The Implementation of Interactive PowerPoint Media in Thematic Learning at an Elementary School

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ABSTRACT
The rapid development of technology is inseparable from human life, significantly impacting educational systems. Technological advancements, particularly in information technology, indirectly alter conventional teaching strategies. Current educational strategies emphasize student-centered approaches, wherein students play a more active role than teachers, while still recognizing the teacher’s role as a source of learning. The implementation of Curriculum 2013 provides a reference in the education sector. Creating an enjoyable learning process involves considering various factors, such as student engagement and the use of effective teaching strategies and methods. This qualitative descriptive research explores the application of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) design model in the context of interactive PowerPoint media for thematic learning in Grade V at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember. Data collection methods include observation, interviews, and documentation. The analysis involves data reduction techniques. The research findings reveal that a teacher at Madrasah Ibtidaiyah 02 Tegalwangi Umbulsari Jember utilizes interactive PowerPoint media in thematic learning, resulting in improved student understanding. The use of interactive PowerPoint has positively impacted student achievement, as evidenced by increased end-of-year assessment scores. The observation also highlights the significant role of instructional media in the learning process, stimulating student interest and creating a more relaxed and engaging learning atmosphere.

Keywords: Interactive, PowerPoint media, Thematic learning

INTRODUCTION
The rapid integration of technology into the fabric of human existence has brought forth sweeping transformations across various facets of life, exerting a profound influence on educational systems (Bartusevičienė & Valionienė, 2021; Benchea, 2021; Dimitriadou & Lanitis, 2023; Farag, 2018; Loukil et al., 2021;
Madiseh et al., 2022). Within the domain of information technology, advancements have subtly but significantly impacted traditional teaching methodologies. In the contemporary landscape of education, strategies have evolved to spotlight student-centered approaches, endorsing active participation by students. This evolution does not diminish the teacher's role but redefines it as that of a facilitator and a repository of knowledge. The institutionalization of the Curriculum 2013 stands as a cornerstone, providing a foundational framework for the educational sector (Asmuni, 2013; Asnawi & Djamikco, 2016; Hafifah et al., 2022; Minhas & Perret, 2017; Neville & Goetz, 2014).

The endeavor to cultivate an engaging learning environment involves navigating through numerous factors, where the active involvement of students takes center stage. Effective teaching strategies and methods become critical components in this pursuit. This qualitative descriptive research embarks on a comprehensive exploration, employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) design model. The focus is on the integration of interactive PowerPoint media for thematic learning in Grade V at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember.

Delving into the intricacies of this research, the ADDIE model becomes a guiding framework, offering a structured pathway for instructional design. The analysis involves a nuanced examination of how each phase of ADDIE is implemented within the context of thematic learning. The meticulous scrutiny of data through observation, interviews, and documentation facilitates a deeper understanding of the dynamics at play (Desyandri et al., 2021; Fimala et al., 2022; Mukmin & Primasatya, 2020; Suzana et al., 2021; Wahyun & Ananda, 2021).

This research not only surfaces the application of innovative tools like interactive PowerPoint but also endeavors to unearth the subtle shifts in pedagogical paradigms. It examines how the ADDIE model accommodates the evolving educational landscape, addressing the challenges and opportunities posed by technology. Furthermore, the study aims to elucidate the impact of these changes on the learning outcomes of Grade V students.

In essence, the research goes beyond a surface-level exploration; it is a voyage into the intricate interplay between technology, pedagogy, and student engagement. By unraveling the layers of the ADDIE model’s application, it seeks to contribute valuable insights that can inform not just the specific context of Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember but also provide a broader perspective on the potential transformation of educational practices in the digital age.
METHOD

The research approach employed in this study is a qualitative approach. Descriptive in nature, this chosen approach aims to depict the learning process using interactive PowerPoint media in Grade V at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalawangi. Qualitative research, in this context, seeks to comprehend phenomena, such as behavior, principles, motivations, actions, and others, experienced by the research subjects.

The type of research utilized in this study is qualitative descriptive research, a form of investigation where the researcher ventures into the field to observe a phenomenon in its natural state. Data collection took place at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalawangi.

The research location is Madrasah Ibtidaiyah Bustanul Ulum 02, situated at Jl. Makam No. 01, Krangkongan Tegalwangi, Umbulsari Sub-district, Jember Regency. The researcher’s interest in selecting Madrasah Ibtidaiyah Bustanul Ulum 02 arises from observing the numerous advantages of utilizing interactive PowerPoint media.

The data collection techniques employed in this research are as follows:

1. Observation Observation serves as the foundation of all scientific knowledge. Scientists can only work based on data, which are facts about the real world obtained through observation. In this study, the researcher utilized participative observation, meaning the researcher engaged in the daily activities of the observed individuals, experiencing their routines. The data obtained from observation include: a) Implementation of Interactive PowerPoint Media in Thematic Learning for Grade V at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember. b) Factors supporting and inhibiting the use of Interactive PowerPoint Media in Thematic Learning for Grade V at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember.

2. Interview Interviews involve a meeting between two individuals to exchange information and ideas through questions and answers, allowing the construction of meaning on a specific topic. In this research, the researcher employed semi-structured interviews to discover and understand the data.

After the analysis of all data is complete, the research activities proceed with the compilation of the research report. The report is submitted to the supervising lecturer for revision, and the process continues until the completion of the study.

Reporting Stage In this stage, the research findings are compiled in the form of a thesis following the guidelines established by UIN KH. Achmad Siddiq Jember. Subsequently, it is consulted with the supervising lecturer to identify any necessary revisions and ensure a quality outcome.
RESULT AND DISCUSSION
Implementation of Interactive PowerPoint Media in Thematic Learning for Grade V Students at Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi Umbulsari Jember

The implementation of interactive PowerPoint media in thematic learning involves several stages, each playing a crucial role in the core activities of the teaching process, encompassing introduction, core, and concluding phases.

