DEVELOPMENT OF MULTIMEDIA LEARNING BASED ON MICROSOFT POWER POINTS TO INCREASING THE RESULTS OF CLASS III STUDENTS' VOCATIONAL SCHOOL LEARNING ON THEME 4 "OBLIGATIONS AND RIGHTS"

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Abstract

This study aims to: (1) Describe the development of PPKn multimedia-based learning media for grade III students on theme 4 "My Obligations and Rights". (2) testing the feasibility of PPKn multimedia-based learning media for class III students on theme 4 "My Obligations and Rights". (3) Observing the increase in the results of Civics learning for class III students at SD 101884 Limau Manis. This research is a development research using the ADDIE development model namely Analyze, Design, Development, Implementation, and Evaluation. The subjects of this study were class III students at SD 101884 Limau Manis for the academic year 2022/2023, a total of 23 students. The instruments used were media expert validation questionnaires and PPKn material expert validation questionnaires. The results of this study indicate that (1) the process of developing multimedia-based power point learning media to improve PPKn learning outcomes for class III students in class III on theme 4 "My Obligations and Rights". Multimodal literacy-based literacy activities include five steps, namely: Analyze (analyze), Design (design), Development (development), Implementation (implementation), and Evaluation (assessment). (2) teaching materials for literacy activities based on multimodal literacy are feasible to use with an average percentage reaching
A. Introduction

Indonesia is a constitutional state where the constitution is governed by a legal constitution. Guaranteed citizen rights are regulated in the constitution so that citizens must be able to balance their rights and obligations based on Pancasila values. All citizens must fulfill their rights and obligations which in this case cannot be separated from one another. If someone has fulfilled his obligations as a form of responsibility he will also get his rights as a form of obedience to the state.

Fulfillment of rights and obligations also takes place in the scope of daily life, this is associated as a basis for instilling awareness of the importance of rights and obligations as citizens. One of the possessions inherent in the identity of citizens is their reciprocal rights and obligations. This is in line with Cholisin's opinion that the rights and responsibilities of citizens arise as a result of the relationship between citizens and the state. Educators are required to be able to use the tools that can be provided by the school. Educators can at least use media that are cheap and efficient, simple but unpretentious, but are a must in an effort to achieve the expected teaching goals. Besides being able to use available media, teachers are also required to be able to develop skills in making instructional media.

As one of the thematic learning contents, Civics learning activities require a variety of learning media. This need is to fulfill the implementation of active learning activities, especially in this millennial
era, technology is developing very rapidly. It cannot be denied that learning media is an important component in the continuity of learning in schools.

Based on the results of observations made by researchers at SD 101884 Limau Manis, researchers found a learning problem that, less optimal use of learning media that is done. The teacher delivers material only with the help of the teacher's book and student's book in Civics learning activities in class. In addition to using books, the learning media used by teachers is through power point media.

Civics learning in class III SD 101884 Limau Manis, presented through power point media, still looks monotonous. The presentation of the power point display used by the teacher still looks simple, where the material presentation design does not adjust to the theme and character of the students. The learning activities look boring so that there is no interest in learning for students during the learning activities. In addition to learning that is still conventional, the difficulty of recognizing various student characters and the lack of active interaction still dominates the Civics learning process in class.

Power point learning media is a multimedia-based program. This software provides facilities in the form of slides that can help in preparing an effective, professional, and also easy presentation. So that it allows school teachers to use it as a learning medium.

Characteristically, the use of multimedia-based power point media, this media can not only display text but can display it simultaneously or combined using video displays or animations and even sound in each presentation of material that you want to display to class III SD 101884 Limau Manis. The use of multimedia-based power point media
is used to provide variations in audio-visual learning styles. By providing direct experience through learning videos students can see examples of how to carry out their obligations and get their rights as citizens.

Based on this explanation can be used as part of the analysis stage where this stage is the initial part to develop learning media. To determine the needs and availability of learning media that focuses on development by analyzing the needs of learning media, analysis of the availability of learning media, material analysis, and analysis of learning objectives targets.

