

The Effectiveness of Using Microsoft PowerPoint Media on Learning Achievement of Indonesian Subjects Reviewed From Learning Facilities at the Home of Class V Students

Rakhmad¹, Cerianing Putri Pratiwi², Endang Sri Maruti³

^{1,2,3} Universitas PGRI Madiun, Indonesia

Corresponding Author: cerianing@unipma.ac.id

Abstract

There is still a lack of use of learning media and teachers still play a role as a learning center, resulting in students becoming bored in participating in teaching and learning activities. This is because students only hear explanations from the teacher. This also results in students becoming passive so that interest in lessons decreases. Based on this background, this study was conducted with the aim of determining the effectiveness of the use of Microsoft PowerPoint media on the learning achievement of Indonesian class V reviewed from home learning facilities. From the results of the two-way anava analysis, it shows (1) H_0 is rejected so that it can be concluded that there is an influence of the use of Microsoft PowerPoint learning media in improving the learning achievement of grade V elementary school students; (2) H_0 denied that home learning facilities have an influence on the achievement of student learning achievement; (3) H_0 accepted that there was no interaction between Microsoft PowerPoint learning media and home learning facilities on the Indonesian learning achievement of grade V elementary school students.

Keywords: Microsoft PowerPoint Media, Learning Facilities, Achievement

INTRODUCTION

Indonesian language learning covers various aspects, such as speaking, writing, reading, and listening skills. In addition, an understanding of grammar, vocabulary, and the use of language that is appropriate for the context is also important. Learning Indonesian has a very important role, both in daily life and in the world of education and professionals. Indonesian is



the national language that unites various tribes and cultures in Indonesia. By understanding and using the Indonesian language well, we help maintain the identity and unity of the nation. Learning Indonesian trains reading, writing, and critical thinking skills. By understanding the text in depth, one can analyze information, draw conclusions, and construct logical arguments. Based on this, Indonesian language learning is important to be taught in elementary schools, because the basis of learning is other (Ali, 2020; Farhrohman, 2017).

Students must have good and correct Indonesian language skills. This will help make it easier to understand other learnings. However, in reality, there are still students who are not skilled in Indonesian. Based on observations at school, information was obtained that the average student learning achievement was still unsatisfactory in Indonesian subjects. Student learning outcomes are still not optimal. Some students seem not enthusiastic in participating in learning. This can happen due to lack of student interest (Subakti & Prasetya, 2022). School facilities that support the learning process include LCDs, projectors, computers, and material books in the library. However, teachers, textbooks and student worksheets are still the main source of learning for students.

When delivering the material, the teacher uses two languages, namely Indonesian and regional language or mother tongue, it is because sometimes when delivering material using Indonesian, students do not understand the content of the material presented. In learning, students tend to be passive (Kurniawan et al., 2020). Student passivity will cause self-distrust in students to ask questions or ask problems to teachers or other students, resulting in unsatisfactory student learning achievements, especially in Indonesian lessons (Hadi, 2019). In addition, there is a lack of use of other supporting media in the material delivery process, such as LCD and projector screens.

As a solution to the above problems so that students' learning achievement in Indonesian subjects increases, they can take advantage of existing school facilities. By utilizing LCD and Microsoft PowerPoint-based projector screens. This media was chosen because it has advantages in its manufacture and use. Creating Microsoft PowerPoint-based media can be done anywhere, the time required is also not too much. This media can be varied according to the material to be delivered. More than that, Microsoft PowerPoint can be inserted with text, images, audio, and videos that are in accordance with the material, so that students are more motivated to learn (Herlina & Saputra, 2022).

Microsoft PowerPoint is usually used for seminars, presentations, or meetings. However, with the increasing sophistication of technology, especially in the field of education, Microsoft PowerPoint is also used in learning activities when delivering material (Bay et al., 2021). This





program can be made according to your needs, Microsoft PowerPoint can also be inserted with text, images, audio, and video, so that students will feel curious about the subject matter and will attract students' attention. As explained by Sugiyarto et al. (2020) which is explained by dual coding theory, according to this theory, the human cognitive system consists of two subsystems, namely the verbal system and the image (visual) system. So, the presence of images in text can increase memory because there is dual coding in memory compared to single coding.

Learning facilities are learning facilities that are needed in the learning process so that the achievement of learning goals can run smoothly, in an orderly, effective and efficient manner (Sitirahayu & Purnomo, 2021). Learning facilities are defined as learning tools or resources that are used to support or assist the continuity of the learning process so that goals can be achieved optimally (Wulandari et al., 2023). Learning facilities have a great influence on children's learning development. The learning facilities in question are the tools used by students in assisting the learning process such as classrooms, learning atmospheres, learning tools, lighting. In this study, the learning facilities that are emphasized are the learning facilities that students have at home.

Based on the explanation of the background of the problem, the purpose of this study is to find out and describe the effectiveness of the use of Microsoft PowerPoint Media on Indonesian Learning Achievement reviewed from the Learning Facilities at Home for Grade V Elementary School Students.

