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**THE APPLICATION OF POWERPOINT MEDIA IN
THEMATIC LEARNING IN THE SECOND GRADE OF
ELEMENTARY SCHOOL**

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Abstract

This study aimed to adjust the predetermined theme with the theme implemented. In addition, giving interesting presentations to students, and teachers can improve the quality of human resources in the field of technology and information. This study used a qualitative approach. Data sources consisted of primary data and secondary data through procedures for collecting data with participatory observation, in-depth interviews, and documentation studies. The data analysis technique in this study used domain techniques, taxonomic techniques, compound techniques, and theme techniques. For the process of checking the validity of the data, a triangulation process was carried out to obtain accurate research results. The results of the study obtained that in thematic learning using the Lesson Plan (RPP) to achieve a basic competency set out in the Content Standards and described in the syllabus through various learning behaviors of students.

Keywords: Power Point Media, Thematic Learning

Introduction

Education is the most important and fundamental thing that must be obtained by someone in order to create a better life and increase knowledge and knowledge and insight so as not to miss the development of the existing era. According to Ki Hajar Dewantara (1977: 166) "Education means maintaining life - growing towards progress, may not continue yesterday's situation according to nature yesterday." For that reason, education certainly underlies a person to learn. Learning is the activity of individuals acquiring knowledge, behavior, and skills by way of processing learning materials. According to Dimiyati (2013: 295) "In these learning individuals use cognitive, effective, and psychomotor domains. As a result of learning, cognitive, affective, and psychomotor abilities increase. "

Learning is the process of interaction of students with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastery of proficiency and character, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. The learning process is experienced throughout the life of a human being and can apply anywhere and anytime. Learning has an understanding similar to teaching, although it has different connotations. According to Melvin L. Siberman (1999: 9) "Learning requires mental involvement and the work of students themselves. Explanation and demonstration alone will not produce lasting learning results. What can produce lasting learning outcomes is only active learning activities. "Teachers must be able to be directly

involved in the learning given to students so that interactions occur between students as suggested by Marzuki (2015: 21) that Teachers are expected as a stylist learning environment to interesting and enjoyable, flexible, and able to use, innovative and creative learning into meaningful learning experiences for participants and achieve specific learning competencies.

Thematic learning is an approach to learning that intentionally links several aspects both in the senses of subjects and between subjects. According to Abdul Majid (2014: 85) "With the integration of students will gain knowledge and skills as a whole so that learning becomes meaningful to students." Meanwhile, according to Rusman (2014: 249) "Thematic learning is given with the intention of uniting curriculum content in the unit -unit or units that are intact and make learning more integrated, meaningful, and easily understood by SD / MI students. "Therefore, according to Iif and Sofan (2014: 75)" thematic learning aims to produce generations who are ready inside face the future. Students are expected to be able to develop reason rather than memorization. "

Thematic learning is essentially carried out with the intention of efforts to improve and improve the quality of education, especially to balance the density of curriculum material. The implementation of thematic learning in KTSP in elementary schools are only focused on students in grades 1, II, and III. But along with the application of Curriculum 2013 in several schools (the ones that were appointed as current pilots) were students in I, II, IV, and V grades.

Nevertheless, thematic learning is carried out in several stages such as the preparation of planning, implementation, and evaluation / reflection. According to Sri Utami (2015: 46), thematic learning "is part of the implementation of the 2013 curriculum. Integrated thematic learning is stated as 'trying to open the keys to reluctance' in various formats that lack flexibility in developing teacher imagination and creativity." Integrated thematic learning is tried opening the keys to reluctance to various formats that lack flexibility in developing teacher's imagination and creativity. According to Iif and Sofan (2014: 51) states that "this integrative thematic method integrates attitudes, skills, and knowledge in the learning process. Besides that, a theme also integrates various related basic concepts. "

Thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process so that students can get direct experience and be trained to be able to find out for themselves the various knowledge they learn. According to Sukini (2012: 60) "through direct experience students will understand the concepts they learn that connect them with other concepts that have been understood." To help students be able to learn actively, of course through certain techniques implemented by the teacher.

In addition, thematic learning prioritizes the learning experience of students, such as (1) friendly, pleasant, but still meaningful for students, and (2) In instilling the concepts or knowledge and skills of students not having to drill, but learning through direct experience and connecting with concepts that have been understood. Therefore, the form of learning is better known as integrated learning.