The importance of designing learning media can help teachers produce optimal results through the process of selecting the right events and planning them in the right procedures. The design of learning media is the arrangement of patterns, the design of the overall structure or framework which is arranged systematically which is used as a guide in carrying out a learning activity so that the process is carried out properly organized to achieve optimal results. Model (ADDIE), one of the functions of ADDIE is to become a guide in building effective media program tools and infrastructure. This model was chosen because the ADDIE model is often used to describe a systematic approach to instructional development. In addition, the ADDIE model is a general model and is suitable for development research. This term is almost synonymous with the development of instructional systems. When used in development, this process is considered sequential but also multimedia-based, where the evaluation results of each stage can bring learning development to the previous stage. The end result of a stage is the initial product for the next stage.


Literature Review

1. Definition of Media

The intermediary used during the learning process, the concept of communication played by educators in facilitating the occurrence of the learning process refers to the context of information designed procedurally to help achieve the learning objectives and learning competencies that have been formulated. Through learning media, teachers can make lesson plans that are creative in determining the success of learning. According to Kristanto (2016: 4) media is the plural form of the word "medium", where this term refers to anything that can convey information between sources and recipients. The learning process takes place in a system, so learning media occupies an important position as a component of the learning system which is essentially a component of an instructional system.

The use of learning media in the age range in elementary school can be known through the theoretical basis of media use. According to Piaget (in Slameto, 2010: 13) said that there are three stages of children's mental development, namely: 1) think intuitively at the age of 4 years, 2) operate concretely at the age of 7 years, 3) operate formally at the age of 11 years. The learning process in the student learning environment must be adapted to the stage of student development. Elementary school-age children are generally at the stage of mental development to operate concretely.

2. Learning Media Functions

Learning media helps concretize something that is still abstract in nature, helps the development of thinking and learning development so
that students can easily understand learning. Media can help students learn repeatedly and can be processed independently, so that learning is more effective and interesting. Submission of learning media information in the form of audio and visual can describe a problem, concept, procedure and process as a support for learning activities.

According to Beni Agus (in Nurdyansyah, 2019: 61) there are several functions of learning media such as: 1) facilitating the teaching and learning process, 2) providing real experience, 3) learning is more fun and not boring, 4) activates all student senses, 5) attract students' attention. Learning media can be used as a teacher's tool to facilitate learning deliver teaching materials to students.

3. Benefits of Learning Media

Utilization of learning media not only makes the learning process more efficient, but the effectiveness of the learning process can be increased to help students absorb teaching material more deeply and completely. In connection with this matter according to Kemp and Dayton (in Istiqal 2018: 143) identify several benefits of media in learning, namely; 1) the delivery of subject matter can be uniformed, 2) the learning process becomes clearer and more interesting, 3) the learning process becomes more multimedia-based, 4) efficiency in time and effort, 5) improves the quality of student learning outcomes, 6) the media allows the learning process to be carried out anywhere and anytime, 7) the media can foster students' positive attitudes towards the material and the learning process. 8) change the teacher's role in a more positive and productive direction.
4. Types of Learning Media

The function of learning media can help facilitate learning for students and educators, provide more real experiences to attract children’s attention in learning. Learning media as messengers that can be used for learning purposes and also a means of communication to improve the quality of education.

Septy Nurfadillah (2021:53) According to Sudjana, the types of educational media commonly used in the teaching process are as follows; 1) graphic media such as pictures, photos, graphics, comics and others. Graphic media is often also referred to as two-dimensional media, namely media that has length and width. 2) three-dimensional media, namely in the form of models such as solid models, sectional models, stacking models and working models. Media Microsoft PowerPoint Media power point or can also be referred to as a power point is a program computer for presentation work developed by. This application is very widely used by offices and business people, educators, student, and trainers.

