

POWER POINT SLIDE MEDIA IN 2013 CURRICULUM LEARNING FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

The role of the teacher is very necessary to help students in the teaching and learning process so that the material can be understood optimally. A teacher is not only teaching in front of the class, but s/he must be able to inspire students. The process of implementing learning in Curriculum 2013 requires teachers' ability to possess IT, especially to make an easy, and interesting media because learning in the 2013 curriculum consists of observing, asking, and reasoning, trying and communicating. The assessment which is carried out in the 2013 curriculum includes three domains, namely affective, cognitive, and psychomotor. The purpose of this community service is to provide assistance in the development of power point slide learning media in the 2013 curriculum learning on theme 1 about objects in the surrounding environment for fifth grade students of elementary school, Bogor Tengah. The main problem of schools in Central Bogor District is the limited facilities and facilities and infrastructure of the teaching and learning process; school limitations in the provision of innovative science and technology based on learning media; limitations of teachers who do not yet have competence in using effective teaching media; the learning process which must apply the 2013 curriculum with a scientific approach, this requires teachers to master IT in designing learning devices; the ability to master alternative innovative learning models that must be applied to the 2013 curriculum; teacher ability to prepare and use the IT-based learning media. The solution to the problem is to carry out training for the school teachers by providing theoretical material, the practice of making power point slides, up to evaluations through the evaluation of the drill practice method so that serious training in the implementation of the training can bring benefits to various parties..

Keywords: slide media; power point; elementary school students.

I. INTRODUCTION

Learning is a process of teaching students. It is a process which has elements that are interconnected with one another. The relationship between one element and another will make learning becomes a whole unified. The elements relate to the learning application among others are goals, the learning process which consists of teaching materials, methods, learning resources and learning media, evaluation of learning and learning actors, namely teachers and students. But sometimes the learning process often experiences problems or obstacles such as a changing curriculum. Changes in the curriculum are made intentionally with the aim of improving the quality of education.

Active learning can occur with the help of media. But in reality the existing media is underutilized by the teacher. This is one of the factors that cause student boredom during learning. This condition is a

continuing problem, because teachers lack innovation, especially in the procurement of learning media.

The process of learning implementing in Curriculum 2013 requires the competency of a teacher to master IT comprehensively because starting from the making of learning tools in the 2013 curriculum is very closely related to the use of IT. Likewise with the use of instructional media teachers are required to create learning media that are not only non-projection-based media but are also highly demanded based on projections that are adjusted to the conditions of the globalization era that are conditions with technology.

The process of approach to learning 2013 Curriculum for Elementary School students is very complex and continuous, namely integrated thematic, theme-based learning, scientific approach known as basic learning experience: managing, gathering information, associating, and communicating. Likewise with the assessment carried out very broader than the previous curriculum included three aspects of the

ability aspect, namely: affective, cognitive, and psychomotor. These are all efforts that aim to improve the quality of education in our country. Research conducted by Suryanto [1], about the Use of power points to increase activity and learning outcomes in social studies. The results of the study indicate an increase in learning outcomes with the use of these media. Another study conducted by Novita and Windiyani [2] on the Effect of using VCD multimedia on learning motivation in Democratic Community Culture subject. Based on the results of the research done, the use of media in the form of power point slides is deemed necessary to be developed in the application of the 2013 curriculum.

Student inactivity results from a feeling of saturation in learning with a monotonous learning process and communication that is only done in one direction [3]. It was said so because the teacher only explained or only gave the task of filling out the student worksheet. As is known in the 2013 curriculum curriculum book the content of learning material tends to be small, can lead to student or even teacher's incomprehension. Teachers are still confused with the teaching material that can be considered lacking so that using media that has a goal to attract students' interest or motivation cannot be done. The teacher's lack of understanding of the 2013 curriculum and the lack of using instructional media can have an impact on the learning process. If these conditions occur, as a result students do not have the desire to learn, and then the quality of learning will decrease.

The lack of students' interest in learning is inseparable from the teacher's role in using media when the learning process takes place. The interest of students in learning depends on the creativity of the teacher in utilizing the media that is adapted to the subject matter [4]. The way the teacher uses the media must be in accordance with the subject matter, and according to the learning method. This is because the media created is not necessarily suitable or in accordance with the material to be taught. In this case the teacher must be more creative in utilizing and developing existing learning media.

