Interactive Power Point Analysis as a Learning Media During Limited Face-To-Face Meeting in Class 1 SD Muhammadiyah 13 Surabaya

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Abstract

 The purpose of this study is to analyze the interactive power point media used by teacher as learning media during limited face-to-face meetings in class I SD Muhammadiyah 13 Surabaya. This study used descriptive qualitative research method, research techniques of observation, interviews and documentation, the source of this data was shown to the principal, teacher and student. The results of this study indicated that the use of interactive power point media during learning in the era of limited face-to-face meetings is very helpful in increasing students' enthusiasm for learning by using interactive power point media, students' understanding of the material and students' ability to answer the questions given.

Keywords : media, interactive power point, learning, Analysis

PENDAHULUAN

Education is a conscious effort made by a group of people through teaching and guidance to develop their potential, The process indicates the existence of activities in the form of active actions, in which there is conscious interaction in an effort to achieve the expected goals. According to Afiani & Faradita (2020) said that education is a factor that determines the progress and success of a country or nation. According to Handayani & Zainuddin (2022) Education is a process of improving, perfecting, and changing a person's knowledge, skills, attitudes, and behavior, which aims to educate human life, through teaching and learning activities and shaping student character.

In 2020 in Indonesia and other countries faced with a pandemic caused by the corona virus that can be transmitted from human to other humans and has spread in various countries. According to Afiani & Faradita, (2021) Coronavirus Diseases 2019 (COVID-19) is a new disorder in humans that has not previously been intended. The impact of COVID-19 has overhauled the entire system, especially in the world of education. Like, initially learning through face suddenly turned into learning from home (Maharani, 2021). According to Dewi, (2020) because there are many problems in distance learning so that the quality of education in Indonesia is considered to have decreased, the government immediately took new actions, namely limited face-to-face learning which began in July 2021. However, limited face-to-face learning requires a lot of caution.

Limited Face-to-Face Learning can be carried out if all education personnel have vaccinated and comply with health protocols with 5M, namely Wearing Masks, Washing Hands, Maintaining Distance, Staying away from crowds and Reducing mobility. Then the number of students present is set as much as 50% of the total number of each class. The seats are arranged at a distance with a duration of face-to-face learning time of only 2 to 3 hours of learning (Suwandayani et al 2021)

After, limited face-to-face learning took place in the past year. There have been positive and negative responses from the community to immediately normalize learning conditions to be more effective. One of them, the problem of learning media in PTM is limited. Therefore, it is necessary to develop interesting as a support in learning activities in the 4.0 era.

According to (Yuliyana et al., 2022) teachers are asked to be able to design online learning media that is interesting and in accordance with the material and learning objectives taught. Because of this, it becomes a challenge for teachers on how to package learning materials so that students are able to learn independently and understand well. Media comes from the word "medium" which means intermediary. According to (Syafira, 2021) learning with this new method requires teachers to use technology-based media. In addition, the supporting factor for the success of the learning process is that it must use the right media and in accordance with the characteristics of students. As for the results of the study, many students complained about learning with the lecture method because this method is very boring, and due to limited time, learning does not run optimally, so many students have not received the material presented by the teacher to students with the use of interactive power point media, it is hoped that students can understand learning in a limited way so as not to get bored quickly during learning

Interactive Power Point is a learning medium in which there are image and video animation features to make it easier for students to understand the material presented. According to Fitri Rahmawati, (2020) stated that interactive Microsoft Powerpoint software is one of the multimedia category media which is a combination of several features including: graphics, audio, video and animation which is expected to provide a new atmosphere to attract enthusiastic participants, improve the quality of learning, improve and develop teacher abilities as learning resources, as a tool for interaction and a place for learning (Setiawan et al, 2020)

Judging from the results of interviews that have been conducted by researchers at SD Muhammadiyah 13 Surabaya. There are several obstacles faced by school institutions, namely as follows: students feel bored and bored during the implementation of learning. According to the grade 1 teacher at SDM 13 Surabaya, many students complained about the assignments given by the teacher. If analyzed, this impression occurs because students have not understood and accepted changes in their learning model. Usually, students simply read or do exploratory activities of the material taught in the classroom. Then, it is discussed with the teacher and the group directly with the specified time. As a result, this information raises reciprocity and triggers teachers to respond to further interactions, as a result, since the pandemic, these activities can no longer be carried out as a form of delivery that has been understood by students in daily learning. And making it now a writing or notice of indirect material seems monotonous. This causes the condition of mastery of the material and understanding of tasks to decrease from interest in learning.

