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Interest In Learning Using Interactive Power Point

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Abstract
The purpose of this research was to determine the difference in student interest in learning using PowerPoint interactive media among seventh-grade students at SMP Negeri 3 Mentaya Hilir Utara. This research is an experimental study using a one-group pre-test post-test approach. The population in this study consisted of all 32 seventh-grade students at SMP Negeri 3 Mentaya Hilir Utara. The data analysis technique used was the paired sample t-test. The result of analyzing this research data acquired a T score value of 3.157, a degree of freedom of 31, and a trust interval of 95% acquired a T table value of 2.03951. Because T count ≥ T table, H0 was rejected, which means that there is a difference in student interest in learning using interactive PowerPoint media among seventh-grade students at SMP Negeri 3 Mentaya Hilir Utara in the 2021/2022 academic year.

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1. PENDAHULUAN

Teachers' skills in managing the learning process must always be improved along with advances in science, technology, and art. During the learning process, teachers play a very important role in designing, creating, and maintaining an environment that supports learning. In addition, teachers need to have the ability to manage the classroom and use time well so that learning activities can be carried out effectively and achieve the predetermined objectives.

In carrying out the teaching process, it is very important for a teacher to have the ability to choose models, approaches, strategies, and learning media that are appropriate to the characteristics of the students and the material to be taught. Understanding the characteristics of students who are now known as Generation Z is crucial in learning. With the rapid advancement of technology and information, teachers are expected to create and implement creative, efficient, and effective teaching methods so that student learning outcomes improve in line with the challenges that exist in the digital environment. Innovation is an important aspect in accompanying Generation Z students because of their unique way of thinking. This generation typically utilizes technological advances to carry out various activities. They grew up amid rapid technological developments, which made them highly skilled in utilizing digital devices to find information and use it as teaching materials (Nasution, 2020), which is very important. Therefore, technology-based learning tools are needed to increase their interest in learning.

Students' enthusiasm for learning during lessons greatly affects the smoothness of the teaching and learning process. Students who have a strong interest in learning activities can support the teaching process to be more effective. Conversely, if students have low interest, this can lead to a decline in the quality of learning, which in turn affects the results obtained.

To increase students' interest in learning, teachers should apply different methods, namely by using various media. With this approach, students' interest in class can increase or change. At SMP Negeri 3 Mentaya Hilir Utara, students' interest in social studies is still considered low due to the lack of appeal in the learning media. As a result, students' motivation to learn declines. When students' interest in the subject matter decreases, they often become passive and do not appreciate the efforts made by the teacher. Conversely, when students are interested in the subject matter, they will be more active in participating in positive activities and meeting the expectations set by the teacher and school.

Learning Interest Slameto (2013) explains that "interest is a feeling of attraction and liking towards something or an activity, which arises from within oneself without pressure, and tends to make a person to pay more attention to that thing or activity." On the other hand, Syah (2013) explains that learning is "an active process and a very important part of the implementation of various types and levels of education. This shows that learning involves cognitive development, where students build their own knowledge instead of just getting information from teachers."

From these explanations, it can be concluded that interest in learning reflects a person's interest in lessons, which is obtained through experience and practice. This can be seen through several signs, such as enthusiasm, desire, and pleasure in changing behavior in different ways, including seeking knowledge and experience in the field of study.

A study conducted by Korompot and his team in 2020 showed that there are two categories of factors that can influence students' interest in learning. The first is internal factors, which include (1) the physical condition or physical condition of students. (2) In addition, there are psychological factors that include interest, attention, reaction, imagination, memory, and ability. External factors include (1) family, (2) school, and (3) social environment.

According to Santika and colleagues in 2020, there are four indicators that show student interest in learning, namely: (1) enjoyment, (2) student attention, (3) student interest, and (4) student participation

Learning activities can be said to be effective if two-way communication between teachers and students runs smoothly during the teaching and learning process. In this situation, teachers need to have clear guidelines for the models, strategies, and approaches they apply in learning. These guidelines take the form of learning tools, which are created to ensure that the learning process runs well and supports learning effectiveness. These learning tools must be prepared by teachers in accordance with the material to be delivered.

