learning process (Warkintin & Mulyadi, 2019). Other research states that the use of PowerPoint can increase students' enthusiasm for learning, make it easier to understand the material, and can attract students' attention to learning (Hendi, et al. 2020).

Based on the results of initial observations at SD Inpres Paranga, Kec. Ulu Ere, Kab. Bantaeng. Researchers see that student learning outcomes do not meet the Minimum Completeness Criteria (KKM) standards. The total number of class IV students is 17 students. The data shows that only 3 students who completed their studies with KKM 75 received a complete score out of 17 students or (17.65%), while 14 students or (82.35%) did not complete it. With an average score of 40, the KKM is set at 75. This is caused by 2 factors, namely internal factors and external factors. Internal factors come from within the students themselves where students pay less attention when the teacher explains in front of the class and then students are less active in answering questions asked by the teacher.

Meanwhile, external factors, namely factors outside of the student (the student's own environment) consist of two main things, namely the physical environment and the social environment. The physical environment is the physical facilities in the school environment, namely learning classrooms and learning media. Meanwhile, the social environment is a

condition that occurs during the learning process, starting from interaction patterns between students and students, students and teachers, students and learning resources. Researchers see that the teaching and learning process in the teacher's classroom only uses conventional methods which have an impact on students so that student learning outcomes are low.

Based on the background description, the author was motivated to conduct research on "The Effect of Using Interactive Power Point Media on Students' Interest in Learning in Social Sciences Subjects at SD Inpres Paranga, Ulu Ere District, Bantaeng Regency

METHOD STUDY

The type of research used in this research is research that uses a quantitative approach. The type of research used is pre-experimental research, namely an experimental research design that only uses an experimental group, without a control (comparison) group. This research is intended to determine the effect of using Power Point media on students' interest in learning, especially in social studies subjects. The location of this research is SD Inpres Paranga in class IV located in Ulu Ere District, Kab. Bantaeng.

The population of this study were all students at SD Inpres Paranga Kec. Ulu Ere District. Bantaeng in 2023/2024, with a population of 95 students. The sample in this study used the "Purposive Sampling" technique, meaning that the researcher took part of the population as members of the research sample, namely fourth grade students at SD Inpres Paranga District. Ulu Ere District. Bantaeng. Considering that there are problems that are relevant to the research plan, there are variations in students, seen from the social status, education and employment of parents, the lack of student participation in the learning process, in this class learning is rarely carried out using power point media, especially in social studies subjects

The research design used in this research is one group pretest posttest design, which only involves one group. The research design can be seen in the following image

$$\boxed{\qquad O_1 \qquad X \qquad O_2 \qquad}$$
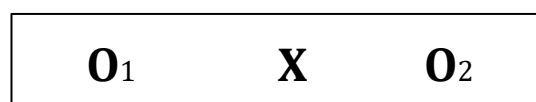
Information :

O1 = Pretest before the treatment is given.

O2 = Final test (posttest) after the treatment is given.

X = Treatment, namely by using power point media

Based on the definitions above, it can be formulated here that a research variable is an attribute or characteristic or value of a person, object or activity that has certain variations determined by the researcher to be studied and then conclusions drawn. The variables that will be studied include:

Independent Variable (X) = Class IV Students' Interest in Learning Social Sciences

Dependent Variable (Y) = Use of Power Point Media

RESULTS AND DISCUSSION

Based on the results of research conducted by researchers on class IV students at SD Inpres Paranga located in Kec. Ulu-Ere District. Bantaeng with a total of 17 students, data was obtained through the social studies interest sheet instrument for fourth grade students at SD Inpres Paranga before using Interactive Power Point Media with the high category, namely 2 students with a presentation of 12%, the medium category, namely 11 students with 65% . And the low category is 4 with a presentation of 24%. This categorization is based on the scores (results) obtained by students in the preliminary exam using the social studies interest sheet. The high, medium, and low categories obtained are based on students' interest in learning social studies, which includes five areas of interest, namely: excitement, curiosity, interest, comfort, and student enthusiasm. After the posttest, it can be explained that the students in the very high category are 14 students with a presentation of 82%, the high category is 3 students with a presentation of 18%. This categorization is based on the scores (results) obtained by students through the posttest using the social studies interest sheet. The categories obtained by students are based on a grid of students' learning interests which includes five aspects of interest, namely: pleasure, curiosity, interest, comfort and student enthusiasm.

