

DEVELOPMENT OF POWERPOINT AS INQUIRY-BASED LEARNING MEDIA FOR CLASS IV SD/MI STUDENTS' INTEREST IN THEMATIC LEARNING

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ABSTRACT

The aims of this study are (1) to produce valid learning media using inquiry-based powerpoint media on students' learning interests in thematic learning of grade IV SD/MI, (2) to produce practical learning media using inquiry-based powerpoint media on their interests. students' learning in thematic learning of class IV SD/M, (3) to produce effective learning media using inquiry-based powerpoint media on students' learning interest in thematic learning of class IV SD/MI. This research is a research and development research and development (R&D), using a 4D model consisting of 4 stages, namely define (definition), design (design), develop (development), disseminate (dissemination). The instruments used in this study were validation questionnaires, practicality questionnaires and effectiveness questionnaires. Based on the results of the study, the developed powerpoint media was feasible and met the requirements to be used as learning media. This can be seen from the percentage of validation scores in terms of language, material and media obtained a value of 90.62% with a very valid category. The practicality of powerpoint media obtained a score of 87.5% with a very practical category. The effectiveness of powerpoint media obtained a value of 85% with a very effective category. Based on these results, it can be concluded that the inquiry-based powerpoint media in thematic learning is categorized as very valid, very practical and very effective.

Keywords: Inquiry, Powerpoint, Thematic

A. Introduction

Learning media is a source of learning that helps educators enrich students' insights. With various types of learning media provided by educators, it can serve as material for imparting knowledge to students. (Nurrita, Teni, 2018). Learning media is a tool that aids the learning process and has the function of clarifying the meaning of the message being conveyed to achieve effective and perfect learning objectives. (Sugiarti, Lulut; Handayani, Diana Endah, 2016). The Association of Education and Communication Technology (AECT) states that learning media encompasses everything people use to convey messages. Additionally, Briggs defines media as a tool for stimulating learning to facilitate the desired learning process (Falahudin, Iwan, 2014).

The use of engaging learning media, supported by a conducive learning environment, will cultivate students' interest in learning, making it easier for them to grasp learning materials. The importance of students' interest in the learning process is the embodiment of their obligation to achieve maximum learning achievement. Students' interest in learning is a factor that influences their academic performance and is worth paying attention to. Interest in learning that arises from within students is what makes

them enjoy the learning process, become engaged in lessons, pay attention to educators, participate actively in class, and be motivated to achieve good grades. Students' interest in learning is demonstrated by their enjoyment during class. In the learning process, students who are interested in the subject matter will actively seek information related to the learning materials (Putri, Kabel; Djaja, Sutrisno; Suyadi, Bambang, 2017).

Based on interviews conducted by the researcher with Grade IV educators at MIN 6 Pesisir Selatan on May 19, 2022, it was revealed that educators rarely use learning media. Educators often use textbooks and pictures from theme books to explain lesson materials, resulting in suboptimal interaction between educators and students. The use of visual aids in teaching reduces students' interest in the subject matter. This leads to students becoming easily bored during the learning process, chatting with classmates, paying little attention to the lessons, feeling drowsy, leaving the classroom during lessons, and choosing to play with their friends. Furthermore, educators emphasized that students often feel lazy to review the lessons at home, especially during recap sessions or quizzes when students frequently forget the material that has been taught.

In addressing these issues, the researcher developed a learning media in the form of inquiry-based PowerPoint. PowerPoint is software that makes it easy and effective to organize materials during presentations. PowerPoint can serve as inquiry-based learning media because its features support interaction between students and the learning media (Dewi, Ni Luh Putu Sintia; Manuaba, Ida Bagus Surya, 2021).

Hujair AH.Sanaky explains that PowerPoint is a presentation application program under Microsoft Office that uses computer programs and screen displays with the assistance of an LCD projector. According to Mardi et al., PowerPoint is one of Microsoft's application programs that can be used for presentations, both in meetings and as a learning media in schools (Ambarita, Jenri, 2020).

Inquiry-based learning focuses on students' activities in discovering, seeking knowledge, and conducting systematic observations or experiments to obtain answers to a problem. The use of inquiry-based learning will create a more enjoyable learning experience and help students become more independent and responsible for solving problems assigned by educators (Pamuji, Albertus Galih, 2019). This study aims to produce valid, practical, and effective learning media using inquiry-based PowerPoint to enhance students' interest in thematic learning in Grade IV of elementary schools. The development of inquiry-based PowerPoint media is expected to help students overcome learning difficulties both in school and at home.

