

DEVELOPMENT OF MULTIMEDIA POWER POINT TO FOSTER STUDENTS' INTEREST IN LEARNING IN SOLAR SYSTEM SCIENCE SUBJECTS IN ELEMENTARY SCHOOLS

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Abstract

In an increasingly growing era like today, technology offers many ways for teachers to get around students' low interest in learning in the classroom. Low student interest often occurs due to feelings of boredom and boredom of learning, which is one of the reasons because the learning media offered by teachers is less attractive to students. The purpose of this research is to see how the procedure for developing multimedia-based power points in order to foster students' interest in learning in elementary schools. The type of research used is a qualitative approach with case study methods and data collection techniques through interviews, observations, and documentation. The development of multimedia-based power points is carried out with the ADDIE model which consists of 5 stages, namely; analysis, design, development, implementation, and evaluation. Aspects that can be grown through the development of multimedia-based power points include learning motivation and students' enthusiasm for learning.

Keywords: Power Point Development, Multimedia, Learning Interest



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INTRODUCTION

Learning motivation is something that needs to be possessed by students. Hasibuan explained motivation as a trigger for desire and as a driver until finally a person can behave and do something.¹ Students' interests can be seen in how they respond to learning, students who have more interest will try harder than students who have low interest.² In Educational Psychology, Trismayanti explained that learning difficulties can occur if students are not interested in the

¹ Tri Nugroho and Siti Nurlaela, "Hubungan Pemenuhan Kebutuhan Dasar Manusia Dengan Motivasi Belajar Peserta Didik Di SMP Plus," *Healthy Journal* 7, no. 1 (2019).

² Afrijal et al., "Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Siswa Di Madrasah Ibtidaiyah Darussalam Sungai Salak Kecamatan Tempuling," *Mitra PGMI* 6, no. 1 (2020).

lesson. Therefore, it is important to increase students' interest in learning.³ He further explained that learning interests are very important because they can encourage students to change for the better.⁴ Learning interest for students has the following functions: 1) a force that encourages students to learn, 2) encourages students to achieve their goals, 3) guidance that influences students' aspirations in the right direction, 4) a handle so that students are not influenced by other things to achieve their goals. Things that can hinder the interest of students can occur because of the students themselves, such as psychological health, in addition to environmental factors both at school and where they live.⁵

However, student motivation cannot arise without stimulation. Often students feel bored and lazy with learning so they do not capture knowledge from the learning. This feeling of boredom and laziness will make students act to do other things such as talking or joking with their friends. The interest of students in elementary school is lacking, so this is a challenge for teachers to present more interesting learning. Research conducted by Anita Damayanti and colleagues states that saturation can occur because the learning methods presented by teachers are less attractive to students and the media for less supportive learning to support the learning process in the classroom.⁶

Students' interest in learning can be grown by using media that is tailored to the learning objectives.⁷ According to J.T Lekmono, students' interest can be grown by knowing the tendency of children's interests, besides that teachers need to know the child's learning environment.⁸ The varied methods allow learners to have a more meaningful learning experience.⁹ In line with that, Neina explained that the use of varied methods can get students out of boredom, Suherman further stated that diversity of learning can stimulate students' interest in learning.^{10,11} Likewise, in science subjects, it is necessary to have a media with a visual approach to attract student

³ Angga Setiawan et al., "Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas VI SDN 1 Gamping," *TANGGAP : Jurnal Riset Dan Inovasi Pendidikan Dasar* 2, no. 2 (2022).

⁴ Nugroho and Nurlaela, "Hubungan Pemenuhan Kebutuhan Dasar Manusia Dengan Motivasi Belajar Peserta Didik Di SMP Plus."

⁵ Setiawan et al., "Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas VI SDN 1 Gamping."

⁶ Anita Damayanti et al., "Strategi Mengurangi Kejenuhan Anak Dalam Pembelajaran Jarak Jauh (PJJ) Melalui Aplikasi ICANDO Pada Siswa Kelas I SDN Pondok Pinang 08 Pagi," *Seminar Nasional Penelitian LPPM UMJ*, 2020.

