



Efforts to Improve Student Learning Outcomes in Civics Learning by Applying Powerpoint Learning Media: Classroom Action Research at MIN 4 Jeneponto

Kurniati¹, MIN 4 Jeneponto, Indonesia

Muliati², MI Beroanging, Indonesia

ABSTRACT

This study aims to analyze the effectiveness of the use of PowerPoint learning media in improving the learning outcomes of fourth-grade students in PPKn subjects with the material of ethnic and cultural diversity at MIN 4 Jeneponto. The method used in this study is the classroom action research method with a quantitative and qualitative approach. The subjects of the study were fourth-grade students who had difficulty understanding the material conventionally. The use of PowerPoint media was implemented through two learning cycles, with data collection through learning outcome tests, observations, and interviews. The results showed that the application of PowerPoint media can significantly improve student learning outcomes. The average student score increased from before and after the application of PowerPoint media. In addition, students became more active, enthusiastic, and easily understood the material presented with an attractive visual display. In conclusion, the use of PowerPoint learning media can be used as an effective alternative in improving student learning outcomes in PPKn subjects, especially in the material of ethnic and cultural diversity. It is recommended that teachers optimize the use of technology-based media in learning to create a more interactive and interesting classroom atmosphere.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Jan 2025

Revised: 27 Feb 2025

Accepted: 5 March 2025

Published: 31 March 2025

KEYWORDS

Learning Media,
PowerPoint, Learning
Outcomes, Civics Subject.

Corresponding Author:

Kurniati

MIN 4 Jeneponto, Indonesia

kkurniati27@gmail.com

Introduction

Education is the main factor in forming quality human resources. An effective learning process is greatly influenced by various factors, one of which is the use of appropriate learning media. Along with the development of technology, various digital-based learning media are increasingly being used to improve the effectiveness of learning in schools (Arsyad, 2020). One of the media that is quite popular and easy to use by educators is Microsoft PowerPoint. This media allows for the delivery of more interesting material through a combination of text, images, animation, and sound so

that it can improve students' understanding of the material being taught (Sari & Nugraha, 2021).

This study aims to analyze the impact of using PowerPoint learning media on the learning outcomes of grade IV students in PPKn subjects, especially on the material on ethnic and cultural diversity at MIN 4 Jeneponto. By implementing this media, it is hoped that students can better understand the concepts taught, be more enthusiastic in participating in learning, and significantly improve their learning outcomes. In addition, this study also aims to explore the extent to which the use of PowerPoint can motivate students in the interactive learning process (Rahmawati, 2022).

The main expectation of this study is that the use of PowerPoint media can be an effective solution in improving students' understanding of the material on ethnic and cultural diversity. In addition, it is hoped that this study can provide new insights for educators in developing more innovative and interesting learning methods. With an attractive visual display, students are expected to understand the material more easily and not feel bored during the learning process (Putri et al., 2023).

However, in reality, there are still many teachers who have not optimized the use of technology-based learning media. Based on previous research, many educators still use conventional lecture methods that are less interesting for students (Yusuf, 2021). As a result, students tend to be less focused, get bored easily, and have difficulty understanding the concepts being taught. This contributes to low student learning outcomes, especially in PPKn subjects which are often considered less interesting by students (Prasetyo, 2020).

In addition, based on observations at MIN 4 Jeneponto, it was found that many students had difficulty understanding the material on ethnic and cultural diversity. One of the main causes is the lack of use of learning media that can visualize this diversity more concretely. When students only receive information through text in textbooks, they have difficulty linking concepts to the realities in society (Fadhilah & Suryani, 2022).

As a solution to this problem, this study proposes the use of PowerPoint learning media as an innovative alternative in teaching the material on ethnic and cultural diversity. PowerPoint was chosen because it can display material in an attractive, interactive visual form, and can increase student involvement in learning. Various studies have shown that the use of this media can improve students' understanding and motivation to learn (Handayani, 2021).

In implementing this method, teachers will design PowerPoint presentations that contain a combination of text, images, and animations that are relevant to the material. In addition, testing will be carried out on the effectiveness of this media by measuring student learning outcomes before and after implementation. The data obtained will be

analyzed to determine the extent to which PowerPoint can contribute to improving student learning outcomes (Suryana et al., 2023).

