THE USE OF POWER POINT MEDIA ON STUDENT LEARNING MOTIVATION OF GRADE XI AT STATE SENIOR HIGH SCHOOL 8 SELAYAR

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ABSTRACT

The study of the Effect of PowerPoint Media Use on Student Learning Motivation in Natural Science Subjects (IPA) for Grade XI at SMA Negeri 8 Selayar aims to determine the effect of PowerPoint media use on student learning motivation. This study uses a quantitative approach with an ex post facto design. The population in this study were all 36 grade XI students of SMA Negeri 8 Selayar, who were also used as research samples. Data collection techniques were carried out through observation, questionnaires, and documentation. The results of the study indicate that the use of PowerPoint media has a significant influence on student learning motivation in science subjects, as indicated by the results of the Pearson correlation test with a significance value of 0.000 <0.05. Thus, it can be concluded that PowerPoint media plays an important role in increasing student learning motivation, so it is worthy of continued use in the science learning process.
Keywords: Learning Media, Learning Motivation, Natural Science, PowerPoint

Introduction

Education is a key pillar in developing superior and highly competitive human resources amidst the increasingly dynamic currents of globalization. Within the educational process, learning plays a central role as a vehicle for transferring knowledge, values, and skills to students. Therefore, learning success is determined not only by the curriculum implemented but also by the quality of the teaching and learning process, including the strategies, methods, and media used by educators in delivering subject matter (Riana et al., 2023).

One important aspect that is an indicator of learning success is the level of student learning motivation. Learning motivation is the driving force.Internal and external factors that direct, maintain, and drive student behavior in learning activities. High motivation will encourage students to be more active, focused, and have a strong will to understand and master the subject matter (Wulan, 2023). Conversely, low learning motivation is often the main cause of the failure to

achieve competencies, low academic achievement, and increased boredom and passivity in the learning process. The phenomenon that occurs in various educational units, especially at the junior and senior secondary levels, shows that many students still experience a decrease in learning motivation, especially in subjects that are considered difficult and abstract, such as Natural Sciences (IPA).

Science subjects require a strong conceptual understanding, mastery of scientific principles, and critical and analytical thinking skills. However, monotonous, lecture-based, and less interactive learning methods are still common in classrooms. This leads to students being less engaged, passive, and having difficulty grasping abstract and complex science concepts (Saidah et al., 2019).

The solution to the decline in student learning motivation in science subjects at the junior and senior secondary levels includes developing learning facilities and infrastructure such as science laboratories, teaching aids, and experimental materials that can provide students with hands-on experience, thereby strengthening their understanding of science concepts. In addition, the application of varied and interactive learning methods, such as project-based learning, inquiry-based learning, and the STEM approach.

(science, technology, engineering, and mathematics), it is highly recommended that the learning process be interesting and active. Teachers must be able to create a fun and supportive learning atmosphere by providing positive reinforcement and recognition for student success, thereby increasing their self-confidence and motivation. Support from parents is also important; they need to actively help and encourage children to learn at home and provide motivation so that students remain interested in science material. In addition, the use of varied technology-based media and interesting teaching aids can combine abstract concepts into something more concrete and easy to understand, thereby increasing students' interest and understanding of science material. By integrating these various solutions comprehensively, it is hoped that students' motivation and interest in learning science lessons can increase significantly. (Ultari Amanda Sari1, 2025). Along with the development of technology and information, the world of education is required to continue to innovate in creating adaptive, effective, and

engaging learning processes. One innovation that is widely developed is the use of digital technology-based learning media, such as PowerPoint media. PowerPoint media is a visual and interactive learning tool, capable of presenting material in the form of text, images, graphics, videos, and animations simultaneously. Thus, this media can strengthen students' visual perception, increase the attractiveness of learning, and ultimately encourage increased learning motivation (Nugroho et al., 2023).

Several previous studies have shown that the use of PowerPoint media in the learning process has a significant influence on increasing student motivation and learning outcomes. Jusnahyanti et al.'s (2025) research at MIN 1 Makassar City showed that the use of PowerPoint media significantly increased student learning motivation with a significance value of 0.003. Similar results were also shown by Andri et al. (2023) who found an increase in student learning motivation with an N-Gain value of 0.605 after using interactive PowerPoint in science learning.

In addition, Saidah et al.'s (2019) research on students at State Vocational School 3 Malangdemonstrated that interactive PowerPoint media contributed 44.22% to increased learning motivation. Another study by Nugroho et al. (2023) also revealed that utilizing PowerPoint media can simultaneously improve students' concentration and learning motivation. Even in the context of online learning during the pandemic, Salsabila et al. (2020) confirmed that the use of audiovisual media such as PowerPoint can significantly increase students' interest and motivation in learning at the elementary school level.