⁷ Hendrizal, "Masalah Minat Belajar Murid Sekolah Dasar Dan Solusinya," *Jurnal Cerdas Proklamator* 8, no. 6 (2020).

⁸ Imelda Kusuma, "Menumbuhkan Minat Belajar Siswa Dalam Pembelajaran," *Journal Ability : Journal of Education and Social Analysis* 3, no. 4 (2022).

⁹ Dian Rahmasari, "Strategi Mengajar Guru Dalam Meningkatkan Minat Belajar Siswa," *Jurnal Citra Pendidikan (JCP)* 3, no. 3 (2023).

¹⁰ Suci Trismayanti, "Strategi Guru Dalam Meningkatkan Minat Belajar Peserta Didik Di Sekolah Dasar," *Al-Ishlah: Jurnal Pendidikan Islam* 17, no. 2 (2019).

¹¹ Arlina et al., "Upaya Guru Dalam Meningkatkan Minat Belajar Siswa Di MIS SKB 3 Menteri AL-Ikhwah Desa Mekar Tanjung Kab. Asahan," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 4, no. 1 (2023).

participation and provide a deeper understanding.¹² Science lessons in elementary schools are very important to be carried out. Science subjects provide understandings of concepts about nature that are useful and can be applied in daily life. Science subjects are also useful for embracing students to care about the environment and love the environment.¹³ The material of the solar system in science is one of the materials whose concept is abstract and needs tools to be more concretized so that the concepts can be more easily digested.¹⁴

Multimedia as a way to increase students' interest in learning. Multimedia is a combination of several immovable elements such as text, images and graphics and animations, video and audio as the moving elements.¹⁵ Multimedia allows students to be actively involved in the learning process because the learning presented is more interesting.¹⁶ It was also explained that multimedia in learning is used so that students understand lessons more easily so that learning goals are achieved.¹⁷ Furthermore, multimedia can transform teaching materials that were previously abstract into concrete and provide a more real experience with the concept of visualized material.¹⁸ Arafik stated that *Microsoft Power Point* is a special application design that can display multimedia. The advantage is that it can display interesting materials, its manufacture and how to use it is easy because it does not require the help of other applications as a support.¹⁹ Meanwhile, Moira explained that *power point* provides electronic presentations that provide convenience for its users.²⁰

Research to increase students' interest has been done before. Research by Wirjayawati in 2022 stated that image media is useful in stimulating students' interest in learning, as well as the use of video media in order to increase learning interest. In addition, research by using a *problem solving* model to optimize students' learning interests.

¹² Irfa'i Alfian Mubaidilla, "Perkembangan Media Pembelajaran Berbasis Multimedia," *Jurnal Cahaya Edukasi* 3, no. 4 (2025).

¹³ Ikha Nur Jannah, "Efektivitas Penggunaan Multimedia dalam Pembelajaran IPA di SD," *Jurnal Ilmiah Sekolah Dasar* 4, no. 1 (2020).

¹⁴ Wahyu Permadi Putra, *Pengembangan Multimedia Sistem Tata Surya Pada Muatan Ipa Kelas VI*, 26, no. 1 (2021).

¹⁵ Sukhendu Mukherjee, "Role of Multimedia in Education," *Edelweiss Applied Science and Technology* 2, no. 1 (2018).

¹⁶ Teo Yang Kiat et al., "The Effectiveness of Multimedia Learning on Academic Achievement in Reproduction Topic Science Subject," *Universal Journal of Educational Research* 8, no. 8 (2020).

¹⁷ Herman Dwi Surjono, *Multimedia Pembelajaran Interaktif (Konsep Dan Pengembangan)* (UNY Press, 2017).

¹⁸ Purbatua Manurung, "Multimedia Interaktif Sebagai Media Pembelajaran Pada Masa Pandemi Covid 19," *Al-Fikru: Jurnal Ilmiah* 14, no. 1 (2021).

¹⁹ Mila Anindiya Wardana, "Pengembangan Media Pembelajaran Powerpoint Interaktif Pada Tema Tanah Airku Untuk Anak Usia 5-6 Tahun," *JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini)* 1, no. 2 (2020).

