Development of Writing Learning Materials and Indonesian Language Learning Media Using Ms. Powerpoint for Grade VII UPTD SMP Negeri 2 Pulau Rakyat Year 2023-2024

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Abstract. This research was conducted to produce the development of writing materials and learning media for Indonesian learning using Microsoft PowerPoint for grade VII semester 2 students of SMP Negeri 2 Pulau Rakyat. This type of development research data is in the form of qualitative data and quantitative data. The research used the development model and research and development (R&D) of Borg and Gall. The purpose of this research is the compilation of a learning media product as an effort to develop writing material. In connection with this goal, researchers use seven steps in the development of learning media, namely analysis of teacher and student needs, product development with Microsoft PowerPoint, validation of media experts and material experts and Indonesian teachers, the first stage of revision, field trials, and finally the final stage of revision. The quality of learning media products can be known through the average obtained from the validation results of Indonesian teachers of 95%. The average percentage of the assessment results was 87.18% in the very good category. In addition, the quality of development products can also be known through the results of excellent student feedback. This research product is learning materials and media designed for class VII second semester. This product contains eight Competency Standards which are translated into seventeen Basic Competencies and contained in twelve lessons. The twelve lessons are organized and integrated with one main menu. Each media unit is arranged systematically including, perceptions, competency standards and basic competencies, indicators, materials, sample questions and competency tests in which there are various media arranged simultaneously including, text, audio recordings, video and animation. The results of this study are very relevant to the 2013 curriculum because they are in accordance with the standards of the learning process of interactive, inspiring, fun, creative, challenging and motivating students.

Keywords: Development, Material and Media, Microsoft PowerPoint

I. INTRODUCTION

In 2013, the world of Indonesian education made a major transformation with a change in curriculum, namely from the 2006 Education Unit Level Curriculum (KTSP) to the 2013 Curriculum. In Curriculum 2013, Indonesian language learning offers a text-based learning with a scientific model, namely by observing, questioning, collecting data, reasoning, and communicating. Indonesian language learning is one of the subjects that can be categorized as important in the composition of the education curriculum from the past until now. Indonesian language lessons are divided into two categories, namely from the linguistic and literary aspects, both of which are closely related. In the linguistic aspect, we learn about the theories of the application of Indonesian in everyday life, such as the use of sentences, writing procedures, how to write, and so on. In contrast to literature, Indonesian recognizes various types of literature such as prose, poetry, and others.

In the linguistic aspect, there is an understanding of language skills, one of which is writing. Writing skills are the final language skills. "Writing activity is a form of manifestation of the latest language competence mastered by language learners after listening, speaking, and reading skills" (Nurgiyantoro, 2012: 422). Writing skills are considered the most difficult skills to master

even by native speakers of the language concerned. Writing activities are not only pouring ideas, but also required to be able to pour ideas, knowledge, experiences, concepts, feelings, and hopes for others that will be conveyed through their writing. Given the importance of writing in Indonesian language learning at school, learning to write needs to be more effective. By teaching writing skills, students are expected to have better skills.

However, so far, writing materials are not handled properly. Students and teachers focus more on learning theoretical materials that lead to students' success in achieving national final exam scores (Santoso, 2002:14). Students have been exposed to a lot of knowledge about types of writing and Indonesian grammar, however, they do not get any writing practice. Many teachers assume that mastering grammar will make students able to write. In fact, the most important thing that should be taught is writing practice, not just theory. This results in students' ability to write decreasing and the results are very disappointing. The low quality in students' writing ability is due to the fact that the learning of composing has always been put aside.

The unsuccessful teaching of story writing is influenced by the mistake in applying the approach, which is teaching that is more oriented to results and not to the process (Endraswara, 2005: 161). This causes students to be reluctant to write stories through the process of creating stories. Such learning results in students often taking shortcuts by plagiarizing other works. Lessons and teaching materials or textbooks are two things that complement each other. Learning will be more effective if equipped with learning resources in the form of textbooks. Textbooks can be prepared and used properly if they pay attention to the principles of learning. Components such as student problems, teachers, learning materials, and exercises must be solidly contained in the textbook.