Based on the analysis of the situation, namely conducting a visit to the location of the community service, the team observed and distributed the questionnaire to the Elementary School (*SDN 2 Pengadilan*), the identified problem are:

1. The main problems of schools in the district of Bogor Tengah include:
 - a. Limitations of facilities and infrastructure of the learning process.
 - b. School limitations in the provision of innovative science and technology based learning media.
 - c. Limitations of teachers who do not have competence in using effective learning media.
2. Problems faced by teachers in elementary schools are:

- a. The learning process must apply the 2013 curriculum with a scientific approach; this requires teachers to master IT in designing learning devices.
- b. Ability and mastery of alternative innovative learning models that must be applied to the 2013 curriculum.
- c. The ability to master elementary school teachers in preparing and using IT-based learning media.

The main problem of the school partners must be addressed immediately, based on the results of discussions with the principal of the Elementary School (*SDN Pengadilan 2*) and discussions with several teachers that were very important, including:

1. One effort in resolving the limitations of facilities and infrastructure is by submitting a proposal to the mayor of Bogor to assist in the procurement of facilities and infrastructure needed by each school.
2. One effort about the lack of teacher competence under the auspices of branch management. In applying 2013 curriculum learning-based with the scientific approach and learning models, teacher associations of Bogor Sub district in Bogor together with the government and the team of Primary teacher education study program of Pakuan university held the training/workshops on making 2013 curriculum learning devices and alternative innovative learning models.

Based on the explanation above, it was agreed by the proposed team and partners that the main problems that were the priority that needed to be done were based on the assessment of the problem, so far the problem had not been resolved. Actually, from the various problem it was found that the absence of assistance on the application of Learning Media Slide Power point on 2013 Curriculum for students of Bogor Tengah City Central Elementary School students becomes the problem. The solution of the problem is the effort to involve the proposing team that is the research and community service of Pakuan university.

Determining the priority of problems to be resolved from the beginning was carried out by the Proponent Team, by disseminating the development of Slide power point learning media to several teachers and several students, carrying out an instrument test on Slide power point learning media and the result was getting a positive response from the teacher, head master, and from students [5]. From the results of preliminary observations followed by instrument testing in the field it can be concluded that the community service activities that the proposing team is expected to add to the development of interactive power point slide products so that the learning process can take place actively, creatively, effectively and pleasantly so that learning objectives can be conveyed well [6].

II. METHODS

The implementation of community service activities applies a method in two ways, namely the lecture method and the practice drill method for making power point slide learning media. The lecture method was carried out by means of the dedication team came to Elementary School (*SDN Pengadilan 2*) to disseminate the development training for making power point slide learning media. The lecture activity was carried out considering that many teachers have difficulties in delivering lesson material in their respective classes during the learning process. Based on Sudjana [7], the drill method is an activity to do the same thing, repeatedly in earnest with the aim of perfecting a skill to become permanent.

The implementation of community service activities namely training applies the development of making interactive power point slide learning media through several procedures with the following stages:

1. Preparation Phase
Carrying the coordination by:
 - a. formulating the training objectives to achieve.
 - b. specifying specific skills
 - c. determining the series of steps to be done
2. Implementation Phase
 - a. Opening
Expressing the goals that must be achieved after the training process is to complete the forms of training that will be carried out in making the development of making learning media.
 - b. Implementation
 - 1) lecturing the instructor team conveyed theoretically about the importance of IT-based learning media.
 - 2) reviewing the theme of the chase in the 2013 curriculum
 - 3) starting opening an application or power point program, understanding the toolbar that is on the program.
 - 4) designing interactive power point slides according to existing themes, carried out in groups.
 - 5) making interactive power point slides according to the theme.
 - 6) ensuring that all participants are interested in participating in the development of interactive power point slide learning media development.
 - 7) giving the opportunity to participants to continue to practice repeatedly so that the process of making interactive power point slide media can be realized according to the initial goal.
3. End
Motivating participants to continue to practice continuously so that the training provided can be more attached, skilled and familiar.

4. Closing
Carrying out improvements in the form of reflections on learning in the classroom, and the use of media from used materials.

III. RESULTS AND DISCUSSION

Assistance in making interactive power point slide learning media was attended by 21 teachers from *Sekolah Dasar Negeri Pengadilan 2 dan Pengadilan 5* in Bogor City. The socialization activity was held at the end of December 2018. After initial observations were carried out, discussions were held with the principal as a partner, and the curriculum teacher appointed by the principal. The next stage is to determine the implementation of assistance in making interactive power point slide learning media, which are determined on Thursday, 11 January 2019.

