The Use Of Powerpoint Media On Interest In Learning PKN In Class IV SDN Batubantar

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Abstract: This research aims to investigate the effect of media Power point use on the interests and outcomes of Civics in grade IV SDN Batubantar. This type of research is a qualitative descriptive study conducted at SDN Batubantar. The subjects of this study were teachers and fourth grade students. As for the object of this research is interest and learning outcomes through the use of power point media. Data collection techniques are used in the implementation of this research with interview techniques, observation and documentation. Checking the validity of the data is done by using triangulation techniques, namely by checking the information from interviews with documentation and observation. The results showed that it was significantly proven that learning using power point the media could have a positive effect on students' interest and learning outcomes in Civics lessons at SDN Batubantar. Therefore, it is recommended for classroom teachers to increase the use of media, one of which is power point media in Civics learning and other learning in order to increase student interest and learning outcomes.

Keywords: learning media, power point, learning interest.

INTRODUCTION

Citizenship education is a subject that is included in the school curriculum, starting from the elementary school level to the university level. Citizenship education is actually carried out and developed in all corners of the world, although with a variety of different terms but one goal. Pkn basically contains material on Pancasila and citizenship that underlies the life of the nation and state, in its discussion relating to political science, democracy, law, human rights and statehood. Pkn learning in elementary schools is a teaching and learning process in order to help students learn well and produce characters that are expected to lead to the creation of a society that places in the life of the nation and state based on Pancasila, the constitution and the norms prevailing norms. Regulation of the Minister of National Education no. 22 of 2006 regarding content standards for primary and secondary education units. Citizenship education is a subject that focuses on forming citizens so they can better understand and be able to carry out all their rights and obligations as citizens. In order to become a citizen with character, intelligence,

The development of technology in this day and age has made many rapid and extraordinary advances. Lots of things from this sector of life use information technology. The presence of this technology has had a considerable impact on human life in various aspects. The advancement of information technology has also become a trigger for changes in life, especially in the learning system, namely in an effort to release the world of education from the environment of conventional learning models.

Learning strategies that can make students active in learning are student-oriented, which can also be called student-centred and not teacher-centred. Fun learning can also occur if the relationship between teacher and students is warm and good. There are so many ways you can make the learning atmosphere fun. With fun learning, students will be active during the teaching and learning process and students' interest in learning will also be high in a pleasant learning atmosphere. Interest in learning will remain high if the teacher provides feedback on the learning outcomes that have been completed by students.

In addition to choosing learning strategies and learning methods, it is also necessary to create student-oriented learning, make students active and create a pleasant learning atmosphere supported by using learning media that are appropriate to learning. Learning media is everything

related to hardware and software that can be used by teachers to convey teaching material that can stimulate students' thoughts, concerns, feelings and interest in learning, so that the teaching and learning process becomes more effective.

Using learning media with pictures, photos, videos, films, documentaries and videos about certain objects can help teachers in providing information to students. In addition, the explanation given by the teacher will be easier for students to understand, interesting and can generate interest in learning. In this way, the use of media is very necessary in the learning process, especially for material that is difficult for students to understand when explained in other ways. Therefore, learning Civics in elementary schools must be made fun so that students become more interested in learning Civics lessons.

Civics learning students in elementary schools should use the media to explain subject matter, so that students become more understanding and interested in learning Civics lessons. In addition, involving objects in the surrounding environment can help students understand learning objects in the student's study room. Thus, the use of media is very helpful for teachers in teaching Civics concepts in elementary schools.

SDN Batubantar is a school that is quite accomplished and has sufficient facilities and infrastructure to support the learning process using Power point media. Because they already have an LCD projector and several subjects already use PowerPoint as a learning medium at SDN Batubantar. However, only a few teachers can operate this powerpoint media due to the limited ability of teachers to make learning media using powerpoint.

From the observations of researchers in class IV SDN Batubantar, it was shown that students were less interested in taking Civics lessons without using learning tools or media which tended to result in students not paying attention to the teacher when the teacher was explaining the material. Therefore, in this study, is there any effect of the use of powerpoint learning media on students' learning interest in Civics learning in class IV SDN Batubantar.

METHOD

This type of research is a descriptive study to reveal the effect of using powerpoint media on interest in learning Civics in class IV SDN Batubantar. The subjects of this research are teachers and students. This research was conducted at Batubantar Elementary School, Cimanuk District, Pandeglang Regency, Banten Province in the 2021/2022 academic year which was held from May 28 to April 22, 2022. The source of this research data is primary data collected and obtained directly from Batubantar Elementary School such as fourth grade students, class teachers as research partners and all components of the school.

The data collection technique used in the implementation of this research included 1) interviews, used to find information related to various methods, learning media carried out by the teacher in the process of implementing learning. 2) observation, carried out to observe the application of learning methods and media to Pkn lessons at SDN Batubantar. 3) documentation, used to obtain data about the learning implementation process carried out and the learning implementation plan made by the teacher.

In this study, the technique of checking the validity of the data used by researchers is a triangulation technique. The triangulation technique was carried out by researchers by means of method triangulation by re-checking the information from interviews, observations and documentation.