Oemar Hamalik, (2001: 119) "Every professional teacher must master deep knowledge in his specialty. Mastery of this knowledge is a very important requirement in addition to other skills. "But the question" have teachers used powerpoint media in thematic learning? ", If already" whether the power point media used and made by teachers can encourage students to pay more attention to the material or lesson material presented? ", or" can the use of powerpoint media make learning with thematic models better? ". These questions arise because a number of symptoms and facts of the field are found where "not all teachers are able to use powerpoint media in learning." In addition, based on the findings in the field during the pre-study at West Pontianak 33 State Elementary School which had applied thematic learning to students in the class, especially class II, indicating that thematic learning was still not going well, due to lack of teachers' ability to implement thematic

learning. Teachers generally still use the lecture method, not yet maximizing the available learning media, so that learning seems monotonous and boring for students. This is certainly not the same as the purpose and purpose of the application of learning with thematic models that should make the learning process become active, creative, innovative and fun (joyful learning) to become unrealized. Based on the findings in the field of learning media already available in schools, but in reality, they have not been used optimally. Even though using learning media can increase students' learning motivation.

Seeing the quality of learning in two aspects, namely aspects of the process and learning outcomes. The efforts to improve the quality of the learning process lead to the emergence of initiatives from both students and educators, with the aim of being able to increase the creativity of students to develop an integrated mindset. According to Ming-Chou Liu and Jhen-Yu Wang (2010: 25) in his journal entitled: Investigating Knowledge Integration in Web-based Thematic Learning Using Concept Mapping Assessment says that Learners connect ideas as they construct a cognitive knowledge structure in their minds through curriculum and integrated fashion, and when more connections are made between ideas, the complexity of the mind and the amount of learning increase.

Thus, the teacher's ability to use learning media can support the learning model used. The presence of the media has quite an important meaning because in this activity the obscurity of the material delivered can be helped by presenting media as an intermediary. The choice of media content certainly helps the learning process. The complexity of the material that will be delivered to students can be simplified with the help of the media. The media can represent what the teacher is unable to say through certain words or sentences. Even abstract material can be concretized with the presence of learning media. Thus students are more easily understanding teaching materials or materials than without the help of learning media.

Learning media are tools, methods, and techniques used in order to more effectively interact and communicate between teachers and students in the learning process. In the teaching and learning process learning media can generate desire, motivation, and stimulus for teaching and learning activities. The media functions for instruction where information contained in the media must involve students. According to Marjana, et al. (2014: 1) "The selection of the right media is very necessary to foster the right understanding of the students, and to determine the media in accordance with the learning material the teacher must pay attention to his cognitive development."

According to Sadiman, et al (2011: 28), there are several types of media commonly used in Indonesia, including: 1) Graphic media, such as pictures / photos, sketches, diagrams, charts / charts, graphics, cartoons, posters, maps / globe, flannel boards, bulletin boards and so on. 2) Media Audio includes radios, magnetic tape recorders, language laboratories, and others. 3) Silent Projection Media includes frame film, frame film, transparency media, invisibility projector, microfilm, film, wristband, television, video, game / simulation, and others.

Microsoft PowerPoint according to Osman (2007: 1) is: Microsoft PowerPoint is an application program for designing presentation slides. At present, the results of the design are displayed in various forms of communication media, such as monitor screens, wide screens, through infocus, projector head, LCD and internet. Whereas according to Purnomo (2008: 1) "Powerpoint is an application program that is widely used for presentation purposes, whether presentations at a seminar, product promos, or certain scientific activities involving many participants." Basically, the teachers and computers based audiovisual experts accept the changes in learning media. The teacher begins to formulate learning objectives based on student behavior. Various media formats are used to achieve learning objectives. According to Sadiman, et al. (2011: 10) From their experience, the teacher began to

learn that the way students learn is different, as they learn faster through visual media, others through audio media, some prefer through print media, others through the media audiovisual, and so on. With the use of powerpoint media, it is expected that the learning behavior of students can improve in a better direction.

Research Method

The research approach used in this study is a qualitative approach. Sugiyono (2014: 14) argues that: Qualitative research is often called naturalistic research methods because research is carried out in natural settings; also called an ethnographic method, because at first this method was used more for research in cultural anthropology; referred to as a qualitative method because the data collected and the analysis are more qualitative.

The type of research approach is descriptive. According to Suryabrata (2014: 75) "The purpose of descriptive research is to make a systematic, factual and accurate enunciation of the facts and characteristics of a particular population or area. The procedure for collecting data in this study uses the techniques of participatory observation, in-depth interviews, documentation studies. According to Sugiyono (2014: 204s) "participatory observation, that is, researchers engage in the daily activities of people who are being observed or used as sources of research data." This participatory observation will be done in formal and informal ways, to observe various learning activities using natural media. and power points in thematic learning in class II, and forms of their participation in the implementation of learning programs.

