



Journal of Educational Sciences

Journal homepage: <https://ejournal.unri.ac.id/index.php/JES>

P-ISSN
2581-1657

E-ISSN
2581-2203

Powerpoint and Wondershare Quiz Creator Interactive Multimedia Development to Improve Student Learning Motivation

Maulida*, Gimin, Sri Kartikowati

Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru, 28293, Indonesia

ARTICLE INFO

Article history:

Received: 07 May 2019

Revised: 22 August 2019

Accepted: 31 August 2019

Published online: 24 Sept 2019

Keywords:

Interactive quiz

Interactive media

Powerpoint and wondershare quiz creator

Learning motivation

ABSTRACT

Low learning motivation of the student sometime it is due to the teacher has difficulty choosing the right learning media. This study was to produce powerpoint-based accounting and wondershare quiz creator multimedia to improve student learning motivation. Data collection begins with the need analysis phase. The media was validated interm of its interactive and content by the validators. The result the validator 1 and 2 obtained a score of 75 in the feasible category and the material feasibility by material expert obtained a score of 59 and 66 in the feasible category. Furthermore, the small scale test was showing that the media is useful to be used because it reaches a minimum score of > 37.5 - 48.78 (High category). The results of the analysis show that there are differences in the level of student motivation in the experimental class in the category of High of 62.5% and student motivation in the control class is in the Low category of 59.4%. Based on the results, the developed media is possible to use in the real teaching class.

1. Introduction

Utilizing technological advances in the world of education is very helpful for teachers in delivering material and learning goals, in this case in line with the opinion of Nella in (Lies, 2011) the presence of information technology is one of the changes that affect the world of education. According to Rosenberg (2006) states 5 elements that give the impact of a shift in the world of education, namely: 1) from training to appearance, 2) from classrooms to where and anytime, 3) from paper to "on line" or channel, 4) from physical facilities to networking facilities,

* Corresponding author. Tel./Fax.: +62852-6368-6094
E-mail: mauidapatra@gmail.com

5) from cycle time to real time, this shows that the presence of technology makes it very easy in delivering learning material, students can access anywhere and anytime.

The benefits of learning media for students can increase motivation by using interactive multimedia (Nunuk, 2018). Motivation to learn as an effort to encourage students to do something (Sardiman, 2011). Based on the results of Miftahul (2009) research on interactive media development research shows that interactive multimedia is feasible to be used in the learning process in the classroom. Preparing learning media that are in accordance with the wishes of students to measure the level of understanding of students in the material delivered is the responsibility of the educator. One of the learning media that can be used is the wondershare quiz creator software, an application that can be used to create interesting interactive quizzes online and offline.

The use of the Wondershare quiz creator in making these questions is very familiar, so it is very easy to use and does not require the ability of a programming language that is difficult to operate, Hernawati in (Diah, 2017). The results of the questions compiled can be stored in the form of flash stand alone or can stand alone on the website. In this case the powerpoint software will be supported to deliver material.

Powerpoint is one of the software specifically designed to be able to display multimedia programs with an interesting, easy to make, use and relatively inexpensive because it does not need raw materials other than tools for data storage. Powerpoint can be used through several types of use Asyhar (2012), including: 1) Personal Presentation, 2) Stand Alone, 3) Web Based.

The purpose of providing motivation in the learning process is to move or stimulate students to arise the desire and willingness to improve achievement in learning activities (Purwanto, 2006). In line with the research conducted by Marina et al. (2019) the implementation of learning using a system can motivate students to participate, be active, discipline, and provide space that can form initiative, creativity, and independence, according to their talents, interests, and physical development and psychological students towards positive behavior changes.

The indicators of learning motivation in this study can be classified based on expert explanations as follows:

1. Feel happy about the lesson given.
2. Provide feedback on the lessons given.
3. There is an attraction to continue to take lessons.
4. Desire to compete with classmates.

The results of the survey conducted at SMK 1 Rengat found that only 15% of students wanted to read the subject matter in textbooks and based on the results of in-depth interviews that teachers were less able to utilize the technology and learning media that were available at school. This study aims to produce

powerpoint-based accounting and wondershare quiz creator multimedia to improve student learning motivation.