Based on the description above, researchers are interested in conducting research with the formulation of the title "interactive power analysis as a medium of

defense during the Limited PTM period at SD Muhammadiyah 13 Surabaya

The research that is considered relevant is the first research conducted by Fitri Rahmawati, (2020) entitled "The Use of PowerPoint Interactive Media in Online Learning". The results showed that interactive power point media is very effective in student history learning outcomes. This is shown by the acquisition of student scores above KKM. Thus, suggestions can be given as an alternative media in online learning.

The second research from Kartiwi & Rostikawati, (2020) on "Preparation of Power point Video Learning Media as Learning Innovation in a Pandemic Period" concluded that making powerpoint videos on MGMP Indonesian very easy and does not require costs or fees. The results of the counseling carried out on the teachers were very enthusiastic. It is proven that there are several participants who state that the use of Microsoft is often used and make learning media in the form of videos.

Furthermore, research from (Purwanti et al, 2020) on research entitled "analysis of the use of interactive power point media in distance learning material animalia class VIII data results research and discussion that power point learning media is still relevant to use in learning animalia class VIII material at SMP Negeri 1 Pandak, This learning media also makes it easier for students to learn remotely during the COVID-19 Pandemic because it is practical, easy to use, has a small file size and does not require much quota to access it. The results of learning using power points in general can increase the enthusiasm for learning, understand the material, be interesting for learning media.

Furthermore, the research was entitled "Analysis of the Needs of Interactive Powerpoint Media Development as Thematic Learning Media for Class V SD" Zain & Pratiwi, (2021). The findings conclude that 1) The use of computer-based learning media as a learning resource in thematic learning that has been carried out has not attracted the interest of students, 2) Limited use of learning media to support independent learning, 3) There are obstacles in delivering abstract material such as historical material and the lack of appropriate learning media, so it requires a lot of learning media that can visualize the material so that it is more interesting and more concrete, 4) Learning media that needs to be developed in Thematic learning, namely material on national events during the colonial period with interactive Powerpoints.

Based on the relevant study above, researchers are interested in analyzing interactive power points from a usage point of view, which include several indicators that refer to Wahidah, (2019), namely:

1. Analyze student enthusiasm for learning materials using interactive power point media
2. Students' understanding of learning materials using interactive power point media.
3. Accuracy of answers, to questions given through the medium of interactive power points.

The purpose of this is to find out how the use of interactive power point media for grade I students during the implementation of limited face-to-face meetings at SD Muhammadiyah 13 Surabaya.

RESEARCH METHODS

This research uses descriptive qualitative research methods. Descriptive qualitative research methods are research methods that have the use of researching on the conditions of scientific objects, meaning that the researcher plays a key role in this research. According to Sugiyono, the qualitative method is a research method based on the philosophy of post positivism, used to examine the condition of scientific objects (Sugiyono, 2015).

The research data collection techniques are in the form of observation, interviews and documentation. The source of the research data is class I teachers, students and principals. Then, for research instruments using observation sheets, interview sheets and photos. Observasi

1. **Observation**
   is an activity with questions and answers to obtain accurate information and is necessary to answer problems from research. According to (Arikunto, 2016) Observation is a technique that is carried out by conducting observations carefully and recording systematically. Observation is essentially an activity using the five senses, can be sight, smell, hearing, to obtain the information needed to answer research problems.
   The purpose of this obsevation is to find out how to use interactive power point media as a learning medium during limited PTM times. The instrument that will be used in this study is an observation sheet.

2. **Interviews**
   Interview is a method or method used to get answers from respondents by means of unilateral questioning (Arikunto, 2016). According to Faridha, (2022) Interviews are oral question and answer activities to obtain information. The form of information can be expressed in writing, visually recorded, audio,

or audio-visual. The interviews that researchers conducted were to teachers and principals. Aims to find out whether interactive power point learning media is effective when used in limited PTM. Here interviews are conducted with teachers and principals through face-to-face face-to-face aimed at finding out whether interactive power point learning media increases student enthusiasm, student understanding and the accuracy of student answers when used during a pandemic. The instrument that will be used in this study is an interview sheet

3. **Documentation**
Documentation is a method used by researchers to obtain data and images to obtain information to answer research problems. According to Sugiyono, (2013) documentation is a record of events that have passed. Documentation itself can take the form of writings, drawings, or monumental works of a person. Documentation is taken when students and teachers carry out learning activities using interactive power points. The instrument that will be used in this study is a photo

This study used source triangulation and engineering triangulation as data validity techniques. Triangulation is defined as a data collection technique that combines from various diverse data sources and different times (Muhammad et al, 2021). Source triangulation means data collection techniques to prepare data from different sources with the same technique (Sugiyono, 2015)

1. Source triangulation
Source triangulation is testing the correctness of information through methods from various data sources for example through principals, teachers, and student
2. Triangulation Techniques
Engineering Triangulation is a validity check used to test data by sources using a variety of techniques