RESULTS

After the researchers conducted a needs analysis through interviews and observation. It was found that there were several problems experienced by a teacher in the process of teaching and learning activities, including the following:
1. Students are easily bored or bored when following the learning process.
2. Learners become very passive or not active in learning in class.
3. Students lose their enthusiasm for learning when in class.
4. Students' interest in learning and reading is still low, because it can be seen from when learning takes place that if there is no instruction from the teacher, students are reluctant to read.

5. The interaction of teachers and students is not good in the learning process.
6. The learning media used by the teacher does not attract the attention of students.

Therefore, teachers are expected to make updates in learning media, learning models and regarding ways in teaching and learning activities that are more interesting. This research is expected to assist teachers in overcoming some of the problems that exist at SDN Batubantar. From the results of observations there is a description of the school including the following:

a. School climate
The learning atmosphere is conducive and comfortable, the condition of the building is quite good, good interaction between teachers and students, teachers and principals, school residents and the community, and good cooperation.

b. Infrastructure
There is a principal's room, teacher's room, operator's room, UKS room, library room, class 17 room, place of worship, cooperative, canteen, sanitation 10, kitchen, warehouse, wireless, chromebooks, infocus.

c. Classroom learning environment
Classroom learning environment is conducive and study facilities in eachthe class are quite good and comfortable and there are comfortable reading corners in each class.

d. Study facilities
The learning facilities at SDN Batubantar include libraries, teaching aids, classrooms, reading corners,chromebooks, infocus, projector.

e. Sports and health facilities
ForSports facilities: volleyball court, badminton, table tennis, athletic equipment.
For health facilities: uks and in collaboration with the nearest puskesmas.

f. Cultural arts facilities
For cultural arts facilities, there is no storage room here and art tools are usually stored in the teacher's room. However, there are several cultural arts instruments including piano 30, angklung 2 sets, marawis, gamelan.

g. Place of worship
For worship facilities there is a prayer room, but the prayer room is not sufficiently used for student worship practice activities, it is only used for worship as usual by teachers and students who are carrying out additional activities outside of learning hours. However, the school is working with the nearest mosque dkm.

The learning implementation plan (RPP) that is observed here is the lesson plan for class IV, theme 8, sub-theme 3, and learning for IV subjects, which include Pkn, social studies, and Indonesian. Here the class IV teacher uses an independent learning lesson plan where the lesson plan only includes 3 important points including: learning objectives, learning activities and assessment.

As for the implementation of learning carried out by the teacher in the classroom, the researcher found several problems including: 1) Opening (apperception), the teacher did Greetings, Prayers, attendance, prayers, obligatory songs, yells. Does not relate previous material to the material to be taught. Does not provide an overview or motivation about the learning material to be studied in everyday life. 2) The core activity, students only read, not demonstrating story characters. The teacher asks questions about the residents' activities and the types of work that are in the reading book. Participants were asked to read texts on the diversity of individual characteristics and students were asked to write down actions reflecting an attitude of tolerance. Students are given the task of filling out LKS questions and collecting them. 3) Closing activities, The teacher concludes about the material that has been studied.

DISCUSSION

From the results of research observations in the implementation of learning in class IV SDN Batubantar. Researchers try to use learning by using power point media. Regarding the learning process, the use of powerpoint media can lead to a course of learning that attracts students' learning interest.

During the treatment of students, students can have the opportunity to see demonstrations on PowerPoint which have elements of sound, pictures and video learning so that students will be more active than before when students are not using Power Point media. Factors that can foster students' interest in learning are motivation, attention and a sense of fun. Regarding the role of learning media, the media used during the treatment is power point media. This powerpoint media has the potential to make students excited to learn and keep children focused on Civics lessons being taught until the lesson ends. Because, there are pictures that explain the material and videos for examples of activities also add to the interest of this powerpoint media.

Based on the results of research observations and the theory underlying the factors that influence interest and learning outcomes, by looking at the facts that occur in the field. It has been found that it is proven that learning using powerpoint media has a positive effect on students' interest and learning outcomes in Civics lessons in elementary schools.

The results of this study are also very much in line with the results of previous researchers' research which was conducted by (Mardiyah, 2013)"Application of Multimedia Powerpoint to Increase Interest and Learning Outcomes of Pkn Grade IV Islamic Elementary School Pk Muhammadiyah Delanggu Klaten Year 2012/2013". From the results of research conducted by (Mardiyah, 2013) it is shown that PowerPoint media can also increase the interest and learning outcomes of Civics students in class IV Jabal Uhud Islamic Elementary School PK Muhammadiyah Delanggu, Klaten. It's just that here the difference is in the curriculum used by Atik, which is the KTSP curriculum.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that in practice implementing Civics learning in elementary schools, teachers remain oriented towards learning objectives, provoke student involvement in learning, are student centred and use various methods, models, strategies, techniques and approaches. Therefore, it is recommended that learning media use pictures, videos, and power points so that students don't feel bored. Teachers can also make students always excited and motivated to take lessons.

Class teachers are advised to increase the use of media, one of which is powerpoint media in Pkn learning and other learning in order to increase student interest and learning outcomes. We need to maintain strong student interest. Therefore, it is necessary to support learning media that are more attractive to students' learning interests to be involved in learning. Therefore, coordination is needed from teachers, principals, Kormin, supervisors and school committees. And there needs to be ongoing activities so that the implementation of learning that requires non-conventional learning media is realised.

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