²⁰ Nancy Angko and NFN Mustaji, "Pengembangan Bahan Ajar Dengan Model Addie Untuk Mata Pelajaran Matematika Kelas 5 Sds Mawar Sharon Surabaya," *Jurnal Kwangsan* 1, no. 1 (2017).

The technology has reached elementary schools in the Bantul area, including the school where the researcher conducted the research. The results of the observation show that internet access is smooth and the availability of LDC projectors, although not in all classes, makes it easier for teachers, for this reason teacher innovation is needed to maximize this convenience with the aim of creating high-quality learning. The purpose of this research is to find out the development of multimedia-based power points to foster students' interest in learning in elementary school on solar system materials.

RESEARCH METHODS

This study uses a qualitative approach with a case study method. Qualitative research is a research process based on a perspective on a phenomenon and ultimately produces descriptive data that explains the object in a spoken sentence.²¹ Meanwhile, Bogdan and Taylor stated that qualitative research is a research step whose *output* is in the form of descriptive data presented in the form of written and spoken words from observations of behavior and people.²² The case study method is a form of qualitative research based on events or circumstances and human behavior obtained from opinions.²³ This research was carried out by looking at the phenomena that occurred in the field and producing conclusions in the form of descriptive data.

This research was carried out in one of the elementary schools in the Bantul DIY area with Mr. SZ as the homeroom teacher of class VI B as a resource person. The research time ranges from October 2 to October 15, 2024.

Data collection techniques are in the form of interviews, observations and documentation. The interviews are conducted in the form of *in-depth interviews*, which are interviews with direct sources to obtain information freely and openly with a focus on research problems. The interview is conducted by preparing questions related to the problem or topic to be researched.²⁴ Meanwhile, according to Hardani, observation is data collected by directly observing objects in the field.²⁵ Observations were made on the finished product in the form of multimedia-based power points. Sugiyono interpreted documentation as a way to collect data in the field directly in the form of

²¹ Syafrida Hafni Sahir, *Metodologi Penelitian* (KMB Indonesia, 2021).

²² Eko Murdiyanto, *Metode Penelitian Kualitatif (Teori Dan Aplikasi Disertai Contoh Proposal)* (UPN Veteran Yogyakarta Press, 2020).

²³ Muhammad Wahyu Ilhami et al., "Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 9 (2024).

²⁴ Nila Nazilatul Mazaya and Suliswaningsih, "Perancangan UI/UX Aplikasi 'Dengerin' Berbasis Mobile Menggunakan Metode Design Thinking," *KOMPUTA : Jurnal Ilmiah Komputer Dan Informatika* 12, no. 2 (2023).

²⁵ Novi Ariyanti et al., "Analisis Faktor Penghambat Membaca Permulaan Pada Siswa Kelas I Di SD Negeri 10 Palembang," *Jurnal Pendidikan Dan Konseling* 4, no. 4 (2022).

photos to provide a real picture.²⁶ Documentation was carried out to complete the results of interviews and observations.²⁷

The data analysis technique uses the Miles and Huberman model approach which consists of three stages, namely data reduction, data presentation, and conclusion drawing and verification.²⁸ 1) Data reduction is the process of selecting and summarizing data obtained in the field, in order to simplify so that it focuses on the data needed.²⁹ 2) Data presentation is an activity carried out to compile a set of information that has been obtained so that it is possible to draw conclusions.³⁰ 3) Drawing conclusions and verification, which is the process to provide conclusions from the data that has been collected in the field. Verification is done to find a match.³¹ Conclusions are arranged in the form of a description of an object so that the pbjek becomes clear.³²

RESULTS AND DISCUSSION

Development Procedure *Power Point* Multimedia-Based

Development *Power Point* Multimedia-based is carried out in the following stages:

1. Analysis

The analysis carried out was an analysis of the review of the material and the needs of students. In this regard, Mr. SZ as the homeroom teacher of class VI B who developed a *multimedia-based* power point stated:

"Before applying power point media, I first look at the needs of my students and the scope of the material. If I read too much material, I feel that the children will certainly feel lazy. The teaching materials that I developed came from school package books and worksheets. So here I synchronize the material between the package book and the LKS before I put the material in the form of a power point".