B. METHODS

Research and Development (R&D) is the research method used to produce a specific product and test the effectiveness of that product. The research products developed through R&D in the field of education are expected to enhance educational

productivity (Sugiyono, 2014). This type of research aims to develop knowledge to create more innovative products (Octaviani, Sri Widya, 2021).

The development model used in this study is the 4D model. The 4D model is a model for developing educational tools, consisting of four main stages: define, design, develop, and disseminate (Syafri, Fatrima Santri, 2018). This research was conducted on fourth-grade students at MIN 6 Pesisir Selatan, located in Nagari Talaok, Kecamatan Bayang, Kabupaten Pesisir Selatan.

This research consists of five stages: define, design, develop, disseminate. The stages involved are as follows: Define Stage: In this stage, the front-end analysis, student analysis, task analysis, concept analysis, and learning objectives analysis are conducted. Design Stage: The design stage involves selecting media, choosing formats, and initial design. Develop Stage: The development stage produces an interactive PowerPoint media that will be used in thematic teaching for fourth-grade students. The feasibility of the interactive PowerPoint media is based on expert reviews. Data analysis includes the analysis of validation results, practicality, and effectiveness. Statistical data analysis techniques are used, both quantitatively and qualitatively. Disseminate Stage: The final stage of development involves disseminating or distributing the product. In this stage, the development of inquiry-based PowerPoint media is conducted to test its effectiveness in enhancing students' learning interest during teaching and learning activities. An instrument used for assessing the media's effectiveness is a questionnaire. To assess the instrument's validity, the researcher uses a Likert scale with positive categories, where positive statements receive the highest weights as follows:

Table 1. Weight of Statements for Validity, Practicality, and Effectiveness of PowerPoint

Statements	Statement Weights
4	Very Agree
3	Agree
2	Disagree
1	Strongly Disagree

The percentage obtained from the validator's results can be calculated using the following formula:

$$V = \frac{X}{Y} \times 100\%$$

Keterangan :

V : Percentage score being sought.

X : The total number of answers provided by the validator.

Y : The maximum score total.

The validation criteria or the level achieved used in media development are as follows:

Table 2. Criteria for Validity Assessment of PowerPoint

No	Numeric Value	Classification
1	81% - 100%	Excellent
2	61% - 80%	Good
3	41% - 60%	Fair
4	21% - 40%	Poor
5	0% - 20 %	Very Poor

Based on Table 2, the development of the image media is considered valid if the obtained results fall within the range of 61-80.

C. RESULTS AND DISCUSSION

After conducting data collection for the research, based on the research's objectives, which are to create an inquiry-based PowerPoint media for thematic learning that is valid, practical, and effective using the 4-D development principle. This model consists of four development stages: define, design, develop, and disseminate. These four stages are expected to result in the development of inquiry-based PowerPoint media for thematic learning in grade IV as follows:

In the define stage, it is carried out through:

Front-end Analysis: In this stage, the researcher seeks and gathers data and information for analysis to develop the learning media that will be created. The front-end analysis is done by analyzing the phenomena that occur in the field. Based on the results of interviews conducted by the researcher with fourth-grade educators, it can be concluded that students' interest in thematic learning is still low. This is because educators rarely use learning media and still rely on textbooks and pictures found in the textbooks. This results in students becoming easily bored during the learning process, chatting with their peers, paying less attention to the lesson, feeling drowsy, leaving the classroom during the learning process, and choosing to play with their friends. The analysis of these interview results serves as the researcher's foundational step in developing learning media in the form of inquiry-based PowerPoint that combines text, images, videos, and animations into a cohesive unit used to enhance students' interest in

thematic learning at the elementary school level. **Student Analysis:** After conducting the initial analysis, the next stage is to analyze the students. In this stage, the researcher analyzes the characteristics of upper-grade students who already have the ability to focus their attention and think more critically but are still limited to concrete objects. Therefore, the students selected for this research aspect are at a stage where they can think more critically and have better attention span. The analysis of these student characteristics serves as a reference point for preparing aspects related to the inquiry-based PowerPoint media, ensuring that the media aligns well with the students. **Task Analysis:** Task analysis is conducted by identifying structured tasks related to the subject matter. The content encompasses theme 9, subtheme 3, lesson 3, which includes topics in science and the Indonesian language. This stage involves analyzing the Core Competencies (KI) and Basic Competencies (KD) for each subject in a subtheme. **Concept Analysis:** Concept analysis is conducted to develop the core concepts of the material supported by learning tools. Based on the Core Competencies (KI) and Basic Competencies (KD) of each material, indicators for each subject can be formulated. **Learning Objectives Analysis:** Learning objectives analysis is conducted to align the learning objectives with the general objectives stated in thematic learning.

