

The Effect of the Use of PowerPoint Media on the Interest in Learning History of Class X Students of SMA Negeri 1 BumiayuFebriana Khaerunnisa¹, YYFR. Sunarjan², Hamdan Tri Atmaja³**Abstract**

This research aimed to find out the learning interest for the History Lessons of students in X class SMA Negeri 1 Bumiayu before and after using PowerPoint media and to find out the effect of PowerPoint media on learning interest in History lessons of Students at SMA Negeri 1 Bumiayu. This type of research was quantitative, using an experimental research method in the form of a pre-experimental design and a one-group pre-test post-test design. The research population was all students in X class SMA Negeri 1 Bumiayu selected using a random sampling technique. Data collection techniques included observation, questioning, documentation, and literature. The data analysis technique used descriptive and inferential analysis techniques. Based on the analysis results, the first test (pre-test) generated an average of 52%, and the second test (post-test) was 68%. Besides the average percentage interest score, the test - t also showed that the value of count -8.479 , based on distribution table t, value table for $df = 35$ was 2.042 , and significant values were $0.000 < 0.05$. With the value of count $<$ table, it can be concluded that H_a is accepted and H_o is rejected, which means using PowerPoint media affects students' learning interests at SMA Negeri 1 Bumiayu.

Keywords: *PowerPoint, Learning Interest, History*

Introduction

Education is one of the most essential elements in human life. This is because education is a sector that contributes to developing human intelligence and its potential to support its survival (Wijaya et al., 2019). This is in line with Law No. 20 of 2003 Chapter II Article 3, which states that the purpose of National Education is to develop abilities and form a dignified national character and civilization to educate the nation's life, aiming to create the potential of students to become human beings who believe in and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Munib, 2015, p. 162).

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The higher the quality of education provided, the higher the quality of human resources produced; this is by what Henderson stated, that schooling is inevitable by humans, an act that must not happen because education guides the younger generation to achieve a better generation so that humans will have developed abilities and personalities (Munib, 2015, p. 29). The rapid development of science and technology today requires a country to improve the quality of education to compete with other countries. One of them is learning in schools, which must be in harmony with the development of science and technology. The application of technology in the learning process is expected to provide students with more convenience, independence, and interest in providing learning materials. Learning at school must not only be in harmony with the times, but in the learning process, teachers are also required to create an active, innovative, creative, and fun learning atmosphere. (Fitriyani, 2017, p. 2).

Several factors can influence the success of the learning process. These factors can be in the form of supporting factors or inhibiting factors. In this regard, Slameto said that many factors affect learning. He further mentioned that these factors can be classified into two, namely, internal factors and external factors. Internal factors are factors that exist in the individual who is learning, while external factors are factors that exist outside the individual. Internal factors include physical factors, psychological factors, and fatigue factors. Meanwhile, external factors are family, school, and community (Slameto, 2010, p. 54).

Hilgard in Slameto (2010, p. 57) formulates interest as a fixed tendency to pay attention to and recall some activities. Activities that a person is interested in will be noticed continuously and accompanied by a sense of pleasure. Several factors affect learning; one factor that needs to be considered is students' interest in learning. Slameto identifies interest as part of psychological factors, internal factors that affect learning (Slameto, 2010, p. 57).

Hidayat, in his journal entitled *Read Interest Co-Relational With Student Study Performance In IPS Subject Grade IV (Four) In State Elementary School 1 Pagerwangi Lembang* (2013, p. 102), stated that without interest, a person cannot do anything, and because with interest, he will do whatever he is interested in. Interest is a feeling of liking and interest in something or activity without anyone telling you. Interest is accepting a relationship between oneself and something outside oneself; the stronger or closer the relationship, the greater the interest (Slameto, 2010, p. 180).

For the learning process to be successful, one of them is that teachers must use learning media that make students interested in learning and can foster interest in learning in students to continue learning (Fitriyani, 2017, p. 2). Media, as one of the components that must be created in the learning process, has a vital role in improving the quality of learning. Learning media

lets students be more easily stimulated by their thoughts and interests (Fahyuni et al., 2016; Setyono, 2012).

Learning media is everything related to software and hardware that can be used to convey the content of teaching materials from learning resources to learning (individual/group), which can stimulate thoughts, feelings, attention, and interest in learning in such a way that the learning process (inside/outside the classroom) becomes more effective (Elpira, 2015, p. 95). There are many exciting learning media, one of which is PowerPoint. Powerpoint media is one of the electronic media teachers use in teaching and learning (Amalia, 2016; Jamilah, 2019). Powerpoint media can help teachers teach more efficiently and allow students to accept learning more quickly, arousing students' interest in learning. Using PowerPoint media can help teachers develop teaching techniques, especially when materials contain many theories or explanations (Hikmah et al., 2020; Shalikhah et al., 2016). Using PowerPoint media, students will feel energized listening to the material presentation because the material is delivered attractively on the PowerPoint show (Bancin, 2018; Dewi, 2019).

