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# INCREASING STUDENTS LEARNING OUTCOMES IN CLASS IV ON SCIENCE CONTENT THROUGH POWERPOINT MEDIA

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## ABSTRACT

*One of the interesting learning media that can be searched and operated easily included in the science content is powerpoint media. Therefore, this study aims to improve student learning outcomes on science content through powerpoint learning media on class IV MI Bani Hasyim Lengkong Cerme Gresik material. This type of research is Classroom Action Research using a research design from Kemmis and Tagart which consists of two cycles with each cycle consisting of one lesson. The subjects of this study were students of class IV MI Bani Hasyim Lengkong Cerme Gresik, totaling 18 students consisting of 10 male students and 8 female students. The data collection techniques used were observation, structured interviews, tests (pre-test and post-test), and documentation. The data analysis technique used is an interactive model. The results of the Classroom Action Research showed that there was an increase in the actions of cycle I and cycle II. Fourth grade students' learning outcomes have increased in science content after using powerpoint learning media. This is indicated by an increase in the percentage of complete learning outcomes and the average learning outcomes of fourth grade students at MI Bani Hasyim Lengkong Cerme Gresik.*

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## A. Introduction

Education is one of the means to improve the quality of human resources of a country through increasing intelligence and skills. Therefore, the quality of human resources in Indonesia is highly dependent on the quality of education (Suwartini, 2017). Therefore, to prepare quality future human resources, the quality of education must be considered. One way that educators can do to improve the quality of education is to use interesting learning strategies and methods that are appropriate to the level of student development and the characteristics of the learning materials.

Various things can be done to create interesting and easy-to-understand learning, including complementing learning with media (Nurrita, 2018). One of the interesting learning media that can be searched and operated easily is powerPoint media. Learning that is presented in an attractive way using powerpoint media can have a positive influence on students. According to (Aprizal & Mirfan, 2019). Microsoft powerpoint is a computer program devoted to presentations (Sukriyatun, 2016). Through various features that can be used to compile interesting and interactive learning media in this program, students are not easily bored. Meaningful and interesting learning using powerpoint media can increase students' understanding (Yuliansyah, 2018).

Various subject matter can be packaged attractively using powerpoint media, one of which is Natural Sciences (IPA). Science is essentially a collection of knowledge that includes attitudes, processes, products, applications and is obtained from natural phenomena obtained through a series of systematic processes (Budiarso et al., 2020). Science itself is one of the content of lessons taught at the elementary school level (Kumala, 2016). In addition, science subject matter is very useful and related to students' daily lives (Fatimah & Kartika, 2013). Therefore, science learning must be packaged in an attractive and meaningful way. In addition to observing or direct practice, the teacher as a facilitator must also provide material reinforcement which of course must also be packaged attractively. Powerpoint media can be used by teachers to present reinforcement or introduction to science material in a more interesting way.

Based on the results of a preliminary study at MI Bani Hasyim, there is a problem with low student learning outcomes in science content. Based on the results of observations made, this happened because many students seemed less focused and did not understand the material taught by the teacher. The teacher in

the class explained the science material in the textbook without using any media. Therefore, the researcher conducted a classroom action research to improve student learning outcomes on science content using powerpoint media.

According to (Susilowati, 2018), classroom action research must begin with planning actions (Planning), implementing actions (action), observing and evaluating the process and results of actions (Observation and evaluation). While the work procedures in classroom action research consist of four components, namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting), and so on until the expected improvement or improvement is achieved (success criteria). Classroom Action Research (CAR) is not new, it has been developing since the 1970s or even before. However, in the world of education in Indonesia, PTK has only attracted the attention of many policy makers and education actors in the last two decades. Great attention to CAR is based on the belief that efforts to improve or improve the quality of learning must be carried out by the learning actors themselves, in this case the teacher. Based on the results of the literature review, it was found that the powerpoint learning media has the potential to improve student learning outcomes.

The purpose of this study was to determine the impact of using powerpoint media in improving student learning outcomes of MI Bani Hasyim students on science content. By applying powerpoint media to science subjects at MI Bani Hasyim, it is hoped that students can focus more during learning activities and understand the material so that student learning outcomes will increase. Powerpoint media is also expected to have a positive influence on the quality of learning so that the learning outcomes obtained are more satisfying.

## B. Method

This research uses the type of classroom action research. Classroom action research is abbreviated as a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes that are better than before (Arikunto, 2021). The purpose of this classroom action research in general is to improve the quality of education through an action (Farhana et al., 2019). This research was conducted at MI Bani Hasyim Lengkong Cerme Gresik with research subjects in the form of fourth grade students totaling 18 students consisting of 10 male students and 8 female students. The data collection techniques used were observation, structured interviews, tests (pre-test and post-test), and documentation using data collection

instruments in the form of interview guidelines, observation sheets and pretest and posttest question sheets. The data analysis technique in this study uses an interactive model, namely data reduction (data reduction), data presentation (data display), and drawing conclusions (data verification).

