

Level of Information Technology Power of Ability to Make Learning Media PowerPoint Teacher

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Abstract. The purpose of this research was to know the influence of Technology Information mastery. The influence of Technology Information Mastery to The Teacher's Ability in Making PowerPoint Learning Media of Social Science Teacher. The method that was by the writer was a quantitative method the population of the research was all the social science teachers of Junior. A high school in sampit. The sampling technique in the research was a saturated sample with 36 respondents. The collecting data techniques were questioner and inquiries. The technique of analyzing data was a prerequisite test (nominally test and linear test), simple regression linear similarity, Hypothesis test (T-test) and determination coefficient (R^2). The result of the research was based on counting by SPSS formula, the writer gets T arithmetic about 6,9145 with significance P about 0,000 So $P < 0,05$. It was mean that the hypothesis was asked by the writer was acceptable. That these was positive influence and significance in technology mastery to The influence of Technology Information Mastery to The Teacher's Ability in Making PowerPoint Learning Media of Social Science Teacher.

1. Introduction

In this era of globalization so as not to stay behind and keep up with the times, a country must have high-quality human resources (SDM). In the future, the state of absence of a country is determined by several factors, one of which is to have qualified human resources, skills, competitiveness, and ability. The rapid development of science and Technology (IPTEK) has brought change in all sectors of human life. Because mastery of science and technology is a must for the nation of Indonesia in realizing human quality. One of the roles of science and technology is the paradigm change in the educational world also occurs in the pattern of delivery of educational information. Therefore teachers in the digital age are now highly demanded to master Information Technology (IT), as the development of science and technology increasingly encourages renewal efforts in the utilization of technological outcomes in The learning process. But there are still many teachers who are lacking in utilizing the facilities that have been provided in school, there are also teachers who still do not understand the use of information technology to make learning media form PowerPoint Useful to facilitate the learning process.

In the era of technology development teachers are required to operate computers or laptops and teachers can make learning media based computers or laptops that will be displayed form of Powerpoint. Ideally, a teacher can utilize the condition of progress (facilities and infrastructure) provided by the school by making good learning media because learning media can increase students ' interest in the learning process in a class that Expected to improve the desired learning outcomes with both the teacher and the student. The term media shows the function or its role is to organize an effective relationship between two main parties in the student learning process and the content of the lesson.



The use of learning media in the learning orientation stage will greatly help the effectiveness of the learning and delivery of the message and the content of the lessons at that time that everything that can be used to convey messages or information In the learning process that can stimulate students' attention and interest in learning. The use of learning media in the form of powerpoint, for now, is a necessity that must be met in the world of education to score a reliable generation and have global competitiveness.

The Mastery of Information Technology (IT) in education is needed in line with the times, where teachers master the information technology will influence teaching and learning activities both students and teachers. But there are still a variety of factors that affect the lack of mastering teachers about information technology: Some teachers have assumed that using the media-shaped learning powerpoint only complicate the teacher alone Because some teachers are still not familiar with the use of the technology and some teachers will not be preoccupied with preparing media for learning in connection with the use of information technology. One effort to overcome such circumstances is to provide training on information technology and how to create learning media in the form of powerpoint and other media.

Based on the description researchers are interested to raise this problem as a thesis titled: "The Level of information Technology (IT) in the ability to make learning media powerpoint Teachers"

The problem formulation in this study is: "The influence of information technology deprecation rates on the ability to make learning media powerpoint teachers". As above, the research objective is to know if there is any influence on the level of information technology (IT) in the ability to make learning media a Powerpoint teacher. The results of this research are expected to be useful to know and about the level of information technology (IT) evaporation to the ability to make learning media Powerpoint teachers and as an assessment of the teacher in the ability to Make learning media powerpoint.

2. Literature review and hypothesis development

Learning Media The word "media" in media learning is the plural form of the word medium that means intermediary or introduction of the communication from the sender to the recipient. Learning is interpreted as a condition that makes someone do something to learn. Briggs (1970) in Hamzah B. Uno and Nina Lamatenggo [1], argues that "all physical tools can present messages and stimulate students to learn". Gerlach and Ely (1971) in the book Cecep Kustandi & Bambang Sutjipto [2] outlines that the media is a human, material, or incident that builds the condition to make the students gain knowledge, skills or attitudes, In this sense the teacher, textbook, and school environment are media. So it can be concluded that the media learning as a means of education that can be used as an intermediary in the learning process to enhance the effectiveness and efficiency in achieving the objectives of learning.