Darmawan (in Purbatua Manurung, 2020:2) multimedia is a tool that creates dynamic and multimedia-based presentations that combine graphics, text, animation, video and audio. Multimedia has the function of clarifying the presentation of material, overcoming the limitations of space, time, and senses, and can overcome the passive attitude of students.

Multimedia is a combination of various forms of information elements that are used as a means of conveying certain goals. The information element in question is a combination of various forms of information elements that are used as a means of delivering certain goals.
The information elements in question include text, graphics, images, photos, animation, audio, and video. Multimedia is a combination of various kinds of media. Multimedia-based aspects include navigation, simulations, games or exercises. From the explanation that has been presented, it can be concluded that multimedia-based multimedia has seven components that are considered the most important, are interrelated in their preparation, and combine all media consisting of Text, Graphics, Images, Video, Animation, Audio, and Interactivity. Each component has its own role in realizing an interesting information. The existence of components in multimedia-based multimedia has bridged the interaction between computers and users.

**Thinking Framework**

Basically, Civics learning is one of the thematic subjects where learning is abstract, power point media is one way that can be done to explain something abstract. In this case a computer with multimedia support can present a display in the form of text that is not monotonous and more attractive and more multimedia-based.

In general, teachers only use conventional methods, even the media used is dominated by textbooks and white boards, resulting in students being lazy and late for class to take part in learning, in class they are also busy with their respective mobile phones and the impact of this is on test scores. students are low. The quality of education in primary schools is inseparable from improvement efforts. Delivering material to students using point learning media by using learning media, especially multimedia power point based learning media, is expected that students are able to have broad insights and perceptions that are increasingly
sharp and easy to understand the material presented using multimedia based power point learning media.

B. Method

The type of research used is research and development (Research and Development). Development research (R&D) is a research method used to develop or validate products used in education and learning. This development research uses a model ADDIE pioneered by Dicky and Carry by developing research products, namely learning media based on PowerPoint multimedia.

C. Funding and Discussion

1. Result

This research was conducted in class III SD Negeri 060882 Medan Baaru. This research used the reach and development (R&D) method of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) pioneered by Dicky and Carry. As for the product of this research is power point learning media based on class III multimedia with Theme 4 material Sub-theme 1 "My Obligations and Rights". The development process of the results obtained in each of these phases will be described below as follows;

Media Power Pion Development Multimedia Based
Analysis Phase

This stage is the initial stage that must be assessed by researchers before designing multimedia-based learning media in class III PPKn learning at SD 101884 Limau Manis. Through This stage is carried out
which aims to collect sharing information that will be analyzed according to research needs. The following are the stages of analysis;
- Learning Analysis
- Student Analysis
- Competency Analysis

**Design Stage**

The following are the stages in making multimedia-based learning media. The first step in designing learning media is to determine learning materials with PPKn learning content, theme 4, sub-theme 1 "Obligations and My Rights".

The second step is to design the display of learning material in the form of PowerPoint media, which is designed to suit the characteristics of elementary school children in grade III SD. The initial stage in designing the PowerPoint display is designing the cover displaying a theme related to my rights and obligations. Presentation of the cover display on multimedia-based power point media provides an icon to access the menu on learning media. The use of the play button is provided in order to be able to access the menu items provided.

The third step is to design the main menu provided are various items. The menu display on the main menu display provides various items. The main menu is divided into two parts, namely the opening menu is designed with the appearance of describing the class atmosphere to describe the state of the class.

**Stage Development**

Based on the results of the data above, the validation of
multimedia-based ppt learning media products was carried out twice as validation assessment. As for the results of the expert validation, seen from the aspect of material content with 3 assessment items, it can be seen that the results of the first validation assessment amount to 15 (75%) and the second validation amounts to 19 (95%). Then from the aspect of presenting the material and appearance with the first 18 validation assessment items with number 58 (64.4%) and the second validation with number 73 (97.3%). Then the language aspects of the 2 first validation assessment items amount to 8 (80%) and the second valuation amounts to 10 (100%).

