

Research Article

## Efforts to Improve Motivation and Learning Outcomes with the Use of Powerpoint Media

**Torang Siregar**Postgraduate in Mathematics Study, UIN Syekh Ali Hasan Ahmad Addary  
Padangsidempuan, IndonesiaCorresponding Author: [torangsir@uinsyahada.ac.id](mailto:torangsir@uinsyahada.ac.id)**Abstract**

The purpose of this study was to determine the use of powerpoint media to increase motivation and learning outcomes of art and culture with materials for drawing decorative flora and fauna for class VIIIA students of SMP Negeri 02 Padangsidempuan in the second semester of the academic year 2022/2023. This research was conducted in the second semester of the academic year 2022/2023. The research subjects were 36 students of class VIIIA of SMP Negeri 02 Padangsidempuan. With the research target is the motivation and learning outcomes of art and culture materials for drawing decorative flora and fauna. Tool to collect data by observation to determine student learning motivation, learning outcomes of art and culture carried out a performance drawing test. This study uses 3 data analyzes, namely initial conditions, cycle 1 data, and cycle 2 data analyzed using comparative description techniques followed by reflection. The method used is to form large groups, small groups using powerpoint media are carried out by drawing performance tests to determine the increase in learning outcomes. This research model uses 4 stages of action: planning, action, observation, and reflection. Based on the results of the study, it was concluded that there had been an increase in the motivation indicator data for cycle 1, indicator 1) 81%, 2) 82%, 3) 87, cycle 2 increased to indicator 1) 83%, 2) 84%, 3) 90%. While the data on learning outcomes in cycle 1, the lowest score was 70, the highest score was 87, the average value was 77, there were 2 students who had not completed, cycle 2 the lowest score was 76, the highest score was 90, the average value was 79, and all the students completed.

**Keywords:** Efforts to increase, Motivation, Learning resources, Teaching media, Powerpoint



## **INTRODUCTION**

During the Covid-19 pandemic, it has a major influence on learning, where in the 2022/2023 student year, in the second semester, learning is carried out in Limited Face-to-Face Learning called PTMT. In this learner, students are 50% face-to-face learning, and 50% online learning at home with the majority using cellphones. In learning cultural arts before the study, the initial conditions of motivation and learning outcomes of drawing materials for various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year were still low. This can be proven by low motivation and learning outcomes can be seen by researchers when teaching both face-to-face and virtually via Google Meet from 36 students on each motivation indicator seen the percentage (%) is as follows: 1) There is a willingness to complete the task only 60%, 2) Have a desire to learn 50%.3) Orderly in learning only 65%, While the learning results showed the performance of 36 students drawing a variety of ornamental flora and fauna on the media of drawing paper that was completed only 18 children, students who did not complete as many as 13 children because they did not collect their drawings, while the lowest score was 60, the highest score was 77, and the average score was 72. So that the test score shows the performance of drawing a variety of ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year is still low. Even though the Minimum Completeness Criteria (KKM) that have been set by the school are 76.

The motivation and learning outcomes of cultural arts to draw ornamental varieties of flora and fauna are still low, because researchers who teach have not used PowerPoint media. Researchers in teaching still use the lecture method and children are asked to find their own sample images. In limited face-to-face learning, researchers can still give explanations to students, but for students whose learning is online, researchers cannot know whether students can or have not done it or not because students have no one to ask. Motivation and learning outcomes need to be improved because if it is not improved, students who do not collect their pictures

have no grades. If students don't have grades, they won't move up. Though the minimum completeness criteria of students must be achieved.

In accordance with the times, teachers are required to be able to use the tools used for learning as well as possible. One of the learning tools used to convey messages in learning is called powerpoint media. According to Wati (2016: 7) the use of PowerPoint media aims to make it easier to understand explanations through visualization summarized in text slides, images or graphics, sound, video, and so on. Sometimes learning also experiences saturation that occurs in students, to generate boredom, an educator must be able to generate enthusiasm and motivation in learning. Learning motivation indicators according to Uno (2019: 23) can be classified as follows: 1) The existence of desire and desire to succeed 2) The existence of encouragement and need to learn. 3) There are hopes and dreams for the future

4) There is an appreciation in learning. 5) There are interesting activities in learning, 6) The existence of a conducive learning environment that allows a student to learn well. The process of interaction between teachers and students is carried out consciously, planned to improve student abilities determined by learning outcomes. Learning outcomes as developed by Hamalik (in Afandi, 2013: 4) That changes behavior in people from not knowing to knowing, and not understanding to understanding, and from not being able to to to to be able to.

