



# Development of powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang

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## ABSTRACT

**Introduction:** Learning resources are an important component of learning. The purpose of this study is to analyze the feasibility, viability, effectiveness, or extent of development of PowerPoint-based learning resources on the topic of conceptual economics in MA Hamid Rasidi Malang. **Methods:** The research methodology was developed using two types of data, quantitative and qualitative. **Finding:** The development of this learning tool was adapted from the development model of Borg and Gall (2003), which has 10 phases, but the researchers implemented eight phases due to time, energy, and cost implications. The eight phases are: research and data collection, planning, product format development, initial testing, product revision, intensive field testing, final product revision, implementation, and deployment. The study found that based on feasibility testing by six reviewers, the validity level of the learning media product averaged 96% high feasibility from two subject matter experts, 97% high feasibility from two language experts, 91% high feasibility from two media experts, two social studies teachers. The average feasibility was 96% high from MA. Hamid Rasidi Malang and MA. Said Malang, and 91% high from the students of MA. Hamid Rasidi Malang and MA. Nasional Malang. **Conclusion:** Malang students indicated that the initial test results before the use of the PowerPoint-based materials were highly effective with an average of 92%, and the results after the use of the PowerPoint-based materials were highly effective with an average of 98%. This indicates that the developed product can be used in social studies and is practical and effective.

**KEYWORDS:** development: powerpoint-based learning media: social studies subjects.

## 1. Introduction

The rapid development of information technology at this time is inseparable from its influence on the world of education. The quality of human resources determines the progress of information technology, while the quality of humanity itself depends on the quality of education. Education plays a very important role in creating smart and quality human resources. In order to improve the quality of education, teachers must have innovations in the field of technology. Dinah Irfani, SH (2021) suggests one of the uses of technology that must be developed. Technological developments require teachers to think innovatively and creatively in order to utilize current technology, so that life is not left behind by the times.

Learning outcomes will be optimally changed. We can find these changes in the learning process. This is in line with the feeling that encourages students to learn which can ultimately improve learning outcomes. One that can improve learning outcomes, namely with the use of digital learning media in the form of powerpoint. Based on the Law on

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Teachers and Lecturers No.14 of 2005 Article 20 in Mulyasa's book (2015) explains that in carrying out professional duties, teachers are obliged to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. In the world of education, teachers have an important role because as managers of learning activities and who create learning conditions in the learning process so that every learning activity is expected to have a positive impact on student learning outcomes.

Meri & Mustika (2022) suggest that school is one of the formal educational institutions that organizes interactions between teachers and students in learning activities to achieve educational goals. Magdalena et al., (2021) teaching and learning activities are activities that help students obtain information ideas, skills, values, ways of thinking, ways to express themselves, and how to learn how to learn (learning how to learn) the end result of the teaching process is the ability that is carried out must also evolve (develop) in line with the times to support the success of students' goals. Tabroni et al., (2022) suggest that the use of media and learning methods chosen by the teacher is one way to improve learning outcomes. Learning conditions will improve learning outcomes if the teacher is able to create active, creative and innovative learning conditions in the communication of appropriate teacher and learner interactions to attract the attention of students in participating in lessons.

Based on observations, interviews and documentation of researchers in class X at MA Hamid Rusydi Malang. Learners tend to be passive, sometimes talking to their friends. The majority of students do not have personal cell phones. In the Madrasah only has one projector (the projector place is not permanent), the teacher focuses on the material that is targeted to be conveyed to students, based on the problems described above, it is necessary to use a learning media as an innovation for social studies teachers. Learning media that is not boring does not only present material in the form of writing but can also present images and sounds that are in accordance with the material to be conveyed.

Achlikul Zahwa & Syafi'i, (2022) suggests that there are several principles that are appropriate in choosing learning media, namely effectiveness, relevance, and productivity.

This learning media occupies a fairly important position in the learning process. Without media, communication will not occur in the learning process.

Anomeisa & Ernarningsih, (2020) One of the PowerPoint learning media can be called learning media that can support the creation of interaction between students and media features. Powerpoint is one of the programs specifically designed to be able to display multimedia programs attractively, easy to make, easy to use, and relatively cheap because it does not require raw materials other than tools for data storage. Social Sciences (IPS) formulated on the basis of social realities and phenomena that embody an interdisciplinary approach and aspects of the branches of social science include: sociology, history, geography, economics, politics, law and culture. Social Studies is part of the school curriculum derived from the content of the material branches of social sciences.