The learning process is influenced by various internal factors, such as students' perspectives, attitudes, habits, experiences, and likes or dislikes (Tyng et al., 2017). In addition, external factors also play a significant role in stimulating students' senses, especially hearing and sight. Of these two categories, external factors have a significant impact on increasing interest in learning. Learning aids play a vital role in influencing the learning process related to external factors, for example by helping students understand objects, changing situations or events, and providing equal opportunities for learning. These tools play a role in ensuring that teaching is carried out in an environment based on knowledge and explaining objects that are small and difficult to see clearly with the naked eye (Mellisa & Yanda, 2019). As one of the external elements, learning aids also help increase students' interest in learning. Development learning learning must be adapted to the curriculum and the needs of students in order to create a fun, interesting, and interactive learning experience. Students can more easily understand the material by using the right learning media, so that educational goals can be achieved properly. One type of media that An interactive PowerPoint presentation has been created. According to Warsita (in Ardian et al., 2020), interactive media is a type of computer-based learning media that integrates

various elements such as photos, videos, audio, animations, text, narration, and graphics. On the other hand, the use of existing facilities in schools is still limited, mainly due to a lack of knowledge and skills in operating digital learning media. Interviews with teachers at this school revealed this. Thus, the researcher intended to create more interesting and meaningful learning media, namely interactive PowerPoint.

Syaiful Bahri Djamarah and Azwan Zain stated in 2020 that learning media includes all tools used to convey information with the aim of achieving learning outcomes. In addition to being an intermediary, this media also aims to increase student interest in learning activities. This component is a learning resource that has instructional elements, so it can encourage students to learn. Thus, the effectiveness and objectives of the learning and teaching process can be achieved. One example of media from the multimedia category is interactive PowerPoint. Multimedia itself is a combination of various elements such as graphics, audio, video, and animation, according to Azhar Arsyad in 2011.

Multimedia can be divided into two categories, namely linear multimedia and interactive multimedia (Daryanto, 2012). Linear multimedia is a type of multimedia that does not provide control for users, such as television and films. On the other hand, interactive multimedia is a type of multimedia that provides control tools that allow users to make choices according to their preferences during use. Examples of interactive multimedia include interactive learning applications and games.

This PowerPoint-based learning media is designed to support interactive learning. This media is created with controls that can be utilized by users. With these tools, they can choose various features according to their preferences, such as guides, materials, and practice questions.

Steps to create an interactive PowerPoint:

1. Create an attractive design.

   To find attractive templates, there are currently many platforms that offer free PowerPoint templates that can be downloaded, such as Canva, Slidesgo, or Buncee. With these platforms, users can easily search for templates that can be filtered by color or theme, so they can find the one that best suits the topic they want to convey. After downloading the desired PowerPoint template, edit it to suit your needs and the information you want to convey.

2. Adding different types of multimedia

   By using interactive PowerPoint, we can utilize various types of files to convey information. These include images, videos, voice recordings, and GIFs that can highlight or clarify important points. Considering that everyone has different learning styles, these various types of media not only make presentations more interesting, but also make it easier for some audience members to receive and understand the material presented.

How to apply it

   To add visual elements such as images, GIFs, or videos, use the Insert tab. Files can be taken from a local device or searched for directly online. PowerPoint also provides easy-to-use editing tools to ensure that these visual elements are appropriate and attractive. This editing feature can be accessed by selecting the object, then opening the Format Video or Photo tab to make adjustments.

3. Adding hyperlinks

   To increase the element of surprise in a presentation, in addition to using attractive multimedia media, hyperlinks can be inserted into the slideshow. Hyperlinks allow users to navigate between slides non-linearly and more efficiently. By utilizing this feature, presenters can go directly to a specific slide without having to go through the entire sequence of slides in order. Various strategies can be applied in using this feature, including developing interactive games that serve as a means of reviewing material,

directing the audience to frequently accessed slides, or creating variations in the order of presentation in PowerPoint presentations.

How to apply it

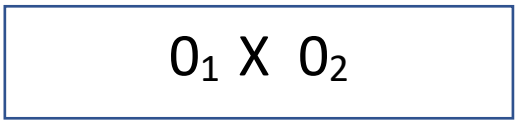
To insert a hyperlink, add a shape, image, or text to the slide. After selecting the object, highlight the text or click on the object. Then, open the 'Link' icon located under the 'Insert' tab. Select the 'Place in this document' option, then select the destination slide you want to link to.