Based on the background of the problem mentioned above, the formulation of the problem is as follows: 1) How can the use of powerpoint media increase the motivation of drawing materials for various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidempuan in the first semester (Odd) of the 2022/2023 academic year? 2) How can the use of powerpoint media improve the learning outcomes of drawing materials for various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidempuan in the second semester of the 2022/2023 academic year?

## **METHOD**

This study used the Classroom Action Research method. The subjects in this study are the entire class VIIIA of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year. The execution procedure uses 2 cycles. Cycle 1 two meetings using powerpoint media formed large groups one group consisting of 6 or 7 students, cycle 2, two meetings using powerpoint media in small groups of students one group consisting of 4 or 3 students. Tools for collecting data with observation to determine student learning motivation, cultural arts learning outcomes are carried out performance drawing tests. This study used 2 cycle 1 data analysis, and cycle 2 data was analyzed using comparative dissertation techniques followed by reflection, each cycle starting from planning, implementation, observation and reflection. Data collection techniques Motivation in drawing ornamental varieties of flora and fauna cycle 1 uses observation techniques, cycle 2 uses observation techniques in the form of observation sheets. The results of learning using drawing techniques show the instrument in the form of practical test commands.

## **RESULT AND DISCUSSION**

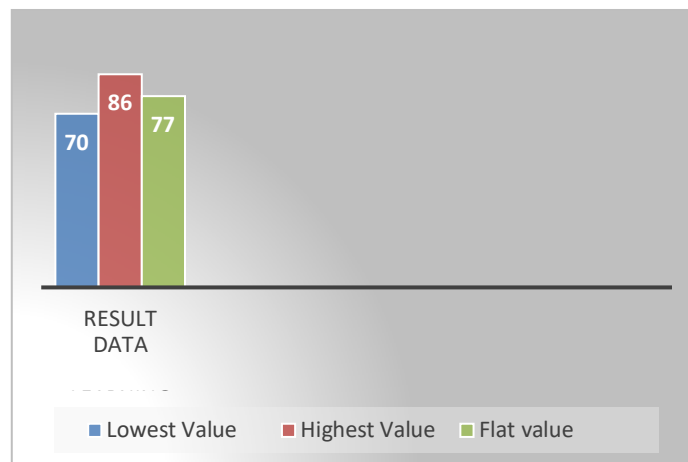
Research in this chapter presented data and discussion of the use of powerpoint media, motivation and learning outcomes of art and culture drawing materials for various ornamental flora and fauna. Each cycle will be presented separately aiming to find out the improvement in each cycle. The use of PowerPoint media is learning in cycle 1 and cycle 2 which includes planning, implementation, observation or observation, and reflection.

The subjects in this study were the entire class VIIIA of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year totaling 36 students. In cycle 1 of the results of observations or observations of learning motivation, drawing material for ornamental varieties of flora and fauna, seen from each indicator, it will appear even clearer when viewed from the percentage (%) of student learning motivation in the table below.

**Table 1. Data from observations of the learning process of learning motivation cycle 1**

No	Indikator	Indicators of Motivation to Learn Decorative Variety Drawing Material	Presented
1	1)	There is a willingness to complete the task of drawing material for various ornamental flora and fauna	81%
2	2)	Have Desire learn Drawing Material for Ornamental Variety of Flora and Fauna	82%
3	3)	Orderly in learning material drawing ornamental varieties of flora and fauna,	87%

Cycle 1 data on the results of learning arts and culture material for drawing ornamental varieties of flora and fauna through practical tests of performance of drawing ornamental varieties of flora and fauna which includes assessment aspects: composition, creativity, work of 36 students the lowest score reached 70, the highest score reached 86, and the average score reached 77. The completed students reached 27 students, of which there were 9 incomplete students. Data on the results of learning arts and culture, drawing materials, ornamental varieties of flora and fauna, have increased, more clearly can be seen in the bar chart below.