The visual aspect of PowerPoint stands out. Elpira (2015, p. 96) in her journal revealed four functions of learning media, especially in visual media, namely: 1) the function of attention, visual media is the core, engaging, and directs the attention of learners to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text; 2) affective function, visual media can be seen from the level of enjoyment of learners when learning to read pictorial texts, pictures, and visual symbols will be able to arouse the emotions and attitudes of learners; 3) cognitive function, visual media reveals that visual symbols facilitate the achievement of the goal of understanding and hearing the information or message contained in the image; and 4) compensatory function, visual media provide context to understand the text helping weak learners in reading the text and reminding them.

The use of PowerPoint media is expected to encourage student's interest in learning because in its use, students not only listen to explanations about the material delivered by the teacher with lectures but students are also invited to see evidence of historical relics visualized in the *PowerPoint media* so that students can easily understand the material when the learning process takes place (Elpira, 2015, p. 96).

History is a dialogue between past events and developments into the future. Everyone needs to understand history early on to understand past events' meaning. (Amin, 2011, p. 106). Thus, it can be concluded that history learning is a process of helping students gain additional knowledge and experience about past events. Therefore, students can understand, take values, and relate the relationship between the past, present, and future (Suryadi, 2012, p. 76). In

general, Permendiknas No. 22 of 2006, it is explained that history subjects aim to make students have the following abilities: 1) Building students' awareness of the importance of time and place, which is a process of the past, present, and future; 2) Train students' critical ability to understand historical facts correctly based on scientific approaches and scientific methodologies; 3) Fostering students' appreciation and appreciation for historical relics as evidence of the civilization of the Indonesian nation in the past; 4) Fostering students' understanding of the process of forming the Indonesian nation through a long history and still in process until now and in the future; 5) Fostering awareness in students as part of the Indonesian nation who has a sense of pride and love for the homeland that can be implemented in various fields of life, both nationally and nationally (Suryadi, 2012, pp. 76-77).

Until now, many students and teachers have complained about the difficult conditions of teaching history to students in an exciting way so that students do not get bored and underestimate it, while students generally consider that learning history is not exciting and unimportant. (Suryadi, 2012, p. 79).

When carefully analyzed, the source of history learning failure is the inability of history educators to implement the concept of history education. History learning tends to be only a process of knowledge transfer, so history learning cannot be actualized optimally (Pramono, 2012, pp. 239-240). Students' interest in education needs to be improved in the subject of history itself. Therefore, it is necessary to improve the learning process to increase interest in learning history because history education taught in high school has a strategic position in forming Indonesian people who have a sense of nationality and love for the homeland (Atno, 2011, p. 214). The purpose of the subject is to know and realize that humans live in the environment and that there is a reciprocal relationship between humans and their environment (Amin, 2011, p. 106).

Efforts to improve the learning process can start with selecting media use. There is no doubt that in the process of learning history in schools, the role of the media is vital and strategic (Utomo et al., 2018, p. 105). In his journal, Suryani (2016, p. 132) also explained that one of the efforts to deal with low attractiveness and learning quality is to use various learning methods and media. Learning media is an intermediary or conductor and messenger in learning. For this reason, through media, the delivery of learning materials can be standardized, the learning process will run more interestingly, students will be more interactive, learning time will run more efficiently, and the quality of learning will improve. Learning media can be an effort to enhance the quality of interaction between teachers and students. The learning media

teachers use must be adjusted to the learning objectives and the teacher's ability to manage the learning process.

Two history teachers teach class X based on the results of initial observations conducted by researchers on March 7, 2018, at SMA Negeri 1 Bumiayu. The number of classes X at SMA Negeri 1 Bumiayu is ten classes consisting of 7 science program classes and three social studies program classes. The observation made by the researcher when the teacher taught was that the teacher had used PowerPoint media, but the PowerPoint media used was still very simple, namely only in the form of writing explanations of the material not accompanied by animation or other PowerPoint media criteria for learning or in this case it can be said that the PowerPoint media is still black and white, almost all teachers from every subject at SMA Negeri 1 Bumiayu use PowerPoint media this is because supported by existing facilities and infrastructure where each class starting from class X to class XII of the science and social studies program has been installed with LCD. However, only a few teachers use PowerPoint media according to the criteria for use as a learning medium.

