

INCREASING THEMATIC LEARNING OUTCOMES THROUGH POWERPOINT MEDIA IN CLASS IV STUDENTS OF ELEMENTARY SCHOOL 0804 BOTUNG ACADEMIC YEAR 2020/2021

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***Abstract,** This research is an effort to improve the learning outcomes of fourth grade students of SD Negeri 0804 Botung in thematic learning. One of the causes of the low value of thematic learning at SD Negeri 0804 Botung is the lack of use of media in learning. In learning the teacher only uses books as a medium of learning. Teachers do not package and integrate with other learning media. So that students do not understand the material presented by the teacher. Smart educators must be good at choosing learning media so that students can be motivated to take part in learning activities. The method used is Classroom Action Research (CAR). The results of the research in the pre-cycle showed that students who completed were 7 students in a percentage of 35%. In the first cycle of students who completed as many as 12 students in percent of 60%. While in the second cycle of students who completed as many as 20 students in percent of 100%. This shows that the use of Powerpoint media can improve thematic learning outcomes in grade IV Semester I students of SD Negeri 0804 Botung in the 2020/2021 academic year..*

Keywords : Learning Outcomes, Power Point.

I. INTRODUCTION

Education has an important role in preparing quality human resources who are able to face future challenges and are competent in the development of science. Education is the most important thing that becomes a benchmark for the development of a nation so as not to be left behind from other nations.

According to Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that education is a conscious and planned effort to create a

learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.

Education is guidance in the life of the growth of children, as for the meaning, education is to demand all the natural forces that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness (Hasbullah, 2011).

Education according to Muthohar (2002) covers all aspects of life. Education is a basic necessity of life (a necessity of life), social function (social function), influence, control and guidance (direction control and guidance), conservation (inheriting and maintaining the ideals of a group), progressive (providing and developing knowledge, values and skills so that they are able to face life's challenges).

Based on the above definition, it is concluded that education is an activity given to students in the form of guidance, teaching, and training that takes place at school and outside of school throughout life to prepare students to be able to play roles in various living environments on a regular basis for the future. Therefore, educators must be able to develop their knowledge and professionalism. Educators are the main pillar in education, because an educator has a very important role in determining the quality of learning.

The purpose of education is a set of educational outcomes achieved by students and the holding of educational activities. All educational activities, namely teaching guidance, and/or training are directed to achieve educational goals. In this context, the purpose of education is a component of the education system that occupies a central position and function. That is why, every education staff needs to understand well the purpose of education, in order to carry out

their duties and functions to achieve the educational goals that have been determined (Hamalik, 2007: 3).

In the teaching and learning process, a learning media is needed. The word media comes from Latin which literally means "middle", "intermediary", or "introduction". In Arabic, media is an intermediary. Gerlach & Ely (1971) say that the media if understood in broad outline are human, material, or events that build conditions that enable students to acquire knowledge, skills, or traits (Arsyad, 2005).

Based on the above definition, it can be concluded that learning media is a tool or means that can assist the process of learning activities and serves to explain the meaning of the message conveyed, so that it can achieve learning objectives better and more perfectly. Good learning media will also provide stimulation to students, activate learning, feedback and also encourage good learning outcomes as well.

Smart educators must be good at choosing learning media that are in accordance with the material. Currently, most students like the advancement of interactive technology (which is mutual action) in the sense that there are many animated movements on the display. Therefore, educators whose duties are as facilitators, educators must be able to understand the wishes of students according to their era.

At this time the progress of informatics is growing rapidly. Various technology products flooded the market. The world of education should be able to take advantage of this information technology. Advances in science and technology have influenced the use of teaching aids in schools and other educational institutions. For schools that are advanced and capable, have used these tools as teaching aids, so that learning becomes more effective and efficient. Rapid technological developments must be utilized in such a way as to support the learning process, one of which is computer technology. The presence of computers and their applications as part of information and communication technology can change the paradigm of a learning system that was originally based on traditional by relying on face-to-face, turning into a learning system that is not limited by space and time. Computer technology is an invention that allows presenting some or all forms of stimulus so that learning is more optimal.

