

## DEVELOPMENT OF PRESENTATION LEARNING MEDIA BASED ON THE PREZI APPLICATION PROGRAM

Trisna Maesaroh<sup>1</sup>

<sup>3</sup>Jurusan Pendidikan kewarganegaraan, FKIP Universitas Islam Balitar, Blitar

### *Abstrak*

This research was conducted based on the background of students' lack of interest and interest in PPKn subjects, according to students PPKn subjects related to very much material, besides that in the delivery of material still using the lecture method. This causes student learning outcomes in PPKn subjects to be not maximal.

This study aims to develop learning media, presentation and feasibility of presentation media based on prezi application programs to be used as learning aids so students students more easily understand and accept the material presented.

Research conducted using the Research and Development (R and D) research model with the development method. Determination of the feasibility level of presentation media based on pre-application application program is based on validation tests of experts consisting of media and material experts and small-scale trials which are then applied to the experimental class. Data collection techniques using interviews, direct observation, documentation data, questionnaires, and tests.

From the results of product validation with media experts the development of presentation learning media based on the prezi application program, conclusions were obtained with good criteria, with an average value of 3.56. The results of product validation with material experts concluded conclusions with good criteria with an average value of 3.64, the results of questionnaires by students also obtained results with very good assessment criteria while the results of small group trials and large groups there was an increase in learning outcomes. With the results of the average pre-test value of the small group 37 and the average value of the post-test 85, and for the large group the average value of the pre-test was 43.4 and the post-test average value was 85.7.

**Keywords—** *prezi, learning media, PPKn, presentations*

### **1. PRELIMINARY**

Education has a very important role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation in realizing public welfare and educating the life of the nation, but in reality there are many obstacles in the learning process to achieve predetermined learning goals. In this study, researchers conducted a study of the learning process on 30 April 2018 at Kademangan 1 Public High School addressed at Jl Kresna number 29 Blitar, the study was conducted in xi ips 5 class and xi ipa class 4. Information collection in the study was conducted by direct observation in in class, interview with students and also interview with civic education subject teachers and use questionnaires.

---

Through direct observation in the classroom researchers get information about the conditions of learning in the classroom and responses from students when learning activities take place. The learning method used is still conventional, the learning resources used from the book. After making direct observations in the classroom, researchers conducted interviews with students. Through interviews with students the researchers obtained information about how Civics subjects according to students, such as what learning models have been applied, how students think about the learning model that has been applied, and how future learning models desired by students can help students receive Civics material easily.

According to students, Civics are boring and difficult subjects because the material is very large and descriptive in nature so it is difficult to accept so students do not understand PKN material. Civics material is related to very much readings so they assume that they understand about PKN material they have to memorize that very much material. According to the PKN teacher, Drs. Arief HP., MM, who made the impression that the Civics were difficult and had to memorize the students themselves, he said that students did not know that actually PKN was closely related to everyday life in society. If students are able to analyze implementation and real examples of Civics material in PKN's daily life it will not be as difficult as students think.

Based on the results of interviews and direct observations in the classroom, the researcher took a research title "DEVELOPMENT OF PRE-PRIEST PROGRAM PRESENTATION LEARNING MEDIA" in hopes of becoming a teaching aid and improving the quality of learning to achieve predetermined learning goals. Most of what is used to deliver presentations both in education and business is power point, even though power point is not the only program that can be used to deliver presentations. To make it more interesting researchers try to find programs / applications other than powerpoint that can be used for delivering presentations, in this study the researchers tried to develop a learning media presentation that originally used powerpoint using the prezi application.