2. Methodology

This research was included in the type of development research that makes a new product in the learning system. Development of multimedia power point-based learning media combined with wondershare quiz creator that is used to develop and validate Setyosari dalam research products (Retno, 2016). This research was conducted in 1 Rengat Vocational School, with the research subject being grade X students majoring in accounting at SMK 1 Rengat consisting of 3 classes for the research trial phase.

Learning development model

According to Benny (2009) there is one more generic model of learning design, namely the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model. ADDIE emerged in the 1990s developed by Reiser and Mollenda. One of the functions of ADDIE is to be a guideline in developing effective and dynamic training program equipment and infrastructure and supporting the performance of the training itself. This model uses 5 stages of development can be seen in Figure 1 of the ADDIE development model cycle.

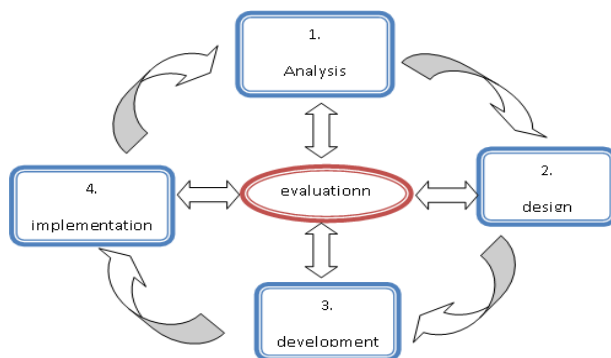


Figure 1. ADDIE Development Model

Explanation of the process of activities carried out in this study in the ADDIE model as follows:

1. Analysis Phase:
 - a. Analysis of characteristics, skills and attitudes of students related to learning material as a basis for determining the media to be used
 - b. Identify student needs about interactive quizzes
 - c. Interviews, researchers discuss with subject matter teachers and media experts.
2. Stage Design, with note:
 - a. Competency to be achieved
 - b. Skills to be learned
 - c. Determine the level of student mastery

3. Development:
 - a. Preparation of teaching materials (RPP)
 - b. Making the development of powerpoint media that will be incorporated into the wondershare quiz creator media, to make it easier for researchers to see the level of student motivation in carrying out the learning process.
 - c. Test products on small scale classes.
4. The Implementation Stage is carried out with the testing phase in 2 classes, 1 control class and 1 experimental class to see the differences in the level of student motivation.
5. Evaluation Stage:
The researcher completes the final product, the results of making the product will be tested internally. The results of the validation will be used as a reference for the revision of learning or media that has been developed.

3. Results and Discussion

The results of this study are the development of interactive learning multimedia in the ADDIE development model, used in the learning process of Accounting and at the same time it is useful to measure the level of students understanding of the material and student motivation, with the following steps:

Analysis Phase

The initial activities carried out in the analysis phase on the interactive multimedia development model based on powerpoint and wondershare quiz creator can be seen in table 1.

Table 1. Steps to Analyze Student Needs

Number	Activities	Results
1	Analysis of student needs	More than 60% of students need interesting learning media and can motivate students
2	Analysis of subject matter	<ol style="list-style-type: none"> 1. There are 48% of students stating that the media used by teachers is less helpful for students in remembering material. 2. There are 71% of students wanting an interesting media to help students answer questions / quizzes related to the material being studied.

In table 1, it can be concluded that students really need interesting media and help students to understand the subject matter quickly, the right media to help train students to remember the material quickly through an interactive quiz that is wondershare quiz crator. In line with the research conducted by Rendik & Rolisca (2014) encountered problems faced by students and teachers of Brawijaya Smart School High School. The students felt that the accounting evaluation process was not attractive. The teacher also argued that conventional examinations could no longer foster enthusiasm, the use of software wondershare quiz creator in the implementation of the evaluation process proved that the presence of

communication information technology media would facilitate communication between teachers and students.

Design Phase

Next step is the developer model, which is the initial design of the media, with the following steps:

- a. Competency to be achieved
The competencies that will be achieved in the research in the class X Basic Accounting subjects with the competence of Accounting and Finance institutions in the RPP.
- b. The skills that will be learned in multimedia-based learning media that will be developed are:
 - 1) Students can learn to understand subject matter with the help of computers.
 - 2) Students can understand business transactions at the company.
 - 3) Can attract the attention of teachers to develop powerpoint-based learning media and wondershare quiz creators in Accounting subjects.
- c. Determine the level of mastery of students, assisted by the wonderhare quiz creator that contains quizzes / questions related to the material being studied and produces pre-trial interactive media products.

