

## Effectiveness of Using Power Point Learning Media in Thematic Learning

Anisa Marshela\*, Evayenny, Niken Vioreza  
Elementary School Teacher Education, STKIP Kusuma Negara, Indonesia  
\*anisa@stkipkusumanegara.ac.id

### Abstract

This study aims to determine the effectiveness of using *power point* learning media in thematic learning in grade IV at Teladan Suci Islamic Elementary School. The research method used is descriptive qualitative. The research was conducted from April 2023 to June 2023. The data sources in this study were principals, teachers, and students. Data collection techniques used observation, interviews, and documentation. Data analysis in this study used the Melis and Humberman model, namely by reducing data, data display, and conclusions. The results showed the effectiveness of using power point learning media in thematic learning, displaying material attractively so as to facilitate the teaching and learning process. In the thematic learning process, there is something that affects students' interest in paying attention to the learning content contained in the power point, which is not clearly visible. The actions taken by teachers to create a conducive learning atmosphere in thematic learning theme 9 are arranging seating based on the provisions and explaining the material in detail.

Keywords: Learning media, *power point*, thematic.

## 1 INTRODUCTION

Education plays a very important role in creating a generation that is superior, noble, creative, and can compete in the era of increasingly advanced technological developments. Technological developments can certainly be utilized in various sectors of human life, one of which is education. Teachers play an important role in education. Teachers as professionals in schools in the implementation of teaching and learning activities are not easy so that teachers need a learning media that is in accordance with the learning material. According to Jihan Safira Ramadhan, et. Al. (2023), media can also be used as a tool for teachers during the learning process in order to create an effective learning atmosphere and certainly not boring for students. While the learning process is a communication process between the teacher and the students, so the media used during learning is referred to as learning media.

According to Hamka (2021), learning media is a physical or non-physical tool used as an intermediary between teachers and students in understanding learning material so that it can be effective and efficient. Meanwhile, according to Munadi (2016), learning media is anything that is used to convey and distribute a message from a structured source so that it can create a conducive learning atmosphere and message recipients can carry out learning activities effectively and efficiently. Learning media plays an important role in creating an effective, fun, and meaningful learning atmosphere for students. By using learning media, teachers can provide students with real experiences, foster student motivation, and make it easier for students to remember learning. Learning media is one of the important components in the success of student learning. Learning media as a tool

used by teachers to help students understand learning messages quickly and precisely in accordance with learning objectives.

Along with the times, technology is also advancing. This requires teachers to keep up with the advancement of technology. One of them, teachers must be able to use computer-based learning media. According to Asyhar (2012), computer-based learning media is included in multimedia media that involves several types of media and equipment in learning activities. Learning that uses a computer program, one example is a power point that contains slides about learning material. According to Benny (2017) power point is a computer application program that is widely used for presentations. This program application is designed and produced by Microsoft Office which is specifically used in the presentation of information and knowledge.

Based on the observation of twenty-six learners in class IV Sunan Kalijaga at SD Islam Teladan Suci. There are some learners who are not active and cannot answer questions given by the teacher. This happens because students pay less attention or less focus when the teacher is explaining. Because there are still students who are teasing their friends, joking, permission to go to the toilet alternately in close proximity, and permission to leave the class to throw away the trash. This is in line with the results of interviews conducted by researchers with teachers as homeroom teachers, obtained information that there are still students who pay less attention or lack of focus such as making permits in and out of class to throw garbage or permission to go to the toilet in close proximity, some are teasing their friends or walking around in the classroom.

Power point can be used as learning media in thematic learning. According to Poerwadarminta (2014) thematic learning is integrated learning using themes to link several subjects so as to provide meaningful experiences to students. A theme is a main idea that is used as a topic of discussion. According to the Ministry of Education, thematic learning has characteristics including: student center, providing direct experience to learners, presenting concepts from various subjects, being flexible (flexible), and using the principles of active, creative, effective, and fun learning. By utilizing the features in the microsoft power point program, such as the image import feature to add images that match the material, video import to add videos that match the material, text art to include explanations of the material, and several other features. Thus the use of power point learning media can look more attractive so that students will be more enthusiastic and focused in participating in learning.

## **2 RESEARCH METHODS**

The method used by researchers in this study is to use descriptive research methods with a qualitative approach. According to Sugiyono (2015) descriptive qualitative research is research that describes the results of observations of the processes that occur and the findings found in the field using words. Qualitative descriptive research is a research method based on the philosophy of post-positivism used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument, data collection is triangulated (combined), data analysis is inductive / qualitative, and the results of this study emphasize meaning rather than generalization.

This research was conducted at Teladan Suci Islamic Elementary School in class IV Sunan Kalijaga. There are two sources of data used in this research, namely primary data and secondary data. Primary data sources were obtained directly through interviews with the principal, class IV Sunan Kalijaga teachers, and class IV Sunan Kalijaga students. While secondary data sources are data taken from existing documents. Data collection techniques used observation, interviews, and documentation. Data analysis in this study used the Melis and Humberman model, namely by reducing data, data display, and conclusions.

This research uses credibility testing with triangulation techniques in obtaining data validity. Triangulation can be said to be checking data from various sources in various ways

and times. The triangulation techniques used by researchers, namely: source triangulation and technique triangulation.

