

Development Of Interactive PowerPoint Media To Increase Students' Interest In Learning At MAN 3 Pekanbaru

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ARTICLE INFO

Keywords:

Interactive media, Interactive PowerPoint; Learning Interest

Article history:

Received 2023-06-14

Revised 2023-12-12

Accepted 2023-12-17

ABSTRACT

To make study guides easier for students to use both individually and in groups, this project attempts to turn PowerPoint into an interactive learning tool. It will keep students engaged and interested in what they are studying. This study employs a 4D model together with a development technique and development research strategy (R and D). Data gathering was carried out by 34 students and 1 instructor from XI Social Studies 2 MAN 3 Pekanbaru, as well as 2 media experts, 2 material experts, and users. Qualitative data were obtained from initial observations and interviews as well as assessments from validators; quantitative data were obtained from questionnaires of student responses and interest in learning shiva. A difference test with a paired sample t-test was used to examine the data using both qualitative and quantitative methodologies. PowerPoint interactive media is feasible to be tested, and student learning interest increases after limited trials are carried out. there is a notable gap between students' interests in learning before and after using interactive media from the results of various tests using matched samples. The t-test produced a significant result of $0.000 < 0.05$, indicating that there is a substantial difference between the learning interests of the students before and after using the interactive PowerPoint media. The media is stated to be very practical and helpful, as evidenced by the student response percentage of 82.35%, which means that students respond that the level of practicality of media is high. The percentage of teacher responses of 100% shows that PowerPoint interactive media has high practicality and usefulness in the implementation of economic learning.

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INTRODUCTION

Education is the primary provision for humans to explore their talents and potential. (Syarnubi et al., 2022) Education is an effort made to improve human personality. (Syarnubi, Alimron, et al., 2023) In addition, education can also shape the character of a nation in accordance with the values that exist in society, religion and in accordance with existing culture. (Malta, Malta, Syarnubi Syarnubi, 2022) Factually, realistic data shows that the morality and character of the nation is currently experiencing degradation. (Harto & Syarnubi Syarnubi, 2018) Education provides a solution in the face of moral degradation. (Sukirman, Baiti, et al., 2023) Currently, there are many problems occurring in Indonesia, especially in the educational aspect. (Yanti et al., 2021) A little if you look at the problem, it is the problem of mischief that arises and individual students who are the perpetrators. (Syarnubi Syarnubi, 2016) Thus, the problems that occur in the world of education today are growing and becoming a challenge that must be addressed by all components of society, and especially for managers of educational institutions. (Ali & Syarnubi Syarnubi, 2020)

Teachers play a crucial role in the success of the teaching and learning process, as well as in learning economics in the classroom. (Arisca et al., 2020) The learning process in the classroom is an interaction between students, students, and teachers. One example is how a teacher can arouse students' interest in learning by transferring their knowledge to students through the use of media during the learning process so that students like, have desires, and more easily understand the lesson and can remember longer what has been conveyed by the teacher. (Alimron et al., 2023) Using media as a learning process tool can clarify the essence of information and messages to achieve learning objectives (Utami, Gimin, & Riadi, 2022).

Interest arises because of a high tendency of the heart, desire, and passion for something (Karsih, 2017). Interest is an uncompelled sensation of desire and attraction toward an item or activity. It means that if someone has a high interest in something, that person will try to be able to do it (S. H. Sari et al., 2022).

One cannot overestimate the significance of students' learning interests. Student learning achievement is significantly influenced by their level of interest in their studies. (Ballanie et al., 2023) The contributing factor is that learning materials are not liked. (Febriyanti et al., 2022) Following what students are interested in, students need to learn better and will become lazy and dissatisfied with learning (Rozikin et al., 2018). Using educational media helps boost students' enthusiasm for their studies (S. Wulandari, 2020).

