Analysis of Learning Culture and the Effectiveness of Interactive *Powerpoint* Media in Improving Learning Outcomes in Elementary Schools

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ABSTRACT: This research aims to see the influence of learning culture and interactive PowerPoint media on thematic learning outcomes for class V Airmadidi State Elementary School 2. The method used in this research is quantitative. Data collection techniques were carried out through observation, questionnaires, and document study. The results of the research show that learning culture has a significant influence on learning outcomes, meaning that there is a significant influence between learning culture on learning outcomes at Airmadidi State Elementary School 2. Powerpoint interactive media has a significant effect on learning outcomes, meaning that there is a significant influence between Powerpoint interactive media on learning outcomes at Airmadidi State Elementary School 2. The culture of learning and the interactive media PowerPoint both have a significant influence on learning outcomes, meaning that there is a significant influence between the culture of learning and the interactive media PowerPoint on the learning outcomes of Airmadidi State Elementary School 2. This research implies that schools must be able to synergize and collaborate in efforts to form a learning culture for students. Programs and activities prepared by each existing field must be able to support the formation of a positive culture in schools.

KEYWORDS: interactive PowerPoint, learning culture, learning outcomes, media

I. INTRODUCTION

Education is a process of acculturation, namely instilling values and norms in the order of national and state life, making humans into virtuous, noble, and cultured creatures (Jamaludin, 2018). Developing a learning culture can be done through the development school community environment. The students live and thrive within the social environment of the school community, then the development of a learning culture only can be carried out in the social environment of the school community concerned.

Facing the era of society 5.0, the world of education plays an important role in improving the quality of human resources. Apart from education in schools by teaching staff, several elements and stakeholders such as the government, community organizations, and the entire community also take part in welcoming the future era of society 5.0. Schools are tasked with developing students' personalities as a whole and the function of the school itself is to help students gain academic knowledge and abilities (Berbakat, 2020).

Learning becomes a habit that if abandoned means violating existing values. Apart from that, learning productivity will increase when learning is also made a hobby so that motivation to learn will emerge from within (Rusyan, 2007:12). Student learning culture can be influenced by several factors, for example, family background, learning motivation or the existence of supporting facilities and infrastructure.

School facilities and infrastructure are used in the teaching and learning process to achieve educational goals. In the teaching and learning process, students and teachers are provided with handbooks, but these books do not meet the needs of the learning process and are still less interesting for students to study student books. Many printed books in schools recommend that the learning process be accompanied by videos, pictures, and sound. However, in reality, not all schools are equipped with adequate facilities and supporting media to optimize learning. To optimize student learning outcomes, learning media is needed that is appropriate to the student's learning culture. Many learning media are often used by teachers, but in research, it is only limited to the learning media that is of interest to students at SD Negeri 2 Airmadidi, namely visual learning media that has become a culture, namely interactive *PowerPoint media*.

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Microsoft Powerpoint is an application program in *Microsoft Office* that is used to make presentations in the form of slides, both in simple presentations and complex presentations" (Kurniaty, 20200). The use of interactive *PowerPoint* can help teaching staff to explain material to participants more easily so that the transformation of knowledge can run better and more smoothly. Apart from that, the use of interactive PowerPoint can make it easier for teaching staff to master the class and help them to always focus on the material explained by the teacher, as well as making students more involved in the two-way learning process, which in the end will provide a meaningful learning experience for students. Teachers can create interactive power points by mastering the material, creating interesting slides, and using effects appropriate to the learning material so that they can increase students' understanding of the subject matter.

The Central Statistics Agency (BPS) has released the 2022 Education Statistics as a portrait of Indonesian education describing the condition of Indonesian education based on the results of the March 2022 Susenas dropout rate at the elementary school level of 0.13% (Putri, 2022). Compared to SMA 1.39% and SMP 1.06%, the elementary school dropout rate is the lowest. However, what must be anticipated is that elementary school-age children go to school every morning and come home after noon or afternoon, when asked what they got at school, they are confused about the answer because they didn't learn anything. It's just a habit of going to school but the desire to learn something doesn't appear. It is not uncommon for us to find a student engrossed in playing with his cell phone even though the teacher is explaining the lesson. Or they are busy talking and don't pay attention to the teacher who is teaching in front of the class. Some students moved from home to class to sleep. These phenomena of not learning are only a small part of the many phenomena of not learning that students experience while at school