Teaching materials or textbooks are mostly used as teacher handbooks, as well as in learning to write stories. The teacher presents the lesson just like what is in the textbook. The textbooks in circulation provide very few contextual problems in presenting the material. The material on learning to write stories is incomplete. In general, textbooks only present definitions, a few examples related to types of stories, material about the elements of the story, and questions in the form of writing exercises. The material is considered insufficient because there is no material on how to write a story. Therefore, it is not uncommon in the writing learning process that teachers only ask students to write without being taught how to write.

Teaching materials have a very important position in learning. "Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom" (Amri, 2010: 159) the material in question can be in the form of written or unwritten materials. "Teaching materials are information, tools or texts needed by teachers/instructors for planning and reviewing the implementation of learning" (Majid, 2008: 173).

Teaching materials are materials that students must learn as a means to achieve competency standards and basic competencies. "Teaching materials allow students to learn a competency or basic competency coherently and systematically so that they are able to accumulate all competencies as a whole and integrated" (Majid, 2008: 173). Teachers must have and use teaching materials that are in accordance with the curriculum, target characteristics, and demands for solving learning problems (Amri, 2010: 159). Thus, teaching materials or curriculum materials are the content or content of the curriculum that must be understood by students in an effort to achieve curriculum goals.

Teachers must use teaching materials that are appropriate to the characteristics of the subject, student development, and relevant to learning objectives. Teaching materials are knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards (Amri, 2010: 162). A teaching material must at least include (1) learning instructions, (2) competencies to be achieved, (3) supporting information, (4) exercises, (5) work instructions (can be in the form of worksheets), and (6) evaluation (Majid, 2008: 174). By using teaching materials that have these components, learning objectives can be achieved.

A teaching material must have an attraction to be able to attract students' attention and desire to learn it. The attractiveness of teaching materials can be placed in several parts such as: the cover, the content by placing stimuli in the form of images or illustrations, and exercises packed attractively. "Introduce each new chapter or section in a different way" (Arsyad, 2011: 89). The content and cover of teaching materials can be dic-mas by combining attractive colors.

In a good learning process, it is necessary to pay attention to good and easy-to-understand language, as well as teaching materials. The language used as a means of delivering material in teaching materials should pay attention to things such as: language structure, terms, writing style, and language presentation (Muslich, 2010: 73-89). The language structure used is in accordance with the language skills of the target students. The terms used support the concept accurately. The writing style looks flexible, so that it can motivate the learning of target students. The language presentation reflects direct communication with the target students.

Learning to write stories, which has been emphasized on the results in the form of writing rather than the students' process in writing, needs to be found a solution. There is no reference book on how to write stories owned by teachers to teach story writing at school. Students need books with guidance on how to write stories.

Teachers at the junior high school level generally pay little attention to students' creativity. In fact, for language learning, teachers should give more time so that students are able to be creative so that every material related to literature students have a result or final product made. The problem that is often found is the lack of student interest in the field of Indonesian language. Of course, it is not surprising that students are less interested in language learning if teachers still use less interactive methods, namely lectures. The material presented tends to discuss writing theory only, not how to actually write. Not only that, teachers also tend to still be the dominant source of learning in the classroom, so students only focus on the teacher and the teaching and learning process becomes non-interactive. This certainly affects the attractiveness and effectiveness of language learning in Indonesian.

Learning about writing is a form of effort to increase students' creativity and productivity so that students are able to produce creative works through written works. However, before students are asked to produce creative works, of course, teachers must be able to build students' interest and interest in learning Indonesian. To attract that interest, a teacher needs learning media.

In general, the use of media is always considered to increase the effectiveness of learning. From some previous research results, it is stated that Microsoft PowerPoint media can help develop student learning outcomes. Evidenced by Permatasari's research (2014), in her research The Effect of Using PowerPoint Multimedia on improving the ability to write

short stories in Indonesian language learning, with the results of her research there is a significant influence between the ability to write short stories before using PowerPoint and after using PowerPoint.

The situation seen in the field shows that there are several factors that trigger low student interest in learning writing skills, such as the difficulty of students in consuming their knowledge into writing because students' understanding is limited to the theory in the textbook. Another factor is because the learning media used are only textbooks and worksheets.

