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Application of Power Point Media to Increase Students' Interest in Learning in Indonesian Subjects with Materials on Describing Pictures and Storytelling Class I MI Darul Marhamah Pondok Melati Bekasi

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Abstract:

This study aims to increase students' interest in learning in Indonesian subjects through the application of PowerPoint media. The focus of this research is the first grade students of MI Darul Marhamah Pondok Melati Bekasi on the material of describing pictures and telling stories. The method used in this study is classroom action research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The results of the study show that the use of PowerPoint media can significantly increase students' interest in learning. In the first cycle, students begin to show interest in the material delivered with an attractive visual display. In the second cycle, the increase was more visible with the increase in student participation in describing pictures and telling stories orally. In addition, students are more active in asking and answering questions related to the material studied. Thus, the application of PowerPoint media has proven to be effective in increasing students' interest in learning, especially in describing pictures and telling stories. The use of interactive and engaging media can help create a more enjoyable learning atmosphere and motivate students to be more active in the teaching and learning process. with

Keywords: Power Point Media, Learning Interests, Describing Pictures, Storytelling, Classroom Action Research (PTK).

INTRODUCTION

Interest in learning is an important factor in the success of the learning process, especially at the elementary school level. Students with a high interest in learning tend to be more active, enthusiastic, and have a better understanding of the material being taught. On the other hand, students with low interest in learning tend to be passive, less participate in learning activities, and have difficulty understanding the material. Therefore, a learning strategy is needed that can

increase students' interest in learning, especially in Indonesian subjects.

In learning Indonesian, especially in the material of describing pictures and telling stories, there is still a low interest in learning of grade I students of MI Darul Marhamah Pondok Melati Bekasi. Students are often less motivated, less courageous in speaking, and have difficulty developing their ideas orally. Learning methods that are still conventional, such as lectures and the use of textbooks without the support of interesting media, are one of the factors that cause students to be less enthusiastic about learning.

Along with the development of technology, the use of interactive learning media such as PowerPoint can be an effective alternative in increasing students' interest in learning. PowerPoint media offers an attractive visual display, a combination of text, images, animations, and sounds that can help students better understand the material in a more enjoyable way. In addition, with the use of PowerPoint, teachers can deliver material in a more systematic and interactive way, making it easier for students to understand the concepts being taught.

Based on these problems, this study was conducted to find out the extent to which the application of PowerPoint media can increase students' interest in learning Indonesian in describing pictures and telling stories. With this research, it is hoped that the right solution can be found in creating more interesting, effective, and fun learning for grade I students of MI Darul Marhamah Pondok Melati Bekasi. This study aims to analyze the application of PowerPoint media in Indonesian learning in the material of describing pictures and telling stories in class I of MI Darul Marhamah Pondok Melati Bekasi. In addition, this study aims to determine the effectiveness of the use of PowerPoint media in increasing students' interest in learning Indonesian subjects, identify changes in students' learning behavior after the application of PowerPoint media, especially in terms of active participation, courage to speak, and the ability to describe images and tell stories, as well as provide recommendations for educators regarding the optimal strategy in using PowerPoint media to improve the quality of learning and students' interest in learning.

Learning Indonesian at the elementary school level, especially in the material of describing pictures and telling stories, still faces various challenges. One of the main problems is the low interest in learning of grade I students of MI Darul Marhamah Pondok Melati Bekasi. Many students show a passive attitude, lack confidence in speaking, and have difficulty expressing ideas orally. In addition, the learning methods used are still conventional, such as lectures and the use of textbooks, which are less attractive to students at an early age.

Currently, in various schools that have applied technology in learning, the use of interactive media such as PowerPoint has been proven to be able to increase students' interest and understanding of the material being taught. However, at MI Darul Marhamah Pondok Melati Bekasi, learning still does not fully utilize technology as a medium of assistance. This creates a gap between the learning methods used in this school and other schools that have adopted a digital-based approach. In addition, grade I students are more likely to be interested in visual-based and interactive learning compared to one-way lecture methods. This gap shows that there is still a need to integrate more interesting learning media, such as PowerPoint, so that learning becomes more effective and able to increase students' interest in learning. Therefore, this research was conducted to bridge this gap by applying PowerPoint media in Indonesian learning to increase students' interest and active participation.