Kaulan, (2018) suggests that the culture of learning social studies is more characterized by a culture of memorization. In creating social studies learning that encourages students to be active in the learning process, it is necessary for teachers to be able to do more than just present information. The results of previous research according to Hutabri et al., (2019) explain that in the teaching and learning process students at the Senior High School / Aliyah level learn with learning media that is more interesting than conventional learning in textbooks, taking notes, learning using textbooks, student worksheets (LKS). With the powerpoint media application, students can learn with fun. The media designed contains material in the form of images, audio and video so that it can attract the attention and concentration of students in the learning process independently.

Anita Adesti and Siti Nur Kholimah, (2020) Based on the results of research and discussion that ICT-based learning media products using powerpoint applications in the field of social studies are suitable for use in the field. It has been classified as feasible, practical and effective as a learning media for students and applied by users in class X with the advantages of ICT-based media using the powerpoint application is more interesting to be used as a learning media, color users and background as a media attraction for students,

supporting students to learn independently and more actively in the evaluation section, the image is clearly visible in the content of the media material.

Based on the above problems, researchers are interested in conducting research on the development of offline learning media. The basic reason is that offline media can be studied at any time when needed and anywhere and does not depend on the internet network. This is done because the majority of students do not have a personal cell phone if it will be accessed at a certain time will experience obstacles. There is only one projector in the school so if the teacher uses it for learning activities take turns. Projector placement is not permanent. Teachers focus on the material that is targeted to be conveyed to students.

## 2. Methods

The method used in this research is development research or Research and Development (R&D) in English. According to Sugiyono (2015), R&D methods are research methods used to produce certain products and test the effectiveness of the products produced. In order to produce certain products, it is necessary to conduct needs analysis and test the feasibility, usability and effectiveness of these products so that they can be useful in the wider society. Research and development is therefore longitudinal (incremental). This type of research is product-oriented development research in the field of education. According to Borg & Gall (cited in Sugiyono, 2016), research and development is a method used to validate and develop products.

In support of the above, Gerlay & Ely in Nunuk Suryani, Achmad Setiawan, (2018) proposed three media characteristics that provide clues as to why media are used and what media can do, namely fictional characteristics, manipulative characteristics and distributive characteristics. First, the fixative characteristic, which describes the ability of media to capture, store, preserve and construct an event or object for transformation and use over time. Second, the manipulative property, this media has a manipulative property because it is able to manipulate events with a process long enough to be modified for short periods of time as needed during the learning activity. Third, the distributive property, this media works by allowing objects or events to transform through space while presenting the event to many learners with relatively the same experiential stimuli. These three properties overcome the problem of the limited ability to convey a variety of things related to students' needs in the classroom. The school chosen as the research site is MA Hamid Rusydi Malang, located at Jl. Mayjen Sungkono No. 22, Kedung Kandang Buring Village, Malang City, with 33 students in class ten. The data collection instruments used in this study were observation, interviews and documentation. Data analysis included learning content analysis and descriptive analysis.

## 3. Results and Discussion

### 3.1 The media validation by material experts

Validation of powerpoint-based learning media to improve student learning outcomes on economic science concept material at MA Hamid Rusydi Malang aims to find out the opinion of material experts as a basis for improving and improving the quality of media, especially on material content. Then the data processing of 2 material experts averaged the results obtained 96% Based on data processing and predetermined criteria, it is known that powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang developed is included in the criteria very feasible in the trial without revision.

### *3.2 Media validation by linguists*

Validation of powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang aims to find out the opinion of linguists as a basis for improving and improving the quality of media, especially on the language used in learning media. Then the data processing of 2 linguists averaged the results obtained 97% Based on data processing and predetermined criteria, it is known that powerpoint-based learning media to improve student learning outcomes on economic science concept material at MA Hamid Rusydi Malang developed is included in the criteria very feasible in the trial without revision.

### *3.3 Media validation by media experts*

Validation of powerpoint-based learning media to improve student learning outcomes on the material of the concept of economic science at MA Hamid Rusydi Malang in Madrasah Aliyah / SMA aims to determine the opinion of media experts as a basis for improving and improving the quality of media, especially in the presentation of media displays. Then the data processing of 2 media experts averaged the results obtained 91% Based on data processing and predetermined criteria, It is known that the powerpoint-based learning media to improve student learning outcomes on the material of the concept of economic science at MA Hamid Rusydi Malang developed is included in the criteria very feasible in the trial without revision.

### *3.4 Media validation by teacher*

Validation of powerpoint-based learning media to improve student learning outcomes on the material of the concept of economic science at MA Hamid Rusydi Malang by class X teachers MA Hamid Rusydi Malang by M.Rizal, MA M.Said Malang aims to determine the teacher's opinion regarding the practicality of learning media for students to use in learning. Based on data processing and predetermined criteria, it is known that powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang developed are included in very practical criteria in the trial without revision.