The implementation of mentoring activities made the interactive made the interactive power point slide learning media conducted on Thursday, January 11, 2019 starting at 08.00 until 15.00 WIB. The mentoring activity of making interactive power point slide learning media aims to provide an understanding of the importance of using learning media so that teachers can create learning media by utilizing technology with applications or power point programs.

The details of the activities are

1. Presentation of material with the lecture method on the importance of using learning media in motivating and improving student learning outcomes. The use of this learning media prioritizes the use of technology in accordance with the times. Explanation of this material in the form of introduction to the power point program, toolbars that exist in the power point program, convenience obtained from the use of interactive power point slide learning media. After that, explanations of the ways to make power point slides that attract students to learn, by including elements of animated videos and images.
2. Division of work groups
The teachers are divided into several groups (each group consists of 2 people) and guided by a team of lecturers and students.
3. Practice making interactive power point slide learning media [8].
 - a. Prepare the tools and materials needed in making interactive power point slides. (Laptops, curriculum, teacher books and student books).
 - b. Study and discuss teaching materials or material to be made into interactive power point slides, according to the theme.
 - c. Determine the design that matches the theme and characteristics of the student.

- d. Choose a theme; in power point there are default themes that can be selected. Start using existing themes.
- e. The selection of themes is tailored to the design, color, and letters. Then click the Design tab >> click the down arrow in the Themes column >> select the theme to use. In this exercise we use Slate. To change the color combination, still on the Design tab >> in the Variants column select the color combination you want to use. To change the letter combination, still on the Design tab >> in the Variants column, click the bottom arrow. A new area will appear containing several choices. Click Fonts >> select the letter you want to use. In this exercise we chose Arial Black-Arial.
- f. Using the diagram, the trick, click the Insert tab >> click Chart, In the Chart window that opens, click Pie >> then the right side select the donut-shaped chart, then click Ok. After that, it's time to change the value of the chart so that it is divided into four equals. Just fill in each value so 1. Delete the information because it only needs the chart.
- g. Enter a picture or photo, how, click the Insert tab >> click Pictures, in the new window that opens, find and select the photo that is suitable for use. Click the photo >> click Insert
- h. Enter animation or video, how to do it, click Animations >> click Animation Pane, to add animation, click the text or image. Then, still in the Animation tab >> select Fly In. Click Effect Option >> select From Left, the image will enter from the left. Start set On Click.

This assistance received a positive response as evidenced by the enthusiasm of the teacher in participating from beginning to completion. They also carry laptops and teaching materials or materials for making interactive power point slide learning media [9]. The readiness of the teachers indicates that there is a motivation for better learning. When giving material about the introduction of this power point program, they learned a lot, because it turns out there are still teachers who do not understand the parts in the toolbars, the functions of the toolbars and it can be said that they do not fully understand this program. During this time they taught using only media still images, even if they were required to make power point slides, they asked for help from others. That condition makes the teachers happily receive when given training in making this power point slide learning media. Teachers realize that technological advances require them to continue to innovate in learning. This innovation can be done by making media adapted to technological developments. The use of interactive power point slide learning media will of course be able to foster students' motivation and interest in learning, so that learning outcomes are expected to be achieved. That is why

teachers in this era are required to be creative and innovative, so as to produce students / students who are suitable for educational purposes. At the end of the mentoring of making this interactive power point slide, the teachers divided into several groups presented the results of the learning media that had been made. This proves that they are serious in taking part in mentoring.

Data on community service results are taken based on questionnaires that have been distributed to elementary school (*SDN Pengadilan 2 and 5*) in Bogor City. Data about the respondent's characteristics can be found in the table below:

Table 1 Respondent Characteristic

Description	Total
Distributed questionnaires	21
Returned questionnaires	21
Unreturned questionnaires	0
Damaged/incomplete questionnaires	0
Processed questionnaires	21

Based on the table above the total number of questionnaires representing a population is 21 respondents.

