



Application of Interactive Learning Media Assisted by Power Point in Children Aged 5-6 Years

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ABSTRAK

Sebagai lembaga pertama bagi anak usia dini, lembaga PAUD harus memiliki kisi stem pembelajaran yang terarah demi terwujudnya pertumbuhan dan perkembangan anak secara optimal, sehingga anak siap menghadapi jenjang pendidikan selanjutnya. Penelitian ini bertujuan untuk memaparkan perspektif guru mengenai penerapan dan penggunaan media berbasis pembelajaran interaktif dengan bantuan Power Point sebagai alternatif dalam proses pembelajaran anak usia 5-6 tahun. Penelitian ini menggunakan metode kualitatif deskriptif dengan desain fenomenologis. Data dikumpulkan melalui observasi dan wawancara dengan 7 guru di TK tersebut. Teknik analisis data pada penelitian ini menggunakan analisis koleksi data, reduksi data, penyajian data, dan verification. Hasil analisis menunjukkan bahwa penggunaan media pembelajaran interaktif memberikan manfaat dalam meningkatkan minat dan kemudahan siswa dalam mempelajari materi pembelajaran. Guru-guru melihat bahwa media pembelajaran interaktif telah membantu mereka dalam menyampaikan tujuan pembelajaran dan menarik perhatian anak. Meskipun ada beberapa hambatan dalam penerapan media pembelajaran interaktif, guru-guru berpendapat bahwa media tersebut layak digunakan. Penelitian ini memberikan pemahaman yang lebih baik tentang perspektif guru terhadap penerapan media pembelajaran interaktif dan memberikan dasar untuk pengembangan lebih lanjut dalam menggunakan media tersebut sebagai alat bantu pembelajaran yang efektif.

ABSTRACT

As the first institution for early childhood, PAUD institutions must have a directed learning system to achieve optimal growth and development of children so that children are ready to face the next level of education. This research aims to explain the teacher's perspective regarding the application and use of interactive learning-based media with the help of PowerPoint as an alternative in the learning process for children aged 5-6 years. This research uses a descriptive qualitative method with a phenomenological design. Data was collected through observation and interviews with 7 teachers at the kindergarten. The data analysis technique in this research uses data collection analysis, data reduction, data presentation, and verification. The analysis results show that using interactive learning media provides benefits in increasing students' interest and ease in studying learning material. Teachers see that interactive learning media has helped them convey learning objectives and attract children's attention. Even though there are several obstacles to implementing interactive learning media, teachers think the media is worth using. This research provides a better understanding of teachers' perspectives on applying interactive learning media. It provides a basis for further development in using these media as practical learning tools.

1. INTRODUCTION

Early childhood is children aged 0-6 years who are experiencing a period of very rapid development or what is usually called the golden age period (Gusmayanti & Dimiyati, 2021; Tafonao, 2018). Considering the rapid growth and development, at this age it is recommended to provide intensive education and learning. The experiences of early childhood during this period of growth will influence the child's life patterns and way of life at the next stage of life (Arindiono & Ramadhani, 2013; Rupnidah et al.,

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2022). Early Childhood Education (PAUD) is one of the efforts to provide stimulus given to children with the aim of helping children's growth and development, both physically and spiritually in order to help children face the next life. Early childhood education is initial education before children enter primary education (SD) at the formal education level. As the first institution for early childhood, PAUD institutions must have a directed learning system to achieve optimal growth and development of children, so that children are ready to face the next level of education. (Elfiadi, 2019; Tanu, 2017).

The learning system has several components, one of which is learning media; learning media is one of the tools that can be used in the learning process. The use of media in the learning process can help students receive material and can increase student interest and motivation during the learning process (Hafidhlatil Kiromi & Yanti Fauziah, 2016; Rasam & Sari, 2018). Learning media plays an important role in PAUD learning activities, and functions as a means of delivering material and information used through play activities. To achieve learning objectives, of course innovation is needed in the preparation of learning media. Therefore, teachers are required to be able to prepare learning media that is creative and not boring (Pahendra, 2020; Setiawati, 2021). The development of technology and communication is currently growing rapidly, where technology is created to make things easier for people in their daily lives. Current technological developments can make it easier for teachers to prepare learning media. There are several types of technology that can be used to assist teachers in creating learning media, one of which is using software or computer software (Afifah et al., 2022; Mustaqim, 2017; Ramadhan et al., 2021). One software program that can be used to create learning media is the Microsoft Power Point (PPT) program. The Microsoft Power Point program is one of several programs in Microsoft Office which is usually used in presentations and multimedia-based activities (Humairah, 2022; E. Wulandari, 2022).