### *3.5 Initial field trial results*

At the initial field trial stage at MA Hamid Rusydi Malang at the initial field trial stage at MA Hamid Rusydi Malang which was conducted on 5 students. The results of the evaluation of students in the initial field trial are contained in appendix 16 page 137. The subject of the first stage evaluation results has met the specified KKM of 75.00 and there is no revision. This initial field trial was carried out to observe and record important things done by students which will later be used for product improvement. After an initial field trial on powerpoint-based learning media to improve student learning outcomes on the material of the concept of economic science at MA Hamid Rusydi Malang obtained valid results, a broad field trial was continued with more students than the initial field trial.

Based on the processing of the initial trial data above, overall before using powerpoint-based learning media can be obtained results 92% after using powerpoint-based learning media can be obtained results 98%. Based on data processing and predetermined criteria, it is known that powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang developed is included in the criteria very effective in the trial without revision.

This initial field trial was carried out for the purpose of intensive observation which will later be used for product improvement. After conducting an initial field trial on powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang, the results were very practical and feasible to be tested without revision, then continued the broad field trial with more students than the initial field trial. The following are the results of the broad field trial which was tested on class X students of MA Hamid Rusydi Malang.

### *3.6 Wide field trial results*

At the broad field trial stage at MA Hamid Rusydi Malang which was conducted on 33 students. Based on the data processing of the initial trial above, overall, before using powerpoint-based learning media, the results obtained are 94% after using powerpoint-based learning media can be obtained 98%. Based on data processing and predetermined criteria, it is known that powerpoint-based learning media to improve student learning outcomes on the material of economic science concepts at MA Hamid Rusydi Malang developed are included in very practical criteria and are valid, so, it can be concluded that learning media are valid, practical and effective can be used as learning media..

## **4. Conclusions**

Through the presentation and discussion of the data, it is concluded that the outputs of developing PowerPoint-based learning media to improve student learning outcomes in the subject of Conceptual Studies in Economic Sciences of Hamid Rusydi Marang, are (1) ease of access to the learning materials by students through the PowerPoint-based learning media, and (2) ease of provision of information to students. Through this research and development, the effectiveness of developing PowerPoint-based learning media in the subject of Conceptual Studies in Economic Sciences by MA Hamid Rusydi. was demonstrated. (3) As a result of this research and development, a PowerPoint-based learning media product has been created which can run on Android and can increase the level of effectiveness of PowerPoint-based learning media in the subject of Conceptual Studies in Economic Sciences of MA Hamid Rusydi. (4) It is also concluded that the use of PowerPoint media in the study of economic science concepts of Hamid Rashidi Marang M.A. is feasible, practical and effective.

The development of a PowerPoint-based teaching material can improve the learning outcomes of students in the Concept of Economics course at MA Hamid Rusydi Malang if it is developed according to Borg and Gall's evolutionary research procedure, which includes 10 development steps, namely: (1) Potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design review, (6) product test, (7) product review, (8) field test, (9) product review, and (10) mass production. In this development study, researchers were only able to achieve 8 stages. This was due to the limited time, energy and cost required to conduct the study. In addition, this study was conducted with grade 10 students from MA Hamid Rusydi Malang and covered 8 stages of research, namely (1) research and data collection, (2) design, (3) development of the draft product, (4) expert testing and initial field trial, (5) initial product review, (6) extended field trial, (7) review of extended field trial results, and (8) implementation and dissemination.

With the approval of two subject matter experts, two linguists and two media experts, a PowerPoint-based teaching environment was developed to improve student learning outcomes for economic science concepts in MA Hamid Rusydi. Two teachers were involved in this process: MA Hamid Rusydi Malang, MA Hamid Rusydi Malang and MA Said Malang grade 10 and MA Hamid Rusydi Malang and MA National Malang students and the validation process from all experts resulted in a learning media that is "feasible/valid and effective to

be used by real teachers of grade 10 students” as indicated by the validation of learning outcomes on assessment questions after using the learning media application.

The results of the analysis of questionnaire data from material experts amounted to 96%, language experts 94%, learning media experts 88% and 10th grade teachers MTs and MA Hamid Rusydi Pre-field test before using PowerPoint-based learning environment 92% after using PowerPoint-based learning environment 98% and comprehensive field test before using PowerPoint-based learning environment 94% after using PowerPoint-based learning environment 98% This means that PowerPoint-based learning environment products have improved student performance in learning economic conceptual topics at MA Malang and MA Hamid Rusydi.

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All authors contributed to the research.

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### **Conflicts of Interest**

The authors declare no conflict of interest.

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