Various learning activities have been influential in teaching and learning during the learning process, but some students still need to look more active, such as those who do not dare to ask or answer questions. The history teacher of class X of SMA Negeri 1 Bumiayu said that using PowerPoint media makes students' learning activities more active because the learning process becomes more attractive to students. However, in the learning process, there are still some students whose learning results still need to reach the Minimum Completeness Criteria (KKM); this could be due to a lack of interest from students. Therefore, the researcher wants to further investigate the learning interest of class X students by providing stimulus in the form of interactive PowerPoint media not just as it is and based on the observations made by the researcher through statements of likes or dislikes on history subjects to find out how the students' learning interests are known from a sample consisting of 358 students and taken 179 or half of the total number of students who Randomly selected stated that as many as 121 students did not like the subject of History and the remaining 58 students indicated that they wanted the subject of History.

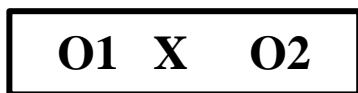
Based on the above background, the researcher wants to conduct a study entitled "The Effect of the Use of PowerPoint Media on the Interest in Learning History of Class X Students of SMA Negeri 1 Bumiayu Academic Year 2017/2018". To prove whether there is an effect of increasing students' interest in learning using PowerPoint media.

Method

The method used in this study is experimental research. Sugiyono in Jakni (2016, p. 2) stated that the experimental research method can be interpreted as finding the influence of specific other treatments under controlled conditions.

Several forms of design can be used in experimental research. In this study, the researcher used a pre-experimental design that did not include the control group or external variables that still affected the dependent variable (Jakni, 2016, p. 68) with the type of one-group pre-test post-test design. According to Sugiyono (2016, p. 110), in this design, there is a group that is given a pre-test (before being given treatment) and a post-test (after being given treatment), and the results can be compared before and after being given treatment.

The pre-experimental design used in this study is a one-group pretest-posttest design with the following paradigm:



X: Treatment

O1 and O2: Pre-test and post-test scores

(Sugiyono, 2016, p. 110)

The population in this study is all students of class X of SMA Negeri 1 Bumiayu for the 2017/2018 school year, with as many as 358 students. The sampling technique used is simply random or simple random sampling by lottery. After being drawn, the class obtained for the experiment was class X.10.

The data collection techniques used were observation, questionnaire, documentation, and literature (Budianto et al., 2015; Ratnasari et al., 2012). The validity test of the instrument in this study uses construct validity, which uses the opinion of experts (judgment experts) and uses the Pearson product-moment test with a significance level of 5% and the number of students or $n = 34$, so the table is 0.374. After the validity test, the reliability test of the instrument was carried out to determine whether the questionnaire statement item was reliable (consistent). The reliability test in this study uses the alpha Cronbach formula.

The data analysis technique in this study uses a descriptive analysis technique to analyze the data by describing it with the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of learning interest

F = Frequency sought

N = Maximum number of scores

(Anas Sudijono in Kahayun, 2015, p. 6)

Then, there is an inferential technique: a data normality test and a hypothesis test (t-test) to determine if PowerPoint media influences students' learning interests (Mustari, 2015).

Results and Discussion

Teachers' Understanding of Authentic Assessment

The research entitled "The Effect of the Use of PowerPoint Media to Increase the Interest in Learning History of Class X Students of SMA Negeri 1 Bumiayu Academic Year 2017/2018" is a research conducted to determine the influence of the use of PowerPoint media on students' interest in learning history subjects. Starting from April 23 -May 11, 2018. In addition, based on tests from experts (judgment experts), the media from researchers is declared suitable for use as research with revisions according to suggestions. I suggest adding color to each slide and using existing font variations. After the research implementation stage, data is obtained and processed in the reporting process. The following are the results of the data analysis carried out using the specified data analysis techniques.

Descriptive Techniques for Student Learning Interests

The descriptive analysis technique was used to describe the frequency grouping and percentage of students before and after the experiment who occupied each category/level of learning interest, accompanied by the presentation of data in the form of tables and graphs. Student learning interest data was obtained through the psychological scale of learning interest. The technique of presenting data with its percentage is used to find out what percentage of students' learning interests are before and after using PowerPoint media in learning.

Based on the answers to the student learning interest scale score before using the PowerPoint media in Appendix 7, after being processed using descriptive data analysis techniques, the frequency and percentage of students who occupy the very high to deficient learning interest category are shown in the following table.