**Figure 1. Data on the results of learning arts and culture, drawing materials, ornamental varieties, flora and fauna, cycle 1.**

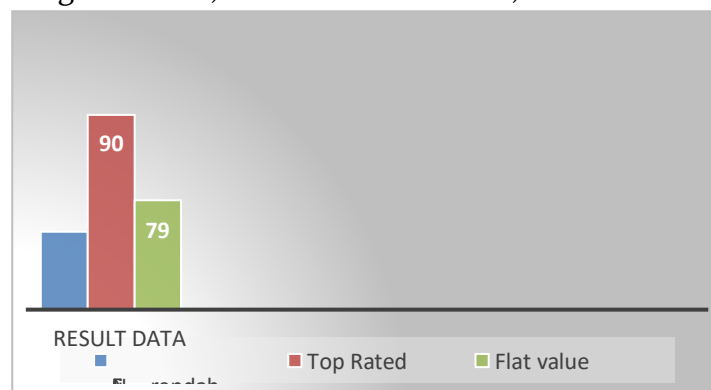
In cycle 2, the results of observations or observations of learning motivation

to draw material for ornamental flora and fauna seen from each indicator will appear even clearer when viewed from the percentage (%) of student learning motivation in the table below.

**Table 2. Data from observations of the learning process of learning motivation cycle 2.**

NO	Indicator	Indicators of Motivation to Learn Decorative Variety Drawing Material	Total Percentage (%) Motivation cycle 1
1	1)	There is a willingness to complete the task of drawing material for various ornamental flora and fauna	83%
2	2)	Have a desire to learn material drawing a variety of decorative flora fauna	84%
3	3)	Orderly deep Learners drawing materials for ornamental varieties of flora and fauna,	90%

In cycle 2, data on the results of learning arts and culture material for drawing ornamental varieties of flora and fauna through practical tests of performance of drawing ornamental varieties of flora and fauna which include assessment aspects: composition, creativity, work from 36 students the lowest score reached 76, the highest score reached 90, and the average score = average reached 79. Of the 36Students all students completed. Data on the results of learning art and culture, drawing materials, ornamental varieties, flora and fauna, appear more



clearly seen from the table below.

**Figure 2. Data on the results of learning arts and culture, drawing materials, ornamental varieties, flora and fauna, cycle 2.**

**Discussion**

This study was conducted in order to increase motivation and learning outcomes of art and culture, drawing materials for ornamental varieties of flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidempuan in the second semester of the 2022/2023 academic year, from data analysis, it was obtained that the motivation of the material to draw ornamental varieties of flora and fauna cycle 1 of 3 observation indicators concluded that the percentage (%) of Indicator 1) There is a willingness to complete the task of drawing material for ornamental varieties of flora and fauna from cycle 1 reached 81% to cycle 2 increased to 83%, Indicator 2) Have the desire to learn material to draw ornamental varieties of flora and fauna from cycle 1 reached 82% to cycle 2 increased to 84%, Indicator 3) Discipline in learning material drawing ornamental flora and fauna from cycle 1 reached 87% to cycle 2 increased to 90%. With the use of powerpoint media, it can increase the motivation of drawing materials for various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidempuan in the second semester of the 2022/2023 academic year.

Data on the results of learning arts and culture drawing ornamental varieties of flora and fauna from the number of 36 students in cycle 1 the lowest score of 70, to cycle 2 increased to 76, cycle 1 the highest value was 86, to cycle 2 increased to 90, cycle 1 average score was 77, to cycle 2 increased to 79, cycle 1 was not completed there were 4 students, To cycle 2 there is none, out of the total 36 students all are complete. From the data on the results of learning arts and culture, the material for drawing various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidempuan in the second semester of the 2022/2023 academic year using powerpoint media increased.