Using the Microsoft Power Point program can help teachers create interactive learning media that attracts more children's attention, one of which is by including educational games in interactive learning media. Interactive media is media that allows the virtualization of learning objects on a computer (Febiharsa & Djuniadi, 2018; Prahesti & Fauziah, 2021). This is reinforced by research which states that interactive learning media is learning media that combines text, sound, moving images and video which has the aim of facilitating the learning process. (Arindiono & Ramadhani, 2013; Sukarini & Manuaba, 2021). Learning using interactive media can make it easier for teachers to teach learning material, make it easier for students to learn the material, and make learning more active and fun. This is a positive impact of learning (Diu et al., 2020; Tafonao, 2018). Interactive learning media will help children receive the learning provided, because by using interactive learning media children are invited to learn and play simultaneously. Indicators of teacher competency achievement must be in accordance with students' level of thinking. The components in the media products developed support case-based learning methods and support the achievement of problem solving indicators, the material provided and learning videos can help students understand the material and solve the cases given. Adding design feature effects to multimedia with attractive decorative illustrations will increase student motivation. Student motivation can also be increased through providing videos, animations and audio effects to articulate the storyline of interactive learning media. (Wildaiman et al., 2022; E. Wulandari, 2022).

Interactive learning media is a good media to use for early childhood development, one of which is for cognitive development in children (Aryani & Ambara, 2021; Putra & Ishartiwi, 2015). Apart from that, interactive learning media is a media that is suitable to be developed and used in the learning process in early childhood, because it can increase competence in early childhood. (Ayu & Manuaba, 2021; Pratiwi & Tirtayani, 2021). Therefore, the use of interactive learning media has many advantages in the learning process of early childhood in the classroom. Learning with multimedia shows a new way compared to traditional learning. This can be used as input that multimedia technology is a new orientation in education and different from conventional approaches. Through interactive learning media, it is possible for students to be more interested, easily understand the material, and influence their thinking abilities to be more active, creative, and analytical towards the material they study independently. (Azizatunnisa et al., 2022; Sari et al., 2021).

Pembina Semarang State Kindergarten, located in Semarang City - Central Java, has implemented learning media created using Microsoft Power Point. However, the learning media created is just ordinary PowerPoint learning media, which makes the media less attractive to children. The creation of learning media was only carried out by one teacher; this was due to the teacher's lack of ability in using technology. Seeing this, interactive learning media was implemented as a tool in learning at the Pembina Semarang State Kindergarten. Based on the background above,

2. METHOD

This research adopts a descriptive qualitative research method with a phenomenological design as the conceptual framework. The data collection process in this research was obtained through two important stages, namely observation and interviews. Observations were carried out carefully and thoroughly regarding the ongoing learning process in the TK N Pembina Semarang educational environment, allowing researchers to understand the context in depth. Meanwhile, interviews were conducted with a total of 7 teachers who teach at Kindergarten N Pembina Semarang, of which 3 of them served as teachers in class A, while the other 4 teachers were responsible for teaching in class B. All interview stages were carried out carefully in February 2023. The interview technique applied is a systematic and focused structured interview technique, aims to explore the views and perspectives held by teachers at Kindergarten N Pembina Semarang regarding the application of interactive media which has previously been applied in the learning context. The interview was based on three aspects and indicators that were the centre of attention in order to achieve the research objectives that had been set. The entire interview process follows interview guidelines that have been carefully prepared to ensure that the data obtained is of high quality and is relevant in accordance with the research basis outlined previously. Interview aspects and indicators can be seen from [Table 1](#). The interview was based on three aspects and indicators that were the centre of attention in order to achieve the research objectives that had been set. The entire interview process follows interview guidelines that have been carefully prepared to ensure that the data obtained is of high quality and is relevant in accordance with the research basis outlined previously. Interview aspects and indicators can be seen from [Table 1](#). The interview was based on three aspects and indicators that were the centre of attention in order to achieve the research objectives that had been set. The entire interview process follows interview guidelines that have been carefully prepared to ensure that the data obtained is of high quality and is relevant in accordance with the research basis outlined previously. Interview aspects and indicators can be seen from [Table 1](#).

