The Effect of Learning Interest and Powerpoint Learning Media on Students' Learning Achievement in Civics Subject in Senior High School South Sukoharjo

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Abstract: The purpose of this study was to see how the involvement of learning interest and powerpoint learning media affects students' learning achievement. This study is a correlational study and was conducted in high schools in South Sukoharjo with a total of 3 schools. The sample in this study was 280 people. Information on learning achievement was obtained through a questionnaire. Data analysis used the t test and F test to determine the partial and simultaneous effects. The results showed a strong and good correlation between learning interest, powerpoint learning media and learning achievement. Learning interest and powerpoint learning media contributed 56% to learning achievement, while factors not included in this study contributed 44% to the variation. This study suggests examining additional variables that affect learning achievement in more detail.

Keywords: Interest in Learning, Powerpoint Learning Media, Learning Achievement

Introduction

Building a stronger and more advanced nation is the role of education. Along with the development of the era and increasingly complex global demands, the quality of education in Indonesia must continue to be improved(Bland, 2024; Deng, 2024; Longo, 2024; Raisal, 2024). Education is a means to produce the next generation of the nation who are ready to maintain the existence of the country. The government has taken various steps to welcome the quality of education in this country through various policies(Abidin, 2023; Dascalu, 2021; Gutierrez, 2019; Izura, 2019). Including the compulsory 9-year education scheme where Government Regulation Number 47 of 2008 regulates the 9-year compulsory education program as an implementation of the National Education System Law Number 20 of 2003. In 2013, the central government launched a 12-year compulsory education program, often referred to as the universal secondary education program, as a continuation of the 9-year compulsory education program, as part of the implementation of Law Number 20 of 2003 concerning the National Education System. Efforts with full awareness are also planned to create conducive learning affirmations as well as an active teaching and learning phase which is the definition of education. In this phase, students are encouraged to develop

their potential as a whole, including honing their spiritual religious understanding, self-control, noble personality, skills and intelligence where relevant to the needs of individuals, society, nation and state (Nazaruddin, 2024).

The fundamentals of education are essential for the survival of individuals because they help growth and development(Hill, 2018; Parong, 2018; Sinclair, 2015). According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to realize learning affirmations which provide opportunities for students to develop their potential, both in spiritual aspects, self-control, intelligence, personality, noble character, along with skills that are needed by themselves, the general public, the nation, and the state. National education is based on the state and constitutional foundations, rooted in spiritual values and national culture, and responsive to the dynamics of the era. The national education system encompasses all elements of education related to the realization of national education achievements, namely developing abilities, character formation, and dignified national civilization. The goal is to develop all potentials of students so that they are formed into people who have piety and faith, noble character, have knowledge, are fit, responsive, creative, independent, and make themselves citizens who have democratic responsibility (Muljawan, 2018).

Along with increasingly complex global challenges and demands, Indonesia continues to strive to integrate technology and innovation into the education system. The use of technology in education does not only function as a learning aid, but also as a bridge to overcome the gap in access and quality of education throughout the country. With the development of sophisticated technology today, educational institutions can provide wider and more equitable access to quality learning materials, even in remote areas. This is in line with the government's vision to create a technology-literate society that is ready to compete in the global digital economy (Yuliani & Hartanto, 2020). To achieve this, the government and educational institutions are focusing on developing technological infrastructure, including improving internet connectivity throughout Indonesia, as well as training teachers to be able to adopt a digital-based learning approach (Suryadarma & Jones, 2013). The curriculum is also designed to include aspects of 21st-century skills, such as problem solving, collaboration, and sharp thinking that are considered essential for success in a rapidly changing global work environment (Ichwanto, et al., 2020). With these steps, Indonesia hopes to prepare a generation of young people to be responsive in contributing to the global economy and as leaders of innovation in the future.

Civic education is a compulsory subject that must be studied from elementary school to college. Based on Law Number 20 of 2003 concerning the National Education System, civic education is a field of knowledge or compulsory course. This education has a moral responsibility to maintain unity and unity amidst national diversity, and functions to build national character. Character is the main goal of national education, so that the Indonesian people, especially students, are able to be positive and intelligent citizens (good citizenship), (Munthe, et al., 2023). Civic education aims to instill fundamental values of nationality, democracy, and nationalism in order to form a strong and united nation (Andini, et al., 2024). Currently, the reality faced in practice is often different from the ideal goals planned. A problem that often occurs is the lack of interest in learning students in the subject of Civic Education.