From the results of research actions obtained with the use of powerpoint media can increase motivation and learning outcomes. This is in agreement with Mutmainah (2018: 129) in his research concluded that learning with the use of

power point media can increase student motivation and learning outcomes , because students can understand and master the material clearly. PowerPoint media in learning aims to make it easier to understand the explanation of the material of the images presented so that it is easy for students to understand. In line with what was conveyed by Wati (2016: 7) the use of PowerPoint media aims to make it easier to understand explanations through visualization summarized in text slides, images or graphics, sound, video, and so on. Learning with PowerPoint can help students understand and master learning materials more effectively, besides that PowerPoint media also increases student creativity and motivation.

In learning, the use of powerpoint media has advantages and disadvantages. The advantages of PowerPoint media are interesting in the display of images – the images are clearer, can be used repeatedly in the same material and class. This is in accordance with Wati's opinion (2016: 10) The advantages of PowerPoint media in learning are as follows: 1) Interesting in the presentation of powerpoint media can provide an attractive appearance, because this media is equipped with a game of colors, letters, animations, text, and images or photos. 2) Stimulate students to find out more information about the material presented. 3) Visual Display Easy to understand information messages visually presented by Microsoft powerpoint can be easily understood by students. 4) Make it easier for teachers in the teaching and learning process, A teacher does not need to explain much of the material being presented. It is conditional, meaning that it can be reproduced and can be used repeatedly as needed. 5) Practical in use and storage, this media is stored in the form of optical or magnetic data, such as CDs, floppy disks, and Flash drives, so it is practical to carry everywhere. Disadvantages of Powerpoint Media in learning as follows: 1) Time-consuming means that it requires preparation that is quite time-consuming and energy-consuming. To use PowerPoint media requires patience and step by step to compile and make it, so it takes a lot of time. 2) Can only be operated windows means that this powerpoint media can only be run or operated on the windows operating system only. 3) Requires more expertise to create a correct, good, and attractive powerpoint. So that teachers are required to be able to operate



computers so that they can use powerpoint media properly. From the description above, in agreement with Fadila research (2011: 165) found that the use of PowerPoint as an online learning medium has proven effective and can develop children's motivation in learning.

The teaching and learning process sometimes arises saturation that occurs in students to overcome saturation, an educator must be able to make students motivated in learning. For this reason, educators must be able to generate motivation for drawing material for various ornamental flora and fauna. According to Uno (2019: 23) learning motivation can be classified into 6 indicators, 1) The existence of desire and desire to succeed. 2) There is encouragement and need to learn. 3) The existence of hope and future aspirations means that hope is based on the belief that people are influenced by their feelings about the image of the results of their actions. 4) There is an appreciation in learning. 5) Adanyan interesting activities in learning. 6) The existence of a conducive learning environment that allows a student to learn well. In this study, researchers only examined 3 motivation indicators chosen to generate student motivation, there were 3 indicators, namely, 1) The existence of desire and desire to succeed means that there is a willingness to complete the material task of drawing various ornamental flora and fauna. 2) The existence of encouragement and need in learning means having the desire to learn material for drawing various ornamental flora and fauna. 3) The existence of a conducive learning environment means that it is orderly in learning material to draw a variety of ornamental flora and fauna.

The results of learning art and culture, drawing materials, various ornamental flora and fauna, are the results of learning interactions between teachers and students to find out students' abilities with the material that has been delivered. The results of learning to draw are a demonstration of psychomotor domain performance. This was also conveyed by Bloom (in Yulaelawati, 2004: 59) the objectives of learning outcomes are grouped into three categories, namely: 1) The cognitive domain consists of six levels, namely knowledge, understanding, application, analysis, synthesis, assessment. 2) The affective domain consists of five levels, namely: acceptance,

assumption, judgment, processing, value-charged. 3) The psychomotor realm consists of five levels: imitation, manipulation, thoroughness, articulation, naturalism. So in the psychomotor realm in the results of learning art and culture, the material for drawing ornamental varieties of flora and fauna is the result of learning to imitate ideas or ideas poured on drawing paper media through hand scribbles into an image that adopts plants - plants can be flowers - flowers of various types, and can also be animal fauna - hesan that is often encountered by students. So the results of learning to draw a variety of ornamental flora and fauna student drawings through their drawings with assessments include: 1) Composition, 2) Creativity, 3) Works.