Therefore, the presence of Microsoft PowerPoint is expected to be a learning media that will greatly assist teachers in explaining to students related to writing material that previously could not be discussed thoroughly in the textbook in accordance with the expected learning objectives and can also provide a pleasant learning atmosphere and can add new insights to students with the presence of fast and precise information media. In PowerPoint, as with other presentation processing software, text, graphics, video, sound, and other objects are positioned on individual pages called slides.

II. METHODS

In this development research, researchers used the research and development (R&D) model. This research develops learning media using Microsoft PowerPoint to design learning media for class VII UPTD SMP Negeri 2 Pulau Rakyat semester 2. The product results of this development research are Learning Media CDs.

This research is a type of development research (Research and Development). This research develops learning media in the form of material development and PowerPoint-based learning media for writing skills of grade VII UPTD SMP Negeri 2 Pulau Rakyat. The resulting product is a multimedia PowerPoint DVD that is operated through a computer.

The development of writing materials and Indonesian language learning media using Microsoft PowerPoint for grade VII UPTD SMP Negeri 2 Pulau Rakyat students in PowerPoint-based writing learning is adjusted to the 2013 curriculum (K-13) for Indonesian language subjects, especially writing skills for grade VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year semester 2. There are two competency standards and four basic competencies developed.

four basic competencies developed. First, competency standard (12) Expressing various information in the form of narratives and short messages, with basic competencies namely (12.1) Converting interview texts into narratives by paying attention to how to write direct and indirect sentences; (12.2) Writing short messages according to the content using effective sentences and polite language. Second, competency standards (16) Express the beauty of nature and experience through creative poetry writing activities. With basic competencies, namely (16.1) Writing creative poetry regarding the beauty of nature; (16.2) Writing creative poetry regarding events that have been experienced.

The competency standards and basic competencies above are the basis for developing Indonesian writing materials for class VII UPTD SMP Negeri 2 Pulau Rakyat for the 2023-2024 learning year. The SK and KD above were chosen by considering the results of the needs analysis and the facilities and infrastructure available at the school.

The development procedure in this research on the development of writing materials and Indonesian language learning media using Microsoft PowerPoint for grade VII UPTD SMP Negeri 2 Pulau Rakyat students adopted the simplified Borg and Gall (1989 via Arifin, 2011: 128-132) procedure. Borg and Gall outlined the procedure including ten steps, namely research and information collecting, planning, developing a draft product (develop preliminary form of product), preliminary field testing, revising the results of the trial (main product revision), field testing (main field testing), refining the product of the field test (operational product revision), field implementation test (operational field testing), refining the final product (final product revision), and dissemination and implementation (dissemination and implementation).

The steps that have been put forward are not standardized steps that must be followed. Each developer can choose and determine the most appropriate steps for their research based on the conditions and constraints faced (Dwiyogo, 2004: 6). The researcher adapted and simplified the ten steps of Borg and Gall's research and development strategy into seven steps. First, needs analysis is the first step in this product development procedure. The needs analysis was conducted with questionnaires, interviews and observations to find out information about students' needs. This information was obtained from seventh grade students and Indonesian language teachers of UPTD SMP Negeri 2 Pulau Rakyat. Second, product development includes: (a) identifying basic competencies, indicators, and subject matter contained in the curriculum, (b) describing the material and adjusting it to the indicators of learning outcomes to be achieved, (c) selecting media that are relevant to the learning process, (d) compiling aspects of the material developed systematically, (e) providing a brief description of each aspect of the material to make it easier for students to learn the media, and (f) including several learning activities that allow students to move according to student interests and relevant methods (Widharyanto, 2003: 55). Third, expert validation was carried out through product assessment activities by a teacher who taught Indonesian language subjects at UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year. The assessment was carried out to determine whether the product was suitable for testing.

Fourth, stage I revision is a stage to review the components of the learning media that have been prepared. This review is based on the input given by the Indonesian language teacher. This input is then used to improve the writing learning media, so as to obtain media that is close to ideal and effective. Fifth, field trials were conducted to determine the level of effectiveness of writing learning media development products as well as to obtain input, responses, criticisms, suggestions, and assess the feasibility of products that have been prepared from students. Sixth, stage II revision is carried out to improve the development product based on input from teachers and students involved in the trial implementation. Seventh, after stage II revision and

product improvement, the final product will be produced in the form of PowerPoint-based writing learning media for students of class VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year.