Learning culture originates from the concept of culture, especially in this article, culture is not seen as a material phenomenon, whether in the form of objects, people, actions, or emotions, but rather something abstract that exists in the human mind. (Malik, 2023)**.** Thematic learning is a form of integrated learning model that combines a concept in several materials, lessons, or fields of study into one particular theme or topic of discussion so that there is integration between knowledge, skills, and values which allows students to actively discover scientific concepts and principles in a holistic, meaningful and authentic manner. (Riadi, 2022) Thematic learning is integrated learning that emphasizes student involvement in learning. This learning involves several basic competencies, learning outcomes, and indicators from a subject or even several subjects. Through thematic learning, students are expected to be able to learn and play with high creativity. Because, in thematic learning, learning does not merely encourage students to know (*learning to know*), but also learning to do (*learning to do*), to be (*learning to be)*, and to live together (*learning to live together*). According to (Mamat, 2007), thematic learning is integrated learning that involves several lessons (even across subject groups) tied into certain themes. A learning culture is a reflection of the quality of school life which grows and develops based on the spirit and values adopted by the school, the environment, atmosphere, taste, nature, and climate of the school which can develop the intelligence and skills of students which are displayed in the form of cooperation among the school community in discipline, responsibility, and motivation to learn. Teachers are educators who determine the learning process in schools. Therefore, teachers must have the ability in every way to bring their students to achieve the desired goals and results, both strategically and by planning. Learning planning has a significant influence on the quality of teacher teaching (Martono, 2010).

Microsoft PowerPoint is an application belonging to *Microsoft Office* apart from *Microsoft Word* and *Microsoft Excel* are known to many people. *Microsoft PowerPoint* provides slide facilities to accommodate the main points of discussion that will be conveyed to students. _ With the animation facility a slide can be modified so that attracts students' attention. Also, existing facility front picture, sound, and effects can be used to make something slides that are good and interesting. If the product slides This presented, listeners can be attracted to receive what is being said delivered specifically to deliver a presentation with Good (Kwitantri, 2016)**.** Research conducted by Nursyaida and A. Hardiyanti (2020) regarding the effectiveness of using PowerPoint media on the learning outcomes of fifth-grade students at Turungan Beru Elementary School. The results of the research showed that the use of PowerPoint media on the learning outcomes of fifth-grade students at SD Negeri 128 Turungan Beru, Bulukumba Regency had "good " qualifications. The use of PowerPoint media in social studies learning for fifth-grade students at SD Negeri 128 Turungan Beru, Bulukumba Regency is effective in improving social studies learning outcomes for fifth-grade students at SD Negeri 128 Turungan Beru, Bulukumba Regency.

Nira Elpira and Anik Gufron (2015) about the influence of PowerPoint media on the interest and learning outcomes of fourth-grade students at SD Muhammadiyah Sagan. The results of this research show that the use of Science PowerPoint media has proven to influence interest and learning outcomes. Nugraha's research (2018) calculated the level of achievement of students' learning culture in class, students' Computer Skills and Information Management (KPPI) learning outcomes after participating in learning, and the influence of learning culture on KPPI learning outcomes Muhammadiyah I Padang Vocational High School

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(SMK) students. Study This found that the learning culture of Muhammadiyah I Padang Vocational School students was in the category good, the learning results of KPPI SMK Muhammadiyah I Padang are in the quite good category, and there is a significant positive influence between learning culture on the KPPI learning outcomes of students at SMK Muhammadiyah I Padang amounting to 8.8%.

Based on observations at SD Negeri 2 Airmadidi, regarding the low learning outcomes achieved by students in thematic learning, this means that many students still consider conventional learning to be boring, in thematic learning there are many theories. and natural terms confusing students. Hence Sapriya (2011: 47) suggests that the teacher's ability to organize learning is one competency that a teacher must have.

The quality and success of learning is greatly influenced by the teacher's ability and accuracy in selecting and using learning media so that they can develop a culture of student learning so that they can help students utilize the potential of each student so that learning outcomes can be improved. With teacher development of student learning culture and supported by *Powerpoint media*, it is hoped that it can improve student learning outcomes in thematic learning.

According to Liando (2020), an elementary school is a place for first experiences that provide the basis for forming an individual's personality. Based on the background above, the researcher conducted research on learning culture and the effectiveness of interactive *PowerPoint* media and its influence on thematic learning outcomes for class V SD Negeri 2 Airmadidi. This research aims to describe the influence of learning culture and the effectiveness of interactive *PowerPoint* media on the thematic learning outcomes of class V at SD Negeri 2 Airmadidi.