Table 1. Data Table of Distribution of Student Learning Interest Frequency (Pre-test)

Score Interval	Category	Frequency	Prsentase
88 - 96	Very High	-	-
79 - 87	Tall	-	-
70 - 78	Enough	-	-
61 - 69	Low	15	$\frac{15}{36} \times 100\% = 41,6 = 42\%$
52 - 60	Very Low	21	$\frac{21}{36} \times 100\% = 58,3 = 58\%$
Sum		36	100 %

Source: Primary Data, 2018

Then, based on the answers to the student learning interest scale before using the existing media (pre-test), after being processed, the frequency and percentage of students who occupy the category of shallow learning interest are 21, with a rate of 58%. At the same time, students categorized into low learning interest are 15 with a percentage of 42%.

Table 2. Data Table of Distribution of Frequency of Student Interest Achievement (Pos test)

Score Interval	Category	Frequency	Presented
88 - 96	Very High	1	<i>One</i> $\frac{1}{36} \times 100\% = 2,77 = 3\%$
79 - 87	Tall	1	<i>One</i> $\frac{1}{36} \times 100\% = 2,77 = 3\%$
70 - 78	Enough	7	<i>Seven</i> $\frac{7}{36} \times 10\% = 19,4$ = 19%
61 - 69	Low	27	$\frac{27}{36} \times 100\% = 75\%$
51 - 60	Very Low	0	-
Sum		36	100 %

Source: Primary Data, 2018

Then, based on the answers to the student learning interest scale before using the media (post-test) in Appendix 8, after processing, the frequency and percentage of students who occupy the category of low learning interest are 27, with a rate of 75%. At the same time, students categorized into learning interests are as many as seven students, with a 19% percentage.

Students categorized into high learning interest are one student with a rate of 3%, and students who are categorized as very high learning interest are one student with a percentage of 3%.

Powerpoint media can increase students' interest in learning; judging from the results of the pre-test of 36 students, there are 15 students classified in the low category and 21 students classified in the deficient category. Meanwhile, look at the post-test results from 36 students. In that case, there are 27 students classified as low category, seven classified as sufficient category, one classified as high category, and one classified as very high category.

Based on the descriptive calculations that have been carried out on the student learning interest scale score, in the category of "very high" student learning interest, no students from the pre-test stage are at this level. In contrast, 1 (3%) students occupy the category from the post-test stage. Then, in the "high" category, no students from the pre-test stage are at this level; 1 (3%) students occupy it from the post-test stage. In the "adequate" category, no students at the pre-test stage occupied it, and 7 (19%) students occupied the category. Furthermore, in the "low" category at the pretest stage, 15 (42%) students occupy it, and in the post-test stage, 27 (75%) students occupy the category. In the last category, the "deficient" category, 21 (58%) students occupy the pre-test stage, and no students from the post-test stage occupy the category. In the post-test stage, the number of students who occupy the category is very high, high, and quite more than in the pre-test stage.

The increase in student learning interest can be seen from the rise per student learning interest indicator for each test, which can be seen in the table above as seen for the recapitulation of each realm/indicator of student learning interest with the average achievement of the first indicator (feeling of pleasure) at the pre-test stage of 67%, and at the post-test stage of 78% with an average achievement of 72%. This can be seen from the beginning of the treatment of students with PowerPoint learning media to make students accept lessons and the emergence of a feeling of happiness with the history subject matter displayed through power point media seen in each meeting there is an increase so that there is no coercion on students to receive history lessons.

The second indicator (attention) at the pre-test stage is 66%, and the post-test stage is 76%, with an average achievement of 71%. This achievement is because the PowerPoint learning media is presented with material that is made interesting because of the presentation of colors, letters, and picture explanations to strengthen the explanation of the material text so that it looks more accurate and can provoke student participation or student attention in the learning process and give a deep impression in the students' minds.

The third indicator (learning activity) at the pre-test stage is 67%, and at the post-test stage is 75%, with an average score of 71%. This achievement is because, in the PowerPoint media, students respond well to the material provided by being more stimulated to learn more about the subject matter. They pay attention and take notes on the material explained, and they are enthusiastic about being able to answer questions when the researcher asks questions and answers. This is reinforced by an observation sheet of student learning activities where each meeting can be considered sufficient (see attachment 13, page 154).

The fourth indicator (learning awareness) at the pre-test stage is 65%, and the post-test stage is 74%, with an average score of 69%. This is supported by PowerPoint learning media delivered in a complete, concise, and fast manner through material points, making students aware that they will pay attention to each end of the material and indirectly focusing students only on the material presented through PowerPoint. In addition to being seen from the percentage per indicator, the increase in student learning interest can also be seen from the average rate of the pre-test and post-test stages, where at the pre-test stage, the average student interest in learning is 59%, and at the post-test stage is 68%.