**Expert Validation**

The discussion results and suggestions from the validator became the basis for product improvement using multimedia-based power point media. The validation assessment was carried out twice to get maximum results applied in learning in class III SDN 101884 Sweet Lime. The first product validation is the syntax validation of the learning model. The validation of this product is in accordance with multimedia-based power point media assessed by learning model experts.

**Product Revision**

This media is carried out in schools using Infocus tools that have been provided by the school so that it can facilitate the learning process. With limited learning time in face-to-face activities, learning can be repeated from home, therefore the researcher also provides a link to access the media, after downloading the menu from the link provided
students can repeat the material without internet so learning can be understood by students because it can be repeated by the student.

In this multimedia-based power point media also provides menu items for virtual classes which are linked by links in the form of zoom, classroom, wa and so on which can be used in online learning. At the implementation stage, testing the feasibility and effectiveness of multimedia-based power point media learning products is carried out as a reference in improving them into products with maximum results that are developed.

**Implementation Stage**

The data will be analyzed through an effectiveness test to obtain an evaluation description of the product. At this implementation stage, learning activities are carried out face to face. Implementation of learning using power point media based on multimedia opening activities are 1) Praying according to each religion and belief, 2) Singing the national anthem that has been provided in the media, 3) Presenting Learning Objectives, 4) Presenting Basic Competency and Indicators that have been provided in the media, 5) Performapperception activities.

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Evaluation Stage

In this case what is meant is criticism, suggestions and input from the validator. Furthermore, a summative evaluation is carried out at the end of the program to determine the effectiveness of the product being developed. The results of this evaluation are used as the final evaluation regarding the results of product analysis to be developed as well as a benchmark for the success of researchers in answering the formulation of the problem in this study.

Thus, based on the five stages of the ADDIE development model research that has been carried out it was found that the product being developed, namely multimedia-based power point media for class III students at SDN 101884 Limau Manis, had fulfilled the feasibility element of using class III products on the material theme 7, sub-theme 3.

2. Discussion

Power Point Media Development Multimedia Based

The first product in this study is learning media which is a general reference for how learning is carried out so that it is in accordance with the rules and the desired results of the learning media. So that syntax is an important part in the implementation of learning, in Saputri's research, (2017:104-114) states the validity of the learning design was analyzed using expert tests in the form of descriptive categories and percentages while the data analysis technique used the T test. The results of the integrative thematic learning design research based on the CTL approach for grade 4 elementary schools after expert tests in the form of design models obtained an average of 16 with a percentage of 80% with a decent category.
While the findings in this study were that learning multimedia-based power point media by model experts was carried out twice in order to get maximum results. The assessment criteria provided in the learning model validation instrument are related to syntax, social systems, reaction principles and the impact of accompanying instructional gets a percentage of 68% with the criteria of "appropriate and must be revised". Multimedia-based power point media that still looks abstract. Then from the results of the revision of the next validation, it obtained a value of 80% with the criteria "fit for use and without revision" in accordance with the interpretation of the data conversion percentage scale of 82% -100% with the criteria "very feasible". Multimedia-based power point learning media, PowerPoint is an auxiliary application for making presentations in the form of multimedia-based presentation slides so that material can be displayed more effectively and professionally.

The use of multimedia-based PowerPoint can help a teacher to explain material to participants more easily so that knowledge transformation can run better and smoother. In addition, the use of multimedia-based PowerPoint can make it easier for teaching staff to master the class and help trainees to always focus on the material explained by the teaching staff and make participants more involved in a two-way learning process which will ultimately provide a better learning experience. unique to students. In Syavira's research, (2021:84-93) The results of the study show that multimedia-based PowerPoint-based learning media is very suitable for use in learning for fifth grade elementary school students. This result is shown from the average rating of experts at 90.97% when it is described as very good.