---

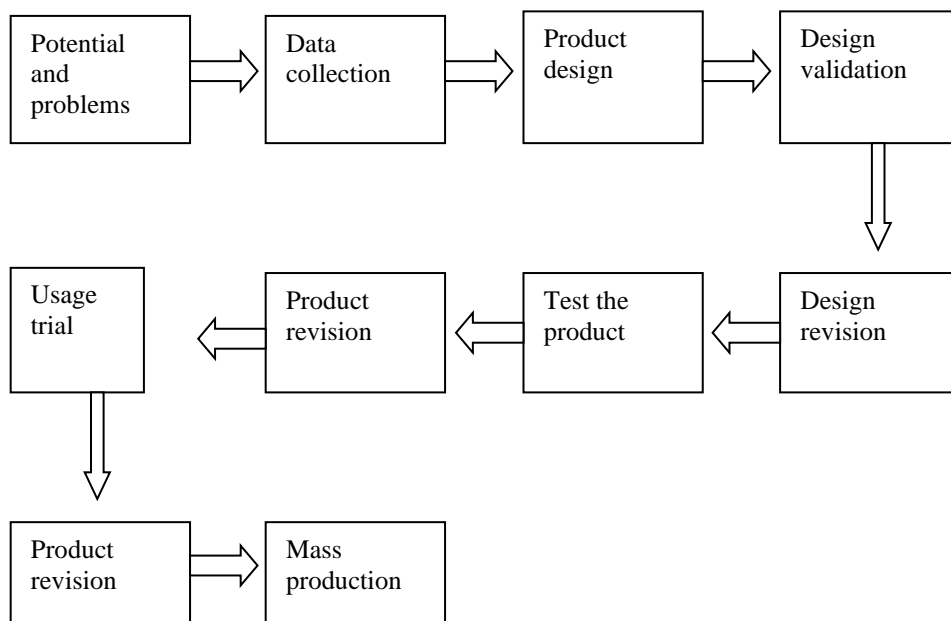
## 2. RESEARCH METHOD

This research was conducted at SMAN 1 Kademangan in class XI IPA 3 and class XI IPS 1, the research method used was the method of research and development or Research and Development (RnD). Research and Development (RnD) method is a research strategy or method that is good enough to improve the quality of learning. According to Sugiyono (2012: 409) The procedures carried out in this development research include several stages such as:

1. Potential and problems. Research and Development (RnD) can originate from potential and problems. Data about potential and problems do not have to be searched for on their own, but can be based on other people's research reports or documentation of activity reports from individuals.
  2. Data collection. After the potential and problems can be factually demonstrated, various information needs to be collected which can be used as material for planning. Potential and Problems Data collection, product design, design validation, design revisions, product trials, product revisions, usage trials, product revisions, mass production
  3. Product design. The final results of a series of initial studies, can be in the form of new work designs or new products.
  4. Design validation. The process for assessing whether a new work plan or a new product is rationally feasible is used by asking for the assessment of experienced experts.
  5. Revision of product design. Products that have been designed later are revised after their weaknesses are known.
  6. Test the product. Carry out limited trials.
  7. Product revision. Products are revised based on the results of limited trials.
  8. Test usage. Trials are carried out under actual conditions.
  9. Product revision. If there are deficiencies in the use of the actual conditions, the product is repaired.
-

10. Limited production. For the sake of the thesis's final assignment, in this development research the products produced will be produced in limited quantities.

The research procedure can be described as follows:



**Figure 1.1 research procedure**

Data collection techniques used for data collection in this study were direct observation in the classroom, interviews, questionnaires, and tests. After conducting a trial to obtain data, the data obtained is quantitative data. Quantitative data obtained from questionnaires and test results sheets were analyzed with descriptive quantitative, then converted to qualitative data with a scale of 5 (Likert scale) adapted from Sugiyono (2012: 93), to determine the feasibility of the product developed 5 scale conversion guidelines developed by Sugiyono (2012: 89) as stated in the following table:

---

Quantitative data	Score interval	criteria
5	$X > \bar{x}_i + 1,80 SB_i$	Very good
4	$\bar{x}_i + 0,06 SB_i < X \leq \bar{X}_i + 1,80 SB_i$	Well
3	$\bar{x}_i - 0,06 SB_i < X \leq \bar{M}_i + 0,06 SB_i$	Pretty good
2	$\bar{x}_i - 1,80 SB_i < X \leq \bar{x}_i - 0,06 SB_i$	Not good
1	$X < \bar{x}_i - 1,80 SB_i$	Very not good

**Table 1.1 scale conversion 5**

On the basis of calculating the conversion formula, the conversion of quantitative data into scale 5 qualitative data can be simplified in the form of a Likert scale guideline, as written in the following table:

Numb	Score interval	value	criteria
1	$X > 4,08$	5	Very good
2	$3,36 < X \leq 4,08$	4	good
3	$2,64 < X \leq 3,36$	3	Pretty good
4	$1,92 < X \leq 2,64$	2	Not good
5	$X \leq 1,92$	1	Very not good

**Table 1.2 guidelines for the Likert scale**

### 3. RESULT AND DISCUSSION

Data collection instruments in the form of questionnaires compiled include three types according to the role and position of the test subjects in this research and development, namely questionnaires for media experts, questionnaires for material experts, and questionnaires for students in small group trials, and large group trials . Media expert validation was carried out by one teacher of computer subjects at SMAN 1 Kademangan, the data obtained were analyzed and used to revise the product development of presentation media based on prezi application programs. Questionnaire instruments /

questionnaires for media experts containing details and aspects of the display are as follows:

Numb	Aspect	Indicator	Value
1	Programming	Menu display	4
		Clarity of instructions for use	4
		Can arouse student interest	3
2	Display of writing	Accuracy of font size	3
		Accuracy of font type	3
		Font variations	3
		Use distance (row, space, paragraph)	4
		Text easy to read	4
3	Image display	Image clarity	4
		The accuracy of image size	3
		Image placement	3
4	Background	The accuracy of choosing the background color	4
		Harmony in choosing background colors with text and images	4
		Layout composition	3
		Consistency of presentation between layouts	4
		Linkages between layouts	4
	Total Rating	<b>57</b>	
	Average	<b>3,56</b>	
	Conclusion of Assessment	<b>good</b>	

**Table 1.3 results of media expert validation**

The assessment for media experts consists of 16 indicators with a criterion value of 80 (100%), the value obtained from the media expert validator is 57 (72%) with an average of 3.56. Refer to table. 3.5 then with an average of 3.56 it shows that the criteria for the development of presentation learning media based on the prezi application program are good.

While the validation results from material experts are as follows:

Num b	Aspect	Indicator	Value
1	Material	Compatibility of Material with KI / KD	4
		Concept Truth	4
		Update Material presented	4
		The material is presented in order and systematically	4
		Clarity of material description	4
		Ease of understanding material	3
		Examples given are in accordance with the material	4
		Suitability of objectives with core competencies	4
2	Learning	Suitability of objectives with basic competencies	4
		Giving motivation	3
		Availability of material summaries	3
		Suitability of indicators with KI	4
		Material training and evaluation	4
		Clarity of instructions for use and final evaluation	4
		Suitability of images to clarify material	4
3		The language used is in accordance with the level of thinking of students	4

	Linguistics	Clarity of language usage	4	<b>T able 1.4 resul ts of mate rial expe rt</b>
		The accuracy of the terms used	3	
		Compatibility of Material with KI / KD	3	
		Concept Truth	4	
	Total Rating	<b>83</b>		
	Average	<b>3,64</b>		
	Conclusion of Assessment	<b>good</b>		

### validation

Assessment consists of 22 indicators with a criterion value of 110 (100%). The value obtained from the material expert validator was 83 (75%) with an average of 3.64. By referring to the table. 3.5 then the average indicates that the criteria for validation from the material expert are good.

The next product trial was conducted at SMAN 1 Kademangan in class XI IPS 1 by taking 6 students as a small group trial and in class XI IPA 3 with 30 students as a large group trial. In conducting product trials the researcher prepares several things to obtain the required data, namely the pre-test and post-test questions, products for learning, and questionnaires to determine the effectiveness of the product.

The results of the pre-test and post-test taken from 6 students as a small group trial are as follows:

Numb	Name of Pre	test Results Post	test Results
1	Gita Artamevia	50	90
2	Iis Zaitun Jannah	40	80
3	Titis Yuniatiningtyas	40	80
4	Aninda Wafa Kholidah	30	90



5	Berliana Eka Ayu Puspita	30	90
6	Dinda Ganesha Putri Pradesti	30	80
	<b>AVERAGE</b>	<b>37</b>	<b>85</b>

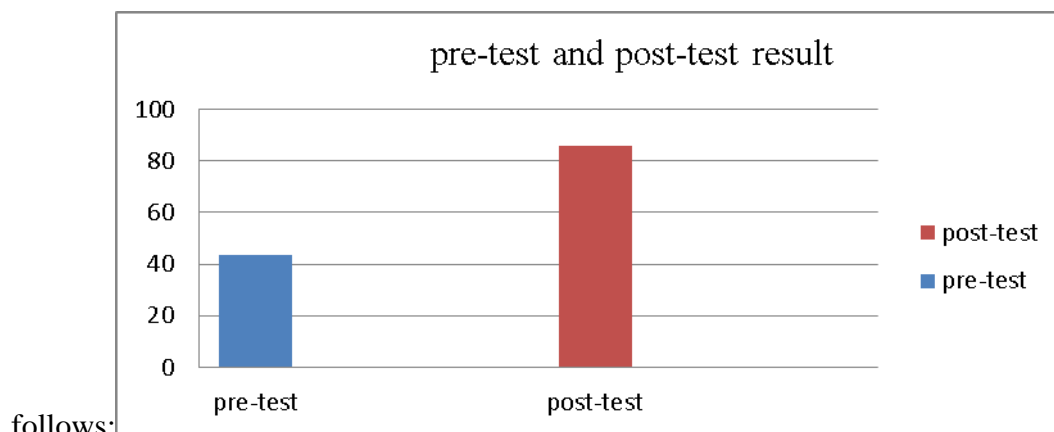
**Table 1.5 results of small group pre-tests and post-tests**