Table 1. Interview Aspects and Indicators

Aspect	Indicators
Teachers' perspectives regarding the application of interactive learning media	1. Teachers' opinions regarding interactive learning media
The impact of implementing interactive learning media	2. Teacher knowledge regarding interactive learning media
	3. Student interest in learning media
	4. Students' attitudes during learning
	5. Ease and difficulty
Barriers to implementing interactive learning media	6. Difficulties in implementing interactive learning media

After the data obtained through observations and interviews were successfully collected, the next step in this research was to carry out qualitative descriptive analysis. This analytical approach focuses on presenting research results in the form of a structured narrative. In this stage, the data will undergo a process of reduction, presentation and drawing conclusions. It is important to note that this analysis is also supported by findings in relevant literature studies, which provide a broader framework of understanding related to the research findings. The interactive process includes three main stages, namely data compression, data presentation, and drawing conclusions. In this way, existing data will be filtered and grouped, then presented in a format that makes understanding and interpretation easier. Final, Conclusions will be drawn based on the findings that emerge during the data analysis process. In an effort to ensure data validity, this research uses source triangulation and method triangulation, which combines various data sources and analysis methods to minimize bias and increase confidence in research findings. Thus, the qualitative descriptive analysis carried out in this research is expected to provide a deep and accurate understanding of the application of interactive media in the learning context at Kindergarten N Pembina Semarang that combines multiple data sources and analysis methods to minimize bias and increase confidence in research findings. Thus, the qualitative descriptive analysis carried out in this research is expected to provide a deep and accurate understanding of the application of interactive media in the learning context at Kindergarten N Pembina Semarang that combines multiple data sources and analysis methods to minimize bias and increase confidence in research findings. Thus, the qualitative descriptive analysis carried out in this research is expected to provide a deep and accurate understanding of the application of interactive media in the learning context at Kindergarten N Pembina Semarang ([Sumanto & Sadewo, 2021](#); [Tafonao, 2018](#)).

3. RESULT AND DISCUSSION

Result

The use of learning media is carried out to support the learning process during class. Media functions as a communication tool used in the teaching and learning process in the classroom (Sumanto & Sadewo, 2021; Tafonao, 2018). This can also be done at the Kindergarten (TK) level. Teacher creativity in delivering material using media can generally have a positive influence on the process of receiving material by children. One of the learning media used by teachers is interactive learning media in the form of PowerPoint. PowerPoint can make it easier for teachers to deliver material to students. There are three aspects with each indicator regarding the application of interactive learning media in TK N Pembina Semarang, namely 1) the teacher's perspective regarding the application of interactive learning media, 2) the impact of implementing interactive learning media, and 3) barriers to implementing interactive learning media. The use of interactive learning media assisted by PowerPoint has a positive impact on children (Dewi & Hilman, 2018; E. Wulandari, 2022). This is because the content or material presented by the teacher is in the form of interesting videos, so that the children in the class are stimulated in the learning process. The following is a display of interactive learning media assisted by PowerPoint used at the Pembina Semarang State Kindergarten.

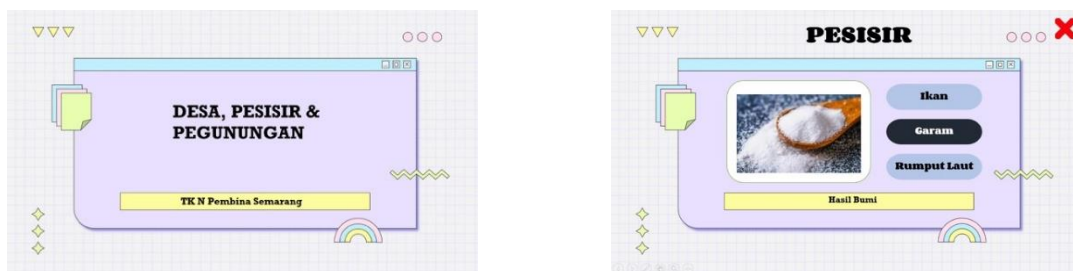


Figure 1. Display of Interactive Learning Media

There are various teacher perspectives in implementing interactive learning media, one teacher stated that the media used really helps us teachers and children. Because with this media, children are happy and it is easier for teachers to convey the goals they want to achieve, meaning the themes or topics they want to convey when the learning process takes place. This was supported by one teacher who stated that learning media made it easier to convey material to students. Students accept this material more easily because of the elements of pictures and videos. This media is also appropriate to use because it can increase students' enthusiasm when they see pictures, thereby helping to attract children's attention. This media is relevant for use in PAUD and helps teachers when they cannot carry the object or place being discussed, thus making a teacher's task easier. This is supported by statements from respondents who consider the interactive implementation to be very good. This is due to the media's ability to facilitate students in understanding the material taught by the teacher. This media is appropriate to use in the learning process because it provides significant assistance to teachers and can increase students' learning motivation.