Through this study, it is hoped that the results obtained can provide empirical evidence regarding the effectiveness of PowerPoint in PPKn learning. The results of this study can also be a reference for teachers at MIN 4 Jeneponto and other schools in adopting more interesting and effective technology-based learning methods (Hidayat, 2020).

With this innovation, it is hoped that students will not only understand the concept of ethnic and cultural diversity theoretically, but also be able to apply it in everyday life. Effective education not only aims to improve students' academic grades, but also to shape their character to better appreciate diversity in society (Wahyuni & Putra, 2022).

As a further step, this study can also be the basis for the development of other more interactive learning media, such as the use of animated videos or digital-based learning applications. Thus, the learning process can continue to develop according to the needs and characteristics of students in this digital era (Sulastri & Rahayu, 2023).

Methods

This study uses a quantitative and qualitative approach with the classroom action research (CAR) method. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from fourth-grade students of MIN 4 Jeneponto through test results before and after the application of PowerPoint learning media, observations during the learning process, and interviews with teachers and students to determine their responses to the methods used. Meanwhile, secondary data were obtained from various literature, research journals, reference books, and related documents that support the theory of the use of technology-based learning media in improving student learning outcomes (Arikunto, 2020).

The subjects of this study were fourth-grade students who had difficulty understanding the material on ethnic and cultural diversity. The selection of subjects was carried out by purposive sampling, taking into account the academic conditions of students and their readiness to accept technology-based learning (Sugiyono, 2021).

Data analysis in this study was carried out descriptively quantitatively and qualitatively. Quantitative data were obtained from the results of tests given to students before and after the application of PowerPoint media. The test results were analyzed using descriptive statistical analysis techniques to see the improvement in student learning outcomes. Comparison of values before and after treatment was calculated using the average calculation and percentage of improvement in student learning outcomes (Creswell, 2022).

Qualitative data were obtained from the results of observations and interviews which were analyzed using the interactive analysis method of Miles and Huberman (2020), which includes three main stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is carried out by filtering relevant information, data presentation is carried out in the form of descriptive narratives, and conclusions are drawn based on patterns that emerge from the results of observations and interviews.

This combination of quantitative and qualitative analysis aims to provide a more comprehensive picture of the effectiveness of using PowerPoint learning media in improving the learning outcomes of grade IV students in the PPKn subject at MIN 4 Jeneponto.

Result

This study was conducted in two cycles to see the effectiveness of using PowerPoint learning media in improving the learning outcomes of fourth grade students on the subject of ethnic and cultural diversity at MIN 4 Jeneponto. Data were collected through learning outcome tests, observations, and interviews.

Before the action was taken, students were given an initial test (pretest) to determine their understanding of the material. The pretest results showed that most students had a low understanding of the material being taught. Of the 34 students who took the pretest, only 12 students (35.3%) achieved a score above the KKM (70), while 22 students (64.7%) scored below the KKM.

After learning using PowerPoint in cycle I, there was an increase in student learning outcomes. However, there were still some students who had not achieved the KKM score. Therefore, cycle II was conducted to correct the shortcomings found in cycle I and improve the effectiveness of learning. The following is a table of the results of comparing student scores in the pretest, cycle I, and cycle II:

Table 1. Student Learning Outcomes in Pretest, Cycle I, and Cycle II

No	Description	Pretest	Cycle I	Cycle II
1	Number of Students	34	34	34
2	Average Score	61,8	73,2	83,7
3	Students Completed>70	12 (35,3%)	21 (61,8%)	31 (91,2%)

From the table above, it can be seen that the average student score increased from 61.8 in the pretest to 73.2 in cycle I and increased again to 83.7 in cycle II. Data verification was carried out by analyzing student test results, observing activities during learning, and interviews with students and teachers. In cycle I, learning using PowerPoint began to be implemented. Students seemed more enthusiastic compared to conventional learning, but there were still some obstacles, such as the lack of interaction between teachers and students and the lack of variation in delivering the material. This caused 13 students (38.2%) to still not reach the KKM score.

In cycle II, improvements were made by adding group discussions and interactive quizzes in the PowerPoint presentation. The results showed a more significant increase, with 91.2% of students achieving the KKM score. Interviews with students showed that they understood the material better because the material was presented visually and more interestingly compared to the usual lecture method.