METHOD

Research Design

This study uses a quantitative method with an experimental design. The experimental method is useful to find out whether or not the effectiveness of Microsoft PowerPoint media on learning achievement is reviewed from the learning facilities at home of students in the experimental class, where as a comparison or control class uses learning video media.

The design of this study uses a Quasi experimental design, this design has a control group, but it cannot fully control the external variables that affect the implementation of the experiment. This study uses a form of nonequivalent control group design, in this design is almost the same as the pretests-posttests control group design, namely, there are two groups that are given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group.

In this study, there are three variables, namely the independent variable, the bound variable, and the moderator variable. The independent variable in this study is Microsoft



PowerPoint media. The variable tied to this study is the learning achievement of Indonesian subjects. Meanwhile, the moderator variable in this study is home learning facilities.

Data Sources and Types

The source of data from this study is students of class V MIN 2 Madiun City. Of the entire population in this study, students of class V MIN 2 Madiun City. So in this study using the Simple Random Sampling technique.

Data Acquisition Techniques

The data collection techniques carried out in this research are questionnaires and tests. Questionnaires/questionnaires on home learning facilities were distributed in control classes and experimental classes, with the aim of obtaining data on students' backgrounds as material for analyzing their behavior and learning process, especially home learning facilities.

The test in this study was used to collect data on students' Indonesian learning achievement in the form of a multiple-choice objective test. The data from the posttest results in the control class and the experimental class were then processed and analyzed so that a final conclusion was obtained regarding the difference in student learning achievement.

RESULTS AND DISCUSSION

Data on the Value of Home Learning Facilities

The data on the questionnaire scores of the experimental and control class learning facilities are as follows.

Table 1. Results of the Value of Learning Facilities at Home

NO	Kelas Eksperimen		Kelas Kontrol	
	X_1	X_1^2	X_2	X_2^2
1	52	2704	53	2809
2	41	1681	39	1521
3	36	1296	40	1600
4	30	900	50	2500
5	52	2704	43	1849
6	29	841	57	3249
7	40	1600	50	2500
8	47	2209	46	2116

NO	Kelas Eksperimen		Kelas Kontrol	
	X_1	X_1^2	X_2	X_2^2
9	42	1764	46	2116
10	39	1521	46	2116
11	48	2304	42	1764
12	31	961	57	3249
13	25	625	34	1156
14	35	1225	53	2809
15	46	2116	49	2401
16	40	1600	34	1156
17	46	2116	38	1444
Σ	679	28167	777	36355
$\bar{x}$	39,94		45,71	

Based on data from the value of learning facilities at home in the experimental class with the lowest score of 25 and the highest score of 52, while the value of the learning facilities at home in the experimental class was obtained with the lowest score of 34 and the highest score of 57.

Learning Achievement Score Data

The data on learning achievement values for the experimental class and the control class are as follows.

Table 2. Learning Achievement Score Results

NO	Eksperimen Class		Control Class	
	X_1	X_1^2	X_2	X_2^2
1	85	7225	55	3025
2	95	9025	50	2500
3	65	4225	55	3025
4	90	8100	55	3025
5	65	4225	85	7225
6	100	10000	65	4225
7	85	7225	85	7225
8	100	10000	50	2500

NO	Eksperiment Class		Control Class	
	X_1	X_1^2	X_2	X_2^2
9	95	9025	85	7225
10	80	6400	70	4900
11	95	9025	60	3600
12	85	7225	85	7225
13	90	8100	90	8100
14	100	10000	70	490
15	95	9025	85	7225
16	100	10000	50	2500
17	85	7225	65	4225
Σ	1510	136050	1160	82650
$\bar{x}$	88,82		68,24	

Based on the above data, it can be concluded that the average score of the Indonesian test of the experimental class students is better than the average score in the control class. This means that the results of the learning test in the experimental class using Microsoft PowerPoint media are better than the test results in the control class without the help of learning media.

Data Analysis of Home Learning Facilities

1. Normality Test

The normality test was carried out to find out whether the sample was normally distributed or not. The normality test used by the researcher in this study was using Lilliefors.

Table 3. Results of Data Calculation of Learning Facilities with Lilliefors

Class	L count	L_{table}	Decision	Conclusion
Eksperiment	0,102	0,206	H_0 accepted	Normally distributed
Control	0,079	0,206	H_0 accepted	Normally distributed

Based on the table of the results of the normality test of learning facilities above, it can be seen that in the experimental class $L_{obs} (0.102) < L_{table} (0.206)$, H_0 is accepted, so that the data obtained from the experimental class comes from a normally distributed population. In the

control class L_{obs} (0.079) < L_{table} (0.206), H_0 was accepted, so the data obtained from the control class came from a normally distributed population.

Learning Achievement Data Analysis

1. Test Normality

Table 4. Results of Learning Achievement Data Calculation

Class	L_{obs}	L_{table}	Decision	Conclusion
Eksperimen	0,154	0,206	H_0 accepted	Normally distributed
Kontrol	0,169	0,206	H_0 accepted	Normally distributed

Based on the table of the results of the normality test of learning achievement above, it can be seen that in the experimental class of L_{obs} (0.154) < L_{table} (0.206), H_0 is accepted, so that the data obtained from the experimental class comes from a population that is normally distributed. In the control class L_{obs} (0.169) < L_{table} (0.206), H_0 was accepted, so the data obtained from the control class came from a normally distributed population.

