Development of Indonesian Learning Media by Using Microsoft Powerpoint for Students of Class VII SMP Negeri 2 Pegajahan

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Abstract:

Learning media has an influence in efforts to increase student learning achievement. The selection of traditional learning media has begun to shift to modern and up-to-date learning media that are more practical, attractive, interesting, creative and innovative. This research was conducted to produce the development of writing materials and learning media for Indonesian language learning using Microsoft PowerPoint for class VII semester 2 students of SMP Negeri 2 Pegajahan. This type of development research data is in the form of qualitative data and quantitative data. The research uses the research and development (R&D) model of Borg and Gall. The purpose of this study is the compilation of a learning media product as an effort to develop writing materials. In connection with this goal, the researcher uses seven steps in developing learning media, namely analyzing the needs of teachers and students, product development with Microsoft PowerPoint, validation of media experts and material experts and language teachers Indonesia, the first phase of revision, field trials, and finally the final revision. The quality of learning media products can be known through the average obtained from the validation results from Indonesian language teachers of 95%. The average percentage of the assessment results is 87.18% with a very good category. In addition, the quality of development products can also be known through the results of excellent student feedback. The product of this research is learning materials and media designed for class VII SMP in the second semester. This product contains eight Competency Standards which are translated into seventeen Basic Competencies and contained in twelve lessons. The twelve lessons are structured and integrated with one main menu. Each media unit is arranged systematically including apperception, competency standards and basic competencies, indicators, materials, sample questions and competency tests in which there are various media that are arranged simultaneously including text, audio recordings, videos and animations. The results of this study are very relevant to the 2013 curriculum because it is in accordance with the standards of the interactive, inspiring, fun, creative, challenging and motivating learning process for students. Further research is needed to determine the effectiveness and influence of the use of this media on student achievement.

Keywords: Development, Materials and Media, Microsoft Power Point

1. Introduction

In 2013, the world of education in Indonesia made a major transformation with a change in the curriculum. In the 2013 curriculum, Indonesian language learning offers a text-based learning with a scientific model, namely by observing, asking questions, collecting data, reasoning, and communicating. Indonesian language lessons are one of the subjects that can be categorized as important in the composition of the education curriculum from the past until now (Ilma and Pratama, 2015; Gunawan, 2017). Indonesian language lessons are divided into two categories, namely linguistic and literary aspects, both of which are closely related. In the linguistic aspect, it is learned about the theories of the application of Indonesian in everyday life, such as the use of sentences, writing, how to write, and so on. In contrast to literature, Indonesian recognizes various types of literature such as prose, poetry, and others. In the linguistic aspect, there is an understanding of language skills, one of which is about writing. Writing skill is the last language skill (Engin, 2014). Writing activities are not only expressing ideas, but are also required to be able to express ideas, knowledge, experiences, concepts, feelings, and hopes for others that will be conveyed through their writing. Considering the importance of writing in learning Indonesian at school, learning to write needs to be more effective. By being taught writing skills, students are expected to have better skills. Teaching materials or textbooks are more widely used as teacher handbooks, as well as in learning to write stories. The teacher presents the lesson the same as what is in the textbook. There are very few textbooks circulating that provide contextual problems in

presenting the material. The material about learning to write stories is incomplete. In general, material books only provide understanding, a few examples related to the type of story, material about story elements, and questions in the form of writing exercises. The material is considered lacking because there is no material on how to write a story. Therefore, it is not uncommon in the process of learning to write teachers only ask students to write without being taught how to write.

2. Literature Review

The first relevant research belongs to Prasetyo (2012) with the title Utilizing Adobe Captivate 5 as a Learning Media in Teaching Indonesian Listening for Foreign Speakers (BIPA) for Elementary Level at Wisma Bahasa Yogyakarta, developing learning products that produce listening textbooks and interactive media that are adapted to basic learning needs and basic level textbooks at Wisma Bahasa. The development research begins with an analysis of learner needs, analysis of teaching materials and interviews. This initial step is used as a basic benchmark for developing learning media which is then integrated with existing material. In the second stage, the design process begins using aspects of the ID model (Instructional Design) and teaching aspects. After the second stage was completed, the previous researchers moved to the third stage, namely the development stage. In this stage, the researcher designs a storyboard as a schematic flow of the developed media. Next, the researcher began compiling teaching materials and collecting materials, then the researchers compiled and developed a master slide design using teaching materials and existing materials. In the fourth stage, previous researchers tested the results of their learning media products to competent experts in their fields. This is done to prevent errors and deficiencies which will then undergo a repair process. Repairs and improvements are made to parts that are still not perfect or not suitable. Pinundhi (2014) developed learning media using Microsoft PowerPoint because this program met the criteria for learning media that Hubbart said, namely the cost criteria, availability of supporting facilities such as computers, compatibility with class size, conciseness, ability to change, time and effort, impact, complexity. and usability. In addition, the program can display text, images, sounds and videos that can support language learning from writing, listening, reading, and speaking. The two previous studies have something in common, namely they both develop a learning media. The difference lies in the research subject and the program used to design a learning media. Prasetyo (2012) uses the Adobe Captivate program in developing his learning media with all the advantages he describes. Pinundhi (2014) tends to choose Microsoft PowerPoint in designing and developing learning media. Where, it is very necessary to develop learning media, one of which is by using Microsoft PowerPoint media in the teaching process in every school in Indonesia (Auliya and Lazim, 2020; Huda et al., 2020). The third research belongs to Anggraeni (2015) with the title Adobe Captivate 5.0 Media Development and Learning Module for Listening to Indonesian Retelling Texts for Class XI Students in Semester I at SMAN 1 Cangkringan. Anggraeni (2015) uses the basis for selecting learning media according to Munadi namely the characteristics of students, learning objectives, teaching materials, media characteristics, and the nature of media use (Rahayu et al., 2018). In addition, Anggraeni (2015) suggests the characteristics of multimedia according to Darmawan, namely:
a) Contains representative material content in the form of visual, audio, or a combination of the two.
b) Using a variety of communication media.
c) Using color language and object resolution language.
d) There are variations in the type of learning.