Learning Media will work optimally when placed in the right position in the learning and teaching process and adapted to the learning objectives. The learning process will be more interesting and motivate learners to learn when learning Media is utilized. Teachers also have guidelines with a systematic frame of mind with the teaching done so that teachers can take advantage of a variety of learning methods so that teachers will more easily develop learning materials Teaching methods used.

In the learning process, the media has functioned as a bearer of information from the source (teacher) to the recipient (students). While methods are procedures to assist students in receiving and processing information to achieve learning objectives [3].

Media Learning is an instructional component that includes messages, people and equipment. The last emerging technology is a microprocessor technology that gives birth to computer use and interactive activities. The rapid development of technology affects the utilization of learning media in the educational world, learning media continues to develop and appear in various formats, types, features, and capabilities are different.

Each learning medium has a different characteristic between one and the other can be attributed to various aspects. Media characteristics can be seen from the physical aspect, the five senses, as well as the aspect of the tools and materials used. Knowledge of learning media characteristics is crucial in selecting the right media in the application of appropriate learning strategies. Based on the media characteristics of Hujair AH. Sunaky [4] is stated as a division of the type and characteristics of learning media

Teachers are expected to choose and develop the use of media learning Powerpoint in the teaching-learning process. Media Learning PowerPoint serves as a teacher auxiliary material to clarify the delivery of learning materials and help learners to understand the competencies being taught.

Media learning is a messenger or information device to the recipient of students. The media can process student messages and responses so that the media is often called interactive media. The Media is set up to meet students' learning needs and abilities, and students can actively and participate in the teaching and learning process.

Social science is a learning program through a multidisciplinary approach and an integrated approach as a discipline of social sciences and humanities [5]. IPS learning is based on a system approach oriented towards the achievement of learning objectives, where activities change the characteristics of learners before learning IPS (inputs) become learners who have the desired characteristics (Output). The aim of the IPS learning that students can communicate, collaborate, and competence in a community of compounds, locally, nationally and globally, and have a commitment and awareness of social values and Humanitarian [5]. So there was concluded learning media IPS is a learning process that uses tools to support the learning of IPS both directly and through messages, where learning IPS by having a purpose to change participants Students are becoming more and more socially capable citizens and confident of their own lives amidst physical and social strength, which in turn will become good and responsible citizens and create energy Experts in the field of social sciences.

PowerPoint Learning Media is easy and often used software to create learning media. In PowerPoint, Some menus allow users to create and develop learning media more interesting, more interactive and more enjoyable. The use of computer media with the use of powerpoint programs in learning is very profitable because it can facilitate the delivery of the subject matter. Aspects that are considered in making learning media power Point, according to Hujair AH Sanaky [4] in making media learning powerpoint should be considered some aspects.

The aspects are: relevant to the objectives of the curriculum, giving by the basic competencies and standards of competence to be achieved, can generate students' interest, interesting, easy to understand students, using sound effects, using animations And there is feedback. The media features good learning powerpoint. According to Mulyanta [6], there are some features of media learning Powerpoint that are good according to conformity/relevance, simplicity, and ease of benefit. The ability to make learning Powerpoint media is support for learners to understand the lesson materials provided by the teacher. This media powerpoint is a learning medium that can facilitate teachers and students to convey and receive lessons easily and clearly. In applying should each teacher at least have the ability to create teaching materials in the form of this PowerPoint presentation? Despite being the simplest, PowerPoint provides a great facility for creating teaching media.

Information Technology (IT) is a technology used to process data including processing, obtaining, compiling, storing, manipulating data in a variety of ways to produce quality information, i.e. relevant information, Accurate and timely manner, which is used for personal, business and government purposes is strategic information for decision making. Technology that utilizes the computer as a primary device to process data into useful information. The same opinion is also expressed by Williams and Sawyer quoted by Seesar: "Information technology is a common form describing every technology that helps produce, manipulate, store, Communicating and or conveying information".

Today's information technology is a very important thing because there are already many organizations implementing information technology to support organizational activities. The application of information technology in each company or organization certainly has different objectives because the IT implementation of an organization is to support its business interests. As for information technology according to Sutarman [7], "To solve problems, open up creativity, and increase effectiveness and efficiency in doing work". According to Isaac, said that: "Information technology is the result of human engineering to the process of delivering information from the sender to the recipient so that the delivery of information will be faster, more widely spread, and longer its storage." According to the Information Technology Association of America (ITAA), quoted by Sutarman [7], states that:

"Information technology is a study, design, development, implementation, support or management of information systems based on Computers, especially software applications and hardware".