This research is a field fact that was observed, namely the effectiveness of interactive power points as a learning medium for grade 1 elementary school students when face-to-face learning is limited. The data that will be obtained by the research is very much. Therefore, researchers in technical data analysis use Miles and Huberman analysis techniques. According to Miles & Huberman (1984) in the book (Sugiyono, 2015) analysis consists of three flow of activities that occur simultaneously, namely: data reduction, data presentation, drawing conclusions / verification.

a. Data Reduction
Data reduction is the grouping of several parts and storing data from the results of interviews that you want to research using theory. The data that has been collected must be written in the form of writing or a detailed report. The reports written are compiled according to the data obtained and then summarized and selected and focus on important or basic things.
2. Data Presentation
Grouping existing data and associating data, so that it becomes a unified entity that is mutually sustainable. Then, it is arranged in the form of a matrix to make it easier for researchers to see patterns of relationships between existing data.
3. Conclusion drawing/ Verification
The researcher will basically collect the data obtained after the analysis process is carried out on all data until it is completed. Not only that, but the conclusions obtained at the initial stage are less clear. To make it clearer and firmer, the next stage will be carried out. Interim conclusions need to be verified. This verification technique is called testing the validity of research.

RESULTS OF RESEARCH AND DISCUSSION

Based on the results of the obervation conducted by researchers in grade 1 SD Muhammadiyah 13 Surabaya, teaching and learning activities are carried out face-to-face with a shortened time, namely 07.30 to 10.30 WIB

a. **Student enthusiasm for the material conveyed through interactive power point media**

Based on the results of interviews with the principal and class teacher, information was obtained that students' enthusiasm for learning using interactive power point media was very high. Students' interest in learning, which had declined drastically since online learning, began to soar when the media was used. The classroom atmosphere became active because not only one or two students were interactive but almost all students were focused on the material presented through interactive power points. Deisye stated that in addition to being a learning medium, power points can also play a role in attracting students' enthusiasm during the process of delivering information during learning (Deisye, 2021). The existence of this shows that if the selection of learning media is carried out appropriately, students' interest in learning can increase. The reason is that students will become more interactive with teachers and

friends and an exciting atmosphere can also support effective learning (Khaerunnisa et al, 2018). So that the quality and objectives of the learning can be fully achieved. This statement is evidenced by the expressions of RAG and B students regarding the display of interactive power point media that attract attention. According to them, the presentation of material through the media can make them focus on learning because of the images displayed. So they prefer to listen to the teacher's explanation from the interactive power point medi

b. **Students' understanding of the material conveyed through interactive power point media.**

Based on the results of the interview with the principal, they received information that each student's ability to understand the material is indeed different, but when presented with the interactive power point media, their abilities can be said to be almost equal. The class teacher also added that at the end of the learning all students, both high and low abilities, can give the right conclusions regarding the material being taught. The difference can be seen from the student's conclusion, where students with high abilities give more detailed answers. This is reinforced by interview answers with students regarding the conclusion of learning with space-building materials.

Sudjiono in the Introduction to Educational Evaluation states that understanding is an individual's ability to understand something and will be remembered for a long time. Understanding is also not only in the form of memorization because it is related to higher-order thinking (Rifka, 2019). Therefore, to reach students who really understand the need for ways and activities to present the right learning material, one of which is through medie learning.

A. Learning media has a role to deliver information in learning which also plays a role in increasing student activity in learning activities to be able to understand the material quickly. The unique appearance of interactive power points that are able to attract students' interest in learning will also certainly have an influence on their understanding.

c. **Accuracy of Students in Giving Answers through interactive power point media**

Based on the results of the interview with the principal, it shows that the use of interactive

power point media is the right step because the delivery of material can be presented more easily and interestingly. Students are also no strangers to the media because during the pandemic they used technology to learn through gadget screens. So that during the learning process students can quickly capture the material taught.

Based on the results of the interview with the class teacher got the information that every answer given by the students was mostly correct. Although there are some students who do not give detailed answers or are not quite right in conveying them, the essence of their answers is almost correct. This can happen because of differences in the background of the initial ability and the capture power of the student. Henderson in (Khaerunnisa et al, 2018) states that the high quality of resources resulting from education is influenced by the quality of learning provided. So to create students with good abilities and achieve maximum learning goals, a device that can support this is needed, one of which is interactive learning media in the form of power points.

CONCLUSION

The conclusion of this study is that the use of interactive power point media during learning in the era of limited face-to-face meetings is very helpful to increase students' enthusiasm, understanding and ability to answer the questions given. Interactive power points are also considered the right learning medium to support the quality of education, especially for students who are still in the adaptation period from online learning to limited face-to-face learning.

The existence of this research is expected to be able to become a reference for school tools and subsequent researchers in terms of producing high quality students through learning with interactive power point media. **DAFTAR PUSTAKA**

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