According to Sugiyono (2014: 194) argues that: Interviews are used as data collection techniques if researchers want to conduct a preliminary study to find problems that must be examined and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small / small. So the interview is a question and answer activity directly with students and class II teachers of the West Pontianak 33 State Elementary School to monitor the information needed in connection with research problems. The interview guide was given to all class II students and teachers at the West Pontianak 33 State Elementary School.

According to Sugiyono (2014: 329) "The documentation study is a record of events that have passed. Documents are usually in the form of writing, drawing, or monumental works from someone. "So documentation study is a technique of collecting data through documents related to research and carried out by recording what is implied and expressed. This technique is used to collect data sourced from documents and archives about the implementation of the program in this study. The main documents collected through this technique are related to the data needed are a) Learning Implementation Plan (RPP) made by the teacher related to thematic learning using power point. b) Learning journal by utilizing power point media in thematic learning. c) Assessment documents and portfolios used in thematic learning by utilizing power point media.

The data analysis technique in this study uses domain techniques, taxonomic techniques, compound techniques, and theme techniques. Domain analysis is used to express generally about the problems related to the use of teacher learning and communication methods. Taxonomy analysis is used to create taxonomies that summarize various problems related to the use of natural media and power points in thematic learning in class II West Pontianak 33 State Elementary School.

The data obtained from the study were analyzed using qualitative methods, meaning that grouping and selecting data obtained from research based on the quality of the truth then described and concluded the results to answer the existing problems. Interactive analysis models such as those presented by Sugiyono (2014: 338) as shown in the following figure:

Fig. 1 Interactive Analysis Model in Research Data Analysis
Sugiyono (2014: 338)

Triangulation technique means that researchers use different data collection techniques to get data from the same source. According to Ali and Asrori (2014: 138), "in the implementation of triangulation, there are four modes that should be done, namely the use of more than one or several data sources, investigator methods and theories." In this study, there were only two types of triangulation used as examination techniques. to achieve data validity, namely: source triangulation and triangulation of techniques / methods. Source triangulation in this study carried out by checking the validity of data obtained from the teacher and triangulated to students. The technique / method triangulation in this study was conducted by checking the validity of the data obtained from the observations triangulated by in-depth interviews, and documentation review.

Results and Discussion

Results

Research on thematic learning planning using power points was carried out through a review of the documentation of Lesson Plan (RPP) made by second-grade teachers at West Pontianak 33 Elementary School. From the results of observations for three meetings, the results of the study are as follows: a) The identity listed in the lesson plan made by the teacher is in accordance with the criteria in writing consisting of the name of the school, theme, class / semester, time allocation and meetings, b) On the standard of competency made by the teacher taken from the Standards of Content (Competency Standards and Basic Competencies) by reviewing the Standards The contents of the subject matter or the relevance of subjects are in accordance with the syllabus. Indonesian Language, Social Sciences and Cultural Arts and skills, c) Basic Competencies made by the teacher in accordance with the minimum abilities that must be possessed by students, d) This indicator is designed by the teacher to be an elaboration of Basic Competence which is reading loud texts with the right intonation, demonstrating examples of cooperation in the neighborhood / residents, demonstrating sound examples based on sound weakness, e) Learning objectives made by the teacher already contain operational competency mastery that is targeted / achieved in the learning implementation plan in accordance with the ABCD criteria (Audience, Behavior , Condition and Degree), f) Teaching material is the material used for achieving goals. Teaching material at this third meeting: Reading text "Moving House", cooperation in the neighborhood and recognizing sound dynamics, g) The methods used include question and answer, small group discussions with two members, demonstrations and assignments, h) To

achieve a competency the basis for learning activities must include the learning steps in each meeting. The elements of existing activities are in accordance with the sequence, namely the initial / preliminary activities, core activities, and concluding activities. In the core activities there is exploration, elaboration and confirmation, i) In the tools and media the projector is written, powerpoint images of cooperation in the community, images of various activities that produce sound, j) In the evaluation activities the teacher has completed, the questions are equipped with answer keys as well as ways of appraisal or scoring.

The results of this RPP review are then triangulated through direct interviews with the teacher. The results of interviews with teachers are as follows: "In the preparation or preparation of this lesson plan, there is no problem because indeed this work is a daily task. Moreover, this lesson plan is one of the learning tools that are prepared every day. In making this lesson plan is often also guided by the Principal. Indeed, writing is forgotten. ABCD criteria for learning objectives, methods to be used and so forth".