In a growing era of reform, teachers or educators are required to be creative to improve the quality of learning. Teachers should realize the importance of technical aspects to support the learning process. One of them is a presentation of lesson material using a computer and optimizing the utilization of PowerPoint slide media.

To adapt to the advancement of the IPTEK and globalization era, various efforts have been taken by the Government to conduct renewal and improvement of the quality of education, which is reflected in various policies. One of the policies of the government, among other things, is the change of curriculum, which requires teachers and schools to be more active and creative to make adjustments. So that every teacher at all levels must be ready to continue learning IT to fulfill the competency demands. In government Regulation (PP) Number 74 the year 2008 about Guru, stated that "competency of teachers includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". The competency aspects that must be (MET) teachers, related to IT is on pedagogic competence: "The utilization of learning technology", and on social competence: "Use information technology functionally".

This qualified teacher is the teacher who can realize the objectives of national education, namely who have pedagogic competence, personality competence, social competence, and competence

Professional (UU RI No. 14 the year 2005 about teachers and lecturers). The sciences involved in the IPS are economic, Geografi, historical, sociological, political, psychological and anthropological. The teaching materials are derived from various social sciences that concern concepts, generalization, and theory, Rudy Gunawan [5].

Several research results are relevant and related to the influence of information technology and media learning, among others:

The first research is a thesis written by Qodrin Nur Fahmi Islamic Religious Education Study Program Faculty of Tarbiyah IAIN Walisongo Semarang in 2011 with the title "Influence on the use of information technology on Internet-based learning Learning interests PAI Grade VIII students SMP Negeri 30 Semarang Year lesson 2011/2012. The result of this research is evidenced by the results of the calculation of regression analysis Sati predictor with the method of deviation score of 11.772 and degrees of Freedom (BD): 80. It is known that the table is of the significance of 5% = 3.96. Then the value of Freg 11.772 is greater than that of Ftable, in the equivalent of 5% significance. Therefore, the results were significant and hypotheses submitted between the use of Internet-based learning information technology for PIE learning interest in grade VIII students SMP Negeri 30 Semarang year 2011/2012. And second research is a thesis written by Desi Sri Lestari Biology Education Study Program Faculty of Science and Technology of Sunan Kalijaga State Islamic University Yogyakarta year 2010 with the title "Effect of using Media PowerPoint against Student learning outcomes Grade X SMA Negeri 1 Depok school year 2010/2011 on the mushroom subject ". The result of this research is to show that there is no influence on the powerpoint media to study outcomes X SMA Negeri 1 Depok Yogyakarta.

Based on the theory above, the hypothesis of this research is "there is a significant influence on the level of information technology evaporation (IT) on the ability to make learning media PowerPoint teacher IPS Junior High School (SMP) Negeri Se-Kota Sampit year Lesson 2015/2016".

3. Methods

The research period is conducted from 12 October to 04 December 2015. This research place is held in SMP Negeri Se-Sampit city East Kotawarwants Province of central Kalimantan. The subject of this research is the teacher of IPS SMP Negeri Se-Sampit city consists of 11 junior high Schools (SMP) with a total of 36 people. The research method used by the authors is quantitative research. According to Sugiyono (2014:13), the Quantitative method is "research of numbers and analysis using statistics". The purpose of this statistical data usage is to address the presence or absence of the relationship between

the two variables examined and predicted how large the variable contributes freely to the bound variables.

This research includes Ex-PostFacto research on the Correlation Study. The purpose of the Ex-PostFacto research Correlation Study is a study conducted to examine the events that have occurred that then do not go back to know the factors that can cause the incident. In this study, between free variables and bound variables, the study aims to trackback if it is possible what is the cause of the occurrence of something [8].

The population in this study is a teacher who teaches social science (IPS) courses in the State Junior high School in Sampit City, all of the population members are made samples. This is done because of a relatively small population of 36 people. Thus the sampling techniques used are saturated sampling or saturated samples. Another term for a saturated sample is the census, in which all population members are made samples [9].

To make this research more directional, it is necessary to emphasize the variables that will be examined. In this study, there are two variables, variable binding, and free variables. Data collection techniques to obtain data that is suitable for research purposes then it takes a technique of data collection. Data collection techniques can be done by interviewing (interviews), Kuisoner (Angket), observation and the third combined [9]. The technique or method of data collection used in this research is the kuisoner i.e. retrieval of data through a set of written questions to the respondent to answer it. In this study, the Kuisoner is used to collect data from predetermined respondents. Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and results are better, in a more thorough, complete and systematic sense so that they are more readily processed [10].