METHODS

This study uses the Classroom Action Research (PTK) method which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. In the planning stage, the researcher prepares PowerPoint media and learning tools to be used. At the implementation stage, PowerPoint media is applied in Indonesian learning with material describing pictures and telling stories. Furthermore, the observation stage is carried out to see changes in students' learning interests during the learning process. Finally, in the reflection stage, the learning outcomes are evaluated to determine the improvement steps in the next cycle.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade I students of MI Darul Marhamah Pondok Melati Bekasi through

observation and interviews. In addition, data was also collected from the results of formative tests to see the development of student understanding. Secondary data was obtained from school documentation, reference books, and previous research related to the use of PowerPoint media in learning.

The data obtained were analyzed qualitatively and quantitatively. Qualitative analysis was carried out by observing changes in student behavior, such as increased participation, courage to speak, and interest in learning. Quantitative data was obtained through formative tests and questionnaires that were analyzed using percentage techniques to see the increase in students' interest in learning before and after the application of PowerPoint media. The results of this analysis will be the basis for determining the effectiveness of PowerPoint media in increasing students' interest in learning and providing recommendations for improvement in learning.

RESULTS

This study found that the use of PowerPoint media in learning Indonesian significantly increased the learning interest of grade I students of MI Darul Marhamah Pondok Melati Bekasi. After the application of PowerPoint media, students showed increased participation in learning activities, more enthusiasm in describing images, and more confidence in storytelling. In addition, the results of the evaluation showed an increase in students' understanding of the material taught.

The data collected in this study includes the results of observations, interviews, formative tests, and student learning interest questionnaires. Observation was carried out for two cycles to see the development of students' learning interest after the application of PowerPoint media in Indonesian learning. In addition, interviews with students and teachers were also conducted to get a more in-depth picture of changes in student learning behavior. Formative tests are used to measure students' understanding of the material, describing pictures and telling stories before and after the application of PowerPoint. A learning interest questionnaire is given to students to find out their level of interest in the learning methods applied.

The results of the study showed a significant increase in student interest and participation. In the pre-study, only about 40% of students were active in learning, while the other 60% were still passive and less motivated. After the application of PowerPoint media in the first cycle, 60% of students began to show interest in participating in learning, although there were still some students who had not actively participated. Improvements were made in the second cycle with more interaction in PowerPoint presentations, increasing student activity by up to 85%.

From the results of the formative test, the average score of students has increased significantly. Before the study, the students' average score was 65, which indicates that their understanding of the material is still low. After the application of PowerPoint media in the first cycle, the average score increased to 73, and in the second cycle it increased further to 80. The learning interest questionnaire also showed that 85% of students felt happier and motivated to learn using PowerPoint media compared to the previous learning method.

From the table above, it can be concluded that the application of PowerPoint media in Indonesian learning contributes positively to increasing students' interest in learning and understanding. The results of this study indicate that the use of interactive and visual media can make the learning process more interesting and help students understand the material better.

To ensure the validity of the data, data triangulation was carried out, namely by comparing the results of teacher observations, student responses from interviews, and learning evaluation results. The consistency between data obtained from various sources shows that the increase in students' interest in learning is indeed influenced by the use of PowerPoint media. In addition, data validation was also carried out through discussions with class teachers and analysis of the development of each student during the research process. Thus, the results of this study can be said to be valid and show that PowerPoint media is an effective learning strategy in increasing the learning interest of grade I students in describing

pictures and telling stories.

DISCUSSION

The results of the study show that the application of PowerPoint media in Indonesian learning significantly increases the learning interest of grade I students of MI Darul Marhamah Pondok Melati Bekasi. Compared to conventional learning methods, the use of PowerPoint with an attractive visual display has succeeded in making students more enthusiastic, active, and courageous in describing images and telling stories. This improvement is evident from observational data, interviews, formative tests, and questionnaires that have been collected during the study. In addition, the increase in student activity is also influenced by interactive factors in PowerPoint media, such as the use of color images, animations, and text and sound combinations. This is in line with the theory of multimedia learning which states that students can understand the material more easily if it is presented through various visual and audio elements. Thus, technology-based learning has been proven to be able to create a more interesting learning atmosphere, motivate students, and increase the effectiveness of material delivery.