²⁶ Hazni et al., "Analisis Kegiatan Main Peran Makro Untuk Menstimulasi Percaya Diri Pada Anak Usia 4-5 Tahun Di TK Cinta Ananda Banda Aceh," *Jurnal Ilmiah Mahasiswa* 4, no. 1 (2023).

²⁷ Anggy Giri Prawiyogi et al., "Penggunaan Media Big Book Untuk Menumbuhkan Minat Baca Siswa Di Sekolah Dasar," *Jurnal Basicedu: Research & Learning in Elementary Education* 5, no. 1 (2021).

²⁸ Zuchri Abdussamad, *Metode Penelitian Kualitatif* (CV Syakir Media Press, 2021).

²⁹ Rony Zulfirman, "Implemetasi Metode Outdoor Learning Dalam Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di MAN 1 Medan," *Jurnal Penelitian, Pendidikan Dan Pengajaran* 3, no. 2 (2022).

³⁰ Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (January 2019).

³¹ Meria Ultra Gusteti and Sri Novia Martin, "Persepsi Mahasiswa Terhadap Penggunaan Media Prezi Pada Mata Kuliah Assessment Di SD," *Jurnal Riset Pendidikan Dasar Dan Karakter* 2, no. 2 (2020).

³² Sustiyo Wandu et al., "Pembinaan Prestasi Ekstrakurikuler Olahraga Di SMA Karangturi Kota Semarang," *Journal of Physical Education, Sport, Health and Recreations* 2, no. 8 (2013).

From the results of his statement, it can be concluded that it is very important to know the scope of teaching materials, so that teachers can apply the right learning media as a teaching tool, so that learning can run optimally.

2. Defining material points (*Design*)

Determining the points of the teaching materials is carried out after the teacher knows the scope of the teaching materials in the package book and LKS. Regarding this step, Mr. SZ stated:

"Before I use power point, I first read the material. There are several subjects that have long material such as science, so my task is to summarize the material in the package book or LKS to be simple and easy for children to remember, then I make points from the material and I can convey it in power point. Options that can be added such as animations and image transitions."

From Mr. SZ's statement, it can be seen that determining the points of teaching materials is part of the initial design so that during development, the necessary elements are known and can be used.

3. Developing teaching materials (*Development*)

The third step is to develop teaching materials into the form of multimedia-based power points. Regarding this development, Mr. SZ inserted material points and inserted elements to make the appearance more attractive. as he stated.

"I put the material points into a power point and sometimes I add animations, moving pictures and slides that change so that the child is more interested in learning."

Examples of the development of teaching materials on solar system materials



Figure 1. The first page of the power point shows the title of the material and the class, the arrow to the right to go to the next menu)

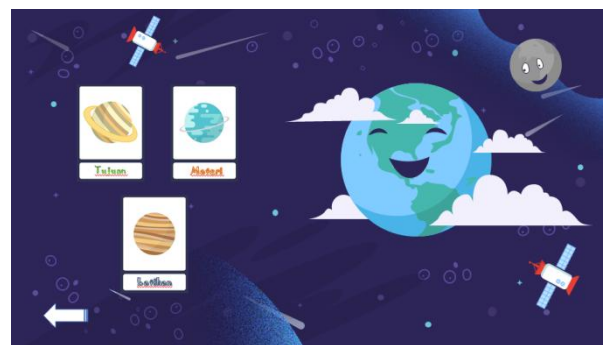


Figure 2. Second page: power point has a selection of tools that can be clicked on and will go directly to the destination page. There are 3 main choice menus, namely learning objectives, materials and exercises. Arrow to the left to go to the previous menu.



Figure 3. Destination page: *power point* contains learning objectives. In the *power point slide* above there are 3 learning objectives on solar system material. Arrow to the left to return to the previous menu.