The second stage is the Design Stage. The planning stage aims to design the learning media. This stage begins after the learning objectives have been determined. The activities in this stage include: **Media Selection:** The media used in this research is PowerPoint, utilizing hyperlinks to make the PowerPoint media more engaging. The researcher creates an interactive PowerPoint with 20 learning slides. **Format Selection:** The choice of format or presentation style is tailored to the teaching materials to be applied. The selected format is visually appealing, with the selection of slides, backgrounds, and text to stimulate students' interest in learning. **Initial Design:** The initial design is the initial form of the product designed and serves as an example of the final product. The steps taken in creating inquiry-based PowerPoint media for thematic learning are as follows: **Design an attractive cover** to capture the students' interest. The cover on the PowerPoint media is created by selecting backgrounds and images that capture students' attention. **Design the use of inquiry-based PowerPoint media.** This section describes how PowerPoint media will be used. **Design the use of PowerPoint media using hyperlinks** that facilitate quick navigation between different slides without manual searching. **Formulate Core Competencies (KI), Basic Competencies (KD), indicators, and learning objectives.** KI and KD are extracted from the educator's book for theme 9, subtheme. **Formulate Core Competencies (KI), Basic Competencies (KD), indicators, and learning objectives** extracted from the educator's book for theme 9, subtheme 3, and incorporate them into the provided PowerPoint slides.

The third stage is the development stage. Validity is the granting of legitimate, accurate, or valid recognition to the media that has been developed or produced by the

researcher through content validity testing. A product is considered valid if it meets the criteria (Mendrofa, Operianus, 2021). The aspect of validity can be observed when the inquiry-based PowerPoint developed is based on state-of-the-art knowledge and consistent components of related learning materials. Validation testing can be conducted by the researcher inviting three validators, including one subject matter expert, one design expert, and one language expert. The PowerPoint media developed should have linguistic suitability, including word choice, effective sentence usage, paragraph composition, and language simplicity that makes it easy for students to understand. Language suitability validation by the language expert resulted in a score of 83.3%, categorized as very valid. The PowerPoint media developed should also have material suitability, which includes completeness of material and alignment with learning objectives (KD). The material analysis by one validator resulted in a score of 92.4%, categorized as very valid. Validation by the media expert covers text, images/illustrations, sound, and practical aspects. The media analysis by one validator resulted in a score of 92.6%, categorized as very valid.

The practicality of inquiry-based PowerPoint in thematic learning is assessed through questionnaires filled out by educators and students. The product is considered practical when practitioners believe that the inquiry-based PowerPoint can be used easily and is suitable in terms of timing. The resulting product, an inquiry-based PowerPoint media, essentially meets several criteria, including simplicity, communicativeness, self-learning, multimedia unity, and continuity in PowerPoint media. From the practicality test results, it can be observed that the inquiry-based PowerPoint media, in terms of practicality, has been categorized as practical, with a percentage of 79.15% from the assessment by fourth-grade educators and 76.03% from the assessment by fourth-grade students.

The effectiveness of inquiry-based PowerPoint in thematic learning can be assessed using a questionnaire filled out by 16 students. The use of the questionnaire aims to gauge their perception of their interest in learning. The standard for inquiry-based PowerPoint is considered effective when education experts or practitioners assess it as effective based on their experience, and when the product development yields results in line with the planned targets. The resulting product is an inquiry-based PowerPoint media with a presentation that combines video, audio, and text elements designed to stimulate students' interest and attention during the learning process. This can be observed from the effectiveness results, where students achieved a percentage of 80.23%, categorized as effective.

D. Conclusion

Based on the research and development results, the following conclusions can be drawn: The inquiry-based PowerPoint media for theme 9, "Kayanya Negeriku," subtheme 3, "Pelestarian Kekayaan Sumber Daya Alam di Indonesia," can be used with a language expert's validation score of 83.3%, categorized as highly valid; a subject matter expert's validation score of 92.4%, categorized as highly valid; and a media expert's validation score of 92.6%, categorized as highly valid. The inquiry-based PowerPoint media for theme 9, "Kayanya Negeriku," subtheme 3, "Pelestarian Kekayaan Sumber Daya Alam di Indonesia," can be used with practicality analysis results of 79.15% from one educator, categorized as practical, and 76.03% from student practicality analysis, categorized as practical. The inquiry-based PowerPoint media for theme 9, "Kayanya Negeriku," subtheme 3, "Pelestarian Kekayaan Sumber Daya Alam di Indonesia," can be used with an effectiveness analysis result percentage of 80.23%, categorized as effective.

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