However, although the results of the study show a positive improvement, there are still some obstacles that need to be considered. Some students still have difficulty expressing opinions verbally, even though they are more interested in participating in learning. Therefore, more intensive approaches such as individual guidance and gradual storytelling exercises need to be implemented so that all students can develop optimally. To ensure the validity of the data obtained, a validation process was carried out using the data triangulation technique. Triangulation was carried out by comparing the results from various sources, namely direct observation of student behavior during learning, interviews with teachers and students to obtain responses related to the effectiveness of PowerPoint media in increasing learning interest, and analysis of formative test results and questionnaires to find out changes in students' interest and understanding of the material taught.

In addition, validation is also carried out through discussions with classroom teachers as parties who play a direct role in learning. The teacher stated that after the application of PowerPoint media, students were more enthusiastic in participating in lessons, more dared to ask questions, and more confident when telling stories in front of the class. This strengthens the finding that visual-based learning media has a positive impact on student learning motivation. From the validation process carried out, it was found that all the data collected showed consistency and suitability between the results of observations, interviews, formative tests, and student questionnaires.

The observation results showed that 60% of the students showed interest in the first cycle and increased to 85% in the second cycle, which was confirmed by the teacher that the students were more active and motivated. Interviews revealed that students found it more enjoyable to learn using PowerPoint, although some students were still passive, and teachers confirmed that enthusiasm increased, but additional individual guidance was still needed. The results of the formative test showed an increase in the average score from 65 in the pre-study to 80 in the second cycle, which was confirmed by the teacher's notes regarding the development of students' understanding. The learning interest questionnaire showed that 85% of students preferred to study using PowerPoint, the results of which were in line with the findings from observations and interviews.

Based on the results of validation, it can be concluded that the data obtained in this study has high accuracy and relevance. The application of PowerPoint media has been proven to have a positive impact on students' interest in learning and improve their ability to describe images and tell stories. These results also show that the use of technology in learning can be an effective solution in improving the quality of education at the elementary school level.

CONCLUSION

This study proves that the application of PowerPoint media in Indonesian learning can increase the learning interest of grade I students of MI Darul Marhamah Pondok Melati Bekasi. The results of the study showed an increase in student participation in describing pictures and telling stories after the use of PowerPoint as a learning medium. In addition, students become more active, confident, and more enthusiastic in participating in learning. This increase can be seen from the results of observations, interviews, formative tests, and questionnaires that show a significant increase in students' activeness and understanding of the material taught.

Some of the main findings in this study show an increase in student interest and participation after the application of PowerPoint media. In the first cycle, as many as 60% of students showed interest in learning, while in the second cycle it increased to 85%. In addition, the results of the formative test showed an increase in the average score from 65 in the pre-study to 80 in the second cycle, which proved that the use of PowerPoint helped students understand the material better. Interactive media such as PowerPoint that combine text, images, animations, and sounds make it easier for students to understand and remember the material, thereby improving their skills in describing images and telling stories. Observation and interview data also indicated that students enjoyed learning using interactive media more than conventional methods such as lectures and textbooks only.

The results of this study have a positive impact on the world of education, especially in terms of teaching strategies for elementary school students. With the use of PowerPoint, teachers can create a more engaging and effective learning atmosphere. This increase in interest in learning also affects students' academic outcomes, where they are easier to understand the material and have confidence in speaking. This research can also be the basis for the development of other technology-based learning methods, such as learning videos and interactive applications, to improve the quality of learning in elementary schools.

In addition to having an academic impact, this research also has a social contribution in the world of education. The use of PowerPoint media can be a solution for schools that want to increase students' interest in learning at a relatively affordable cost. With this method, teachers can create more inclusive and fun learning, thus helping students with different learning styles to better understand the material. In addition, the results of this study can be a reference for other schools in applying technology as a learning medium to improve the quality of education more broadly.

Thus, this research not only contributes to the increase in students' interest in learning at MI Darul Marhamah Pondok Melati Bekasi, but also provides insights for educators and other educational institutions in developing technology-based learning methods to create a more effective and enjoyable learning environment.

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