Currently, the teaching and learning process generally still operates traditional learning methodologies, such as lectures in the classroom, because the lecture method is considered more economical and concise. When learning only relies on lectures, interaction between teachers and students is minimal, so that students are relatively inactive and do not contribute responsively during the teaching and learning phase. As a result of this method, students are less enthusiastic and do not listen to the material explained by the teacher (Dayanti, et al., 2020).

To overcome these challenges, a more innovative and interactive approach is needed in teaching Civic Education. Part of the solution is to adopt case-based learning methods and group discussions, where students are likely to be actively involved and develop critical thinking skills and deeply understand political and social issues (Japar, 2018). Case-based learning not only helps students understand the material better, but also encourages them to realize their knowledge in real life. In addition, it is also important to improve the quality of teachers through training and professional development that focuses on teaching skills that are more creative and adaptive to changing times (Puspita Sari & Suryaningsi, 2023). The government also needs to ensure that the Civic Education curriculum is always relevant to the needs of the times and is able to accommodate 21st-century competencies, such as digital literacy, collaboration, and effective communication skills (Luthfi, et al., 2020). With these steps, it is hoped that civic education in Indonesia will be able to play an effective role in efforts to form citizens with character and who are ready to face global challenges.

Interest in learning is the attention, liking and affinity of students to their learning activities as evidenced by enthusiasm, participation, and ability during learning, and understanding the urgency of their activities (Amir, 2020). Then it will change itself where it can form it s attitude, habits, cognition, skills, and learning experience. Interest will be a driving force to be able to explore something. When students have no interest in learning, it will be difficult to face the lesson, especially since students are usually indifferent to their lessons.

One way to increase students' interest in learning is through the use of media or tools, because the benefits of media during learning are to provide stimulation and also increase the absorption of information. The advantages of learning through multimedia are: learning activities are interactive and interesting, efficient allocation of teaching time, learning quality can be increased, and students' attention can be focused (Wahdana, 2017). Students can produce satisfactory learning scores when they want to learn. Interest occurs when there is effort on one's own part and motivation.

In addition to the use of teaching aids, the importance of technology in education cannot be ignored in efforts to welcome interest in learning. ICT (Information and Communication Technology) can be used as a powerful medium to increase student involvement in the teaching and learning phase, for example by integrating interactive educational applications or online learning platforms, students are able to learn something easily, enjoyably, and dynamically. Studies show that the operation of technology in education has the potential to foster learning motivation by providing learning experiences that are more personal and relevant to the individual needs of students (Lestari, et al., 2023). Technology also enables more collaborative learning, which enables students to interact

with each other and with their teachers in a more open and participatory learning environment (Ichwanto, et al., 2020).

Learning media to meet the quality of teaching and learning activities (KBM). The selection of learning media in this study is PowerPoint which is expected to increase interest in learning so that students can play a more active role and participate during KBM. The use of PowerPoint media, especially in material that is rich in theory, makes it easier for educators to expand teaching techniques because in delivering the material it will look interesting on the PowerPoint display so that students do not feel bored, (Khaerunnisa, et al., 2018). The existence of learning media in the form of PowerPoint can make the audience focus on the media displayed because each slide can insert images, graphics, photos, text and so on. With the availability of features in PowerPoint, presentations can be made more lively and more impressive, so this is attempted to help increase interest in learning for students. When the learning media is made as attractive as possible, it can make students more interested in carrying out the learning. Problems that students often face include: answering (63%), asking 50%, collecting assignments 50%, drawing their own conclusions 65% during KBM (teaching and learning activities) can affect the results of student evaluations (Gusrianti, 2021). From this statement, it can be concluded that it is important for educators to identify and overcome this problem so that the teaching and learning process becomes more effective and student evaluation results can improve. With the implementation of the right learning strategy, it is hoped that students can participate more actively and develop the skills needed to achieve learning goals.

To solve this problem, the researcher wants to improve what happens in the class that the researcher teaches by involving independent children in solving their problems, and the knowledge they have to obtain meaningful information and concrete experience. There are phenomena encountered in the classroom so that the researcher puts forward alternative solutions to solving problems encountered in the classroom. In order to improve learning evaluation and student activities, the author uses Powerpoint Media.