In his research, Abriyanti (2015) also explained the making of learning media designs using storyboards according to Darmawan, namely the collection of graphic materials, collection of animation materials, finishing mastering, trials, and final product revisions. The development research conducted by researchers has similarities to the research subjects and programs used by Pinundhi (2014). Theoretically, the theoretical study used by the researcher has the same basic theoretical reference and method as Prasetyo (2012), Anggraeni (2015), and Abriyanti (2015). The existence of this similarity is very helpful for researchers in finding out about the description of the process, procedures, and advantages of the program used. There are differences in research subjects and programs used, of course, there are differences in background, theoretical studies, and concentration of material processed by the four researchers. From this previous research, researchers can take a study of the theory, weaknesses and strengths of each study and then take it into consideration. Looking at the four previous studies, the researcher can conclude that the location of the research conducted by the researcher is renewal research.

3. Research Methodology

In this development research, the researcher uses a research and development (R&D) development and research model. This research develops learning media using Microsoft PowerPoint to design learning media for class VII SMP Negeri 2 Pegajahan semester 2. The product of this development research is the Learning Media CD. This research includes the type of research and development (Research and Development). This study develops learning

media in the form of material development and PowerPoint-based learning media for writing skills for class VII SMP Negeri 2 Pegajahan, North Sumatra Province. The resulting product is a multimedia PowerPoint DVD that is operated via a computer.

4. Results and Discussion

The data obtained from the student needs analysis questionnaire was then re-examined to find out in more detail what students needed. The analysis of the results of data processing from the student needs questionnaire is as follows:

Aspects Of the Impression of Indonesian Language Learning That Has Taken Place

Table 1. The Results of Data Processing Regarding The Impression Aspect Of Indonesian Language Learning

No	Question Items	Frequency of Respondents	Percentage
1	What do you think about Indonesian learning that is currently taking place?		
	Fun and interesting	16	25,80%
	Ordinary	29	46,77%
	Less attractive	11	17,74%
	Boring	6	9,6%

In the aspect of students' interest in learning Indonesian, information is obtained that 46.7% of students feel that learning Indonesian so far has given an ordinary impression. Meanwhile, 25.80% of students stated that learning Indonesian so far has been interesting and fun. A total of 17.74% of students revealed that learning Indonesian is still less interesting. Meanwhile, a small proportion of other students, as much as 9.6%, stated that learning Indonesian so far has been boring. Researchers can conclude from the highest data acquisition of 46.7% that learning Indonesian so far has created an impression that is still ordinary. It is the task of researchers to develop learning media that will create an interesting and fun impression for students.

Aspects of the Types of Media Teachers Have Used

Table 2. The Results of Data Processing Regarding The Types Of Media That Have Been Used

No	Question Items	Frequency of Respondents	Percentage
2	What media have you? used by teachers in learning Indonesian?		
	Audio (recording, radio, cassette, tape recorder)	10	16,12%
	Audio Visual (video, television, film, animation etc.)	22	35,48%
	Textbook	49	79,03%
	PowerPoint	36	58%

Through the needs analysis of the second aspect, information is obtained that teachers have used various types of learning media. The learning media that received the highest data acquisition was textbooks with a percentage of 79.03%. The second learning media that gets a percentage of 58% is multimedia PowerPoint. Meanwhile, audio-visual learning media got the third position with a percentage of 35.48%. And lastly, the audio got the last rank with a percentage gain of 16.12%. Through the data obtained, the researcher obtained information that the dominant learning media used were textbooks and PowerPoint media. Then, audio-visual media and audio media are also used in learning even though the frequency is low. The researcher concludes that it is necessary to design dynamic multimedia PowerPoint media, which includes various learning media in it such as animation, video illustrations, photos, images, and so on.

Aspects of Media Types Interested by Students

Table 3. Results of Data Processing regarding the Types of Media Interested by Students

No	Question Items	Frequency of Respondents	Percentage
3	What media do you interested in learning Indonesian?		
	Audio (recording, radio, cassette, tape recorder)	8	12,90%
	Audio Visual (video, television, film, animation, etc.)	48	77,41%
	Textbook	17	27,41%
	PowerPoint	26	41,93%

Through the acquisition of these data, researchers can conclude that the highest interest of students is audio-visual media with a percentage of 77.41%. The second type of learning media that is most in demand by students is multimedia PowerPoint with a percentage gain of 41.93%. Meanwhile, other learning media such as textbooks have a low-interest rate with a percentage of 27.41%, and audio media with a percentage of 12.90%. Researchers can obtain information through the acquisition of these data that students have a high interest in audio-visual media and PowerPoint media. It is the task of the researcher to pay attention to the interests and needs of students for this type of media and to make it happen in real media. The media that students are most interested in is expected to increase attention, and interest and support students' learning achievement in learning Indonesian.

5. Conclusion

This research on the development of learning media products uses a product development model that refers to the theory of Borg and Gall which has been adapted by researchers according to the needs and conditions of the object and research subject. The main procedures used by the researcher are needs analysis, product development, expert validation, phase I revision, field trials, phase II revisions, and the final product. The development of this learning media product uses Microsoft PowerPoint. The researchers studied the advantages of Microsoft PowerPoint that could be used and designed a storyboard as a benchmark for the design, model, and format of learning media products to be developed. The storyboard design made by the researcher refers to and adapts from the design of professional learning media.

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