# UTILIZATION OF POWERPOINT APPLICATIONS IN THE DEVELOPMENT OF QUIZ GAME-BASED LEARNING MEDIA

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## ABSTRACT

*The rapid advancement of technology in the learning process in schools is not accompanied by an increase in teacher competence in making technology-based learning media, resulting in an imbalance of teacher competence in using technology. Therefore, it is necessary to carry out training on the use of power point media in making game-based learning media. The aim is to increase teacher competence in making learning media and provide the concept of game-based learning media to be applied in classroom learning activities. The subject is a teacher of SMP Bunga Bangsa Bandung City. The research method used is descriptive qualitative using observation sheet instruments and questionnaires, then the data processing techniques are through data reduction, data presentation, and making conclusions. Based on the questionnaire on the results of the activities that have been carried out, it is known that the result is that teachers feel they have new abilities in making game-based learning media and want to be applied to classroom learning. So it can be concluded that after participating in the training, teachers have increased competence in making game-based learning media by utilizing power point applications.*

**Keywords:** *PowerPoint, Learning Media, Game*

## ABSTRAK

Pesatnya kemajuan teknologi dalam proses pembelajaran disekolah tidak dibarengi peningkatan kompetensi guru dalam membuat media pembelajaran berbasis teknologi, sehingga terjadi ketimpangan kompetensi guru dalam menggunakan teknologi. Oleh karena itu, perlu dilaksanakan pelatihan pemanfaat media *power point* dalam membuat media pembelajaran berbasis game. Tujuan meningkatkan kompetensi guru dalam membuat media pembelajaran dan memberikan konsep media pembalajaran berbasis game untuk diterapkan dalam kegiatan pembelajaran dikelas. Subjeknya adalah guru SMP Bunga Bangsa Kota Bandung. Metode penelitian yang digunakan yaitu deskriptif kualitatif dengan menggunakan instrument lembar observasi dan angket, kemudian teknik pengolahan datanya melalui reduksi data, penyajian data, dan membuat simpulan. Berdasarkan angket hasil kegiatan yang telah dilaksanakan, diketahui hasilnya guru merasa memiliki kemampuan yang baru dalam membuat media pembelajaran berbasis game dan ingin diterapkan pada pembelajaran dikelas. Maka dapat disimpulkan setelah mengikuti pelatihan guru memiliki peningkatan kompetensi dalam membuat media pembelajaran berbasis game dengan memanfaatkan aplikasi power point.

**Kata kunci:** PowerPoint, Media Pembelajaran, Game

## INTRODUCTION

Echnology-based learning during the Covid-19 pandemic has now developed so rapidly, so that the ability of teachers to use technology in carrying out learning becomes an absolute must master. Based on the results of field observations, there are still many teachers who have difficulty in making learning media by utilizing the latest application technology. Moreover, older teachers still need extra guidance in order to improve their competence when compared to younger teachers who are easier to understand the use of an application. To overcome these obstacles, of course, requires a new and more interesting learning media concept.

Learning media learning media according to Surayya (2012) is a tool that is able to assist the teaching and learning process and serves to clarify the meaning of the message or information conveyed, so as to achieve the planned learning objectives. Learning media can be understood as anything that can channel information from sources of information to recipients of information Falahudin (2014). Learning media as a whole is a tool or material used in the teaching and learning process which has a function as a carrier of information from learning resources. The use of game-based learning media for students is very suitable to be used in the delivery of learning material so that it is not monotonous and is able to attract students' interest in learning. For example, by using a PowerPoint application that has been used, there are many benefits contained in it to create an interesting learning media.

Microsoft Power Point is a computer program devoted to presentations. Mardi (2007) said that power point is an application program from Microsoft that can be used to make presentations, both for conducting a meeting and planning other activities, including being used as a learning medium in schools. Microsoft power point provides slide facilities to accommodate the main points of discussion that will be delivered to students. With animation facilities, a slide can be modified in an interesting way. Likewise with the facilities: front picture, sound, and effects can be used to make a good slide. When this slide product is presented, the listener's attention can be drawn to accept what is conveyed to the students. This program was delivered specifically to deliver presentations, whether organized by companies, governments, or individuals (Nugroho, 2015).