As for the validation assessment of this media by learning media
experts with the criteria of an assessment instrument for the feasibility of content, presentation, quality of learning strategies, graphics and quality of virtual classroom appearances, a percentage of 73% was obtained with the criteria of "decent and must be revised" with suggestions for improvement "instructions for using media not yet available, the coloring must be adjusted to the child's criteria, the presentation of the material is still monotonous, it must be designed by presenting a schematic picture of the material ". Then from the results of the revision of the next validation, it obtained a value of 93% with the criteria "suitable for use and without revision" in accordance with the interpretation of the percentage scale data conversion 82% -100% with the criteria "very feasible".

Based on the above, this research is superior because this research was carried out in depth with various data collection techniques both from validating learning media products which were carried out by testing. The validation carried out at the validity test stage is theoretically carried out by expert lecturers, experienced in the field and competent to validate based on theoretical and logical considerations. The expert validator gives an assessment of each indicator listed on the research product validation instrument sheet for the development of multimedia-based power point media in Civics learning in class III SD.

Improving PPKn Class III Learning Outcomes at SDN 060882 Through the Development of Learning Multimedia Based on Microsoft Power Point a teacher is required not only to teach children but more than that a teacher must also be able to ensure that the transfer of knowledge that he is doing is really effective so that the personality and intelligence of students is increasing. Something that is said to be
effective if the goals can be achieved as expected, Sondang P. Siagian (2005:171) says that effectiveness is the achievement of various predetermined targets, on time by using certain resources that have been allocated to carry out activities.

According to Slavin (2000) the effectiveness of a lesson can be measured using the following four indicators; 1) The quality of learning (quality of insurance), namely how much information is presented so that students can easily learn it or the error rate is getting smaller.

The smaller the level of mistakes made means the more effective learning. Determining the level of effectiveness of learning depends on the achievement of mastery of certain teaching objectives, usually called learning mastery. 2) Appropriate level of instruction, namely the extent to which the teacher ensures the readiness level of students in receiving new material. 3) Incentives, namely how much effort the teacher motivates students to complete or do assignments and study the material provided. The greater the motivation given, the greater the student's activeness thereby learning will be effective. 4) Time, namely the time needed to complete learning activities. Learning will be effective if students can complete the lesson in accordance with the allotted time.

However, in this study the effectiveness of the learning model was measured by the quality of learning through the pretest and posttest activities of Civics learning content in class III on the theme 4 sub-themes 1. The results of the gain score test or the increase in the average value of class III students at SDN 0608882 101884 Limau Manis in the post-test activities that have been carried out after the application of multimedia-based power point media in the material Theme 4 Sub-theme 1 already has the "high" criterion, namely with a score an average of 91 compared
to the acquisition value of pretest activities before using multimedia-based power point media with a score of 63 with the "moderate" criterion. This can indicate that there is an increase in knowledge in Civics learning with Theme 4 Sub-Theme 1 material in class III SDN 101884 Limau Manis with a gain score of 0.76 with the criteria of "high effectiveness" so that it can be concluded that multimedia- based power point media in Civics learning can be said to be "effectively used in learning in class IV SD in learning Civics".

D. Conclusion

Based on the results of the research and discussion of the research where using Research and Development (R&D) research methods the following conclusions can be drawn:

1. The type of Microsoft power point- based learning multimedia is to use the ADDIE development model which aims to be used to analyze the feasibility and effectiveness of using multimedia power point media based on Civics learning in class III SDN 101884 Limau Manis.

2. Based on the results of the data from the validation of media experts and material experts, the development of multimedia-based PowerPoint media is feasible to develop. The percentage results obtained from media experts viz 93.0% and the percentage results obtained from material experts viz 97.1%. With an average number of product media ratings ie 95.05% at a very decent level with a decent category.

3. Gain score test results or an increase in the average value of class III SDN students 0608882 101884 Limau Manis in the post test activities that have been carried out after the application of multimedia-based
power point media to the material on Theme 4 Sub-theme 1 already has the "high" criterion, with an average score of 91.

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