Based on the background presented, it motivates the author to further understand how learning interest and PowerPoint learning media influence student learning achievement in PPKn subjects in high schools throughout South Sukoharjo.

Methodology

The methodology of this study includes correlational design and quantitative techniques. The researcher used correlational research. According to Arikunto in (Sidik, 2021) correlational research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to existing data. This study examines the relationship between student learning interest and powerpoint learning media on student learning achievement. The literature review was used as the basis for developing research instruments.

There are three variables used in this study, namely two independent variables and one dependent variable. In this study, learning interest (X1) and powerpoint learning media (X2) as independent factors, and learning achievement (Y) as the dependent variable. The population used in this study were high school students in South Sukoharjo with a total of 3 schools and a total of 280 students.

The data of this study were collected using questionnaires and statistical techniques to analyze the observation results. Data on learning interest (X1), powerpoint learning media (X2) and learning achievement (Y) were collected using a questionnaire procedure. The questionnaire used in this study was a closed google form questionnaire. The questionnaire model used was a Likert scale. The Likert scale is a scoring system that provides a series of scales with values to indicate how much you agree with a statement or question (Arianingtyas et al., 2024). To produce a questionnaire with strong results, a trial must be conducted. The trial of this research instrument used a pilot test, namely, along with data collection, a trial was carried out first, then a validity and reliability test was carried out (Wijayanti & Widodo, 2021). The trial of this research instrument was by distributing statements that had been made in the form of a google form to 30 people.

Result and Discussion

Validity Test

The validity test is conducted to assess the validity of a questionnaire. A questionnaire's validity is evaluated based on its capacity to yield the intended results (Ghozali, 2016). By comparing the score of an individual item to the overall score, it can be determined whether the item is valid. An item is deemed valid if its correlation coefficient (r) exceeds 0.05. Conversely, if r falls below 0.05, the item is regarded as invalid and should be either removed or revised. In this research, the authors utilized IBM SPSS software version 27 to evaluate the instrument's validity. This section outlines the findings; there is no need to create a distinct sub-chapter separating the results from the discussion. Below are the validity test results presented in the accompanying figure:

Variable Y				
Item	Calculated r	Critical r value	Significance	Description
P1	0,526		0,037	Valid
P2	0,605		<0,001	Valid
P3	0,870		0,021	Valid
P4	0,575		0,010	Valid
P5	0,679		<0,001	Valid
P6	0,693	0,361	0,025	Valid
P7	0,693		<0,001	Valid
P8	0,575		<0,001	Valid
P9	0,533		0,002	Valid
P10	0,602		<0,001	Valid
P11	0,474		<0,001	Valid
P12	0,474		0,008	Valid

Figure 1. Validity of learning achievment (Y)

Variable X1				
Item	Calculated r	Critical r value	Signification	Description
P1	0,604		<0,001	Valid
P2	0,497		0,005	Valid
P3	0,687		<0,001	Valid
P4	0,551		0,002	Valid
P5	0,819		<0,001	Valid
P6	0,914	0,361	0,002	Valid
P7	0,427		<0,001	Valid
P8	0,598		0,19	Valid
P9	0,375		0,051	Valid
P10	0,728		<0,001	Valid
P11	0,722		<0,001	Valid
P12	0,416		0,22	Valid

Figure 2. Validity of learning interest (X1)

Variable X2				
Item	Calculated r	Critical r value	Signification	Description
P1	0,479		0,007	Valid
P2	0,571		<0,001	Valid
P3	0,715		<0,001	Valid
P4	0,760		<0,001	Valid
P5	0,750	0,361	<0,001	Valid
P6	0,763		<0,001	Valid
P7	0,755		<0,001	Valid
P8	0,636		<0,001	Valid
P9	0,554		0,001	Valid
P10	0,802		<0,001	Valid

Figure 3. Validity of powerpoint media learning (X2)

From the results of the validity test above, it is determined that the query has a value of 30 N. Rtable can be searched using a two-way test with a significance level of 0.05 by testing its possibility. Next, determine the degree of freedom (df) which is the same as n-2. So it is proven that df = 30-2 = 28. The result of the Rtable validity test in this analysis is 0.361. All statements in variables X1 or interest learning, X2 or powerpoint learning media and Y or learning achievement have valid values according to the findings of the validity test shown in the image above. This is because the correlation value of calculated r is greater than critical r value (0.361).