## **CONCLUSION**

Based on the description on the results of classroom action research, it can be concluded as follows. 1) Based on the theory of hypothesis 1 with the use of powerpoint media can increase the motivation of drawing materials for various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year. 2) The 2nd hypothesis with the use of powerpoint media can improve the learning outcomes of art and culture, drawing materials, various ornamental flora and fauna, for grade VIIIA students of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year. So with the use of powerpoint media, it can improve the learning outcomes of art and culture, drawing materials, various ornamental flora and fauna for grade VIIIA students of SMP Negeri 02 Padangsidimpuan in the second semester of the 2022/2023 academic year.

## **Bibliography**

Arsyad, A. (2017). Learning Media. Jakarta :P T RajaGrafindo Persada.

Adriani, M. (2006). Application of concept map media to build students' historical understanding (Historical Comprehension) in History subjects. Thesis Department of History Education FPIPS UPI. Bandung : unpublished.

Afandi, et al (2013). School Learning Models and Methods. Semarang : Unissula Fress.

Fadila, N., N. (2011). The use of Powerpoint as an online learning medium to develop motivation to learn kindergarten plus raudhoh.

- Andayani, et al, 2007, Strengthening Professional Ability, Jakarta, Open University.
- Anwar (2008) concept map to facilitate difficult concepts in learning (anwarholilblogspot.com)  
<https://psikologikreativitasump.wordpress.com/2011/12/16/ciri-ciri-kreativitas/>
- Arsyad, A. (2009). Learning Media. Jakarta: King Grafindo Persada.
- Asep Hery Hermawan, et al, 2007, Curriculum Development and Learning, Jakarta, Open University.
- Awaludin. (2011). Application of Concept Map Media (Mapping Concept) to Improve Student Learning Outcomes on Thesis History Subjects. Department of History Education FPIPS UPI. Bandung : unpublished.
- D.B Gowin and J.D Novak (1984) "Learning How to Learn", Cambridge University Press Harjanto. (2008). Teaching Planning. Jakarta: Rineka Cipta.
- Dahar, R.W. (1996). Theory of learning theory. Bandung: Erlangga Daryanto. (2010). Learning Media. Bandung: CV.YramaWidya.
- Daryanto (2011) classroom action research and school action research along with examples - for example Gava media Jogjakarta.
- Drs. Noehi Nasution, M.A, et al, 1994, Educational Psychology, Jakarta, Open University.
- Ferry kurniawati (2013:105). APPLICATION OF CONCEPT MAP STRATEGY WITH AUDIO-VISUAL MEDIA TO IMPROVE THE QUALITY OF SOCIAL STUDIES LEARNING
- Hamruni. (2012). Learning Strategies. Yogyakarta : Insanmadani.
- Hasan, H. (1996). Social Science Education. Jakarta: Ministry of Education and Culture Directorate General of Higher Education Academic Personnel Education Project.
- Hendriawan, D. (2005). Development of Concept Maps as an effort to Increase Student Interest in the History Learning Process. Thesis Department of History Education FPIPS UPI. Bandung: unpublished.

- Hera Lestari Mikarsa, Agus Taufik, Puji Lestari Pilyanto, 2007, Child education in elementary schools, Jakarta, Open University.
- Hermawan, (2010). Learning and Motivation Theory. Bandung : CV Citra Praya.
- Hidayatul Hasanah, 2016 APPLICATION OF CONCEPT MAP METHOD TO INCREASE STUDENT CREATIVITY IN HISTORY SUBJECTS Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu
- Hidayatul Hasanah, 2016 APPLICATION OF CONCEPT MAP METHOD TO INCREASE STUDENT CREATIVITY IN HISTORY SUBJECTS Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu GRADE IV STUDENTS OF SDN TUGUREJO 03 SEMARANG CITY. Thesis department of history education, faculty of education Unnes. Semarang : unpublished
- Ibrahim et al. (2003). Teaching Planning. Jakarta: Rineka Cipta Kunandar, T. (2010). Easy steps of classroom action research as teacher professional development. Jakarta: PT Raja Grafindo Persada.
- Kasbolah, 1999, Classroom Action Research, Malang DEPDIKBUD.
- Ministry of Education and Culture. (2017). Technical Guidance Material for Curriculum Facilitators 2013 Subjects
- Ministry of Education and Culture. (2017). Assessment Guide by Education Curriculum unit 2013. Jakarta : First Advanced Directorate.
- Ministry of Education and Culture. (2018). Cultural Arts Junior High School Class VII. Depok Jawab Barat: CV Arya Duta.
- Kurniadi, T. (2010). Application of Concept Map Media in PKN Lessons to Improve Student Understanding of the Concept of Equal Position of Citizens. Thesis Department of History Education FPIPS UPI. Bandung: unpublished.
- Kusmiati, Ikeu (2005). Use of Concept Map Media in an Effort to Improve Student History Learning Activities. Thesis Department of History Education FPIPS UPI. Bandung: unpublished.
- Kusuma, (2017). Learning and Learning. Bandung: PT Remaja Rosdakarya.