In the early stages of this research, researchers first prepared a data collection plan and formulated observation instruments, questionnaires and interviews to analyze the needs, characteristics and interests of students; the need for teaching materials and materials to be developed and the interest and potential of teachers in utilizing media.

In this stage, the researcher first conducted an interview process with the teacher to obtain an initial description of the interests and characteristics of students, the situation and conditions of the learning process that has been running, the media that is often used to support the learning process and its effect on student learning outcomes, the teacher's interest and potential for learning products and finally, the competency standards and basic competencies that will be used in the second semester.

Furthermore, the researcher made direct observations of the learning process of students in order to find out the characteristics of students and the characteristics of learning and the extent of students' interest in learning Indonesian as well as the learning steps carried out by the teacher. In addition, this observation stage helped researchers to survey the completeness of facilities and infrastructure supporting learning media products in the classroom. Researchers formulated questionnaires related to the development of learning media products for Indonesian language teachers as well as several samples of students with the aim of obtaining an overview of the interests of students and teachers regarding ideal learning media. Furthermore, researchers analyzed and identified the questionnaire in order to draw conclusions and reference data for the next stage of product development.

In the product development stage, researchers develop their products according to the points that have been obtained from the results of questionnaire analysis, observations and interviews. This was done with the aim that the learning media products developed were ideal for learning needs. Researchers identified and described the competency standards and basic competencies with the aim of having an overview of materials, teaching materials and media (visual, audio-visual, images, videos, etc.) that are relevant and can be used and integrated. Researchers collect images, texts, videos, recordings and so on according to the needs and characteristics of students. The materials and teaching materials that have been selected will then be arranged schematically so that the learning media fulfill the principle of coherence and clarity.

Furthermore, researchers formulated a Learning Implementation Plan (RPP) as a guide to the learning and learning media that the teacher will use. This lesson plan makes it easier for teachers to understand the learning steps in accordance with the learning media. Finally, researchers designed storyboards with Microsoft PowerPoint with multimedia schematic flow.

Expert Validation

In this stage, the learning media products that have been designed are assessed by the Indonesian language teacher of class VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year. This assessment stage is carried out with the aim of knowing whether the learning media products that have been made are feasible and ideal for implementation.

Walker and Hess (Arsyad, 2010) revealed three main criteria in reviewing a learning media, namely content quality and objectives, instructional quality and technical quality. In line with the theory of Walker and Hess, Romi Satrio Wahonno, who works as a lecturer, researcher and technopreneur, describes several aspects that need to be considered in assessing learning multimedia. Based on the results of several expert discussions with Mr. Wahonno.

III. RESULTS AND DISCUSSION

In this chapter the researcher presents the results of data analysis. The first data is a description of the research needs analysis data which includes: the results of media development interviews, the results of observations of class VII UPTD SMP Negeri 2 Pulau Rakyat, the results of the learner needs questionnaire, and the results of the identification of Competency Standards and Basic Competencies. Furthermore, the product design stage is presented. The results of the validation of development products, including the results of the assessment of media and material expert lecturers and the assessment of Indonesian language teachers. The results of the development product trial, namely the results of the learner feedback questionnaire. Furthermore, the final product review.

The needs analysis was carried out by researchers with the aim of knowing the needs of students in class VII UPTD SMP Negeri 2 Pulau Rakyat related to Indonesian language learning media. The needs analysis was carried out at SMP Negeri 2 Pulau Rakyat. The necessary needs analysis data were obtained from interviews with teachers and students of class VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year, direct classroom observations, and questionnaires filled out by teachers and students. The data obtained and processed are used as the basis and consideration for the development of learning media products.

The first stage in analyzing needs is interviews related to learning media in Indonesian language subjects. Interviews were conducted with the aim of obtaining an overview of the media used in Indonesian language learning, teacher skills in operating learning media, learning characteristics of students, and students' interest in Indonesian language learning media.