METHODS

This research uses quantitative methods. It can be explained that quantitative methods are research carried out through data collection, research in the form of numbers which must then be analyzed to prove whether the hypotheses have been determined to be true (Sugiyono, 2016:34). These numbers are symbols to represent the perceptions of research respondents regarding the variables studied, which are expressions of what they experience or feel.

The research model used is a paradigm multiple with two independent variables, where this paradigm exists with two independent variables and one dependent. The independent variables in this research consist of Learning culture (X_1) and interactive *PowerPoint media* (X_2), which were tested based on their influence on the learning outcomes of class V students at SD Negeri 2 Airmadidi (Y), as the dependent variable.
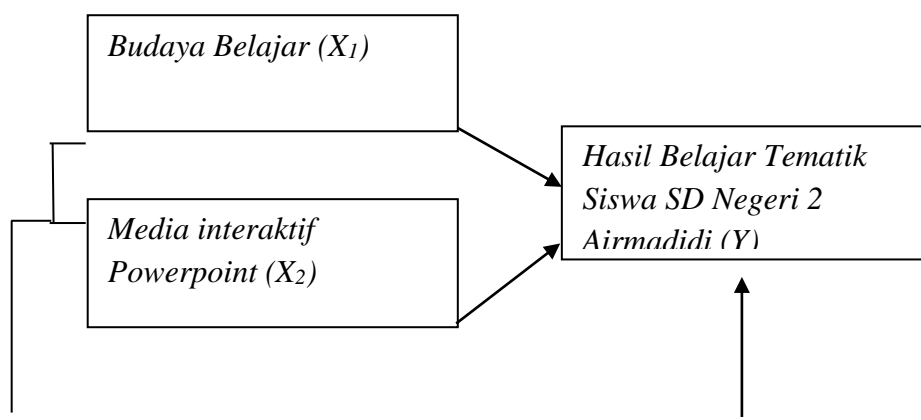

Figure 1. Constellation Model Between Independent Variables and Dependent Variables

This research was carried out in the North Minahasa Regency area, namely in Sarongsong I Village, Airmadidi District. The research location is at SD Negeri 2 Airmadidi. In a population, there are population units, and the population units in this study are the fifth-grade students at SD Negeri 2 Airmadidi for the 2022-2023 academic year. The total number of students is 33 people. According to Arikunto (2010:112), if the number of research subjects is no more than 100 people, then it would be better if the research data was taken from the total existing population. In this research, because the population did not reach 100, the data was not taken from a sample as a representation of the population but involved all class V students at SD Negeri 2 Airmadidi.

In this study the independent variables are the influence of learning culture (X_1) and Interactive *Powerpoint Media* (X_2). The dependent variable in this research is student learning outcomes (Y). One tool commonly used by researchers to collect the

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required data is to provide a research instrument. By using this instrument, data from respondents is obtained and then analyzed to answer the existing problem formulation. The research instrument for collecting data from variables X_1 and the preparation of instruments systematically, easy to control, and then corrected by the supervisor is carried out in the form of a research instrument grid as included in the following table, starting from the grid for the visual learning style variable.

The technique of the collection data step Which most strategic inthe study, Because the objective main of the study is to get data. Without knowing data collection techniques, researchers will not get results data that meet established data standards. The technique used in This research is observation, questionnaire, and document study.

According to Sugiyono (2011: 137), the instrument is valid means a measuring instrument used to obtain data (measure) That valid. Valid means an instrument that can used to measure What should be measured. For internal validity, the researcher distributed questionnaires that had passed the construction validity testing process to at least 30 respondents who were not the population of this study. This trial is to test whether the learning culture instrument (X_1). As well as the questionnaire items for the interactive *PowerPoint* media instrument (X_2), are *valid* and *reliable* for use in obtaining the data needed in the field.

Liando's (2022) data analysis is a very important step in concluding. In this research, the data analysis technique that has been carried out is using regression analysis. This technique is used so that it can be proven whether there is a partially significant influence of each independent variable on the dependent variable. In analyzing research data using regression analysis, the classical assumption test, which is a prerequisite for estimating parameters and also avoiding biased regression coefficients, must be fulfilled.

Test t is used for test regression coefficient whether there is or not influence variable independent to dependent variable in a way partial/individual. Steps used in test t are as follow (Subagyo and Djarwanto, 2005:173): Test criteria are as follows.