Cycle I: In cycle I, the use of PowerPoint had a positive impact on learning, but there were still some challenges:

1. Advantages: Students are more focused on the material because there is an attractive visual display. Learning is more structured with systematic slides. Some students start to actively ask questions and discuss.
2. Weaknesses: There are still students who are less active in discussions. The material is not fully understood by all students. Lack of interactive practice questions.

To overcome these shortcomings, improvements were made in cycle II by adding interactive methods such as quizzes in PowerPoint and group discussion sessions.

Cycle II: In cycle II, improvements were made by adding interactive features to PowerPoint presentations. Some of the strategies implemented are:

1. Adding interactive quizzes in PowerPoint to increase student participation.
2. Group discussions to encourage students to discuss and help each other understand the material.
3. Presenting more varied materials, including the use of short videos related to ethnic and cultural diversity.

As a result, learning becomes more effective. Students who achieve KKM scores increased from 61.8% in cycle I to 91.2% in cycle II. Students are also more confident in answering teacher questions and are more active in class discussions.

Based on these findings, it can be concluded that the implementation of PowerPoint learning media can effectively improve student learning outcomes. The application of this media not only helps improve student understanding, but also makes learning more interesting and interactive.

Discussion

Data validation in this study was carried out to ensure the validity of the results obtained from the learning outcome test, observations, and interviews. The validation process includes data triangulation, reliability testing, and analysis of the reliability of the research instrument. Triangulation was carried out by comparing the results from various data sources, namely: test results (pretest, cycle I, and cycle II) to measure the increase in student understanding, observations during learning to see student involvement in the learning process, interviews with students and teachers to measure

the effectiveness of PowerPoint media in improving understanding. Reliability Test To ensure that the test results are reliable, a reliability test was carried out on the questions used. The reliability analysis used the Cronbach's Alpha method, which showed that the questions used had a high level of reliability. The analysis of the reliability of the instrument based on the learning outcome test was validated by several PPKn teachers at MIN 4 Jeneponto to ensure compliance with the material. The observation sheet was compiled based on indicators of student involvement in learning, including attention, active participation, and interaction in group discussions. Interviews were analyzed using the Miles & Huberman (2020) method to find patterns of student and teacher responses.

Based on the validation results, it was found that the use of PowerPoint learning media had a positive impact on the learning outcomes of grade IV students of MIN 4 Jeneponto. The increase in learning outcomes through test results showed a significant increase from pretest to cycle II. The increase in the average value from 61.8 (pretest) → 73.2 (cycle I) → 83.7 (cycle II) showed the effectiveness of PowerPoint in improving student understanding. Changes in student behavior through observation showed that students were more focused and active in learning. Student interaction increased when interactive methods such as quizzes and group discussions were added in cycle II. There was a positive response from students and teachers. Students stated that learning with PowerPoint was more interesting and helped them understand concepts better. Teachers felt that the use of this media made the delivery of material more effective and reduced student boredom. In conclusion, data validation confirmed that the application of PowerPoint media can significantly improve learning outcomes and student involvement in PPKn learning.

Conclusion

The results of the study showed that the use of PowerPoint learning media significantly improved the learning outcomes of fourth grade students in PPKn subjects at MIN 4 Jeneponto, especially in the material of Ethnic and Cultural Diversity in Indonesia. The main findings of this study include an increase in learning outcomes, student engagement, and positive responses from teachers and students. The increase in learning outcomes based on the average student score increased from 61.8 (pretest) → 73.2 (cycle I) → 83.7 (cycle II). The number of students who achieved KKM (> 70) increased from 35.3% (pretest) → 61.8% (cycle I) → 91.2% (cycle II). Students who did not achieve KKM decreased drastically from 22 people (pretest) → 13 people (cycle I) → 3 people (cycle II). There was an increase in student engagement where students became more enthusiastic, focused, and active in the learning process. Group discussions and interactive quizzes in PowerPoint make learning more interesting. There was a positive response from teachers and students. Teachers felt that the delivery of the material was

more systematic and effective. Students stated that PowerPoint helped them understand the concept better than conventional lecture methods.

References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.

- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.

- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