The results of observing student activities using Interactive Power Point media show that: The percentage at the first meeting was 82% and included in the high category. It is said to be in the high category because at meeting I, the students' activities were in accordance with the

components of the observation sheet used by the researcher, which shows that there were still some students' activities in class who did not pay enough attention to the teacher during the learning process.

The percentage at the second meeting was 88% and was considered very high. There was an increase in the category at meeting II compared to meeting I, but at the second meeting the scale of student activity began to increase, namely it was at a very high level by looking at the components of the student activity observation sheet.

The percentage at the third meeting was 100% and included in the very high category. At this meeting the student activity scale was at a high level, namely on a scale of 3-4. This shows that at each meeting, student activity increases as seen from the components of the student activity observation sheet. In accordance with the explanation above from the results of observations made by researchers, it can be concluded that student activities during the learning process using interactive power point media increase students' interest in learning social studies.

There are several factors outside the control of researchers so that student learning outcomes are not optimal due to internal factors, namely factors originating from within the students themselves, such as the way students study at home, being too relaxed during the learning process and making assignments easy, so that student learning outcomes decrease. From the description above, it can be concluded that what is meant by student learning outcomes are changes that occur in students after following a learning process, learning outcomes are feedback provided by students.

To be able to realize learning objectives, researchers must know the stages that students must go through in the learning process. The most important stage is motivation so that student learning outcomes get good results. Analysis of Pretest and Posttest scores obtained the following results:

$$D = \frac{2.246}{510} = 4.40$$

$$V = (S^2) = \frac{1}{n-1}\sum_{n=1}^{n}(x_2 - x_1) - D^2$$

$$\frac{1}{16} = 2{,}246$$

$$= 140.37$$

$$SD = \sqrt{\text{Variance}}$$

$$= \sqrt{140.37}$$

$$= 11.84$$

$$T_{hit=D} \atop \frac{SD}{\sqrt{n}}$$

$$= \frac{30}{\frac{11.84}{\sqrt{17}}}$$

$$= \frac{30}{\frac{11.84}{-} \atop 4.12}$$

$$= \frac{30}{2,87}$$

$$= 10,45$$

To find the t table, the researcher used a t distribution table with a significance level of a = 0.05 and d. b = N-1 =17-1=16 then we get t0.05 = 1.024. After obtaining t Count = 10.45 and t Table = 1.024, we get t Count > t Table or 10.45 > 1.024 so it can be concluded that the use of Interactive Power Point Media has an effect on the learning interest of class IV students at SD Inpres Paranga District. Ulu Ure District. Bantaeng.

So it can be concluded that H0 is rejected and Ha is accepted. This means that there is a significant difference in the influence of the use of interactive power point media on interest in learning social studies among fourth grade students at SD Inpres Paranga District. Ulu Ere District. Bantaeng. Based on data analysis, research results show that there is a significant influence on students' interest in learning in class IV of SD Inpres Paranga. After being taught using Interactive Power Point media, the results of the researcher's observations during the process of implementing learning activities using interactive PowerPoint media in class IV SD Inpres Paranga were that the students' attention, concentration and enthusiasm for learning were seen when the teacher played learning videos that were relevant to the teaching material, attention and Students' awareness in listening is very pronounced. This can be seen by the absence of noisy students when the teacher is explaining the lesson and taking responsibility for the learning process. So it can be concluded that the use of interactive Power Point media is

very suitable to help increase the learning interest of fourth grade students at SD Inpres Paranga District. Ulu Ere District. Bantaeng.

CONCLUSION

Based on analysis and testing of research hypotheses, this research concludes that there is a significant influence between the use of interactive PowerPoint media on interest in learning social studies at SD Inpres Parangan sub-district. Ule Ere Bantaeng Regency.

Thus, the application of interactive power point media is considered successful in influencing students' learning interest because this media is easy to apply practically and the content in power point media can make it easier for students to understand the lesson material presented by the teacher. For this reason, Power Point media is able to influence students' interest in learning in social studies subjects. So, the more often teachers use interactive power point media in learning activities, the higher students' interest in learning

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