In the introduction phase, the opening of the lesson serves to capture students’ attention. This is achieved by convincing students of the relevance of the upcoming learning materials and creating an enjoyable interaction. Simultaneously, the cultivation of students’ learning motivation is facilitated through building an amicable atmosphere, engaging in friendly communication, fostering curiosity, and connecting learning materials to students’ needs. Additionally, providing guidance and instructions about the upcoming learning process is essential, including stating the objectives and tasks related to achieving those goals.

The core activity is the focal point of the learning process, where the theme and sub-theme are discussed through various learning activities utilizing multimethods and media. During theme presentation and discussion, the teacher should act primarily as a facilitator and, importantly, as a good learning model for students. In this stage, the teacher instructs students to read the materials beforehand and provides explanations assisted by the prepared interactive PowerPoint media.

The concluding phase is the activity carried out by the teacher to conclude the lesson, aiming to provide an overall summary of what students have learned, its relevance to their previous experiences, and assessing both student and teacher success in the learning process. The teacher can review and evaluate the lesson by summarizing key points or creating a synopsis. Evaluation methods may include demonstrating new ideas in different situations, expressing students’ opinions, or solving written problems.

The final activity involves the teacher and students drawing conclusions by summarizing all that has been learned to assess the success of the learning process. Subsequently, the teacher engages students in discussions about what they have learned, providing an opportunity for students to express their opinions. Finally, a student is chosen to lead a prayer, concluding the learning process.

This aligns with Abdul Majid’s perspective on the opening phase’s objectives: capturing attention, fostering motivation, and providing guidance. The research findings support the application of PowerPoint media, as defined by Ega Rima Wati, as a specialized application designed for displaying engaging multimedia content, easy to create, use, and relatively cost-effective.
Factors Influencing and Hindering the Use of Interactive PowerPoint Learning Media in Thematic Subjects for Grade V at Madrasah Ibtidaiyah 02 Tegalwangi Umbulsari Jember

In every learning process, potential conflicts may arise between students' social values, perspectives, and knowledge with the presented materials. Learning occurs through individual interactions with the environment, and research has identified supporting and hindering factors in the use of PowerPoint media for thematic learning:

**Supporting Factors:**

The use of PowerPoint learning media proves effective in enhancing students' interest, as it facilitates better understanding of the presented materials.

1. **School Facilities:** Availability of school facilities is crucial, with laptops and projectors being essential tools. Madrasah Ibtidaiyah Bustanul Ulum 02 Tegalwangi has equipped classrooms with projectors, enabling teachers to use PowerPoint effectively.

2. **Teacher's Mastery:** The teacher's thorough understanding of the subject matter is vital. Teachers at Madrasah Ibtidaiyah Bustanul Ulum 02 exhibit excellent mastery, ensuring students comprehend the thematic subjects. The teacher's ability to gauge students' thinking levels contributes to effective communication.

3. **Creativity in Presentation:** Creative presentation using PowerPoint proves essential in delivering complex thematic subjects. Teachers create engaging slides that capture students' attention, utilizing visuals and detailed explanations.

**Hindering Factors:**

1. **Limited Facilities:** The availability of facilities, specifically LCD and projectors, poses a hindrance. Insufficient equipment requires teachers to share resources, causing logistical challenges in moving projectors between offices and classrooms.

2. **Lack of Professionalism:** Limited availability of projectors and LCDs can impede the professionalism of the teaching process. The school has only one projector, necessitating extra effort from teachers in transferring the equipment.

3. **Nasution's Perspective:** Nasution highlights the benefits of Interactive PowerPoint Learning Media, such as varied teaching methods preventing student boredom, increased motivation, active student participation, and clearer understanding of teaching materials (Nasution et al., 2017).
While supportive factors enhance the effectiveness of PowerPoint media in thematic learning, hindering factors, such as limited facilities, highlight challenges that need to be addressed for a more seamless implementation. Understanding these factors is essential for educators and policymakers to improve the overall quality of the learning experience.

CONCLUSION

The implementation of Interactive PowerPoint Media in Thematic Learning for Grade V at Madrasah Ibtidaiyah 02 Tegalwangi Umbulsari Jember during the academic year 2021/2022 involved three key phases: (a) Implementation of Interactive PowerPoint Media in Thematic Learning for Grade V; (b) Execution of Interactive PowerPoint Media in Thematic Learning for Grade V; and (c) Evaluation of Interactive PowerPoint Media in Thematic Learning for Grade V.

In the course of the implementation, various factors both supported and hindered the effective use of Interactive PowerPoint Media in Thematic Learning for Grade V at Madrasah Ibtidaiyah 02 Tegalwangi Umbulsari Jember during the academic year 2021/2022.

Supporting factors encompassed the availability of necessary facilities, including laptops and projectors, which significantly facilitated the creation and utilization of PowerPoint media. Additionally, the teacher's mastery of the subject matter and their creativity in delivering content through PowerPoint presentations were identified as crucial supportive elements.

On the other hand, hindering factors included logistical challenges, such as the need for extra effort to move projectors between the office and classrooms due to limited availability. This limitation adversely impacted the seamless use of PowerPoint media, creating difficulties for teachers in incorporating this interactive tool into their teaching methodologies.

Understanding and addressing these factors are pivotal for refining the implementation of Interactive PowerPoint Media in Thematic Learning, ensuring a more effective and inclusive educational experience for Grade V students at Madrasah Ibtidaiyah 02 Tegalwangi Umbulsari Jember during the specified academic year.

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