Although various research results indicate that the use of PowerPoint media has an effect on increasing learning motivation, there are still limitations in the scope of the context and subjects of previous research. Most studies have focused on elementary school (SD) or vocational education, as well as on non-exact subjects such as Indonesian or social studies (Wulan, 2023; Salsabila et al., 2020). Research that specifically examines the effect of PowerPoint media on student learning motivation in science subjects at the junior high/senior high school level, especially in island regions such as Selayar, is still very rare. Access to digital learning resources, teacher mastery of technology, and the availability of visual-based learning media such as PowerPoint remain challenges. Therefore, this

research is relevant and important, considering that one indicator of educational equality is the ability of each school, including those in island regions, to implement technology-based learning to improve the quality of learning. Based on this basis, this study aims to examine and analyze the effect of PowerPoint media use on the learning motivation of 11th-grade students in science subjects at SMA Negeri 8 Selayar. This research is not only expected to contribute in theoretical aspects, namely enriching studies on visual learning media and learning motivation, but also practically can be input for teachers and educational policy makers in developing technology-based learning strategies that are appropriate to student characteristics and learning environment conditions.

Research methods

This study employed quantitative research. The method employed in this study was ex post facto, a method applicable to situations encountered in many educational studies and capable of providing valuable information for educational decision-making. This study only uncovered facts based on measurements of symptoms already present in the respondents. This research is also referred to as post-event research. It can be concluded that ex post facto is a research design that examines the situation as it exists in the field, not providing methods for improvement, but merely proving what is happening in the field.

The research design used in this study was ex post facto with a descriptive design model, focusing on describing the characteristics of a specific group or population that has experienced an event. The sample was drawn from the entire population, and data collection was conducted through observation, documentation, and questionnaires.

In this study, the Ex post facto design can be used as follows:

XO

Source: (Sigiyono, 2018)

Information :

X= Use of Power Point.

O= Measurement of learning motivation (with questionnaires and observations).

In this study, there are two research variables, namely the independent variable and the dependent variable. The independent variable (X) in this study is PowerPoint, while the dependent variable (Y) in this study is the learning motivation of grade XI science students at SMA N 8 Selayar.

This research procedure will be carried out with the following steps:

a. Preparation Stage

At this stage, researchers carry out various preliminary activities that are necessary before carrying out the research, including:

1. Conducting a preliminary study at the research location to obtain general information regarding school conditions, students, and the implementation of science learning.
2. Develop and validate research instruments, such as learning motivation questionnaires and observation sheets on the use of PowerPoint media.
3. Consult the research design with the supervisor and science subject teacher.
4. Develop a learning implementation plan using media*PowerPoint*(RPP and visual materials).
5. Manage research permits from schools and related agencies.

b. Implementation Stage

1. Learning process, researchers will observe the learning process while using PowerPoint
2. Conducting observations, after carrying out the learning process using PowerPoint, the researcher gave a questionnaire sheet to students which aimed to determine students' ability to understand PowerPoint.

c. Final Stage

1. Collect all research data
2. Managing and analyzing research data
3. Preparation of the final report

The data collection techniques used by researchers in this study are as follows:

a. Observation Sheet

Observation is a data collection technique carried out by directly observing the activities of research subjects during the learning process.

b. Questionnaire

A questionnaire is a data collection tool that is prepared in the form of a written form containing a number of statements that must be answered by respondents.

c. Documentation

Documentation is a data collection technique by collecting and reviewing documents or archives related to learning activities.

The data analysis techniques used were descriptive statistical analysis and inferential statistical analysis to illustrate the influence of learning methods.

C. Research Results and Discussion

This research was conducted at SMAN 8 Selayar located in Baruia, Buki District, Selayar Islands Regency, South Sulawesi. The research implementation permit from PTSP South Sulawesi Province began on September 15 - November 15, 2025. The submission of the research permit letter that had been issued by the office of the investment and one-stop integrated service of Selayar Islands Regency to the principal of SMAN 8 Selayar Mr. Firdaus S.Pd on September 20, 2025 to obtain permission from the school.

Based on the data collected in this study, all 36 students of grade XI at SMAN 8 Selayar were selected. Sampling was conducted using a saturated sampling approach, taking all samples. Data collection was carried out through the distribution of questionnaires and direct observation in the school environment with several students who had been designated as informants. Data obtained from the questionnaires, observations, and documentation were then analyzed quantitatively.

Throughout the research, the school provided full support, both in the form of data access and facilitation of activities within the school environment. The

research proceeded smoothly and according to the planned schedule without encountering any significant obstacles.

Observations of student activity during learning indicated a sufficient level with an average percentage of 69.05%. Students appeared active in accessing materials, discussing, and engaging in group and individual activities. They also demonstrated high levels of attention during learning, were disciplined in attendance and timekeeping, and were responsible for completing and submitting assignments on time. This reflects a positive commitment and participation in the learning process.