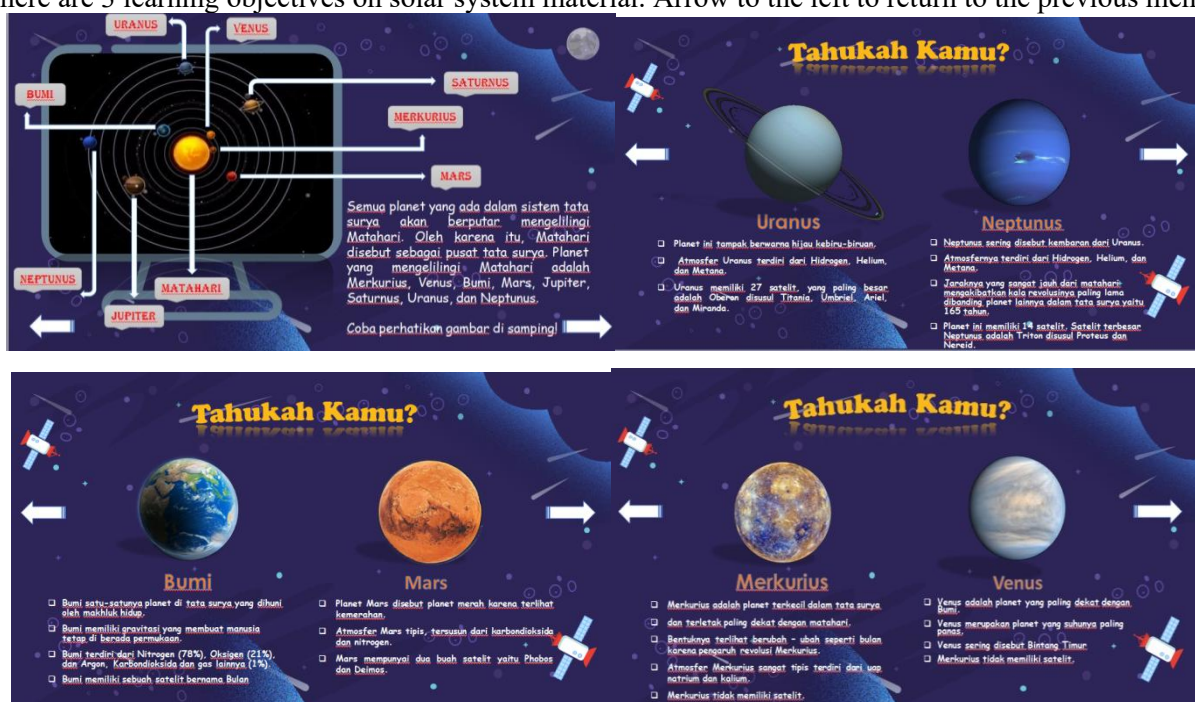


Figure 4-7. Material page: *power point* contains material that will be taught to students. The *power point slide* above shows some of the planets in the solar system containing the left arrow to return to the previous page and the right arrow to the next page

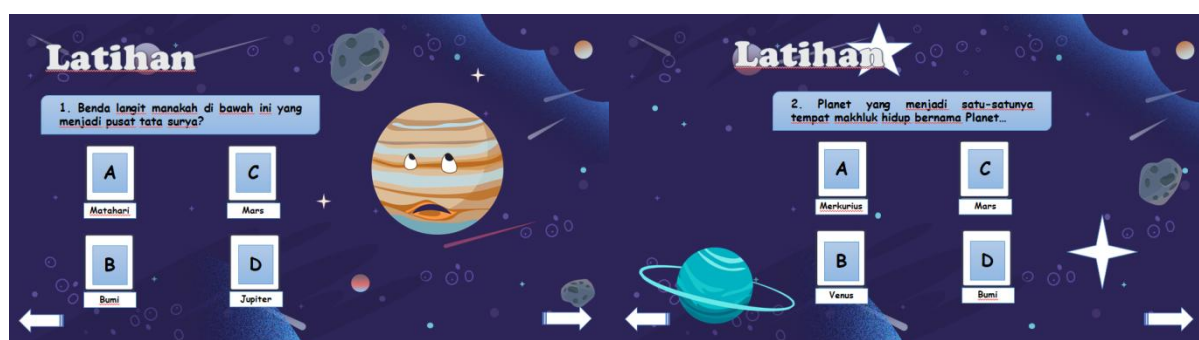


Figure 8-9. Practice page: *power point* questions from the material that has been taught. The questions on the *power point slide* are multiple-choice. Each answer can be clicked to find out if the answer is correct or false. Arrows to the left to return to the previous page and the arrows to the right to the next page.