According to Sugiyono [9], named after research instruments is a measuring instrument in research. All the scales used for measuring instruments in this study are the Likert scale. The validity test of the instrument according to Arikunto [10], the validity test is a measure indicating the degree of reliability or degree of determination of a measuring instrument. Instrument Reliability test According to Sugiyono [9], the reliability test was conducted to see whether the measuring instrument used (questionnaire) indicated consistency in measuring the same symptoms. A reliability test is done to know the state of the instrument or measuring instrument. A measuring instrument is said to be reliable if it produces consistent results, so this instrument can be used safely because it can work well at the relevant time. Data analysis technique according to Sugiyono [11] that is meant by data analysis is "activity after data from all the respondents accumulated. In this research analysis of data using descriptive statistical techniques. According to Sugiyono [11], descriptive statistics are statistics used to analyze data by describing or describing the conclusion data that applies to the public or generalization.

After the data has been collected, data analysis is carried out, and then the data is analyzed using descriptive statistical analysis, with the help of program computer SPSS 17 for Windows, to know the effect of mastery level (IT) against Ability to make Media learning PowerPoint teacher IPS SMP Negeri Se-Sampit City Year lesson 2015/2016, using the analysis technique IE: prerequisite test (test normality and linearity test), simple linear regression equation, hypothesis test (test T) test and coefficient of determination (R-Square).

4. Results and Discussion

The data descriptions can be seen on the chart below:

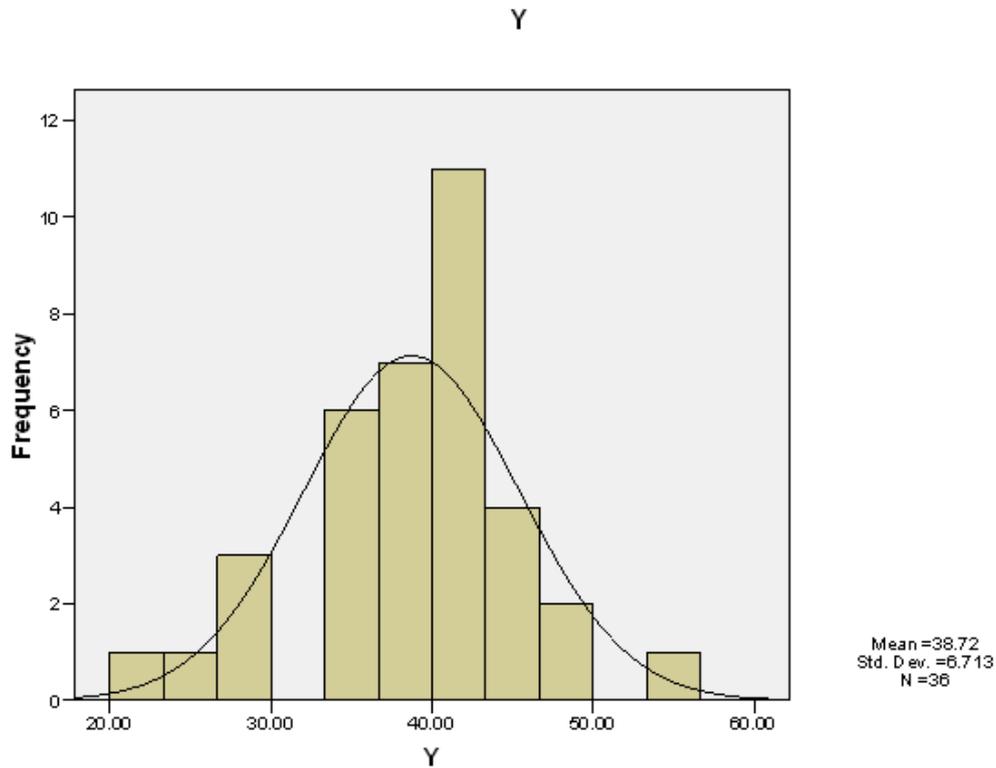


Figure 1. Data mastery level of information technology (Y)

If calculated as a percentage, the highest score will be obtained: $4 \times 14 \times 36 = 2016$. The number of data collection scores is the ability to make learning media powerpoint (X) = 1204. Thus the ability to make learning media powerpoint for Social Sciences teachers of SMP Negeri City Sampit for the 2015/2016 Academic Year is $1204 : 2016 = 0.597$ or 59.7%.