The use of media in learning can develop creativity and explore the ideas of students' abilities in the process of learning activities. SD Negeri 008 Tambusai in implementing the 2013 or thematic curriculum, there are several obstacles faced by teachers when the 2013 or thematic curriculum learning process takes place, especially in the use of learning

media. so that student learning outcomes obtained are low.

Based on the results of observations of learning outcomes obtained by students, 60% is low, because teachers only use books as learning media. Teachers do not package and integrate with other learning media. So that students do not understand the learning material delivered by the teacher. So researchers are interested in conducting more in-depth research on Improving Thematic Learning Outcomes Through Powerpoint Media in Class IV Semester I Students of SD Negeri 0804 Botung in the 2020/2021 Academic Year.

The formulation of the research problem is: whether the use of Powerpoint media can improve thematic learning outcomes in grade IV Semester I students of SD Negeri 0804 Botung in the 2020/2021 academic year.

The purpose of this study was to find out that the use of Powerpoint media could improve thematic learning outcomes in grade IV Semester I students of SD Negeri 0804 Botung in the 2020/2021 academic year.

Learning is a change in personality that reveals itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or an understanding (Thobroni, 2017). According

to Gestalt theory, learning is a developmental process (Susanto, 2013:12). It means that by nature the child's body and soul are developing. Skinner's view that learning is a behavior. When people learn, the response becomes better. On the other hand, if he does not learn, his response decreases.

According to Suprijono, learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills (Thobroni, 2017). According to Gagne, the learning outcomes are (Thobroni, 2017): a. Verbal information is the ability to express knowledge in the form of language, both spoken and written. b. Intellectual skills, namely the ability to present concepts and symbols. c. Cognitive strategy, namely the ability to channel and direct cognitive activities. d. Motor skills, namely the ability to perform a series of physical movements in affairs and coordination so that the automaticity of physical movements is realized. e. Attitude is the ability to accept or reject an object based on an assessment of the object.

According to Bloom, learning outcomes include cognitive, affective, and psychomotor abilities. Cognitive domains include; knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing, examples), application (applying), analysis (describing,

determining relationships), synthesis (organizing, planning, forming new buildings), evaluating (judging). The affective domain includes; receiving (receiving attitude), responding (giving a response), valuing (value), organization (organization), characterization (characterization). The psychomotor domain includes; initiatory, pre-routine, routinized and productive skills, technical, physical, social, managerial, intellectual. From some of the definitions above, it can be concluded that learning outcomes are changes in the abilities and behavior of students after carrying out the teaching and learning process with their environment.

According to Burhanuddin & Wahyuni, the characteristics of learning include: a. Learning is characterized by a change in behavior (change behavior). This means, that the results of learning can be observed from behavior, which means that it can be seen by changes in behavior, and from not knowing to knowing, and not being skilled to being skilled. b. Behavioral changes are relatively permanent. c. Changes in behavior do not have to be immediately observable during the learning process, these changes in behavior are potential. d. Changes in behavior are the result of practice or experience. e. The experience or practice can provide reinforcement.

The learning process involves a variety of very complex factors. Therefore, each factor needs to be considered so that the learning process can be successful in accordance with the expected goals. Learning outcomes achieved by students are the result of interactions between various influencing factors.

According to (Susanto, 2013:12) the factors that influence the learning outcomes are: a) Internal factors; Internal factors are factors that come from within students, which affect their learning abilities. These internal factors include: intelligence, interest and attention, motivation to learn, perseverance, attitude, study habits, as well as physical and health conditions. b) External factors; factors that come from outside the students themselves that affect learning outcomes, namely family, school, and community. Family circumstances affect student learning outcomes. Families whose economic situation is in disarray, husband and wife quarrels, parents' lack of attention to their children, as well as daily habits of unfavorable behavior from parents in everyday life affect student learning outcomes.