Tabel 1. Teacher Interview Results

Question	Answer
What are the characteristics of students in classes VII-1 and VII-2 in general?	Tentu karakteristik peserta didik kelas VII-1 dan VII-2 memiliki perbedaan. This is because students have different points of interest in each lesson. different points of interest in each lesson. For example, yesterday during the first semester class VII-2 was more enthusiastic about learning than class VII-1. However, now it is the opposite.
How is the interest of the participants learners' interest in following learning learning?	So far, students are quite enthusiastic and attentive to learning.
What methods do you often use in learning?	The learning methods often used are discussion, question and answer, presentation.
What is the intensity of the use of learning media?	Learning media is used in KD that requires and not continuously either, so that students are not bored.
What media is often used in learning?	The media that have been used in learning Indonesian are textbooks, PowerPoint, television and recordings.
What obstacles are often found in preparing and using learning media?	An obstacle that is often found in preparing PowerPoint is the teacher's limited time. Therefore, teachers cannot prepare the media every time.
Are there any suggestions for researchers that you would like to convey in the context of preparing this learning media?	In developing learning media, it is necessary to pay attention to the development and relevance of the material so that the learning media becomes useful and right on target. useful and right on target.

The information obtained through this interview activity was used as one of the considerations for researchers in the context of developing learning media. The conclusions that can be drawn by researchers include that teachers have used various types of learning media including PowerPoint. It can be concluded that the PowerPoint that has been used has not been able to represent various types of media such as videos, illustrations of images, photos, recordings and so on.

In addition to this, teachers have limitations in developing learning media so that the resulting learning media is not optimal according to the needs and expectations of students. Another obstacle faced by teachers is the limited time teachers have in developing learning media. In accordance with the needs analysis conducted through interview activities, the researcher's task is to develop learning media that can be used by teachers easily and practically, but at the same time interesting and right on target for students.

The second stage in analyzing the needs of this development research is observation of learning activities. Observations were made to obtain an overview of the learning that took place. From the results of the observation, several obstacles were found in learning Indonesian. This questionnaire was conducted with the aim, among others, to find out the characteristics and learning styles of students, students' impressions of Indonesian language learning so far, the role of learning media for students and students' interest in learning media.

Tabel 2. Data Analysis of Classroom Observation Results

No	Aspect	Observation	Follow-up
1	Learning Language Indonesia	Indonesian language learning is static and less fun. This is due to the lack of interest and attention of students towards learning. In addition, teachers use teacher-centered learning methods.	The researcher designed the media with learning activities and varied methods and techniques so that learning is dynamic.
2	Methods & Techniques	The teacher's methods and techniques are less varied in learning. The method used is the lecture method.	Researchers develop methods and techniques that center on the active participation of students.
3	Facility	The facilities in the classroom have supported the use of learning media. There is only no computer available to run the media.	Researchers and teachers bring laptops to operate the learning media.
4	Utilization of media	Teachers utilize print media such as books, LKS and newspapers to support learning.	Researchers designed learning media to help teachers in delivering material.

5	Learners' interest in learning Language Indonesians and the characteristics of learners' learning characteristics	Learners' learning characteristics vary. Some are happy with visual, audio and so on.	The researcher designed learning media by presenting photos, videos, animations, recordings to meet the interest of the learning style of the learners.

This questionnaire has questions, which allow learners to choose more than one alternative answer. The questionnaire was filled in by 62 students from class VII-1 and class VII-2. This learner needs analysis questionnaire is elaborated into eight question specifications and has more than one alternative answer selection. The data obtained from the learner needs analysis questionnaire was then reviewed to find out more details of what was needed by students.

In the aspect of learners' interest in learning Indonesian, information was obtained that 46.7% of learners felt that learning Indonesian so far gave an ordinary impression. Meanwhile, 25.80% of learners stated that learning Indonesian had been interesting and fun. As many as 17.74% of learners revealed that learning Indonesian was still less interesting. While a small proportion of other students, namely 9.6%, stated that Indonesian language learning had been boring.

Researchers can conclude through the highest data acquisition of 46.7% that Indonesian language learning so far has created an impression that is still ordinary. It is the task of researchers to develop learning media that will create an interesting and fun impression for students.

Through the needs analysis of the second aspect, information is obtained that teachers have used various types of learning media. The learning media that got the highest data acquisition was textbooks with a percentage of 79.03%. The second learning media that obtained a percentage of 58% was Powerpoint multimedia. While audio-visual learning media get the third position with a percentage of 35.48%. And finally audio gets the last rank with a percentage of 16.12%.