Criteria testing

Area accepted

Area reject   Region reject
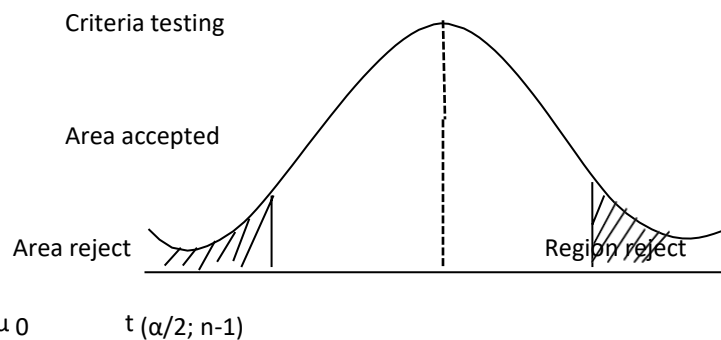
$-t_{(\alpha/2;\ n-1)}$ μ_0 $t_{(\alpha/2;\ n-1)}$

- H_0 accepted if: $-t_{(\alpha/2;\ n-1)} \le t \le t_{(\alpha/2;\ n-1)}$

- H_0 rejected if: $t > t_{(\alpha/2;\ n-1)}$ or $t < -t_{(\alpha/2;\ n-1)}$

1)   Calculation mark t

$$t = \frac{b - b_0}{Sb_i}$$

Coefficient of determination analysis is used to predict how large contribution of the influence of the independent variable to the dependent variable. The coefficient of determination value is between zero and one. If R^2 approaches One means variables independent give almost all information needed to predict the influence of a variable dependent, then the contribution between the independent variables to the variable dependent is stronger (Ghozali, 2006).

$$R^2 = \frac{b1 \sum YX1 + \sum YX2 + \cdots + \sum YX_n}{\sum Y^2}$$

Based on R^2 which is defined the known as coefficient determination and is a quantity commonly used to measure kind in accordance (goodness of fit) line regression. By variable, R^2 measuring proportions (parts).

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RESULTS AND DISCUSSION

Test instrument research, instrument said Good If fulfill data the important requirements are validity and reliability. Deep instrument testing study This was done on student class V SD Negeri 2 Airmadidi as many as thirty-three students. The validity of the instrument can be described when the probability of each statement is less than 0.05. The following are the results of the validity test, the trial school and the research school have the same level and the learning environment is a school that is in the same area therefore a trial is carried out.

Table 1. Learning Culture Test Results

No	Question items	Probability Value [Sig9(2-tailed)]	Significance level	Conclusion
1	X1.1	0.028	0.05	Valid
2	X1.2	0.000	0.05	Valid
3	X1.3	0.000	0.05	Valid
4	X1.4	0.000	0.05	Valid
5	X1.5	0.002	0.05	Valid
6	X1.6	0.000	0.05	Valid
7	X1.7	0.000	0.05	Valid
8	X1.8	0.000	0.05	Valid
9	X1.9	0.510	0.05	Invalid
10	X1.10	0.000	0.05	Valid
11	X1.11	0.000	0.05	Valid
12	X1.12	0.000	0.05	Valid
13	X1.13	0.057	0.05	Invalid
14	X1.14	0.057	0.05	Invalid
15	X1.15	0.000	0.05	Valid
16	X1.16	0.028	0.05	Valid
17	X1.17	0.000	0.05	Valid
18	X1.18	0.000	0.05	Valid

The instrument trial was carried out by the researcher with a total of 15 statements made to 33 respondents. From the results of the trial, 3 items were invalid because the probability value was greater than the *significance* level, namely at numbers 9,13, and 14, then item These are not used again in subsequent data collection.

Table 2. PowerPoint Interactive Media Validity Test Results

No	Question Items	Probability Value [Sig9(2-tailed)]	Significance Level	Conclusion
1	X2.1	0.945	0.05	Invalid
2	X2.2	0.001	0.05	Valid
3	X2.3	0,000	0.05	Valid
4	X2.4	0,000	0.05	Valid
5	X2.5	0.026	0.05	Valid
6	X2.6	0,000	0.05	Valid
7	X2.7	0.001	0.05	Valid
8	X2.8	0,000	0.05	Valid
9	X2.9	0,000	0.05	Valid
10	X2.10	0,000	0.05	Valid
11	X2.11	0,000	0.05	Valid
12	X2.12	0.076	0.05	Invalid
13	X2.13	0.040	0.05	Valid
14	X2.14	0,000	0.05	Valid
15	X2.15	0,000	0.05	Valid
16	X2.16	0.001	0.05	Valid
17	X2.17	0,000	0.05	Valid
18	X2.18	0.709	0.05	Invalid
19	X2.19	0.592	0.05	Invalid

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The instrument trial was carried out by the researcher with a total of 19 statements made to 33 respondents. From the results of the trial, 4 items were invalid because the probability value was greater than the *significance* level, namely numbers 1, 12, 18, and 19. Then the item is not used again in subsequent data collection.