Reability Test

The reliability of a data instrument, which serves as a tool for data collection, is demonstrated through a reliability test (Sugiyono, 2019). A Cronbach Alpha value greater than 0.6 indicates that the alpha coefficient is deemed reliable. The IBM SPSS version 26 software will be utilized for data calculations. Below is a description of the reliability test for each variable:

Reliability Statistics

Cronbach's Alpha	N of Items
.758	13

Figure 4. Results of Y Reability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.837	12

Figure 5. Results of X1 Reability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.878	10

Figure 6. Results of X2 Reability Test

The figure illustrates that the reliability test analysis for each variable yields acceptable reliability values, with Cronbach Alpha results showing 0.837 for variable Y, 0.758 for variable X1, and 0.878 for variable X2. If a variable's Cronbach Alpha exceeds 0.6, and the resulting data also exceeds 0.6, it indicates that the overall statements are reliable, thus classifying the variable as reliable

Classical Assumption Test Result

Normality Test

The purpose of the normality test is to determine whether the residual or confounding variables in the regression model are regularly distributed. If the independent and dependent variables of a regression equation are regularly distributed, then the equation is said to be very good (Ghozali, 2016). The normality test was carried out using a normal probability plot and the IBM SPSS version 26 computer statistics program. In this study, the Kolmogorov-Smirnov single sample test was used with a significance level of 0.05, and the decision-making process was as follows: (1) Data is normally distributed if the sign value is >0.05; (2) A sig value <0.05 indicates that the data is not normally distributed. The results of the normality test can be seen in Figure 7 below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		282
Normal	Mean	.0000000

Parameters[a,b]	Std. Deviation		5.90842376
Most Extreme Differences	Absolute		.053
	Positive		.051
	Negative		-.053
Test Statistic			.053
Asymp. Sig. (2-tailed)[c]			.051
Monte Carlo Sig. (2-tailed)[d]	Sig.		.053
	99% Confidence Interval	Lower Bound	.047
		Upper Bound	.058

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 7. Normality Test Results

The results of the normality test show Asymp Sig. (2-tailed) 0.200 which is a value greater than 0.05 as seen in the image above. As a result, the data can be understood to be distributed regularly.

Multicollinearity Test

A multicollinearity test is employed to determine if there is a correlation between the independent variables in the regression model or among the independent variables themselves. The regression model operates effectively when the independent variables are uncorrelated. To evaluate the presence of multicollinearity, we need to examine the Variance Inflation Factor (VIF) and Tolerance levels. The regression model is considered non-multicollinear if the tolerance value exceeds 10% (or 0.1) and the VIF value is below 10 (Ghozali, 2013). The following image displays the results of the multicollinearity test:

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.778	1.285
	X2	.778	1.285

a. Dependent Variable: Y

Figure 8. Multicollinearity Test

The values for the learning interest (X1) and the powerpoint learning media (X2) on the incentive variable are both 0.778, which exceeds 0.10 according to the image above. The VIF value for the learning interest (X1) is 1.006, and the VIF for the powerpoint learning media (X2) is also 1.285, both of which are below 10.00. Therefore, it can be concluded that

there is no indication of multicollinearity among the independent variables in the regression model.

Heteroscedasticity Test

The Heteroscedasticity Test is performed to assess whether there is a variance inequality among the residuals of different observations in the regression model (Ghozali, 2013). This test utilizes the Park Test method. A significance value greater than 0.05 indicates the absence of heteroscedasticity, while a value less than or equal to 0.05 suggests its presence. The results of the test are illustrated in figure 9 below:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.948	.860		4.592	.000
	X1	-.021	.021	-.069	-1.018	.309
	X2	-.026	.022	-.080	-1.194	.233

a. Dependent Variable: LN_RES

Figure 9. Heteroscedasticity Test Results

The variable of interest learning (X1) has a value of 0.309 while the variable of powerpoint learning media(X2) has a value of 0.233. The figure above shows the results of the Park Test for heteroscedasticity; there is a significant value greater than 0.05 for each variable. Thus, from this study it can be concluded that the regression model does not show heteroscedasticity.