Low interest in student learning will affect student achievement (Rozikin et al., 2018) noted that a variety of circumstances, including those internal to the learner and those external to them, such as the student's enthusiasm in learning, determine how interested a student is in learning. (Y. Wulandari et al., 2021) According to Akrim (2021), among the determinants of student learning interest are physical, sociological, emotional, and environmental factors. Many forms of entertainment, games, and TV shows can draw students away from their studies, which can lower their enthusiasm for learning. Technological developments such as the emergence of games, TV shows, and other entertainment options are elements from within students that will reduce students' interest in learning (Charli et al., 2019).

Students' eagerness to learn can be observed from several indicators, which are as follows: Interested in learning. (Fauzi et al., 2023) Strive to understand the subject matter taught. Students read books or references used in learning. Ask teachers. Friends and others about the lesson. Do the lesson questions that the teacher gives (Kartika, Husni, & Millah, 2019).

According to (Charli et al., 2019), students' learning interest has indicators, namely: Interested in the lessons taught in class. Happy in learning. Attention to learning. When learning, students participate.

Learning media is a communication prop that contains information about a particular subject to be conveyed in the learning process that is beneficial to students and teachers (Shoffa et al., 2021). Teachers use learning media as a communication tool to convey information and messages to students, which makes learning exciting and makes students active and interested so that the learning process runs effectively and efficiently (R. K. Sari & Harjono, 2021). It was noticed that a range of factors, including internal and external factors affecting the learner, such as the student's excitement for learning, affect how interested a student is in learning; if you want success in teaching, this is because Learning media are used as part of the teaching process itself (Rahmadani, Sumarno, & Trisnawati, 2017).

The function of learning media is to increase the motivation of students to be motivated, interested and desired and to influence student psychology in learning, which can be done by using media in the student learning process (Rianto, 2020). PowerPoint media can help teachers to teach more efficiently, and students more easily accept learning to pique students interest in it. (E. I. Sari et al., 2020) Using PowerPoint media can help teachers develop teaching techniques, especially when using material that contains many theories or explanations. With the use of PowerPoint media, students will feel energized listening to the presentation of the material because the material delivered is interesting in PowerPoint impressions (Khaerunnisa et al., 2018). PowerPoint is classified as interactive multimedia because this media combines audio, visual, audiovisual, and

animation (Dewi & Izzati, 2020). Because PowerPoint is more accessible for kids to understand, it is the most effective learning tool for boosting enthusiasm for learning among students. In a presentation tool, there are different text, color, and image processing options, as well as animations that can be handled separately based on the creativity of users (Oktapia et al., 2019). Interactive PowerPoint slides can boost students' interest in learning (Maryana et al., 2019). One program explicitly designed to display multimedia programs efficiently, economically, and effectively is PowerPoint, which requires data storage tools as input (Maulida et al., 2019).

Based on initial observations made by researchers regarding learning activities in MAN 3 Pekanbaru, teachers applied learning using ordinary PowerPoint media without the presence of other media that were not interactive. However, there were no interactive media, so teachers provided materials, assignments, and economical learning materials to all students only through ordinary media, such as practice questions in package books, thus making students lack interest in learning. It was found that there needed to be more interest in students' education. (Syarnubi, Fauzi, et al., 2023) Students have a low interest in learning when studying economics. When learning, students were not interested and happy with what they were learning and needed to try to understand the subject matter, causing a lack of interest in student learning, so the interactive media PowerPoint is suitable for use. Research is crucial because interactive media must be created for education. (Sukirman, Masnun, et al., 2023)

RESEARCH METHOD

The development research approach (R and D) was the methodology employed in this study. The development used by the author in this study was a model from Tiagarajan consisting of 4D (four D Model). Development research (R and D) is a study carried out to create specific products and evaluate the efficacy of those items. The function of development research is to validate and develop products (Sugiyono, 2019). According to Syahza (2016), development research aims to investigate patterns and sequences of development as a function of time that is useful for compiling subsequent performance. The development of other learning resources, such as curricula, syllabi, and learning plans, is a work that is intertwined with the design of learning media (Rosmandi, Mahdum, & Indrawati, 2021).