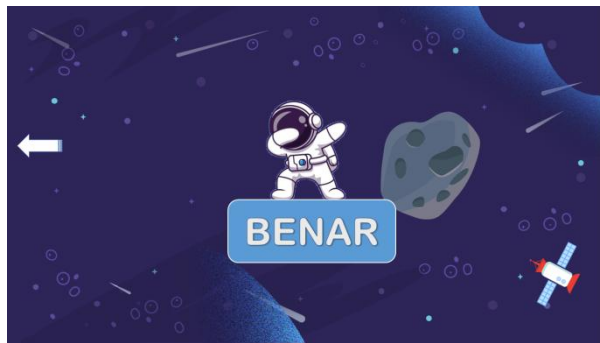


Figure 10. When students choose the correct answer, the *Power Point slides* will automatically change to the one in the image above. Arrow to the left to return to the question.



Figure 11. When students choose the wrong answer, the *Power Point slide* will automatically change to the one in the image above. Arrow to the left to return to the question.

4. Multimedia-Based *Power Point* Implementation (Implementation)

Implementation is carried out in the classroom. Many students totaling 20 people made learning conducive. The teacher utilizes the LCD projector and displays it on the whiteboard so that all students can pay attention with the same visual clarity.

5. Evaluation

The evaluation was carried out by looking at the students' responses during learning. Regarding the students' response, Mr. SZ stated:

"The response of students so far has been good. Especially when they look at the pictures I show. Sometimes I use the same power point at a later time and they remember having studied this material."

There are 5 steps to develop *power points* carried out by Mr. SZ. Looking at these 5 steps, the researcher concluded that the development of multimedia-based power points was carried out following the steps of developing the ADDIE model. There are 5 stages in the ADDIE development model, namely analysis, design, development, implementation, and evaluation.³³

Fostering Interest in Learning Through *Multimedia-Based Power Point*

The aspects that can be grown through the development of multimedia-based *power points* are as follows:

1. Learning motivation

Learning that is usually delivered only by the lecture method is sometimes boring for students, so that students feel lazy, bored, moreover, learning is only focused on package books and teachers' explanations. Here the challenge of teachers is to make learning more interesting. The use of *Power Point* in the classroom has so far had a good impact, as seen

³³ Sondang Meinita Sidauruk et al., "Pengembangan Media Pembelajaran Powerpoint Interaktif Terhadap Hasil Belajar Siswa Kelas XI IPA SMA Negeri 4 Pematangsiantar," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 1 (2024): 10–14.

from children who like to pay attention especially to the pictures in *the Power Point* displayed by the teacher.

2. Students' enthusiasm for learning

The enthusiasm of students during learning using *power points* resulted in a very good response. When the teacher uses the same *power point* again the next time, the students still remember it. This shows that during learning the student pays attention which shows his enthusiastic attitude towards learning in the classroom.

CONCLUSION

The development of *multimedia-based power points* is carried out in 5 stages, namely: 1) *analysis, analysis carried out in the form of student needs and material review*, 2) *design, to determine the points and elements used*, 3) *development, namely developing teaching materials in the form of power points*, 4) *implementation, by applying power points based on multimedia in the classroom*, and 5) *evaluation, looking at students' responses to make improvements if anything is missing*. Aspects that can be improved by using multimedia-based power points are: 1) students' interest in learning, and 2) students' enthusiasm for learning. Learning by utilizing multimedia can encourage students' motivation, as seen from their attention to the material presented by the teacher. In addition to motivation, utilizing multimedia also increases the enthusiasm of students in the classroom.

This study has limitations in terms of location that is quite far from the research environment, in addition to limited time because the interviews take place in the school environment. As a suggestion, the next research can be carried out using the RnD method so that the effectiveness of the developed product can be known.

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