From the theoretical explanation above, it can be concluded that students will be more interested in the learning process if the learning media used is interesting and appropriate. This can help achieve learning objectives. In relation to this, this study proposes the hypothesis that there is a difference in learning interest among students who use interactive PowerPoint learning media for seventh-grade students at SMP Negeri 3 Mentaya Hilir Utara during the 2021/2022 academic year.

2. RESEARCH METHOD

This research design adopts the One-Group Pretest-Posttest method. According to Sugiyono (2015), the One-Group Pretest-Posttest Design is a type of pre-experimental method that involves a pretest (a test conducted before treatment) and a posttest (a test conducted after treatment) in one group. In this case, the experimental group received an initial test, then given treatment, and ended with a final test. The learning process in this study used interactive PowerPoint presentations as the learning media. Interactive PowerPoint presentations were the independent variable, while learning interest was the dependent variable.

Figure 1. One Group Pretest-Posttest Design



0_1 : Pre-Test Score
0_2 : Post-Test Score
X : Treatment
Difference in Learning Interes 0_2-0_1

The population of this study consisted of 32 seventh-grade students at SMP Negeri 3 Mentaya Hilir Utara. According to Arikunto (2012), if the population size is less than 100 people, the entire population must be used as the sample. Conversely, if the population size is more than 100, the sample can be taken from around 10-15% or 20-25% of the total number. In this study, because the population was less than 100, the entire population was used as the sample, which is usually referred to as a saturated sample.

The indicators used to measure learning interest are according to (Santika et al., 2020), namely (1) enjoyment, (2) student attention, (3) student interest, and (4) student participation.

According to Sugiyono (2015), data collection methods can be carried out through interviews, questionnaires, observations, and a combination of these three methods. In this study, the method used was a questionnaire to obtain more complete information

Each response using the Likert scale ranges from very positive to very negative. For positive statements, if someone chooses Strongly Agree (SA), they receive a score of 4. The Agree (A) option receives a score of 3, Disagree (D) receives a score of 2, and Strongly Disagree (SD) receives a score of 1. Conversely, for negative statements, if someone selects

Strongly Agree (SS), they receive a score of 1. The Agree (A) option receives a score of 2, Disagree (D) receives a score of 3, and Strongly Disagree (SD) receives a score of 4.

Table 1. Likert Scale

Skala *Likert*	Skor	
	(*Item Favorable)*	(*Item Unfavorable)*
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

To determine whether the instrument is suitable for use, it must first be tested for validity and reliability. The validity test uses the corrected item total correlation technique.

Table 2. Validity Test Results

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Item 1	89,10	29,817	-,139
Item 2	89,10	27,679	,444
Item 3	89,67	23,954	,790
Item 4	89,10	27,197	,581
Item 5	89,17	28,626	,106
Item 6	89,70	25,528	,412
Item 7	89,10	29,403	-,038
Item 8	89,27	26,547	,364
Item 9	89,10	27,197	,581
Item 10	89,27	26,754	,429
Item 11	89,07	28,202	,245
Item 12	89,10	27,197	,581
Item 13	89,13	27,775	,374
Item 14	89,63	24,999	,411
Item 15	89,67	28,644	,026
Item 16	89,63	24,723	,717
Item 17	89,40	29,076	,002
Item 18	89,10	27,679	,444
Item 19	89,13	27,637	,268
Item 20	89,10	27,197	,581

Item 21	89,10	27,197	,581
Item 22	89,27	26,754	,429
Item 23	89,07	28,202	,245
Item 24	89,10	27,197	,581
Item 25	89,13	27,775	,374

An item or questionnaire item is considered valid if the corrected item total correlation ≥ 0.3 (Agus Eko Sujianto : 2010). The results of the validity assessment show that of the 25 statements that have been compiled, there are 7 statements that were considered invalid. The invalid statements were numbers 1, 5, 7, 11, 15, 17, and 19.