Based on direct observation of the implementation of thematic learning for three meetings using power point, the results can be presented as follows: a) initial activities, the teacher gives greetings to students, then invites the child to pray. After that, the teacher checks the attendance of the students and continues with the perception. The teacher informs the theme of "Public Place." The teacher conveys the learning objectives to be achieved, or that must be known by students, b) core activities, core activities of the lesson by emphasizing to students to pay attention to and observe the media in the form of power points that the theme is "Public Places" Three students were alternately assigned to read reading texts in front of the class. Then the teacher explains how to read with the right intonation.

The teacher suggests that all students observe the power point presented. Students ask the teacher about the picture displayed, the teacher explains the picture "Public place" which is a picture of mutual cooperation, aircraft, trains, and whispering people. The teacher asks questions and explains the picture with cohesiveness or interrelationship. Students sing the song "Riding the Train," while accompanied by applause, assigned to group work. The teacher asks about material that has not been understood or understood. The teacher gives an evaluation task, c) the final activity, in the final activity the teacher conducts a question and answer session about the material that has been delivered, students and the teacher make a summary of the material that has been delivered / studied. The teacher provides follow-up in the form of homework (PR). Before the lesson closes with a prayer with the teacher remind again that the assignment is given (PR) to be done well and must be collected the next day, and after completion, the teacher conducts a closing prayer in accordance with the religion and beliefs / beliefs of each student.

While the utilization of the powerpoint media used is very good, the teacher is very mastering, and students are active, motivated and dare to ask when the learning process takes place. The results of direct observation of the implementation of thematic learning with powerpoint media then triangulated again through interviews with teachers named Maningsih, S. Pd. The results of the interview are as follows:

"This thematic learning is very fun, where the teacher must be able to facilitate students in doing activities both in groups and individuals. The teacher feels that the thematic learning process is still separated - apart from subject matter subjects. "As for the media used, namely power point is very helpful in presentations, especially in the process of interaction between teachers and students. The media that is aired must also be able to be interesting, fun and to remain memorable. "After conducting interviews with the teacher, it was further elaborated on seventeen students. The results of interviews from students are: "Learning by using power point is very fun, exciting, not bored, like watching on TV there are pictures. If possible, want to study

every day like this is great. So what is asked is easy to remember, not just books and listen to the teacher just tell the story. "

The results of direct observation of students' learning behavior, then triangulated by direct interviews with some students, most of the students said they were very happy and educated by learning using powerpoint media. This is as said by one student named Raffi as follows: "Learning by using power point is very fun, exciting, not bored, like watching on TV there are pictures. If possible, want to study every day like this is great. So what is asked is easy to remember, not just books and listen to the teacher's story. "While the results of interviews conducted with classroom teachers are as follows:" Basically students have been able to behave well such as disciplined, responsible, diligent, able to tolerate friends, brave, and active in learning. Because by using this powerpoint media students become more enthusiastic and happy to learn. "

There are a number of learning behaviors that are expected to appear to students when participating in thematic learning using powerpoint media, namely: a) disciplinary behavior, b) responsibility, c) cooperation. Based on direct observation of students in thematic learning using powerpoint media.

Discussion

In this discussion, we will discuss further the results of research from the use of powerpoint media in thematic learning in class II of West Pontianak 33 State Elementary School. At the planning stage, the teacher makes a Learning Implementation Plan (RPP) which begins with writing down the education unit, class, semester, theme, day, date and allocation of learning time. Next, the teacher must write down the Competency Standards (SK) and Basic Competencies (KD), Indicators, Learning Objectives, Teaching Materials, Learning Methods, Learning Steps, Learning and Evaluation Tools and Sources. In the learning steps, there are stages of the Initial Activity / Opening, Core activities, and Closing Activities. The Core Activities are divided into three stages of exploration, elaboration, and confirmation. Based on the results of observation and analysis, the results obtained that the teacher's planning was good, but still lacking the writing teacher on the indicators for said words should be written on indicators number four and five, because the word mentions the cognitive level is too shallow so for the word mentions more both written at the beginning, namely number one. In lieu of number four and five words written should show, differentiate, identify, and words with a high cognitive level, so that students are more reasoning. The learning objectives are written still do not meet the writing criteria that include Audient, Behavior, Condition, Degree (ABCD), but the ABD is already written and is appropriate, which has not been written yet Condition (C). The learning methods made by the teacher are mostly good, but at the first meeting, the teacher writes a pair of discussion sentences, which need to be clarified again, preferably the word pair is replaced with a small group of two people.

In this planning based on observations of the researcher, the teacher carries out all stages starting from determining competencies, arranging indicators, planning research time to compiling rubrics and assessment sheets, and basically, the teacher does not experience too much difficulty so that the teacher is able to implement well-made lesson plans. The result of observation is that the planning (RPP) made is good, in accordance with the Minister of Education Regulation No. 41 of 2007 concerning process standards.