Through the data obtained, researchers obtained information that the dominant learning media used were textbooks and Powerpoint media. Then, audio visual media and audio media are also used in learning even though the frequency is low. The researcher concluded that dynamic multimedia Powerpoint media should be designed, which includes various learning media in it such as animation, video illustrations, photos, images and so on.

Through the acquisition of these data, researchers can conclude that the highest interest of students is audio-visual media with a percentage of 77.41%. The second type of learning media most interested by students is multimedia powerpoint with a percentage of 41.93%. Meanwhile, other learning media such as textbooks have low interest with a percentage of 27.41% and audio media obtained a percentage of 12.90%.

Researchers can obtain information through the acquisition of these data that students have a high interest in audio-visual media and PowerPoint media. It is the task of researchers to pay attention to the interests and needs of students for this type of media and realize it in real media. It is hoped that the media that is most attractive to students can increase their attention, interest and support students' learning achievement in learning Indonesian.

The data obtained shows that students feel that PowerPoint is needed in learning Indonesian. This is indicated by the acquisition of scores on the points very necessary by 24.19% and necessary by 74.19%. While 1.61% of students stated that it was not necessary to use multimedia PowerPoint media in learning Indonesian. Researchers drew the conclusion that PowerPoint multimedia is needed and in demand by students for media delivery of material that is considered interesting. Because of this, researchers find it suitable to develop and design PowerPoint media.

The data obtained shows that 40.32% of students stated that the presentation of Indonesian learning materials was less interesting, 38.70% of students stated that the presentation of Indonesian learning materials was easy to understand. Meanwhile, 20.64% of learners stated that the presentation of Indonesian learning materials was interesting. A total of 14.51% of learners felt that the presentation of Indonesian learning materials was not interesting. In addition, other students with a percentage of 6.4% stated that the presentation of Indonesian learning materials was still difficult to understand.

Through the data analysis, the researcher concluded that the presentation of Indonesian learning materials that had been going on was still not interesting for students but was easy to understand. The presentation of interesting material is a primary consideration for researchers to present material. it will affect students' attention, concentration and achievement of learning goals.

Based on the data obtained regarding the aspect of learning methods that students are interested in, it is known that 56.45% of students like learning methods with games. In addition, 54.83% of learners like the inquiry method. As much as 27.41% of learners choose learning methods with presentations. Meanwhile, other students chose to like the lecture method with a percentage of 11.29%.

Researchers can conclude that students like game and inquiry methods for learning Indonesian. The game method is a fun method, while the inquiry method is a self-discovery learning method. Examples of activities from the inquiry method are interviews, document or script analysis, discussions and presentations. The questionnaire results that have dominant voters, namely game and inquiry methods, should be the primary consideration in the preparation and design of learning media to be added.

Based on the data obtained, it can be concluded that the difficulties or obstacles encountered by students with the highest percentage of 61.29% are themes and topics that do not attract attention. The next obstacle with a high percentage is the

learning method that is less varied with a percentage of 51.61%. Meanwhile, 40.32% of students chose learning methods that were less varied for the obstacles they encountered. Another 11.29% of students chose the lack of support for the learning media used for the obstacles encountered in learning Indonesian.

With the causes of obstacles and difficulties found by students in learning, researchers try to avoid these obstacles and difficulties by looking for topics and themes that attract students' attention, using varied learning methods, and optimizing learning media with the aim of minimizing the occurrence of obstacles encountered.

The data obtained regarding the aspect of the nature of learning media that students are interested in obtained information that 66.12% of students chose learning media that attracted attention. 61.29% of other students choose learning media accompanied by animation. 19.35% choose learning media that are attractive and accompanied by various colors. While 17.74% of students choose a type of learning media that is more simple. Researchers can conclude that students want learning media that attracts attention, is accompanied by animation, is attractive and is accompanied by a variety of colors. This conclusion is taken based on the large percentage that exists. It is the task of researchers to design and present learning media like what students expect and need.

This learning media product is designed by adapting the latest professional educational learning media model. The only difference is that many advanced professional learning media are developed with various complex and complicated software, but researchers chose to develop this learning media with Microsoft PowerPoint which has been long and familiarly used as a very reliable presentation software.

