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PBL MODEL BASED ON POWER POINT INTERACTIVE MEDIA INCREASING INTEREST IN LEARNING IN CLASS 1 STUDENTS OF FAJAR CITY PRIVATE PRIMARY SCHOOL

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ABSTRACT

This research uses qualitative methods whose data sources are obtained through observation, interviews and describing several documentation. One of the components that influences the learning process is that teachers are expected to be able to create interesting learning activities for students so that learning activities can run as expected, achieve learning goals, and get maximum results. Powerpoint media can help an idea become more interesting and clear in its purpose when presented because Powerpoint media will help in creating slides, presentation outlines, electronic presentations, displaying dynamic slides, including interesting clipart, all of which are easily displayed on a computer monitor screen. By using Power Point media, students will be motivated to learn again. Teachers are expected to be able to use the interactive learning media PowerPoint by not only displaying silent reading material with a written focus, but by adding interesting images so that it can increase students' motivation and attention during learning.

Keywords: *Cycle, Interest in Learning, Problem Based Learning, Power Point*

INTRODUCTION

Mathematics is used to support daily life, such as when buying and selling, a mathematical process is used, making toys that use mathematical

formulas so that the toys can be used, and in making medicines that require mathematical knowledge in manufacturing measurements. Considering this importance, mathematics is a science that must be studied from early childhood education, elementary school, to university. Apart from that, you also need an interest in learning when studying mathematics. Interest in learning mathematics is very important for school students. Interest in learning mathematics has an influence on students' level of activity.

Based on surveys, the Indonesian people still suffer from low quality education. This can be minimized by optimizing children's education from an early age, especially mathematics education, considering society's image of mathematics as a scary subject. In fact, mathematics can be given to children from an early age (Mastiah et al., n.d.)

"Interest is considered as self-motivation, an interest is a motivating force that impels and individual toward participation in on activity rather than another" (Crow & Crow, 1965:79) on (Mardhatillah et al., 2019). Apart from that, interest is also any activity (action, thought, observation) to which one gives effortless and automatic attention (Sari et al., 2021). Interest should be accompanied by interest, a feeling of attraction to the subject of interest (Sari et al., 2019). Apart from that, interest must also give rise to satisfaction (Fadliyani, 2018). Another opinion states "interest is the latent attention, interest is an indeterminate indicator of success, and interest may refer to the motivating force that impels us to attend to a person, a thing, or an activity or it may be the affective experience that has been stimulated by activity itself. In other words, interest can be the cause of an activity (Surya, 2018)

Characteristics of Grade 1 Elementary School Children Related to Interest in Learning Mathematics. Children in grade 1 of elementary school are said to be at the end of childhood. "Primary school age children are still interested in games, interest in games builds during this age period" (Andriani et al., 2019). At this age period, when children enter elementary school, children are interested in simple games with few rules. Bearing this in mind, if it is related to learning, in order to increase interest in learning, the learning activities given to children are accompanied by fun games for children so that children are enthusiastic about learning. The stages of cognitive development of children aged 1 grade of elementary school enter the third stage, namely

concrete operations, which lasts from around 7 to 11 years of age (Piaget in Hill, 2011: 161) on (McLeod, 2015).

One of the components that influences the learning process is that teachers are expected to be able to create interesting learning activities for students so that learning activities can run as expected, achieve learning goals, and get maximum results. Therefore, with the abilities and skills possessed by teachers, it is hoped that they will be able to make learning more interesting and enjoyable, so as to obtain optimal learning results, one of which is Assisted PBL with the interactive media Power Point.

METHODS

This research method uses quantitative and qualitative data. Quantitative data analysis is carried out continuously every cycle with increasing percentages. Qualitative data analysis was carried out by analyzing data from field notes, interview notes and documentation notes during the research.

RESULTS AND DISCUSSION

Observation of student interest in learning. In cycle I, student interest in learning increased compared to student interest in learning before the research was carried out. The results of observation of student interest in learning in Cycle I are shown in the table.

Gaining Increased Student Interest in Learning

Table 1. Results of Cycle I Student Interest Scores

Score	Number of Students	Qualification	Percentage
13 – 16	0	Very interest	0%
9 – 12	3	Interested	21%
5– 8	6	Quite interested	43%
1 – 4	5	Not interested	36%

Based on the table and diagram above, it can be concluded that students' interest in learning in cycle I increased from the observations made by the researcher at the stage before the research was carried out, namely 0% of students were very interested, 21% of students were interested, 43% of students were quite interested, and 36% of students were Not interested.

Cycle II

The implementation of learning in cycle II uses the Problem Based Learning learning model and power point media as well as maximizing the use of concrete objects as tools to help students calculate. With the hope of increasing students' interest in learning about subtracting whole numbers. Learning using the Problem Based Learning model and power point media using concrete objects, students are directed to a problem that the teacher presents in power point in the form of reading text. Gaining Increased Student Interest in Learning

Table 2. Results of Student Learning Interest Scores for Cycle II

Score	Number of Students	Qualification	Percentage
13 – 16	3	Very interest	21%
9 – 12	10	Interested	72%
5– 8	1	Quite interested	7%
1 – 4	0	Not interested	0%

Based on the table and diagram above, it can be concluded that students' learning motivation in cycle II has increased from the observations made by researchers in cycle I, namely 21% of students are very interested, 71% of students are interested, 7% of students are quite interested, and 0% of students are less interested.

CONCLUSION

Based on the results of data analysis in classroom action research that researchers conducted regarding the use of the Problem Based Learning learning model with the help of PPT media and optimizing concrete objects in mathematics learning to increase the interest in learning of class I students at SD Negeri 1 Kotafajar, North Kluet District, South Aceh Regency. Before the researcher conveys the following conclusions, he first presents a comparison of the achievements of students' learning interests in cycle I and cycle II. From the data on increasing learning interest achievements above, it can be concluded that: (1) Teacher activity during learning has increased as evidenced by the percentage increase in learning outcomes at the end of cycle II that students achieve. (2) students' interest in learning has increased. There are several suggestions that researchers would like to convey 1) Teachers are expected to first understand the phases of the Problem Based Learning learning model. 2) Teachers are expected to be able to use the interactive learning media PowerPoint by not only displaying silent reading material with a written focus, but by adding interesting images so that they can increase students' motivation and attention during learning and if possible by presenting concrete objects in learning to maximize understanding student.

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