At the implementation stage, the teacher conveys the behavioral competencies that must be achieved by the students, presents the achievement indicators of students and performs on the behavior of students through various test questions through power point media accompanied by images, audio and text so as to provide reasoning for students to can develop the power of thought. The implementation activities consist of three activities such as preliminary activities, core activities, and final activities. The initial activity is like giving

greetings to all students, then proceeding by inviting all students to pray according to their respective religions and beliefs. After that the teacher checks the attendance of students (attendance), then apperception, followed by informing the theme and objectives of the learning to be carried out. Core activities such as emphasizing to students to observe the media in the form of descriptions of public places on power points with the theme of public places by the teacher that display descriptions and images seen in the presentation of various public places, such as stations, hospitals, banks, markets, and supermarkets . Furthermore, from the results of observations of the presentation, students mentioned the types of flat builds based on public building buildings that exist on powerpoint slides. Students also conduct small group discussions to arrange the flat building presented by the teacher.

While the final activity such as the teacher does a question and answer about the material that has been delivered, students and teachers make conclusions on the material that has been given, the teacher gives further action in the form of homework, the teacher reminds students to do homework carefully and collected on Wednesday and after finished the teacher made a closing prayer according to the religion and beliefs of each student. Learning Implementation thematic approach by utilizing power point media, from the initial learning activities to the end of learning to start in the first, second, and third meetings delivered by the teacher most of them are already good.

In the implementation of learning, which is the finding of researchers, there is still a shortage of teachers in the implementation of the first learning thematic approach. The whole thematic approach has not emerged, namely the integration between subjects is still fragmented. At the implementation stage, the teacher conveys behavioral competencies that must be achieved by students, conveying achievement indicators Behavior of students who want to be achieved such as students are able to behave discipline, be responsible, and cooperate with behavior such as Poor (KB), Fair (C), Good (B) and Very Good (SB). In the aspect of discipline, students' learning behavior is assessed as Very Good (SB) In the aspect of responsibility, learners' learning behavior is assessed as Very Good (SB) In the aspect of cooperation, students' learning behavior has been assessed as Good (B). However, of course, there are still some things that have become corrective for researchers in developing student behavior, especially the use of grammar in the classroom which sometimes still needs improvement due to the use of language in the family environment can influence learning activities, so sometimes still spoken in the school environment both conscious and unconscious.

The development of students' behavior in class II of West Pontianak 33 State Elementary School is certainly inseparable from the support of all parties, especially principals, subject teachers, class / homeroom teachers and staff at the school. Teachers as educational support who provide good knowledge and teachings to students in an effort to improve student learning achievement spearhead education in Indonesia. Teachers truly provide knowledge and knowledge to students without getting tired. The same thing is expected for parents because the portion of time spent by students is more in the family environment, so there is a need for cooperation between the school and parents in fostering the behavior of students who are disciplined, collaborating, and responsible. Therefore, it is necessary to have a specific handle or guideline that applies to all school citizens that can be used by schools, school teachers, employees and parents of students so that in an effort to create student behavior can be achieved well, in accordance with the data obtained from observations about the behavior of students starting discipline with a score of 3.22 (SB), responsibility 3.23 (SB), and collaboration 3.16 (B), then the results of the average behavior of students obtained by showing a very good category (SB).

Conclusions and Suggestions

Conclusions

From several discussions discussed earlier, some conclusions can be drawn, among others: 1) In the thematic learning process, the teacher utilizes the power point application media in giving presentations to students through the Lesson Plan (RPP). 2) The implementation of learning is an application of RPP that has been previously planned by the teacher through the learning activities carried out covering the initial activities (preliminary), core activities and the final learning activities have been carried out properly according to the steps in the lesson plan. 3) Existing behaviors in students in thematic learning such as discipline, responsibility, and cooperation. Discipline aspects were assessed as Very Good (SB), the behavioral aspects of responsibility were assessed as Very Good (SB), and aspects of collaborative behavior were considered to be Good (B).

Suggestions

Based on the findings, the researcher can give some suggestions, among others: 1) The teacher is able to further improve the learning techniques and strategies by utilizing information technology and LCD media that create creativity and innovation for students. 2) For scientists or other researchers who raise the same problems both at the elementary, middle and high school levels or even universities, presumably this research can be used as a reference in the preparation which can later become a contribution of the mind in order to create good and correct research in developing character students through thematic learning. 3) For parents, the values of discipline, responsibility, and cooperation are not only implemented in schools, but parents are also able to carry out guidance in creating good behavior for students.

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