Multiple Linear Regression Analysis

Multiple linear regression analysis can be used to test the influence of independent factors, such as motivation and parental attention, on the dependent variable, namely academic achievement. In this case, a computer with SPSS (Statistics Program for Social Science) version 26 software is needed to process the existing data. This can be seen in Figure 10, namely:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.641	2.429		6.440	.000
	X1	.444	.058	.426	7.641	.000
	X2	.252	.062	.226	4.058	.000

a. Dependent Variable: Y

Figure 10. Multiple Linear Regression Analysis

Based on multiple linear regression analysis, a constant value of 15.641 was obtained, with a value for the variable of interest learning (X1) of 0.444, and powerpoint learning media (X2) of 0.252. If these values are entered into the initial regression function as a whole, the following equation is obtained:

Y = 15.641 + 0.444X1 + 0.252X2 + e

The regression equation can be interpreted as an increase in learning interest of one unit, then learning achievement will increase by 0.444 assuming other variables have fixed values and an increase in powerpoint learning media, then learning achievement results will decrease by 0.252 assuming other variables have fixed values. While the constant of 15.641 means that if learning interest (X1) and powerpoint learning media (X2) have a value of 4.058, then the results of the readiness of learning achievment (Y) have a value of 15.641.

Coefficient of Determination (R2)

The coefficient of determination test is used to see how much influence the independent variable has on The dependent variable uses a coefficient of determination (Ghozali, 2016). The coefficient of determination is a measure to determine the suitability or accuracy between the estimated value or regression line and sample data. If the correlation coefficient value is known, then the coefficient of determination can be obtained by squaring that value. These values can be seen in figure 11 below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600a	.400	.560	5.930

a. Predictors: (Constant), X2, X1

Figure 11. Coefficient of Determinant

In the R Square Column, figure 11 displays the coefficient of determination (R2) value of 0.560. The variables of interest learning and powerpont learning media have a large influence of 0.560 (56%) on learning achievement, meaning that variables that are not included in the research model have an influence of 44% on the learning achievement

Hypothesis Testing

F Test

The significance of the model in influencing the relationship between independent and dependent variables is ensured by using the F test on the total regression coefficient. The results of the F test are shown in Figure 12 below, which include:

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4701.077	2	2350.538	66.853	.000b
Residual	9809.561	279	35.160		
Total	14510.638	281			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Figure 12. F Test Results

It can be seen from the figure above that the F table is 4.00 for df (n1) = 1 and df (n2) = 279. Based on the findings of the simultaneous test or F test, the F count value is 66.853

and the F table value is 4.00. This means that at a significance level of $0.000 < \alpha\ 0.05$, the F count is greater than the F table 4.00.

Based on the test results, Fcount (66.853) is greater than Ftable (4.00). Based on the proposed hypothesis, academic achievement is a dependent variable and is generally influenced by independent variables, namely interest learning and powerpoint learning media. Therefore, H0 is rejected and H1 is accepted.

T Test

To ensure that parental motivation and attention have an impact on academic achievement, a hypothesis test was conducted. The independent variable affects The dependent variable is valid if the calculated t-value is greater than the t-table value. The results of the hypothesis test are listed in figure 13 below:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.641	2.429		6.440	.000
	X1	.444	.058	.426	7.641	.000
	X2	.252	.062	.226	4.058	.000

a. Dependent Variable: Y

Figure 13. T Analysis Test Results

This shows the magnit it can be concluded that 7.641 > 4.00 with a significance value of 0.032 < 0.05. Therefore, H0 is rejected and H1 is accepted and the results of the T-test above show that the value of the variable motivasi powerpoint learning media (X2) is 0.000 < 0.05, with a calculated t-value (4.058) which is greater than the t-table (4.00), so it can be concluded that H2 is accepted.

Conclusion

Based on the formulation of the problem, research objectives, and findings, the following conclusions are drawn. (1) Learning interest and success in learning PPKn are positively correlated in students at SMA in South Sukoharjo F; (2) In SMA in South Sukoharjo, students' civic education learning achievement is positively and significantly influenced by the powerpoint learning media; (3) Students' civic education learning achievement is significantly influenced by learning interest and powerpoint learning media. Meanwhile, additional factors outside this research model have an influence of 44% on learning achievement, the combined contribution of learning interest and powerpoint learning media is 0.56 (56%).

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