In accordance with this, the next respondent stated that this media was very helpful and very useful in conveying the material. Media can also be categorized as appropriate because it is easy for students to understand. The next respondent also stated that this media was suitable for use because students really like media that contains pictures and is very interesting so that it makes students motivated by the images shown. When viewed from a teacher's perspective, this media really helps teachers in the learning process so that learning objectives can be achieved optimally. The next respondent stated that this media was suitable for use because multimedia helped and made the learning process easier, thereby bringing something that could not be brought. In line with this, the next respondent stated that it was very helpful, the children were also very happy, perhaps because the media was also very varied, with pictures, so children were more interested in learning. In my opinion, it is appropriate to use it, because children really need graphic media or videos that can attract attention, maybe children also feel that the pictures in this interactive media are better than when the teacher draws manually, in essence it is more interesting for students and children. Actually, whether it's difficult or reluctant depends, to be honest, it's a bit difficult, because I don't really understand IT, I still need other friends. with pictures, so children are more interested in learning. In my opinion, it is appropriate to use it, because children really need graphic media or videos that can attract attention, maybe children also feel that the pictures in this interactive media are better than when the teacher draws manually, in essence it is more interesting for students and children. Actually, whether it's difficult or reluctant depends, to be honest, it's a bit difficult, because I don't really understand IT, I still need other friends. with pictures, so children are more interested in learning. In my opinion, it is

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In the learning media provided, teachers should enrich it more by providing interesting and non-monotonous pictures, as well as providing several games. Interactive learning media with the help of PowerPoint can be provided with a display that makes students more motivated in learning. One of the respondents in this study stated that the obstacle for teachers was the possibility of inexperience in operating information technology (IT), perhaps due to limited understanding of IT, which could be caused by age. Therefore, to overcome this obstacle, efforts are needed to motivate teachers to learn further in mastering information technology, either through the help of their children or collaborating with other teacher colleagues. This is a relevant research result. In accordance with this, other respondents stated that the obstacle to implementing media is that not all teachers have the ability to use computers, so its implementation becomes more difficult.

In addition, there is a risk that when the electricity goes out, even though preparations have been made, it cannot be used because the electricity supply is cut off. In accordance with this, the next respondent said that the obstacle that might occur was a disruption in the electricity supply, which not only hampered the display of learning media, but also made it difficult to access the material to be taught. To overcome this obstacle, a solution that can be implemented is to change the learning media used, such as using teaching methods that involve pictures or utilizing media that is already available at school. Therefore, as a teacher, active involvement in overcoming these obstacles is very important, in accordance with relevant research findings. To overcome this challenge, the proposed solution is collaboration and assistance between teachers to learn how to create this media. This is a research finding that is relevant to the opinion of the next respondent who stated that the obstacles depend on the abilities of each teacher. If you don't currently have this ability, the biggest possibility is to ask for help from fellow teachers.

The application of learning media certainly has an impact that is in line with the media used. In this research, one of the respondents stated that children were very enthusiastic about using learning media, especially because they were previously unfamiliar with using this media. Previous teachers often used various methods, such as showing pictures or bringing real objects as examples, for example when teaching about fruit. With this learning media, children become happier and more involved in the learning process. Some media cannot always be brought into the classroom, so this media is a very useful alternative. Even more, The presence of game elements in this learning media increases children's enthusiasm to participate and answer questions enthusiastically. This learning media really helps children understand and accept the lesson material. Videos in this media make learning more interesting, and children feel happy when learning. With a high enthusiasm for learning, it becomes easier for children to understand and accept the lesson material. For children, there are no visible negative impacts from using this media. It becomes easier for children to understand and accept lesson material. For children, there are no visible negative impacts from using this media. It becomes easier for children to understand and accept lesson material. For children, there are no visible negative impacts from using this media.