Reliability, namely the test instrument is reliable enough to be used as a data collection tool. A reliable instrument is an instrument that can be used several times to measure the same object and will be able to produce the same data. The instrument reliability test in this research uses *Cronbach's Alpha formula*, if the *Cronbach's alpha value* <0.6 then the variable is declared unreliable.
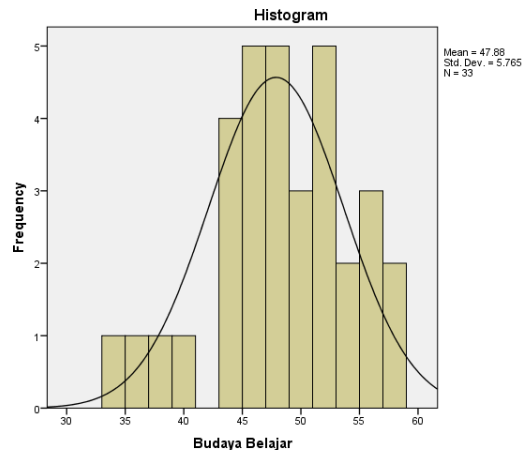

Figure 3. Histogram of Learning Culture

The PowerPoint Interactive Media variable instrument consists of 15 items. The lowest possible score is 15 and the highest score is 60. From the data obtained, the minimum score achieved is 40 and the maximum score achieved is 60. From the calculation results, the Mean (M) value is 49.73, the Median (Me) is 50.00, and the Mode (Mo) of 50.
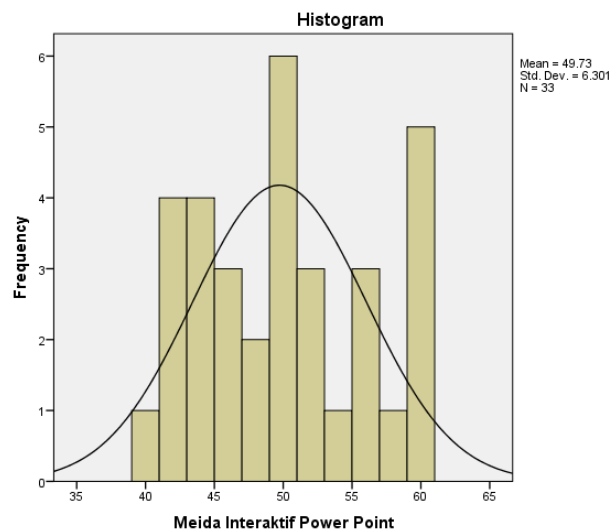

Figure 4. PowerPoint Interactive Media Histogram

Testing the normality test analysis requirements aims to determine whether the data distribution of each variable being analyzed is normal or not. A good regression mode is a data distribution that is close to normal and the method that the researcher will use is the *Kolmogorov Smirnov* statistical test, therefore if the significance of the *Kolmogorov Smirnov test results* is greater than 0.05 then it is normally distributed and if it is less than 0.05 then it is not normally distributed. The T-test is used to determine whether there is an influence between the independent variables or individually on the dependent variable.

Based on the results of research and hypothesis testing that researchers have carried out regarding the Influence of Learning Culture and Interactive *Power Point Media* on Thematic Learning Outcomes of Class V Students at SD Negeri 2 Airmadidi, this discussion will describe the results of hypothesis testing as follows:

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Table 4.18

Regression	Results	Conclusion
X1, Y	t count = 3,020 t table = 2.042 t count > t table	Hypothesis Ha is accepted, rejecting H0 means there is a significant influence between learning culture on learning outcomes.
X2, Y	t count = 2,238 t table = 2.042 t count > t table	Hypothesis Ha is accepted, rejecting H0 means there is a significant influence between interactive PowerPoint media on learning outcomes.
X1, X2, Y	F count = 10,001 F table = 3.32 F count > F table	Hypothesis Ha is accepted, rejecting H0 means that there is a significant influence between learning culture and PowerPoint interactive media on learning outcomes.