The purpose of researchers using Microsoft PowerPoint as the developer software is because this software is a reliable software and has advantages in presentation so that it can produce optimal learning media. In addition, the design stage of learning media is also not as complicated as other professional software such as Adobe Captivate. This consideration is taken because the learning media developed by researchers is learning media for one semester, so if using software that has a high level of complexity and difficulty is feared to take a long time.

This learning media product is designed from the Competency Standards that are translated into Basic Competencies and by This learning media product is designed from the Competency Standards which are translated into Basic Competencies and by researchers arranged and developed into learning materials in the second semester. This learning media product is expected to be able to assist teachers in learning and be used in efforts to improve student achievement in learning Indonesian in semester 2.

The assessment aspects come from the content assessment criteria of the software. The assessment in this criterion is divided into three sub-criteria, namely the visual aspect, the audio-visual aspect and the material aspect. The assessment of the visual aspect is divided into five assessment specifications which include the assessment of the composition of illustrations and animations as well as the attractiveness and integration of photos, illustrations, animations and supporting images.

The specifications of the audiovisual assessment include the suitability of the video with the level of ability and understanding of students, the effectiveness and ideality of the duration of the learning video, the clarity of the narration sound from the video and music and so on. Related to the assessment in terms of material, researchers describe this aspect into six assessment specifications. The six specifications of the assessment include the orderliness of the presentation of learning material, clarity, relevance and depth of material, completeness of the quality of teaching materials, completeness of learning stages including introduction, core activities and closing activities and others.

This assessment (validation) stage is an important stage. Through this stage researchers can find out how feasible the researcher's learning media is to be tested. In addition, the scores and comments on the advantages, disadvantages and suggestions for improvement from material and media expert lecturers and Indonesian language teachers at this validation stage will determine whether or not researchers need to make revisions, improvements, additions or subtractions to aspects of the learning media.

Tabel 3. Recapitulation of Material and Media Validation from Indonesian Language Teacher

No	Aspects assessed	Grade VII Indonesian Teacher Assessment
Slide Program Physical Criteria		
1	Accuracy of software/ program/ application selection in learning media development.	5
2	Graphic design is attractive and clear.	5
3	The frames on each slide have a quality standard.	5
4	Each slide has a continuous menu.	4
5	Each slide has a harmonious mix of colors.	5

6	Some program packaging and design is reusable for other media development.	5
7	The program structure and menus are integrated and easy to execute.	4
8	Program design and menus are clear	4
Visual Content Software Assessment Criteria		
9	Photos, illustrations, graphics, animations and images are supportive and relevant to the learning topic.	5
10	Photos, illustrations, graphics, animations and images are attractive and in an ideal proposition (not dominant).	5
11	Ideal size of photos, animations and supporting images.	5
12	The color composition of the image/photo/animation is cohesive.	5
13	Ideal lighting and image sharpness.	5
Audiovisual Software Content Assessment Criteria		
14	The learning video illustrations are interesting and support the achievement of learning objectives.	5
15	Video illustrations can help teachers to generate apperception, background knowledge, motivation and learner attention.	5
16	The narration voice and music effects in the video are clear and easy to understand.	5
17	The volume of the sound in the video can be adjusted according to your wishes and needs.	5
18	Video illustrations are appropriate to the ability level and comprehension level of the learners. (Junior High School Class VII Semester 2).	5
19	The duration of the learning video is ideal, effective and efficient. (not too long but not too short).	5
Criteria for Assessment of Software Content in terms of Material		
20	The material is presented in a coherent manner.	5
21	Clarity, relevance and depth between material and basic competencies and learning objectives.	4
22	The existence of tools, assessment instruments and evaluation rubrics that are relevant and support the learning material.	4
23	Completeness and quality of learning assistance materials.	5
24	There is an apperception, motivation and pretest stage as a preliminary activity before the material stage.	5
25	Depth in discussing learning materials & topics.	5
Total Score		**120**
Average		**4,8**
Notes		**Very Good**

In general, judging from the percentage of assessment, the learning media can be said to be very good, and meet the feasibility as a learning media for students of class VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year. This is based on the following calculation with score 96%.