Table 3. Reliability Test Results

Cronbach's Alpha	N of Items
,813	25

Reliability testing was conducted using Cronbach's Alpha, where the instrument is considered reliable if the Cronbach's Alpha value reaches 0.6 or more (Sugiyono:2015). The results of the test show that the Cronbach's Alpha value obtained is 0.813, which indicates that the instrument is reliable.

The data analysis method used in this study was the t-test, known as the Paired Samples t-test. This test was conducted on two samples that had a relationship, or in other words, one individual who received two different treatments (Singgih Santoso: 2010).

3. RESEARCH RESULTS AND DISCUSSION

The description of the research data on the learning interest of seventh-grade students at Mentaya Hilir Utara State Junior High School is as follows:

Table 4. Descriptive Statistics

		Post-Test	Pre-Test
N	Valid	32	32
	Missing	0	0
Mean		62,66	61,91
Std. Deviation		3,915	3,888
Minimum		54	54
Maximum		70	70
Percentiles	25	60,25	59,00
	50	63,00	62,00

From the explanation of the data above, there is an increase in the average learning interest of students, before using interactive PPT 61.91 and after using interactive PPT 62.66. It can also be seen from the 25th and 50th percentiles, where initially 25% of respondents had an interest score below 59, which then became 60.25, and at the 50th percentile, where initially 50% of respondents had an interest score below 62, which then became 63.

For a description of the data per learning interest indicator, see the figure below:

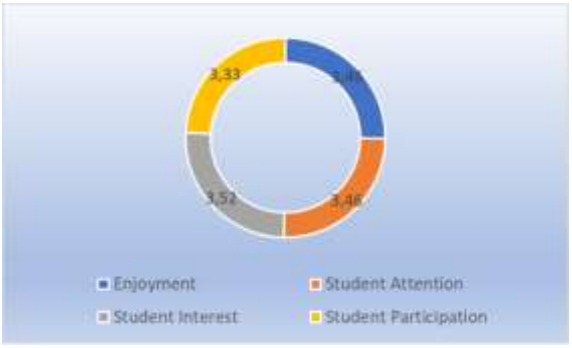


Figure 2. Pre-Treatment Data using Interactive PowerPoint

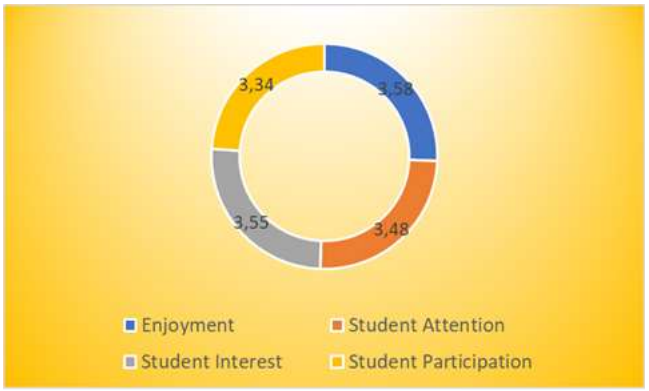


Figure 3. Post-Treatment Data using Interactive PowerPoint

From the figures above, it is clear that each learning interest indicator experienced an increase, namely indicator (1) feeling of enjoyment increased by 0.12, (2) student attention increased by 0.02, (3) student interest increased by 0.03, and (4) student involvement increased by 0.01. A clearer comparison per indicator can be seen in the figure below.

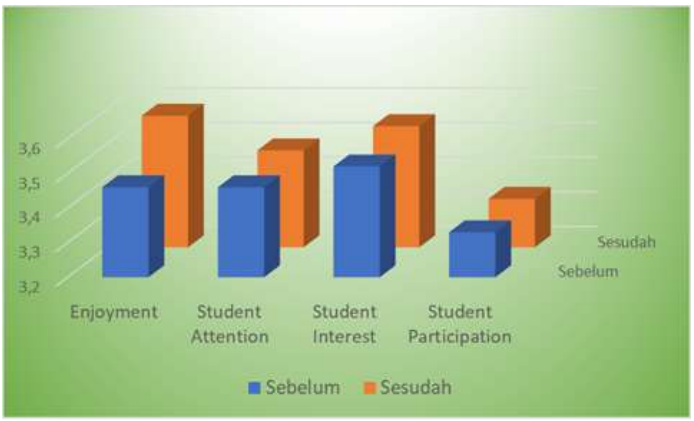


Figure 4. Descriptive Data of Research Indicators

The results of the normality test using the Kolmogorov-Smirnov test can be seen in the following table:

Table 5. Normality test

		Post-Test	Pre-Test
N		32	32
Normal Parameters(a, b)	Mean	62,66	61,91
	Std. Deviation	3,915	3,888
Most Extreme Differences	Absolute	,160	,085
	Positive	,084	,085
	Negative	-,160	-,080
Kolmogorov-Smirnov Z		,905	,481
Asymp. Sig. (2-tailed)		,386	,975

From the table below, it can be seen that the distribution of learning interest data before and after using Interactive PowerPoint is normal. This can be seen from the Sig value ≥ 0.05. Before using Interactive PowerPoint media, the value was 0.975, and after using Interactive PowerPoint media, the value was 0.386.

Table 6. Hypothesis Test Results

		Paired Differences	T	df	Sig. (2-tailed)
		Mean			
Pair 1	Post-Test - Pre-Test	,750	3,157	31	,004

The hypothesis test results show that the calculated t-value is 3.157 with a degree of freedom of 31. Meanwhile, the t-table value (α/2) with a 95% confidence interval is 2.03951. Because the t-value is greater than the t-table value, it can be concluded that H0 is rejected, which means that there is a difference in student learning interest after using interactive PowerPoint in grade VII students at SMP Negeri 3 Mentaya Hilir Utara in the 2021/2022 academic year.

This is in line with Hamalik's (2010) opinion, which explains that there are two factors that influence learning interest, namely internal and external factors. In this study, the factors that influence interest are external factors, particularly those related to school. This can be explained through two aspects, namely teachers and school facilities. In other words, the availability of adequate facilities and the creativity of teachers in using learning tools are some of the factors that can influence students' interest in learning.

The first indicator of interest is feelings of happiness. From the data analysis, it can be seen that students' feelings of happiness increased from an average of 0.12. This means that learning media using interactive PowerPoint can stimulate learning motivation and create a pleasant learning atmosphere, which can increase students' enthusiasm for learning and encourage their involvement during the learning process. This increase in feelings of enjoyment is in line with Slameto's (2010) opinion, which states that interest is a feeling of

liking or attraction to something or a particular activity, without the presence of coercion. When someone does this activity, they usually feel excitement or satisfaction.

The second indicator, student attention, also experienced an average increase of 0.02. Increased student

attention will increase interest and new desires, thereby stimulating students' ability to analyze and discover broader knowledge. The third indicator, student interest, also experienced an average increase of 0.03. This increase means that students consider interactive PowerPoint media to make lessons more interesting and enjoyable, making it easier for students to understand the subject matter. The fourth indicator, student engagement, experienced an average increase of 0.01. Interactive PowerPoint media will enliven the classroom atmosphere with the stimuli displayed on the media. The form of active student involvement in the learning process is an indication that students are interested in understanding the material better. This is reinforced by the research of Andi Amir and Saiful Amir (2018), who say that student attention, interest, and involvement affect student interest in learning.

The findings of this study are in line with research conducted by Fadilah Eka Putri and colleagues in 2019, which showed that learning media has a positive individual effect on students' interest in learning. One tool that is very useful in the educational process is interactive PowerPoint learning media. The use of this tool improves communication between teachers and students. It helps teachers deliver lesson material and makes it easier for students to receive and understand information. In order to achieve this, it is very important for teachers to combine learning media with the teaching methods used, so that students' interest in learning can increase. When students have a positive view of the media used, they will become more accustomed to using technology properly. This also enables them to increase their knowledge, search for data, build learning attitudes, and complete tasks given by teachers, which will ultimately influence their interest in learning.

4. CONCLUSION

Based on the research conducted, it was concluded that there was a difference in learning interest in class VII of SMP Negeri 3 Mentaya Hilir Utara in the 2021/2022 academic year when using interactive PowerPoint media. This finding was also supported by the difference in the average learning interest before and after the application of interactive PowerPoint media, which reached 0.750.

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