The research was conducted in the 2022/2023 academic year in the second semester. Class XI was the study's subject. Social Studies 2 MAN 3 Pekanbaru. In this development research, the data collection techniques used by researchers were as follows:

- (1) Questionnaires, questions to collect data to see student responses, student learning interests, and teacher responses
- (2) Observation: activities carried out to observe learning activities during media experiments developed
- (3) Interview activities were carried out to obtain information from respondents about the media to be developed
- (4) Documentation in the form of gathering educational materials (lesson plans, syllabus, and images of media experiment activities).
- (5) Media due diligence, which material experts and media test.

Data from the student learning interest questionnaire was qualitatively evaluated to ascertain the impact of the development of engaging PowerPoint teaching materials for students. (Misyuraidah et al., 2017) The average learning interest before and after utilizing interactive PowerPoint media is compared using the T-test (difference test), which also shows an increase. (Nurahman et al., 2021)

RESEARCH RESULTS AND DISCUSSION

This research made the development of PowerPoint interactive media for tax material economics subjects in class XI economic development using a 4D model. The process of developing this PowerPoint interactive media is as follows:

1. Define

a. Preliminary analysis

In the initial analysis stage, researchers looked for information about student characteristics and media used by educators in the educational process, including students who still needed to be more interested in learning and still used ordinary media such as PowerPoint that were not interactive. (Hawi & Syarnubi, 2018)

At this stage, researchers look for information about student characteristics and the media used by teachers in the learning process. (Hartati et al., 2022) Data were obtained on the characteristics of student conditions and problems related to the use of media that have been used by schools, including: (Harto & Syarnubi, 2018)

- When studying economics, students needed more motivation to learn, as seen by their disinterest in and satisfaction with the course material, as well as their failure to make an effort to comprehend it.
- The media used in the learning process was only ordinary PowerPoint media without being equipped with audio integration and motion animation, which is packaged into a learning application that can be installed on Android. The content of the media is supplemented with material that is affixed with news and case studies and contains student practice questions. (Malta et al., 2022)

b. Curriculum Analysis

Reviewing Basic Competencies and indicators of achievement of Economics lesson competencies so that it is known which ones are needed in making PowerPoint media to be developed. Curriculum analysis related to Taxation material at the high school level.

c. Master Analysis

This material analysis is also helpful in determining the parts of the material to be learned using interactive PowerPoint media in the learning process. Learning materials contain essential competencies and achievement indicators as a reference in making media. (Martina et al., 2019)

d. Needs Analysis

Analyze the needs in developing PowerPoint media regarding media needs and desires that can cause student learning interest. (Syarnubi Syarnubi, 2023) Among the needs in the learning process are:

- Students need engaging learning media that are pitted between audio, video, and interactive animation
- Students need engaging and interactive practice questions that cause a desire to learn
- Why Students require learning materials in the form of fully interactive mobile applications that they may download.
- Teachers need interactive media that makes it easier for teachers to learn and attract students' interest in learning.

2. Design

a. PowerPoint interactive media design

PowerPoint interactive media design begins with searching for tax subject matter from various sources, looking for backgrounds, videos related to tax materials, and animated images needed in making media. In addition, researchers are looking for various applications that can be used in the process of designing and developing media, as well as applications that can be used to create practice questions and turn interactive PowerPoint into applications that can be accessed on students' Android.