Thematic learning is an integrated learning strategy that uses themes to link several subjects with one another so that it can provide a meaningful experience for students (Hartono, 2013).

Thematic learning is integrated learning that uses a theme as a unifying material in several subjects at once in one meeting (Majid, 2014). Thematic learning is learning that departs from a certain theme as a center used to understand the symptoms, and concepts, both from the field of study concerned and from other fields of study.

Themes become the subject of discussion or ideas that easily focus students on one particular theme. Thematic learning places more emphasis on active student involvement. Students are not only used as objects, but are required to be actively involved in the field. Active involvement will make students gain extensive experience. This experience will bring students to be able to connect one concept to another.

Thematic learning is one of the integrated learning models (integrated instruction) which is a learning system that allows students, both individually and in groups to actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically (Majid, 2014).

In essence, learning media as a vehicle for conveying messages or information from the source of the message is forwarded to the recipient. The message

or teaching material conveyed is learning material to achieve learning objectives or a number of competencies that have been formulated, so that in the process it requires media as a learning sub system. Media is a means of communication channel. Examples of media are films, television, diagrams, printed materials, computers, and instructors (Rusman, 2012). The Association for Educational Communication and Technology (AECT/Association for Educational Communication and Technology) defines media as all forms used for the process of distributing information (Arifin, 2012).

In the world of media education has become an inseparable part to facilitate and realize the achievement of understanding of the material to students so that a teacher is expected to be able to use methods and media to create an effective, creative and fun learning atmosphere. While learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Hamalik, 2007). Learning media is an educational tool or tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals (Sanaky, 2015).

According to Kastolani (2014) stated that learning media is an inseparable

part in conveying messages, can stimulate the thoughts, feelings and willingness of students so that it can encourage the creation of a learning process in students. Learning media can be interpreted as tools (aids) or objects used in teaching and learning activities, with the intention of conveying learning messages (information) from sources (teachers and other sources) to recipients (students and learning residents). The most famous technological trend in the learning process so far is LCD projectors. It shows rapid progress, so it is widely used everywhere. LCD projectors can display audio-visual elements that are connected to a computer so as to help the learning process. Learning using computers and LCD projectors will provide opportunities for learning to get authentic learning materials and can interact more broadly.

Currently the use and development of multimedia presentation programs has grown rapidly. There are many types of software that can be used to create presentation media. The type of software that can be used among education is Microsoft Powerpoint which is issued by the Microsoft software company. Powerpoint presentations can consist of graphics, image objects, text, movies, sounds.

Microsoft Powerpoint is a software used to compose an effective, professional,

and easy presentation. Microsoft Powerpoint will make an idea, idea or subject matter more interesting, clear and easy to understand (Hadi, 2008). This is because Microsoft Powerpoint has facilities for making slides, presentation outlines, electronic presentations, including interesting clip art, sound effects and animation effects, all of which are very easy to display on a computer monitor screen. Microsoft Powerpoint software is very useful in supporting the success of a presentation. In Microsoft Powerpoint, we can include elements such as images or movies, which are elements that are very easy for the audience to understand. By using a computer program Powerpoint, a teacher can design various learning programs according to the materials, methods and learning objectives to be achieved.

II. RESEARCH METHODS

This classroom action research consists of four stages of research: planning, action, observation and reflection which are carried out continuously. Each series and stage in the research process is called a cycle. This classroom action research is said to be complete if it has obtained the expected results. This research can take place in several cycles according to the results expected by the researcher.

Data analysis according to (Arikunto, 2014), namely: collecting data and processed and analyzed by covering three steps, namely preparation, tabulation, and application of data according to the research approach. In accordance with the research design used, the data analysis was carried out using analysis and reflection with each cycle based on the results of observations that had been made. This study was analyzed to determine the final results of each research cycle. The research is for the cognitive domain.