After the validation stage, researchers can find out how feasible the learning media that has been designed through the acquisition of the value of the advantages, disadvantages and revision suggestions from the Indonesian language teacher. Some revision suggestions submitted by the validator can be summarized.

The revision of the writing errors in this learning media was carried out based on the revision suggestions from the Indonesian language teachers of class VII-1 and class VII-1. The revision of this writing error was carried out with the aim that the linguistic aspects of the learning media were optimized, especially because the development of this learning media was a learning media for Indonesian language subjects. Some revisions of the linguistic aspects include atdio which should be written radio, disajaikan which should be presented in the lesson.

The addition of affective assessment instruments and rubrics is added with the hope that teachers can assess the details of students' attitudes in participating in Indonesian language learning.

This field trial activity was carried out with the test subjects of VII-1 and VII-2 classes at SMP Negeri 2 Pulau Rakyat. The product that was tested was only one basic competency, namely the Basic Competency of writing free poetry by paying attention to the elements of taxation. Before the activity began, the researcher greeted and gave greetings to the students. Then, the researcher acting as a teacher first gave an explanation about the trial activities that would be carried out. The researcher explained that at the end of the lesson the researcher would ask students to fill out a student feedback questionnaire to find out the students' assessment and how feasible and appropriate the learning media was to be donated. After a brief explanation, the researcher then invited students to prepare textbooks and start learning activities.

The students' enthusiasm for the learning media designed by the researcher was quite high. The learners' attention is also quite good and stable, this is due to interesting animations, models, designs and learning activities. The researcher acts as a teacher who provides and explains teaching materials. In the product trial, the researcher as a teacher experienced the obstacles and conveniences experienced during the trial. The obstacles experienced during the trial were the absence of speakers as audio speakers from the learning media. Researchers have tried to bring their own speakers, but at the time of the implementation of learning media, the sound released by the speakers was not maximally reaching the entire classroom which was quite large.

Some of the conveniences experienced by researchers during the trial were that the enthusiasm of students was good, they felt they were getting a new learning model that made them enjoy the lesson, students also brought supporting textbooks, so the research went smoothly, students' interest in learning was quite large and they seemed eager to do the poetry writing assignments given. The achievement of learning objectives can also be seen from the results of students' poetry writing scores, of which 80% achieved satisfactory results.

IV. CONCLUSIONS

This learning media product development research uses a product development model that refers to the Borg and Gall theory which has been adapted by researchers according to the needs and conditions of the objects and subjects of research. The main procedures used by researchers are needs analysis, product development, expert validation, stage I revision, field trials, stage II revision and final product. This learning media product development uses Microsoft PowerPoint. Researchers studied the advantages of Microsoft PowerPoint that can be utilized and designed a storyboard as a benchmark for the design, model and format of learning media products to be developed. The storyboard design made by researchers refers to and adapts from professional learning media designs. The development of learning materials and media is inseparable from the identification of the combination of SK and KD and the identification of SK and KD with the relevance of the type of media obtained from the results of the analysis of the needs of students. Indonesian language learning media for junior high school grade VII in the second semester is designed and compiled based on the needs and interests of students in grade VII UPTD SMP Negeri 2 Pulau Rakyat in the 2023-2024 learning year. After the learning materials and media are arranged, the next stage is the assessment of the Indonesian language subject teacher in media development and material development, namely Mrs. Helly Vitriaty, S.Pd. The percentage results for the average assessment show that the average percentage of the assessment of Indonesian language learning media for class VII semester 2 is 96%, categorized as very good. The assessment results show that the materials and media that have been compiled are good for use. However, there are still some aspects that require improvement. The revision stage was carried out to improve the learning media according to the input from the Indonesian language subject teacher at SMP Negeri 2 Pulau Rakyat, namely related to the addition of rubrics and affective assessment instruments and the addition of details of indicators in the Learning Implementation Plan. In addition, revisions were made to learning media products related to writing errors. This input was summarized from the improvement suggestions from the Indonesian language teacher. The next stage was the field trial. The results of the field trial of 60 students showed that the teaching materials in the form of PowerPoint were very attractive to students. This is reflected in the results of feedback given by students with an average of very good assessment. Feedback leads to positive things about the quality of the development product.

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