In addition, the data analysis above also answers the formulation of the first and second problems that ask how students' learning interests are before and after using PowerPoint media. We have seen that before using PowerPoint media, students' interest in learning history subjects can be said to be low because most or more than half of the students are classified as very low. Meanwhile, after using PowerPoint media as a stimulus in learning, students' interest in learning history subjects increased. This also proves Skinner's theory of Operant Conditioning, which states that learning is a process of behavior change, and Skinner states that operant behavior arises from the organism itself instead of being produced by stimuli. The stimuli referred to in this study are in the form of PowerPoint media that can stimulate students' interest in learning through this media.

Inferential Analysis of Student Learning Interests

Furthermore, an inferential analysis test, using a parametric statistics test, was conducted to determine whether PowerPoint media influenced students' interest in learning history subjects at SMA Negeri 1 Bumiayu. The impact is seen by testing the data results using a t-test; this test will prove whether the hypothesis formulated in this study is accepted or rejected. The data tested using this analysis technique is raw data on the learning interest scores of all students who are the research sample.

To find out whether the hypothesis is accepted or rejected, it can be seen from the results of the t-test that it is known that the calculated t-value is - 8.479 and based on the t-distribution table, the t-value of the table for $df = 35$ (see attachment 14 page 157) is 2.042, and the significance value is $0.000 < 0.05$. With the count value of $<-$ table, by the basis for decision-making in the t-paired sample test, it can be concluded that H_a is accepted and H_0 is rejected, meaning that there is an influence of the use of PowerPoint media on students' learning interest at SMA Negeri 1 Bumiayu.

Based on the processing of statistical data obtained and direct experience and observations that researchers have carried out, the researcher stated that PowerPoint learning media can increase interest in learning history. During this implementation process, students tend to be enthusiastic in the learning process, and using PowerPoint media creates a fun learning atmosphere. Students are more likely to receive learning materials through explanations of material points that are reinforced with concrete images so that they can increase students' interest in learning. As said by Daryanto in Fitriyani (2017, p. 102), a real example of this technological development is creating learning media that utilizes the Microsoft PowerPoint application program. This program has an excellent ability to present a subject matter and has been widely used in education. The use of this media has also attracted the attention of students. Through the Microsoft PowerPoint application program, teachers can use it as a medium to present subject matter through material points made as attractive as possible according to the needs of the material to be delivered to attract students' attention, which can increase their interest in learning.

This PowerPoint learning media provides benefits for students, namely, creating a conducive and fun learning atmosphere, making the learning materials delivered more concrete to attract students' attention, and making students more excited to learn more about the teaching materials presented.

The advantage of this learning media is that it can increase students' interest in learning; according to the research conducted by the researcher, at every meeting, there is an increase in each indicator of student learning interest that is treated with PowerPoint media.

Conclusion

Based on the results of data analysis and discussion of learning media, power points are influential in increasing the learning interest of students in class X of SMA Negeri 1 Bumiayu for the 2017/2018 Academic Year. This influence can be described in the increase in student interest that the descriptive calculation that has been carried out on the score of the student

learning interest scale; in the category of "very high" student learning interest, there are no students from the pre-test stage who are at this level while from the post-test stage, there are 1 (3%) students who occupy the category. Then, in the "high" category, no students from the pre-test stage are at this level; 1 (3%) students occupy it from the post-test stage. In the "adequate" category, no students at the pre-test stage occupied it, and 7 (19%) students occupied the category. Furthermore, in the "low" category at the pre-test stage, 15 (42%) students occupied it, and in the post-test stage, 27 (75%) students occupied the category. In the last category, the "deficient" category, 21 (58%) students occupy it in the pre-test stage, and no students from the post-test stage occupy it. In the post-test stage, the number of students who occupy the category is very high, high, and quite more than in the pre-test stage.

Students' interest in learning is seen from the average of each indicator, and the pre-test and post-test results have increased. In the t-test, it is also explained that the t-count value of the pre-test stage and the post-test stage is -8.47, based on the t-distribution table, the t-value of the table for $df = 35$ is 2.042, and the significance value is $0.000 < 0.05$. With the count value of $< -t$ table, by the basis of decision-making in the t-paired sample test, it can be concluded that H_a is accepted and H_0 is rejected, meaning that there is an influence of the use of PowerPoint media on students' learning interest at SMA Negeri 1 Bumiayu.

Based on the description above, the use of PowerPoint learning media in grade X students of SMA Negeri 1 Bumiayu Academic Year 2017/2018 affects increasing students' interest in learning.

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