- Lestari, T. (2020). Practical ways to increase motivation. Yogyakarta : CV Budi Utama.
- Ngaliman. (2012). Learning Strategies and Models. Yogyakarta : Aswaja Rosdakarya.
- Muliawan, J. U. (2014). Educational research methodology with case studies. Yogyakarta: Gava Media Publishers. Munandar Utami (1992) development of creativity of talented children, Jakarta Rineka Cipta.
- Mutmainah, Rini (2013). Application of Concept Map media to improve students' historical understanding of history subjects. Thesis Department of History Education FPIPS UPI. Bandung: unpublished. Permendiknas number 41 of 2007 concerning the standard process of assigning concept maps by Developing Talent and Creativity.
- Mutmainah. (2018). The Use of Powerpoint Media to Improve Motivation and Learning Outcomes of Elementary School Students.
- Riani, Asri Laksmi., dkk. 2005. Entrepreneurship Policies. Surakarta : UPT Publishing and Printing UNS (UNS Press)
- Rusman. (2012). Computer-Based Learning and Learning Develops the Professionalism of 21st Century Teachers. Bandung: ALFABETA.
- Sadiman, et al. (2009). Educational Media Definition of Development and Utilization. Jakarta: King Grafindo Persada. Santrock, W. Jhon. (2005). Educational psychology. Jakarta. Socio-Humanika
- Sagala, Syaiful (2008) The Concept and Meaning of Learning. Bandung: Alfabeta
- Santyasa, I. W. (2007). Conceptual Foundation of Learning Media. Workshop material. Internet Sources
- Sardiman, (2014). Interaction and Motivation for Teaching and Learning. Depok City: PT RajaGrafindo Persada.
- Junior High School Cultural Arts. Jakarta : First Advanced Directorate.
- Setyaningsih, D. et al, (2017). Cultural Arts Junior High School Class VII. Jakarta: Erlangga.

- Slameto, (2011). Assessment of the results of the teaching and learning process. Bandung:PT Remaja Rosdakarya.
- Edukom Team, (2019). Powerpoint presentation. Tangerang:Loka Askara.
- Sudjana et al. (2005). Teaching Media. Bandung: Sinar Baru Algesindo.
- Sudjna, N. (2011). Assessment of the results of the teaching and learning process. Bandung:PT Remaja Rosdakarya.
- Suyono, H. (2017). Learning and Learning. Surabaya : PT Remaja Rosdakarya.
- Trianto. (2007). Complete guide: Classroom Action Research theory & practice, Jakarta: Achievement of Publisher Library.
- Udin S Winataputra, et al, 2006, Learning Theory and Science Learning in Elementary School, Jakarta UT
- Uno (2020). Practical ways to increase motivation. Yogyakarta : CV Budi Utama.
- Wardam, IGAK, Nasoetion, Noehi, 2004, Classroom Action Research, Jakarta, Open University.
- Wati, R.,E. (2016). Variety of Learning Media. Yogyakarta: Pen said.
- Wilis, Ratna. Dahar (2010) learning theories, Jakarta: Erlangga publisher
- Wiriadmadja, R. (2014). Classroom Action Research Methods. Bandung: PT Remaja Rosda Karya.
- Zaini, et al. (2008). Active Learning Strategies. Yogyakarta: Center for teaching staff development (CTSD). Sources of Scientific Works.