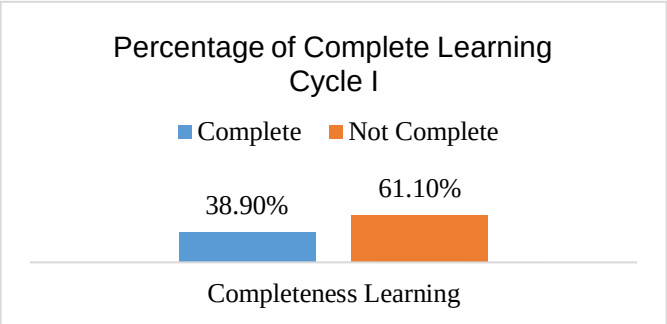
## C. Result and Discussion

In this study, researchers conducted research at the pre-cycle stage, cycle I, and cycle II stage. The pre-cycle was conducted on Friday, March 25, 2022 at MI Bani Hasyim Lengkong Cerme Gresik. In this pre-cycle, the researcher observed and conducted an interview session with Ms. Muslimah S.Pd. as homeroom teacher of class IV MI Bani Hasyim. In the first cycle the researchers did not use learning media in learning activities, while in the second cycle the researchers usedpowerpoint learning media in learning activities to run well. In each cycle, improvements are made so that the next cycle can be more optimal in its implementation. This is in accordance with what was stated by (Mulyatiningsih, 2015) who said that each cycle in action research must be accompanied by improvements from the previous stage in order to increase results. The use of learning media can help increase students' interest, motivation, and learning outcomes in learning activities, especially in science subjects

At the pre-cycle stage, data collection was carried out by conducting observations and interviews. Based on the results of interviews with teachers, the number of fourth grade students was 18 students with 10 males and 8 females. The KKM is 70. The characteristics possessed by fourth grade students are that they like playing activities, love to move, sometimes get busy when learning takes place, enjoy direct learning in the form of experiences such as experiments, and also like to try new things. and likes to accept challenges. The method used by the teacher is lecture, question and answer, discussion and assignment

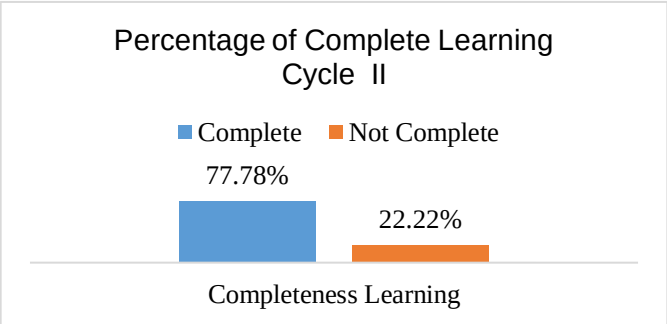
In the first cycle, the students learning completeness presentation was <70%, namely 38.9% with an average of 55. In the first cycle, there were 11 students who still did not meet the KKM so that action was needed in order to improve student learning outcomes so that they could meet the KKM. In cycle I, there are still many students who do not understand the material so that student learning outcomes tend to be low. Learning without using media makes students not pay attention to the teacher when explaining the material, so students are not able to understand the various styles that have been explained. Therefore, it is

necessary to make improvements in cycle II in order to improve student learning outcomes.




**Graph 1.** Percentage of Learning Completeness Cycle 1

In the second cycle the presentation of student learning completeness increased >70%, namely 77.78% with an average of 71.67. In this second cycle, as many as 4 students have not met the KKM, while most of the fourth grade students of MI Bani Hasyim have met the KKM, meaning that the learning outcomes of fourth grade students are quite improved. In cycle II, the students were presented by the teacher with presentations of style material from powerpoint. So that during cycle II, students pay more attention to the explanation from the teacher than when the teacher only explains the material without using learning media.




**Graph 2.** Percentage of Completeness Learning Cycle II

With the learning media, the material can be conveyed properly which makes students better understand the material and learning activities are not monotonous. The increase in the percentage of student learning outcomes of class IV MI Bani Hasyim in cycle I and cycle II is as follows:

**Table 1.** Average results and complete learning of students

| Criteria | Cycle I | Cycle II | Increasing |
|---|---|---|---|
| Average student learning outcomes | 55 | 71,67 | 16,67 |

| | | | |
|---|---|---|---|
| Completeness of student learning | 38,9% | 77,78% | 38,88% |

Thus, it can be proven that the use of powerpoint learning media can improve student learning outcomes in science subjects with style material for fourth grade students at MI Bani Hasyim Lengkong Cerme Gresik.

## D. Conclussion

In this study, the use of powerpoint learning media was able to improve student learning outcomes in science subjects with style material. This can be seen from the results of the first and second cycles of action, namely the results of the pre-test and post-test of the fourth grade students of MI Bani Hasyim Lengkong Cerme Gresik. The results of the percentage of student learning completeness in the first cycle is 38.9% with an average learning outcome of 55. While the percentage of student learning mastery in the second cycle is 77.78% with an average learning outcome of 71.67. Based on these data, it can be concluded that in the second cycle has reached the KKM so there is no need for further action and by using powerpoint learning media in science learning, especially in style material, it can improve the learning outcomes of fourth grade students at MI Bani Hasyim Lengkong Cerme Gresik.

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