Observations of student activity during learning indicated a very good score with an average percentage of 85.5%. Students appeared active in accessing materials, discussing topics, and engaging in group and individual activities. They also demonstrated high levels of attention during learning, were disciplined in attendance and punctuality, and were responsible for completing and submitting assignments on time. This reflects a positive commitment and participation in the learning process.

Inferential statistical analysis is used to test formulated hypotheses. The goal of hypothesis testing in this study is to produce a decision, namely a decision to accept or reject the proposed hypothesis. Hypothesis testing is used to determine the level of closeness of the relationship between the independent variable (X) and the dependent variable (Y)

Paired Differences									Sig. (2-tailed)
		Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	*PowerPoint*-MOTIVATION	12,812	9,53043	2.38261	7.73409	17,89091	5,378	15	,000

STUDENT LEARNING	50							

Based on table 4.6 above, it shows that the Pearson correlation mean value is 12.81250 with a sig (2 tailed) of 0.000. This shows that there is an influence of PowerPoint use on student learning motivation because the significant value is based on the decision, namely if the significant value is smaller than 0.05.

The use of PowerPoint in learning has a unique impact on students, such as providing a diverse learning experience that fosters feelings of enjoyment, interest, and engagement in the learning process. Therefore, the results of this study indicate a positive influence on student motivation when using PowerPoint in learning. The use of PowerPoint has provided new experiences for students, transforming learning techniques into more interactive and engaging ones. The various elements within PowerPoint facilitate a deeper understanding and appreciation of learning.

The types of instruments used in this study were questionnaires and observation sheets. The questionnaire used in learning using PowerPoint was a checklist consisting of 16 statements, where the statements assess the frequency, intensity, and perception of students towards PowerPoint features, students' tendencies to learn actively, disciplined, and challenged when using PowerPoint, as well as the direct impact of PowerPower on increasing students' learning motivation cognitively and affectively. The aim was to measure students' motivation towards using PowerPoint, and the observation sheets used were of two types: student activity and PowerPoint use. The observation sheet used was a scale consisting of 10 statements, where the statements assessed the sense of interest, pleasure, and enthusiasm, the aim was to measure students' learning motivation.

Observation results show that students of SMA Negeri 8 Selayar are quite good at using PowerPoint. In the first meeting, students seemed enthusiastic about participating in the learning process, where all students were present even though some were late to class. Students followed the learning process well and followed what was instructed by the teacher. They opened their respective PowerPoint

applications according to the teacher's directions. Then, in the second meeting, which was held directly in class, students seemed enthusiastic about participating in the learning process even though some students were late.

Next, the research was conducted by instructing students to access PowerPoint. Then, each student opened the material according to the subject that uses PowerPoint. At the next meeting, the research was conducted directly in class, students seemed enthusiastic about attending class although some were still late. The research was conducted by instructing several students to pay attention to the explanation using PowerPoint Then access the material, assignments, and so on by paying attention to the explanation by the teacher. Then at the next meeting, it was also carried out directly in class as was done in the previous meeting. Furthermore, at the final meeting, it was carried out directly where the questionnaire distribution process was carried out.

The results of observations on the use of the PowerPoint platform in the learning process, students are in the very good category, with an average (mean) of 91.80%, a median of 93.75%, and a mode of 93.75%, which shows that the majority of students feel helped and active in the learning process through PowerPoint, both in terms of ease of access, involvement in interactive features, and increased understanding of the material.

This study's findings are similar to those of Dewi Mas'udatul H (2021), who demonstrated a significant simultaneous effect of direct PowerPoint-based learning on learning motivation. PowerPoint, with its various interactive features, creates a new learning experience.

Based on the findings and conclusions presented previously, this study emphasizes the importance of innovation in learning in accordance with technological developments in education to increase student learning motivation. The results of the study show a positive influence of PowerPoint on student learning motivation at SMA Negeri 8 Selayar in the Selayar Islands Regency, in line with the findings of Dewi Mas'udatul H (2021) who noted the positive impact of using PowerPoint on student learning motivation, and Ni Komang Candra Pratiwi (2021) and Voni Armelia (2024) who found a positive influence on student learning motivation. These findings indicate that PowerPoint creates interactive

and engaging learning conditions in the learning process. In conclusion, PowerPoint has proven to be an innovative and effective learning platform in increasing student learning motivation.

Based on the results of inferential statistical analysis, relevant theories and research, and observational results from the above study, the researcher can conclude that there is an effect of PowerPoint use on the learning motivation of students at SMA Negeri 8 Selayar, Selayar Islands Regency. This indicates that the implementation of the study was according to plan.

E. Conclusion

Based on the formulation of the problem and the proposed hypothesis as well as the results of the research and discussion, it shows that there is a significant positive influence with the use of PowerPoint on the learning motivation of students at SMA Negeri 8 Selayar, Selayar Islands Regency. The results of the study show that the use of PowerPoint on student learning motivation at SMA Negeri 8 Selayar, Selayar Islands Regency, has a very good influence.

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