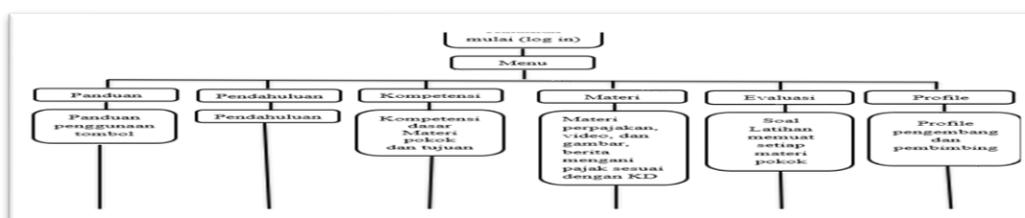


Figure 1. PowerPoint interactive media specification flowchart

b. Learning Material Design

Taxation: The material was presented with writing that was as interesting as possible and concise, clear, and concise so that students were interested and could easily understand the material. In addition, each material was affixed with additional explanatory videos and news from YouTube, Instagram, and blog sites so that the material follows the times associated with facts or events that occur today. (Sutarmizi & Syarnubi, 2022)

c. Learning Plan Design

Based on how learning was implemented in the media, problem-based learning (PBL) is the best teaching strategy because the course material includes case studies that each student must analyze and discuss in class before moving on to the existing material. (Syarnubi, 2019) It also included information on how to calculate different types of taxes. Students could converse with one another to share ideas and perspectives.

3. Develop

a. Simple and attractive design

The background on the media was chosen with a bright green color and the selection of background for brown and cream writing so that the writing color was more beautiful, attractive, and neat so that it raised enthusiasm and interest in using the media during the learning process. (Syarnubi, 2020) In the evaluation menu containing practice questions where each student answers the question correctly, happy emoticons will appear accompanied by the sound of correct appreciation sounds, and if students answer the wrong answer, sad emoticons and wrong voices will appear. The exercise also has a model using iSpring Suit media.

b. Compact Material Design and Links

The syllabus-aligned content is adaptable and succinct, and it is supplemented with a variety of YouTube videos, Instagram video reels, news links, and further reading from the blog.

c. Applications Can Be Accessed Offline and Online

PowerPoint interactive media that has been converted into an application can be installed by each student on Android by downloading the APK file first. This interactive media application can be accessed online and offline. The offline feature in this application is in the form of writing material and practice questions, while the online feature is in the form of videos and online reading materials from YouTube, Instagram, and blogs that are affixed to the media.

Limited trials in this study were conducted in class XI IPS 2 MAN 3 Pekanbaru. In this study, researchers only conducted limited trials due to limited time in research. Teachers of Economics subjects carried out learning in as many as two meetings with 45 minutes of lessons at each meeting.

d. PowerPoint Interactive Media Feasibility Analysis

Validation In the first stage, each media validator assessed each question item and gave revision orders. The first and second validators provided improvements to media that did not fit the criteria of good media and followed the benefits of PowerPoint. So, the conclusion of the decision in the first stage of the media was not worth testing and must be revised.

Validation In the second stage, the researcher revised the improvements according to the direction of the first and second validators in the first stage. Then, in the second stage, the first validator re-assessed the media and assessed that all media components were following the criteria of good media and the benefits of PowerPoint. The second validator still provided a slight revision in the form of writing on the media, replaced with more character and button automation. In conclusion, the media deserves to be tested with revisions.

Validation: At the first stage, each material validator assessed each question item and gave revision orders. The first and second validators provided improvements to material in the media that does not match the criteria of good media and following the subject matter on the syllabus. So, the conclusion of the decision in the first stage of the media was not worth testing and must be revised.

Validation In the second stage, the researcher revised the improvements according to the direction of the first and second validators in the first stage. Then, in the second stage, the first and second validators re-assessed the media and assessed that all media components were following good media criteria and following the syllabus. The conclusion is that the media was worth trying.

e. Effectiveness and Practical Level of Using PowerPoint Interactive Media on Student Learning Interests

Pretest Results of MAN 3 Pekanbaru Student Learning Interest

The results of the questionnaire of learning interest of grade XI IPS 2 MAN 3 Pekanbaru students before using PowerPoint interactive media can be seen in the following table 1:

Table 1. Frequency Distribution of Learning Interest of MAN 3 Pekanbaru Students Before Using PowerPoint Interactive Media

Category	Assessment score	Frequency	Percentage (%)
Tall	31-40	2	5,88
Keep	21-30	32	94,11
Low	10-20	0	0
Total		34	100

Table 1's student interest data show that, with 32 students and a 94.11% proportion, the majority of students exhibit a moderate interest in studying. There are just two kids who are very interested in learning, and there are no students who are not.