1. The Influence of Learning Culture on the Thematic Learning Outcomes of Class V Students

Learning culture is a series of activities in carrying out learning carried out by Rusyan, (2007). Students form habits, hobbies, and interests to arouse the desire to learn and improve the process of learning activities. It can be said that learning culture is a habit that students can apply to carry out their learning tasks. The influence of interest in learning on the learning achievement of class V SD Negeri 2 Airmadidi students was found to have a meaningful influence based on the results of data analysis through a questionnaire distributed by researchers to students in class V of SD Negeri 2 Airmadidi, so that this can determine the value of the influence of learning culture variables on the thematic learning outcomes of class V students at SD Negeri 2 Airmadidi, based on the results of regression calculations using SPSS media. In the results of the data analysis carried out there were significant values and the alternative hypothesis was accepted. This is in line with previous research conducted by Hafiz Nugraha (2018) with the same results, namely that there is a significant influence between learning culture on student learning outcomes. From this research it can be said that the learning culture variables carried out in schools, especially class V, have a significant effect on the learning outcomes of class V students at SD Negeri 2 Airmadidi.

2. The Influence of Interactive *Power Point* Media on the Learning Outcomes of Class V Students at SD Negeri 2 Airmadidi

Based on this research, which measured the influence of interactive *PowerPoint media* on the learning outcomes of fifth-grade students at SD Negeri 2 Airmadidi, data analysis was carried out using regression calculations on this variable, it was found that there was a significant influence between the independent variables on the dependent variable. From the results of the data analysis carried out in this research, there is a significant influence value so that the alternative hypothesis can be accepted, thus there is an influence between the interactive *PowerPoint media variables* on the learning outcomes of class V students at SD Negeri 2 Airmadidi. This supports research conducted by Rohmanurmeta (2022) which discusses the influence of interactive *PowerPoint media* on elementary school student learning outcomes. From this research, there is a significant influence between interactive *PowerPoint media* on learning outcomes.

Mardi et al in Anang (2015: 19) suggests that *Microsoft PowerPoint* is one of the application programs that can used to do presentation, good to do a meeting, or plan Other activities include being used as a learning medium at school. PowerPoint makes it easy for users to carry out interesting presentations such as inserting images, videos, and a little writing. This application made by Microsoft has various features for creating presentation slides. Users can create, change, and provide an attractive appearance. *PowerPoint* media can support the learning process to be more interesting, creative, and interactive, making students not bored and improving student learning outcomes in class.

Based on the description of the results of the research that has been carried out, this research states that there is a joint or simultaneous influence between learning culture and interactive *PowerPoint media* on student learning outcomes at SD Negeri 2 Airmadidi. The calculations and data analysis carried out indicate a simultaneous or joint influence. The null hypothesis is rejected and the hypothesis is accepted, thus there is a significant influence of the two independent variables on the dependent variable. It can be said that the learning culture is positive for students and is supported by interactive learning media such as power points, making students enthusiastic about learning *and* improving their learning outcomes, especially in research. This is class V of SD Negeri 2 Airmadidi.

V. CONCLUSIONS

Learning Culture has a significant effect on learning outcomes, meaning that there is a significant influence between learning culture on learning outcomes at Airmadidi 2 State Elementary School. Powerpoint Interactive Media has a significant effect on

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learning outcomes, meaning that there is a significant influence between Powerpoint interactive media on learning outcomes at Airmadidi State Elementary School 2. Learning Culture and Powerpoint Interactive Media both have a significant influence on learning outcomes, meaning that there is a significant influence between Learning Culture and Powerpoint Interactive Media on learning outcomes at SD Negeri 2 Airmadidi.

The recommendations in this research are that learning culture in schools is formed when schools can formulate and establish certain values and norms clearly and firmly. These values and norms are the main reference in every activity and program. Apart from this, there is also a strong commitment from all existing fields to the values and norms agreed to be implemented. Therefore, every field in the school must be able to synergize and collaborate to form a learning culture for students. Programs and activities prepared by each existing field must be able to support the formation of a positive culture in schools. The school should further improve the work environment regarding the physical and psychological aspects of the school so that it can encourage teachers to increase their professionalism and job satisfaction. Meanwhile, future researchers should look for other theories that support the work environment, not only from a physical and psychological perspective.

The character of students is an important part of efforts to form and develop a positive culture in schools, therefore teachers as educators must be able to form strong characters for their students, through habituating attitudes and behavior that contain certain values and norms. Apart from this, teachers must also be able to provide a good example for their students.

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