After testing the small group of researchers conducted a trial on a large group in class XI IPA 3 with a total of 30 students or large group trials as follows:

	Pre-test Results	Post-test Results
<b>AVERAGE</b>	<b>43,5</b>	<b>85,7</b>

**Table 1.6 results of a large group pre-test and post-test**

To more easily see the results of the data, then the results of the average value are presented in the form of a diagram as



**Figure 1.2 comparison diagram of the results of the pre-test and post-test**

From the results of the pre-test and post-test diagrams can be seen that there is a significant increase in student learning outcomes, from here it can be concluded that the use of presentation learning media based on prezi application programs can be used to improve student learning outcomes. To find out the effectiveness of the learning media

presentation based on the prezi application program the researcher provided a questionnaire for students with the following results:

	Scoring scale				
	1	2	3	4	5
<b>total</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>134</b>	<b>105</b>
<b>Number of X scales</b>	<b>0</b>	<b>0</b>	<b>123</b>	<b>536</b>	<b>525</b>
<b>Total assessment</b>	<b>1184</b>				
<b>Average rating</b>	<b>4,23</b>				
<b>Assessment conclusion</b>	<b>Very good</b>				

**Table 1.7 results of questionnaires by students**

Refer to table. 1.2 the results of the questionnaire data given to students with a total number of 1184 assessments involving 30 students with 10 indicators obtained an average rating of 4.23 and included very good criteria. With this it can be concluded that presentation learning media based on prezi application programs are very effective to be used as learning aids.

#### **4. CONCLUSIONS**

Based on the results of research and development, it can be concluded:

- 1) The process of implementing learning with presentation learning media based on prezi application programs runs smoothly and can be accepted by students, this is evidenced by the results of the product trial questionnaire by students obtained results of 4.23, which results are very good in the assessment criteria. So the development of presentation learning media based on prezi application programs is feasible and good to be used as a tool in learning.
- 2) Student learning outcomes using application-based presentation learning media are increasing. This is evidenced by the average value of the pre-test results of 43.4 and the average value of the post-test results of 85.7.

## **5. SUGGESTION**

Based on the results of this research and development, the researchers suggest to increase students' interest and learning outcomes in learning civic education should educators use presentation media based on prezi application programs.

---

## REFERENCES

- Azwar, Saifuddin. 2010. *Metode Penelitian*. Yogyakarta : PT Pustaka Belajar.
- Arsyad, Azhar . 2014. *Media Pembelajaran*. Jakarta : Rajawali Press.
- Ariani, Niken & Dany. 2010. *Pembelajaran Multimedia di sekolah*. Jakarta: presentasi pustaka.
- Jubllie, 2013. *Inspiring Presentation*. Jakarta. Kelompok Gramedia, Anggota IKAPI.
- Musfiqon,Andik W.2015. *Desain Presentasi Pembelajaran Inovatif*. Jakarta: Prestasi Pustaka.
- Musfiqon. 2012. *Pengembangan media dan sumber belajar*. Jakarta : prestasi pustaka.
- Pribadi, B.A. 2017.*Media dan Teknologi dalam pembelajaran*. Jakarta:Kencana prenada media grup.
- Rosadi, Andrian.2012. *Media Presentasi Prezi*. Online posting.
- Sugiyono. 2013.*Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: cv. Alfabet.
- Sugiyono,*metode penelitian*,Alfabeta,Bandung.
- Sugiono. 2014. *Statistika untuk penelitian*. Bandung: Alfabeta.
- Sukardi. 2014. *Metodologi Penelitian Pendidikan*. Yogyakarta: Bumi Aksara.
- Slameto. 2013. *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka.
- Unisba, 2018, *pedoman penulisan skripsi*, unisba, Blitar.
- Undang-Undang Nomor 20 Tahun 2003 *tentang sistem Pendidikan Nasional*.
- Yani Putri.2014. *Pengembangan Media Pembelajaran Fisika Online Prezi dalam Pokok Bahasan Alat Optik pada Siswa Kelas X IPA SMA Negeri 3 Purworejo Tahun Pelajaran 2013/2014*. Jurnal Pendidikan, Vol.5, No.2, 45-49.
- Yudhi Munadi. 2008. *Media Pembelajaran; Sebuah Pendekatan Baru*, Gaung Persada Press: Ciputat.
-