USE OF INTERACTIVE POWERPOINT TO INCREASE CHILDREN'S LEARNING INTEREST IN RECOGNIZING HIJAIYAH LETTERS IN LEUWIMEKAR VILLAGE

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Abstract

This study aims to determine whether the use of powerpoint media can improve the motivation and learning outcomes of children in Setu Lebak Rt 02 / Rw 06 Leuwimekar Village, Leuwiliang District, Bogor Regency. The focus of this research is on matters related to How the Effectiveness of Using Power Point Media in increasing interest in learning, these problems are discussed through field studies carried out in Setu Lebak Village. The village is used as a source of data to get an overview of the effectiveness of using power point media in increasing children's interest in learning hijaiyah letters, the data is obtained by observation, direct interviews, and documentation studies. All data were analyzed using descriptive analysis techniques. This study shows that power point media are used effectively as learning media in order to increase children's interest in learning hijaiyah letters, this is proven by activities during the child's learning process in a more active learning atmosphere, a conducive and fun learning atmosphere, student absorption of the material delivered by the teacher is higher, Students are more active in learning hijaiyah letters.

Keywords: Learning Motivation, Learning Outcomes, Powerpoint Media

INTRODUCTION

Teaching and learning activities in the classroom always use learning media. Good learning media is media that can help the learning process anywhere and anytime according to their needs in the field. There are various kinds of learning media that can be used. Starting from conventional media, simple, conventional to modern learning media. Educators use media that they feel suitable for delivering learning materials to students. PowerPoint media is one of the most popular media today among educators. Powerpoint is an application software from Microsoft Office that is useful as a presentation media service provider (Rusman, 2015). PowerPoint media is very popular in various domains. Starting from education, offices, business, and so on. Besides being easy to use, PowerPoint can also package material concisely and coherently to be delivered to students. Powerpoint makes presentations more effective, efficient, and interesting (Alfian, 2010).

Learning motivation is a desire or drive in a person to carry out learning activities to achieve learning goals (Sardiman, 2011). Motivation can arise from both intrinsic factors and extrinsic

factors. The intrinsic factor is something from within the person itself that causes the desire to do learning activities. Extrinsic factors are something from outside or the environment that encourages a person to carry out learning activities (Sardiman, 2011). High learning motivation has the following indicators, among others: diligent in doing tasks, never give up in the face of difficulties, happy to learn independently, there are learning activities that are interesting to him, a desire arises the desire to learn as a necessity, confident in the knowledge he believes in, likes to do questions, there is a desire to achieve success (Sardiman, 2011). How to increase learning motivation can be done with each other's personal awareness, and with encouragement and influence from the surrounding environment. An educator in addition to being obliged to foster awareness of the importance of learning to students, must also be able to create a learning environment that can motivate students. Creating a learning environment that can motivate students, one of which is to use the right learning media. The use of appropriate learning media is a way to increase learning motivation from outside or extrinsic factors.

Learning outcomes are outputs or outputs or an attitude change resulting from learning activities carried out. Learning outcomes are a pattern of changes in actions, values, attitudes and abilities (Hamalik, 2004). Learning activities carried out by students will produce a change in attitude, change in actions, patterns of information obtained and also values produced by students. Learning outcomes in the cognitive realm produce behavior, among others: knowledge, understanding, application, analysis, synthesis, and evaluation (Mujiono, 2013). Good learning outcomes are obtained from a good learning process. Good learning outcomes are obtained from a good learning environment, which encourages learners to be motivated in learning activities. One way to foster a good learning environment is to use interactive learning multimedia.

The purpose of this study is to educate children in Leuwimekar Village, Leuwiliang District, Bogor Regency, that hijaiyah letters are letters or characters used in Arabic, hijaiyah letters have special forms such as each letter has two to four writing forms that are almost the same depending on the position of the letters in a word. This is usually confusing, especially for children who are still just learning hijaiyah letters both in writing and to distinguish them.

RESEARCH METHODS

We do this method by collecting data based on interviews, observations, and questionnaires which are types of data collection techniques contained in qualitative research methods. According to Saryono, qualitative research is research used to investigate, describe, explain, find qualities or idiosyncrasies of social influences that cannot be explained, measured or described through quantitative approaches. This research was carried out through 3 stages with a period of 1 month, namely on September 1, 2021 in Leuwimekar Village, Leuwiliang District, Bogor Regency.

 1. Interview

The first stage, we conduct interviews. According to Koentjaraningrat, Interview is a means used for a specific task, trying to obtain information and verbally forming respondents, to communicate face-to-face. The interview was conducted to 4 respondents, namely children in Leuwiliang Village Before conducting the interview, we first asked the children what learning media they wanted. And in this interview, we provide several questions related to learning using powerpoint with answers in the form of respondents' opinions. The type of interview we use is a

structured interview aimed at obtaining data from respondents related to the use of powerpoint to increase children's interest in learning in recognizing hijaiyah letters.

2. Observation

The second stage, we make observations. Observation is the systematic observation and recording of the symptoms studied. This method was used to directly observe the learning process using interactive powerpoint to 4 respondents, namely children of Leuwinekar Village, Leuwiliang District, Bogor Regency.

3. Questionnaire

In the third stage, we conducted questionnaires to 4 respondents, namely children from Leuwimekar Village, Leuwiliang District, Bogor Regency. By providing several questions to get relevant information related to the process during learning that has been demonstrated. (Sudarwin, 2002) states that researchers as instruments in qualitative research mean that researchers do fieldwork directly and together with the people studied to collect data.

RESULTS AND DISCUSSION

Interviews, observations, and questionnaires as a way of collecting data that we do, became the final stage in this study. We conducted a questionnaire to collect data in this study and we asked 5 questions to 4 respondents related to Learning to recognize hijaiyah letters increases children's interest in learning

After giving questionnaires to respondents, then in stage 2, namely making observations during the learning demonstration process of recognizing hijaiyah letters. The goal is that we can observe the conditions during the demonstration process.

In the discussion of the results of the questionnaire above, it was explained that children in Leuwimekar Village to improve the experience of hijaiyah letters using powerpoint media were carried out by displaying pictures of hijaiyah letters with variations in shape and color variations, for example using banana pictures to introduce alif letters, using ship pictures with added dots below for the letters ba, pictures of ships with dot 2 above to introduce the letters ta.

By applying PowerPoint image media, the ability of children in Leuwimekar Village, Leuwiliang District, Bogor Regency improved well. The increase is evident in the observations. The implementation of learning to improve the ability to recognize hijaiyah letters with image media in children in Leuwimekar village is to optimize the use of hijaiyah letters so that children can easily understand and be interested

CONCLUSIONS

Based on the results of research and discussion that have been described in the previous section, in general it can be concluded that efforts to improve the ability to recognize hijaiyah letters with Powerpoint image media in children in Leuwimekar Village, Leuwiliang District, Bogor Regency have increased, this is seen from the learning improvement plan carried out and the implementation of learning carried out in 2 cycles and the response of children where the ability to recognize hijaiyah letters has developed as expected.

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