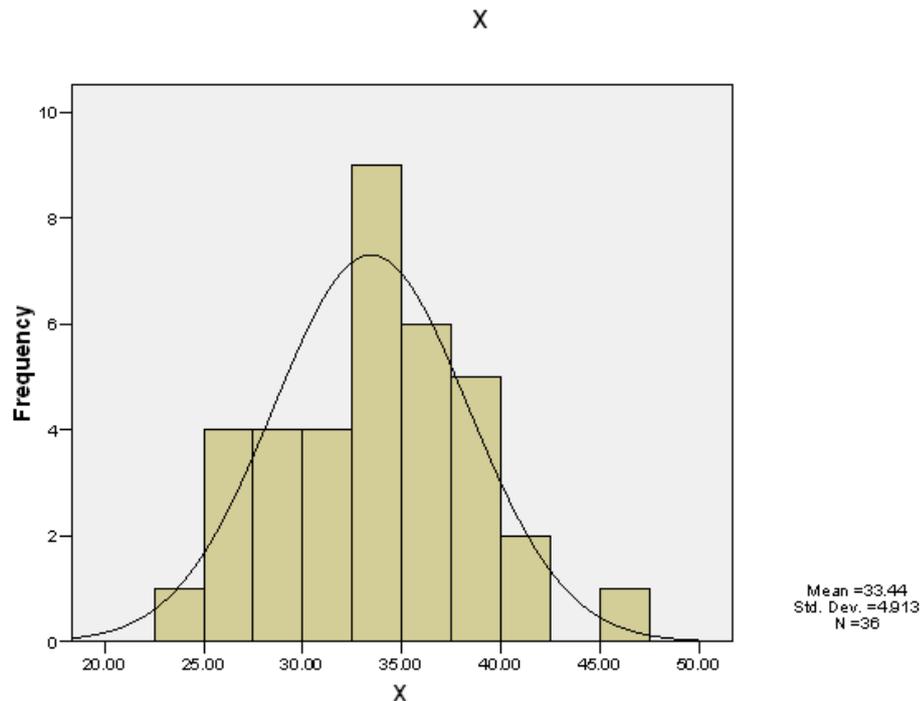


Figure 2. Data of ability to make power point learning media (X)

The results of the study were tested using simple linear regression analysis techniques, showing that the first hypothesis (H1) which states there is a significant influence between the level of technical mastery on the ability to make media learning powerpoint for Social Sciences teachers of SMP Negeri in Sampit City Academic Year 2015/2016. This is shown from the results of the analysis, obtained t value = 6.914 with a significant level of $p = 0,000$ ($p < 0.05$) with a coefficient of determination (R^2) of 0.584 which means that in this study the level of mastery of information technology has a contribution of 58.4% of the ability to make powerpoint learning media. Based on the results of these calculations, the hypothesis proposed in this study can be accepted, that is a positive and significant influence between the level of mastery of information technology on the ability to make media learning powerpoint for Social Sciences teachers of Sampit City State Junior High Schools in the 2015/2016 Academic Year.

Through this research can encourage the ability of a teacher in developing and utilizing school facilities. Teachers are said to have a good mastery of information technology including several indicators, namely teaching skills using technology, having extensive knowledge, mastering information technology applications, the ability to operate information technology and having a good personality (Hamzah B.Uno: 2010). While the teacher is said to have the ability to make learning media including the characteristics of suitability, convenience, attractiveness and expediency [6].

The indicators of the level of mastery of information technology and the characteristics of the ability to make learning media can increase a broader teacher's knowledge in the use of existing facilities at school to be used in the learning process. Mastery of this information technology can be known when a teacher can operate and utilize facilities when delivering learning in class and the ability to create powerpoint learning media that can attract the attention of students in following the learning delivered by a teacher.

5. Conclusion

Based on the results of the calculations in this study, the authors conclude. The level of mastery of information technology in IPS teachers of Sampit City Public Middle Schools consisting of 36 respondents, obtained the results with the highest value of 47, the lowest score of 24 and an average

value of 35. The ability to make media learning powerpoint for Social Sciences teachers of Sampit City Social Sciences Middle School in Sampit Year 2015/2016 lessons consisting of 36 respondents, obtained the results with the highest value of 54, the lowest value of 23 and an average value of 38.

Based on calculations using SPSS, the value of t is 6.914 with a significance level of p is 0.000 so that $p < 0.05$. This means that the hypothesis proposed in this study is accepted, that there is a positive and significant influence between the level of mastery of information technology on the ability to make powerpoint learning media for Social Sciences teachers of Sampit City Junior High Schools in the 2015/2016 Academic Year and the effective contribution given by the variable level of mastery information technology on the ability to make powerpoint learning media is 58.4% ($R^2 = 0.584$). This means that there are still 41.6% of other factors that influence the ability to make powerpoint learning media.

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