Because engaging learning tools are not used and boring learning techniques are used instead, the majority of pupils only have a modest interest in learning, difficulty understanding complex subject matter, and difficulty in answering tricky questions and tasks.

Posttest Results of MAN 3 Pekanbaru Student Learning Interest

After students carry out learning using interactive media PowerPoint that researchers have developed, at the end of learning, namely at the second meeting, students are asked to fill in the student learning interest questionnaire with questions that have been modified from the previous questionnaire. Table 2 below shows the results of the student interest survey following the use of interactive PowerPoint media.

Table 2. Frequency Distribution of Learning Interest of MAN 3 Pekanbaru Students After Using PowerPoint Interactive Media

Category	Assessment score	Frequency	Percentage (%)
Tall	31-40	27	79,41
Keep	21-30	7	20,5
Low	10-20	0	0
Total		34	100

Table 2 explains that grade XI IPS 2 MAN 3 Pekanbaru students experienced an increase in student interest in learning after using PowerPoint interactive media. Where before learning to use PowerPoint interactive media, there were only 2 students who had a high learning interest category; after learning to use PowerPoint interactive media, student interest increased to a high category to 27 students, and medium learning interest was only 7 students, and no students had low interest in learning. Previously, 32 students studied with moderate interest, and none of the students had a low interest in learning.

Overall, each item of the questionnaire statement has increased the number of questionnaire fields before using the media. If analyzed from the questionnaire answer items given, there are several statement items with a significant increase in the number of scores. After using PowerPoint interactive media, students become more enthusiastic about learning by looking for other learning resources such as video links, cases, and other materials contained in PowerPoint interactive media. In the implementation of learning using interactive media, such as PowerPoint, students are eager to read and understand various reference sources of material on the media. They are

eager to issue opinions and ideas from cases contained in the media. Students are also told to follow the instructions in the media and do the practice questions seriously without being told.

Different Test Results Paired Sample T-Test Student Learning Interest

Different tests were used to examine the data from student interest surveys taken both before and after they used interactive PowerPoint material. To determine whether there was a difference in the general level of student interest in learning before and after the use of PowerPoint interactive media, a new test was carried out. Various tests are run through SPSS. The paired sample t-test, which is depicted in Table 3, is the difference test that was employed.

**Table 3. Paired Sample T-Test Pretest and Posttest Results
Student Learning Interest
Paired Samples Test**

	Paired Differences					t	D f	Sig. (2- tailed)
	Mean	Std. Deviati on	Std. Erro r Mea n	95% Confidence Interval of the Difference				
				Lower	Uppe r			
Paired 1 PRETES T- POSTTE ST	- 8.323 53	5.19744	.8913 5	- 10.137 00	- 6.5100 6	- 9.33 8	3 3	.000

Source: SPSS processed data

Based on the results of the Table 3 paired sample t-test, which was performed at MAN 3 Pekanbaru and included one class, it is clear that a significant 0.000 0.05 was obtained, indicating a significant difference between the learning interests of the students before and after using PowerPoint interactive media. Thus, there are considerable variations between the learning interests of students before and after treatment, with PowerPoint interactive media having a positive effect on student learning interests.

Student response questionnaires were also given after using PowerPoint interactive media in learning. The results of the student response questionnaire are described in Table 4 below:

**Table 4. shows the frequency distribution of the student response questionnaire
from MAN 3 Pekanbaru on the use of interactive media in PowerPoint.**

Category	Assessment score	Frequency	Percentage (%)
Tall	40-52	28	82,35
Keep	27-39	6	17,64
Low	13-26	0	0
Total		34	100

The response of grade XI IPS 2 MAN 3 Pekanbaru students to the use of PowerPoint interactive media is classified as a high category. It can be seen from the table that 82.35% of students responded that the level of practicality of media is high. Students also gave well-written responses to the questionnaire, saying that using PowerPoint interactive media when learning economics makes students interested and not bored to learn because it has complete learning features and resources.