### **3 RESULT AND DISCUSSION**

Research findings have been carried out by researchers by reducing data. After reducing the data, the next step is to present the data, then the data is concluded. Researchers will describe how the effectiveness of using power point learning media in thematic learning. Researchers conducted initial data collection using instruments in the form of observation sheets, interviews and documentation. When researchers make observations, researchers use tools such as cellphones, notebooks and field notes that researchers use to record and take pictures related to things when research takes place. When researchers made observations in the classroom, researchers made observations for class teachers and students in class IV Sunan Kalijaga.

#### **3.1 Effectiveness of Using Power Point Learning Media in Thematic Learning**

The use of power point learning media used by the fourth grade teacher Sunan Kalijaga is supported by the principal because teachers today should be able to utilize existing technology. This is in accordance with the demands of teachers in the 21st century, namely the 2013 curriculum is believed to be able to accommodate 21st century skills through the process of learning activities, whether seen from the standards of content, process, or assessment. In the process standard, teachers are required to apply a scientific approach when learning. Everything is directly related to technology, information and communication or commonly called ICT.

Based on observations and interviews conducted by researchers to several informants related to this research, it was found that the fourth grade teacher Sunan Kalijaga had used power point learning media when delivering thematic material on theme 9. In thematic learning using power point learning media, the involvement and response of fourth grade Sunan Kalijaga students were quite a lot who paid attention, felt happy and interested but there were also some who did not pay attention. For this reason, the fourth-grade teacher Sunan Kalijaga will repeat the material if something is unclear or not seen. Related to the use of power point learning media in thematic learning, the learning outcomes obtained by students are quite good even though the way of understanding the material for each student is different. The use of power point learning media in thematic learning for grade IV students at SD Islam Teladan Suci is very helpful in the learning process.

#### **3.2 Supporting Factors for the Use of Power Point Learning Media in Thematic Learning Theme 9**

There are several factors that support the use of power point learning media in thematic learning, namely: the readiness of human resources, namely teachers, school readiness, and infrastructure. The school has prepared infrastructure in the form of projectors in each class so that teachers can utilize them and the school has 20 laptops located in the computer lab room. In addition, teachers have good cooperation so that they can make power points together. This is in line with the opinion of Nunik Sulisty Hanum who states the supporting factors for learning by using power point media, namely: the first is the readiness of human resources, then the second is facilities and facilities such as Liquid Crystal Display (LCD) in the school environment, and the last is the need for learning implementation.

#### **3.3 Influence of Learners' Interest in Paying Attention to Learning Content Contained in Power Point**

The selection of power point learning media is one of the suitable media in the application of the teaching and learning process. The advantages of teachers in using power point

media are as a source of teaching motivation tools that can involve students and modern learning styles, practical because power points can be used for all class sizes, can be used repeatedly. From the various advantages of power point, it is inseparable from various obstacles. Based on the results of research at SD Islam Teladan Suci, researchers conducted interviews that have been described: less clear or invisible writing is caused because students sit at the back. In addition to less clear or invisible writing, another obstacle is the crowded classroom atmosphere so that the explanation of the material is not heard.

### **3.3 Actions taken by teachers to create a conducive theme 9 thematic learning atmosphere**

In creating a conducive thematic learning atmosphere with the use of power point learning media in class IV at SD Islam Teladan Suci, it turns out to experience several obstacles. For this reason, obstacles must be overcome so that the learning process can run well and be conducive. The actions taken by teachers to create a conducive thematic learning atmosphere are as follows: the action taken by arranging the seating based on the provisions so that those who previously sat at the back could move to the front or in the second row and vice versa. In addition, the solution is to explain the material in detail if the material presented in the power point and in the book does not exist so that children can better understand the material presented.

## **4 CONCLUSION**

Based on the results of research and discussion about the Analysis of the Effectiveness of the Use of Power Point Learning Media in Thematic Learning in Class IV at Teladan Suci Islamic Elementary School, the researcher draws the following conclusions:

1. The use of power point learning media in thematic learning in grade IV at SD Islam Teladan Suci is very effective and helps in the learning process. The use of power point learning media makes it easier for students because of the brief explanation and displaying real images so that students' absorption is fast by seeing the image and can feel or be described by the material. Then there are many power point features that can be used such as design for background and animation for text and image movement, images, audio visual so that the power point display becomes more attractive.
2. Supporting factors for the use of power point learning media in thematic learning in class IV at SD Islam Teladan Suci are adequate facilities and infrastructure. As in each class a projector has been provided, then in the computer lab there are 20 units of laptops that teachers can use if their laptops have problems. In addition to the availability of adequate facilities and infrastructure, the supporting factor for the use of power point learning media at SD Islam Teladan Suci is the cooperation between class teachers so that they can help each other and make power points together.
3. The influence of students' interest in paying attention to the learning content contained in the power point, namely the lack of clarity of the material or not clearly visible writing and the crowded classroom atmosphere.
4. The actions taken by the teacher to create a conducive thematic learning atmosphere for theme 9 are arranging seating based on the provisions and explaining the material in detail.

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