2. Homogeneity Test

The homogeneity test is used with the aim of finding out whether or not the variations of a number of populations are the same. The researcher tested the homogeneity of class VA (control class) and class VB (experimental class) using the test formula F.

Table 5. The results of the calculation of data on home learning facilities and learning achievements.

Data	Test Scores	F table values	Information
Learning Facilities Questionnaire	1,24	2,33	Homogen
Learning Achievement Test	1,82	2,33	Homogen

3. Hypothesis Test

After the normality test and homogeneity test were carried out, it can be concluded that the two samples used are normally distributed and homogeneous. Therefore, to find out

whether there is an effect of the use of Microsoft PowerPoint learning media on Indonesian learning achievement reviewed from the home learning facilities of grade V students can be done using a two-way anava test. After the calculation of the two-way anava, the following values were obtained.

Table 6. The results of the calculation of the hypothesis test with two-way anava.

Hypothesis	Nilai F_{count}	Nilai F_{tabel}	Information
1st hypothesis	$F_A = 26,44$	$F_{A\ table} = 4,20$	rejected
2nd hypothesis	$F_B = 75,59$	$F_{B\ table} = 3,34$	Ho rejected
3rd hypothesis	$F_{AB} = -1,21$	$F_{AB\ table} = 3,34$	H0 accepted

From the results of the two-way anava analysis, it shows that (1) $F_A = 26.44 \geq \text{table } F_A = 4.20$ Ho is rejected so that it can be concluded that there is an influence on the use of Microsoft PowerPoint learning media in improving the learning performance of grade V students; (2) $F_B = 75.59 \geq F_{B\ table} = 3.34$ Ho denied home learning facilities have an influence on the achievement of student learning achievement; (3) $F_{AB} = -1.21 \leq F_{AB\ table} = 3.24$ Ho accepted no interaction of Microsoft PowerPoint learning media and home learning facilities on learning achievement Indonesian grade V students.

Microsoft powerpoint learning media is a popular and most widely used presentation application program today for various presentation purposes, both learning, product presentations, meetings, seminars, workshops, and so on (Herdianti & Gazali, 2022). The main function of this learning media is to attract students' interest and motivation in learning, so that it can affect more satisfactory student achievement (Anyan et al., 2023; Damasanti & Nuroh, 2023)

By using Microsoft PowerPoint media in learning Indonesian, students are more enthusiastic about learning Indonesian than using conventional methods (Rahmawati & Kasriman, 2020). In learning that uses Microsoft PowerPoint media in Indonesian learning, students are more interested in participating in learning because during learning students know real examples of the material presented, which can be in the form of pictures and videos and are not boring, so that students become more motivated to follow the lesson (Risqullah et al., 2023). Learning that uses conventional methods, the classroom atmosphere is boring and monotonous, resulting in students being less motivated and active in learning.

Learning facilities are defined as learning tools or resources that are used to support or assist the continuity of the learning process so that the goals can be achieved optimally. In



addition, learning facilities are also one of the factors that affect student learning achievement. As explained by Hendra (2019) that "The function of the facility is to support program activities so that all these activities can run efficiently". The learning facilities referred to in this study are home learning facilities. Student learning facilities have a role in improving student learning achievement, especially learning facilities provided at home.

The statement can be proven by comparing the values of the experimental class or class that uses Microsoft PowerPoint media in learning with the control class or class that does not use Microsoft PowerPoint media in learning. Where the average score of Indonesian learning achievement in the experimental class = 88.82 and the average score of the control class = 68.24, so that there is a difference in the value of Indonesian learning achievement in class V who uses Microsoft PowerPoint learning media and those who do not use Microsoft PowerPoint learning media.

Thus, the conclusion is that there is an effectiveness of Microsoft PowerPoint media on student learning achievement in Indonesian class V. The results of this study also show that home learning facilities have an influence on student learning achievement. Learning outcomes can be achieved optimally if students are able to learn well and can make the most of the facilities provided.

CONCLUSION

From the results of the research conducted and based on the problems contained in the problem formulation, it can be concluded that there is an influence of Microsoft PowerPoint learning media on student learning achievement in subject Indonesian class V. It can be shown from the results of data analysis with a value of $FA = 26.44 \geq FA \text{ table} = 4.20$. There is an effect of learning facilities at home on student learning achievement in Indonesian subjects in grade V. It can be shown from the results of data analysis with the value of $FB = \geq FB \text{ table} = 3.34$.

Based on the conclusion above, the author provides some suggestions that can be useful for several parties in improving the quality of Indonesian language learning. Therefore, the researcher gave suggestions that teachers need to develop strategies in learning both in the application of models, methods, and the use of learning media, for other appropriate subjects so that students' motivation and learning achievement become better and the goals of learning can be achieved optimally.





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