Table 2 Respondent Respons Characteristics toward an Assistance of Making power point Interactive Learning Media Slide

No	Variabel	Yes	No	Total
1	Media usage in teaching learning activity in the class	2	19	21
2	Benefits of using learning media (interactive powerpoint slides) to increase student motivation and learning outcomes	21	0	21
3	The importance of using learning media (interactive powerpoint slides) to increase motivation and learning outcomes	18	3	21
4	Facilities in schools need to be added, so that teachers can use ICT-based learning media (interactive powerpoint slides)	21	0	21
5	Mentoring activities carried out by lecturers at FKIP Unpak provide influence and benefits in making ICT-based learning media (Interactive power point slide)	21	0	21
6	Mentoring activities Still want to continue mentoring about ICT-based learning media (interactive) power point slides	19	12	2
7	Mentoring activities Still want to continue mentoring about ICT-based learning media (interactive power point slides)	21	0	21

Table 2 shows that as many as 19 respondents gave responses related to the use of learning media. A total of 19 respondents did not use learning media. This

means that there are still many teachers who have not understood the importance of using learning media. Only 2 respondents have used ICT-based learning media (power point slides). Then in the second statement about the benefits of using ICT-based learning media (interactive power point slides) 21 respondents agreed that the use of learning media, especially ICT-based learning media (interactive power point slides) can increase student motivation and learning outcomes. The use of learning media (interactive power point slides) in its development can foster students' interest in learning, learning becomes more fun, active, creative and meaningful. Then in the statement about the importance of using learning media (interactive power point slides) to increase motivation and learning outcomes answered by 21 respondents. This means that respondents agree that the use of learning media is important in building students' understanding, which basically thinks from the concrete rather than from abstract. Students need to be given an understanding of real material rather than abstract ones. Then as many as 20 respondents answered agreeing to add learning facilities.

This means that ICT-based learning media should be facilitated by the school. Facilities such as LCDs, laptops and tools that are related to ICT learning media need to be added. 21 respondents agreed on the implementation of this mentoring because it provides influence and benefits in making ICT-based learning media (interactive power point slides). But for the sixth statement from 21 respondents, who agreed to the continuation of this assistance, only 19 respondents and the remaining 2 people did not agree. Then the last 21 respondents agreed that they would still like to collaborate with FKP Unpak in assisting the making of ICT-based learning media (interactive power point slides).

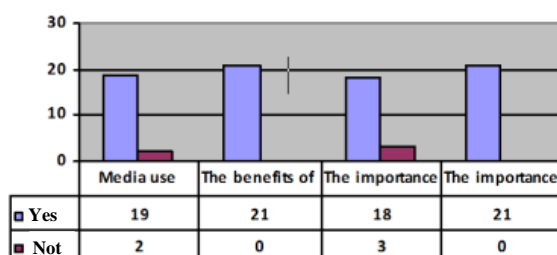


Figure 1. Teacher's response towards picture before and after being given assistance

Referring to Figure 1, it can be seen that as many as 19 of the 21 respondents stated that they never use learning media either projection or non-projection. This means that teachers have not fully understood the importance of using learning media. They still provide lessons only with conventional methods and media. 21 respondents understood the benefits of using projected and non-projected learning media. They understand the

benefits of using instructional media, especially the power point slide learning media that can help students understand concrete stages. In the sense to make elementary school students understand a teaching material must be accompanied by concrete explanations. Then regarding the importance of the use of learning media, it was agreed to by 18 respondents and 3 respondents answered disagree. The answer is no, it can be understood because the facilities that support the use of media are still lacking. This shows that the school needs to provide facilities that support the success of learning. The effort made by the teacher is less successful, due to the lack of support from the school or the local government. In terms of the use of ICT-based media, facilities such as computers, laptops, LCDs and internet-related facilities are needed. 21 respondents were hoping for further training, so that they would be more maximal in providing learning.

IV. CONCLUSION

Based on the results of the mentoring activities in making interactive power point slide learning media in *SDN Pengadilan 2* in Bogor City, it can be concluded that the teachers need mentoring training related to learning media. This is based on the importance of using learning media adapted to technological developments. The need for mentoring was proven by the antismism of the mentoring participants who followed from the beginning to the end and they made slides with themes that were adapted to the teaching material in the class they were teaching. The teachers are aware of the need for innovation and creativity in learning which will later provide increased motivation and learning outcomes to students.

Suggestion

Referring to the conclusion above, it is necessary to suggest the following:

1. There is a need for further assistance related to the creation of learning media that are tailored to the needs of students and technological developments.
2. There should be more additional facilities in the form of infrastructure related to the use of technology-based media, such as Laptops, LCDs and Wi-Fi

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