The formula for student learning completeness:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage number

F = Frequency to be searched for the percentage

N = Number of Cases (Number of frequencies)

The data analysis technique used by researchers in obtaining student learning outcomes data is a written test, analyzed by making an average formative test score and then making a percentage, which is calculated by the following calculation:

$$\frac{(\text{Number of students completed})}{\text{Total Students}} \times 100\%$$

II. RESEARCH RESULTS AND DISCUSSION

The results of classroom action research (CAR) carried out by researchers showed student learning outcomes increased from before the action was implemented. Student learning outcomes include the results of the acquisition of scores on the results of formative tests as well as the results of observations of researchers to assess student learning activities.

After conducting research on the fourth grade students of SD Negeri 0804 Botung, the researcher was able to find out that the students' abilities in learning the thematic learning of the Beauty of Togetherness were very high. Although in the first cycle there were still some students who did not meet the KKM. This happens because students are not fully focused on the subject matter, there are still students who talk and play by themselves. But the students were very enthusiastic and hoped that the learning would be continued at the next meeting.

Table 1. Comparison of pre-cycle and first-cycle values

No.	Completeness	Pre Cycle	Cycle I
1.	Complete	7 (35%)	12 (60%)
2.	Not Complete	(65%)	8 (40%)

From the test results in the first cycle showed student learning outcomes

have increased. The learning outcomes of the pre-cycle students' average score of 65.85 increased to 72.95. The learning outcomes of the first cycle were 12 students who had completed learning and 8 students had not yet completed their studies. In the implementation of cycle I, there are still many shortcomings that must be improved. In addition, although student learning mastery has increased, it has not reached the target of approximately 85% of student completeness. Therefore, the research will be continued in cycle II.

In cycle II, the researcher still uses the same learning media by correcting the deficiencies in cycle I. Unlike the previous cycle I, learning in cycle II can run more conducive and students are more enthusiastic than when learning in the previous cycle. Good management of classroom conditions and atmosphere supports the running of the second cycle more smoothly, with students who in the previous cycle still did not fully focus on paying attention to the subject matter presented by the teacher.

Table 2. Comparison of the value of cycle I and cycle II

No.	Completeness	Cycle I	Cycle II
1.	Complete	12 (60%)	20 (100%)
2.	Not Complete	8 (40%)	0 (0%)

From the test results in the second cycle, it can be seen that there is an increase,

it can be seen from the first cycle to the second cycle and students who complete the thematic study of the theme of Beautiful Togetherness with a presentation of 100% or 20 have achieved the KKM and even exceeded the KKM target for the class. Therefore, thematic learning of the Beauty of Togetherness with Powerpoint learning media for fourth grade students is considered successful and the implementation stops in cycle II.

Table 3. Comparison of the Percentage of Completeness Cycle I and Cycle II

Criteria	Pre Cycle	Cycle I	Cycle II
Complete	35%	60%	100%
Not Complete	65%	40%	0%

From Table 3, it is known that the percentage of students' completeness has increased, namely pre-cycle students who complete learning 35%, students who do not complete learning 65%. In the first cycle, 60% of students who finished studying, 40% of students who did not complete their studies. Cycle II, as many as 100% of students complete learning. In the second cycle of classroom action research using Powerpoint media was declared successful because it had reached the target of completeness, namely 85% of students had been declared complete/achieved the KKM.

III. CONCLUSION

Based on Classroom Action Research (CAR) it can be concluded that using Powerpoint media can improve thematic learning outcomes for Class IV Semester I students at SD Negeri 0804 Botung. This is evidenced by the increase in student learning outcomes in each lesson cycle with the minimum completeness criteria (KKM) of 70, the first cycle who completes learning 12 students or 60% of students who have achieved the minimum completeness criteria with an average value of 72.95. While the second cycle has increased, 20 students have completed learning or 100% of students have reached the minimum completeness criteria with an average score of 85.4. Therefore the research was declared successful.

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