According to Prasetya (2013) games are a form of learner-centered learning that uses electronic or digital games for learning purposes. Educational games are one of the media used for learning, increasing the knowledge of users through an interesting media. This type of media is usually intended for children, with games that have attractive images and colors. The use of an educational game is as a medium to assist in learning activities (Tobias,2014).

Based on this description, the authors are interested in implementing training to increase teacher competence in making game-based learning media for teachers as a solution to overcome these obstacles, it is hoped that after providing the concept of game-based learning media, teachers can apply it in learning activities and be able to improve teacher competence in making media. learning so that it can create learning activities that are more interesting and can be more easily understood by students.

**METHOD**

The research method used is descriptive qualitative method. This qualitative descriptive method is a scientific method used to solve a problem based on data obtained through phenomena that occur in a context or event being observed (Moleong, 2007). The subjects in this study were the teachers of SMP Bunga Bangsa Bandung as training participants, totaling fourteen people. So the use of qualitative descriptive methods in this study aims to obtain data to determine the increase in understanding of the concept of game-based learning media and increase teacher competence in making technology-based learning media.

The questionnaire instrument was used as a technique to collect data in this study, then the data was analyzed by steps, data reduction, data presentation, then making conclusions.

**RESULTS AND DISCUSSION**

In the following, the writer conveys the results of the participants' questionnaires after participating in the training activities for using the PowerPoint application in developing quiz game-based learning media.

**Table 1.** Activity results achievement questionnaire

| No | Success Indicator | Achievement | | | | Note |
|---|---|---|---|---|---|---|
| | | **4** | **3** | **2** | **1** | |
| 1 | Teachers have an understanding of the concept of game-based learning media | 85,71 | 14,28 | | | |
| 2 | Teachers are able to use PowerPoint applications proficiently | 78,57 | 21,42 | | | |
| 3 | Teachers are able to practice making game-based learning media with the PowerPoint application | 92,85 | 7,15 | | | |
| 4 | The teacher is able to demonstrate the results of making game-based learning media | 71,42 | 28,58 | | | |
| | Percentage | 82,14% | 17,86% | | | |
| | Total Score Earned | 214 | | | | |
| | Results (Score obtained: Maximum score) x100) | 214/224 x 100 = 95,53% | | | | Very good (A) |

Information:

4 = very good

3 = good

2 = enough

1 = less

**Table 2.** Scoring Criteria

| NUMBERS (Quantitative) | LETTERS (Qualitative) | DESCRIPTION |
|---|---|---|
| 86 - 100 | A | Very good/very adequate/Very often |
| 71 – 85,99 | B | good/adequate/often |
| 56 – 70,99 | C | quite /sufficiently/sometimes |

| < 56 | D | less/inadequate/never |
|------|---|-----------------------|

It is known that the teacher indicator has an understanding of the concept of game-based learning media getting the highest percentage score of 85.71 with a very good category, then on the teacher indicator is able to use the PowerPoint application proficiently the achievement of the highest percentage score is 78.57 with a very good category, then on the teacher indicator is able to practice making game-based learning media with the PowerPoint application getting the highest percentage score of 92.85 with a very good category, and the teacher indicator being able to demonstrate the results of making game-based learning media getting the highest percentage score of 71.42 with a very good category. good. Overall indicators of teacher achievement in participating in the training are good by obtaining the highest average score category of 82.14% in the very good category

Based on the respondents' entries in the questionnaire, the overall achievement of the results of this training activity has been achieved very well by the participants with an average total percentage gain of 95.53%. So it can be concluded that the training activities for using PowerPoint applications in the development of quiz game-based learning media were carried out very well and provided new understanding and additional competencies for participants in using power point applications.

**CONCLUSION**

Based on the results of the activities that have been carried out, it is known from the results of the questionnaire that teachers feel they have new abilities in making game-based learning media and can be applied to classroom learning. So in conclusion, after attending training on the use of PowerPoint applications in developing quiz game-based learning media, teachers have increased competence in utilizing power point applications to create and implement game-based learning media.

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