Meanwhile, the response questionnaire of class XI IPS 2 economics teachers at MAN 3 Pekanbaru to the use of PowerPoint interactive media in economics lessons received a perfect percentage of 100% with a total score of 50 and a total of 13 questionnaire questions. The lowest score on the questionnaire was 1, and the highest score was 4. So, the percentage of teacher responses of 100% shows that PowerPoint interactive media has high practicality and usefulness in the implementation of economic learning.

4. Disseminate

After the development stage, which ended with limited trials, the deployment stage was carried out. The purpose of the dissemination stage (Disseminate) is to publish learning media that have been developed; at this stage, researchers make reports in the form of theses to become documentation in schools and study programs and make monograph books and journal articles.

The research and development process of PowerPoint interactive media is carried out in 4D mode. The first activity carried out is the define stage. At this stage, the needs and problems related to existing media and the expectations of the media to be developed are analyzed. Then, analyze the curriculum, student characteristics, and learning facilities. The results of several analyses carried out are used as a reference for developing media designs. The next stage of design consists of media design, material design, and the design of the learning implementation plan. Media design is done by creating a flowchart that is used as an essential guide for making media so that media development becomes better and different from pre-existing media. At the development stage, after the media product has been completed, media validators and material validators then validate it to test whether the media is suitable for testing, and then media revisions are carried out. After the media was declared valid by the following expert, the media was tested limited to class XI IPS MAN 3 Pekanbaru. To test the effectiveness of the media, students were given questionnaires of learning interest before and after using the media. Then, the questionnaire was analyzed, and a difference test was to see the difference in the average interest in learning students; if the media succeeded in increasing student learning interest, it means that the media is said to be effective. In addition, an analysis of student and teacher responses to the use of media was also carried out to see the practical level and usefulness of media. Each stage of development is carried out following R and D research.

The results of the research that was conducted obtained media effectiveness tests, which show that media can increase student interest in learning. This statement is in line with the opinion (Pramestika, 2020). To increase student interest in learning, students can use learning media such as PowerPoint; this is evident from the results of the Paired sample t-test, which shows that student interest in learning increases after using media in learning. Based on teacher and student responses to the use of interactive media, PowerPoint shows a positive response. The responses of teachers and students are in line with the opinions (R. K. Sari & Harjono, 2021) that teachers use in conveying information and messages to students that make learning exciting and their students become active and interested so that the learning process runs effectively and efficiently. The advantages of PowerPoint interactive media are that it is easy to develop because of the freedom to choose device access.

The results of limited trials on the use of PowerPoint media during economic learning found that students could have been more enthusiastic and active in learning. Students are encouraged by their interest in carrying out learning activities enthusiastically and earnestly, conveying their ideas and opinions, understanding various sources of material in the media, and practicing questions. The results of research and development show that PowerPoint interactive media has good prospects in the future for use in increasing students' interest in learning. Using PowerPoint, interactive media can be accessed and used anywhere and anytime because it is available both online and offline, so the use of media can be maximized. If the media is published on social media, such as YouTube, it can be used by the general public as a medium for teaching economic materials, especially taxation materials. In addition, teachers can be recommended to use PowerPoint interactive media in teaching and trained to create media with different and more interesting material content so that it is expected that students' interest in learning will bear fruit into good study habits to facilitate achieving learning goals to the maximum.

CONCLUSION

It could be inferred from the process of creating interactive PowerPoint material to improve students' interest in learning that PowerPoint interactive media is worth piloting. Interest in learning increased after limited trials were conducted. The learning interests of pupils have significantly changed as a result of using interactive media. PowerPoint interactive media was adequate and had high practicality.

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