In accordance with this statement, other respondents stated that children are very interested and more enthusiastic when this learning media is used in learning. This media really helps students in the process of receiving material because the material is presented with pictures, which makes learning more interesting. Learning that is only based on conversation or a verbal explanation does not attract children's interest. The next respondent said something similar that children were very interested and more enthusiastic when this learning media was used in learning. This media really helps students in the process of receiving material because the material is presented with pictures, which makes learning more interesting. Learning that is only based on conversation or a verbal explanation does not attract children's interest. A similar opinion states that when learning media is applied, children are very enthusiastic; some even express a desire to use the media again the next day. They feel challenged and happy with the use of this media. I believe that this media is very helpful in the learning process because children feel happy when they see it, which in turn increases their enthusiasm for learning. They want to continue learning and face the material with high enthusiasm. In terms of impact, I don't think there is any negative impact on children, except when there are power failures or other technical problems that can hinder the learning process.

However, the positive impact is very visible, especially in helping teachers convey material more easily. There are positive changes in children,

Discussion

Based on the research results, it can be stated that interactive learning media provides many benefits for teachers who teach and students who receive the material. With the media in the form of pictures and games in interactive learning media, students are more enthusiastic about learning in class. A similar thing was conveyed by (Panjaitan et al., 2020; Sari et al., 2021; S. Wulandari, 2020) namely that interesting and creative media will make students enthusiastic about learning and can easily understand what the teacher is saying. The development of information technology currently has a big impact and influence on human life, one of which is in the field of education. The use of information and communication technology is expected to improve the quality of education (Dewi & Hilman, 2018; Husain, 2014).

The use of information technology is by creating interesting and more innovative learning media. In this case, the teacher is not only a facilitator, but also needs to know and understand the importance of using technology in the learning process (Cahyaningrum et al., 2017; Iswantinaingtyas & Wulansari, 2019; Wijayanti & Fauziah, 2020). According to the results of interviews in the aspects of barriers to implementing interactive learning, there are several teachers who experience problems in using IT. The reason is, teachers must be professional and increase their knowledge, especially in the IT field, so they can apply it to learning. Apart from making the learning process easier, it is hoped that it can increase the stimulus in learning to a high level, thereby having a very good effect on student learning achievement (Shofia & Ahsani, 2021). Apart from having obstacles, the application of PowerPoint-assisted learning media also has a positive impact and influences the children's learning process.

The presentation by displaying pictures and videos as in the attachment above is very popular with students. As in interviews conducted with teachers at the Pembina Semarang State Kindergarten, the impact felt by the teachers was a positive impact because students seemed to enjoy and want to repeat learning using PowerPoint media. However, because of this, teachers as teachers must be able to modify and be more creative with the designs in PowerPoint. Teachers must have skills in designing PowerPoint designs to attract students' attention, and can make more preparations to create more complicated animations (Djafar et al., 2023; E. Wulandari, 2022).

The research results obtained in previous research state that interactive multimedia is a media that is very suitable for use to improve the abilities of early childhood because it can improve children's cognitive competence and improve language skills (Pratiwi & Tirtayani, 2021; Simbolon et al., 2021). Other research also states that increasing children's cognitive abilities is influenced by the visual development of the Microsoft Powerpoint feature which is always related to the child's vision, observation, attention, response and perception of the surrounding environment. From Microsoft PowerPoint media, children get visuals that display various kinds of images, animations as well as sounds that children like, are easy to accept and remember so that they can attract children's interest in participating in learning activities. This has a big influence on the cognitive improvements that children experience while using Microsoft PowerPoint (Novita & Suyadi, 2020; Sari et al., 2021). Technology itself not only has a positive impact but also has a negative impact on its users. For this reason, its use is adjusted to the child's age and It should be noted that in learning by utilizing media (Novita & Suyadi, 2020; Sari et al., 2021).

4. CONCLUSION

Based on the research results, it shows that learning media are categorized as very useful for supporting learning in the classroom. According to the teacher at Kindergarten N Pembina Semarang, the features contained in PowerPoint can create enthusiasm for learning and improve student achievement. By using PowerPoint, students are more enthusiastic and more quickly grasp the material given by the teacher. Apart from that, the application of interactive learning media with the help of PowerPoint makes it easier for teachers to deliver material during class. However, teachers who have problems using IT are required to be able to study and increase their knowledge so they can use this interactive learning media more professionally.

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