Development Phase

At the stage of development of this researcher the researcher designed a powerpoint media that was combined with wondershare quiz creator. This learning media design needs improvement to see the feasibility of the media before it is implemented, the stages of revision of the learning media by media expert validators and material as follows:

- 1) Stages of validating media feasibility by media expert validators
Data obtained based on the validation sheet given to the validator there are 15 items of statements regarding the learning media of Accounting. The following are the results of validating the powerpoint media and wondershare quiz creator. In general, the media expert validator gives an assessment of multimedia, which is Very Good or Worthy. The first revision by media expert Validador is in each slide show on the powerpoint as follows:

1. There is a change in the appearance of the cover, can be seen in Figure 2.
 2. The font size for each slide must be adjusted to the needs.
 3. The font type is also replaced using a font whose writing is not shaddy so that it is easy to read by all people, the use of the initial font is the times new romance replaced with the arial font.
 4. The use of colors in the background and menu buttons also change so that the colors become rhythmic and attractive.
 5. The use of tables on each slide is also replaced by adjusting the learning material.
 6. Animation displayed also changes by using animati which is not too excessive, quite simple but interesting.
-



Figure 2. Revision of media cover

The appearance of the slide suggests the use of changes by the media expert validator because it is less attractive and the use of colors that are not matching, then the use advice is replaced with usage instructions, can be seen in Figure 3.



Figure 3. Instructions for use after revision

From the revisions made by the media expert validator on the statement on the feasibility validation sheet for media design used in the development of powerpoint and wondershare Accounting-based multimedia multimedia the 'Worthy' was used with and supported by the validation acquisition score. The following are the results of the validation of media experts 1 and 2 can be seen in table 2.

Table 2. Media Validation By Validator

Category	Interval	V1	V2	Frequency	Percentage
Very good	>63-75	75	75	2	100
Well	>51-63	-	-	-	-
Enough	>39-51	-	-	-	-
Bad	>27-39	-	-	-	-

Very bad	15-27	-	-	-	-
----------	-------	---	---	---	---

Table 2 shows the results of the feasibility test of 2 media expert validators that the feasibility of the media is categorized as Very Good. Accounting based on Powerpoint and Wondershare Quiz Creator is already Eligible to use.

Validation of eligibility Study material

Validation of material feasibility will also be scored by 2 validators with several revisions as follows:

- a. The use of sentences on material slides is revised to be easily understood by students or readers.
- b. Add references to each powerpoint slide at the end of the meeting by adding a link to the e-book.
- c. Add an explanation to the question / quiz answers found on wondershare quiz creator.

Learning media are declared feasible if they have achieved a minimum score of > 60% - 80% o (Good category), supported by the following validation scores. Data obtained based on the validation sheet given to the validator there are 14 items statement regarding the suitability of accounting learning material. The following are the results of the validation of the feasibility of the powerpoint and wondershare quiz creator based accounting learning material (Table 3).

Table 3. Categories of Feasibility of Learning Materials

Category	Interval	V1	V2	Frequency	Percentage
Very good	>58,8 – 70	15	50	2	100
Well	>46,6 – 58,8	44	16	-	-
Enough	>36,4 – 46,6	-	-	-	-
Bad	>25,2 – 36,4	-	-	-	-
Very bad	14 - 25,2	-	-	-	-
total		59	66	2	100%

In table 3, it is known that the results of the feasibility test of 2 material expert validators can be seen that the media feasibility is categorized as Very Good from the validator 1 score of 59 and validator 2 in the Good category seen from assessment 2 by 66 in their score.

Next the, researcher conducted media validation by conducting a small scale test of the developed learning media. The use of accounting learning media is declared useful and to be used if it has achieved a minimum score of > 37.5 - 48.78 or produces a high category. The results of questionnaire data given to 10 respondents with 15 items of statements regarding the level of benefit of Powerpoint-based accounting learning media and wondershare quiz creator can be seen in table 4.

In table 4, it is known that the results of small-scale tests can be seen that 80% of respondents stated strongly agree that the media used was very useful. This means that the media used is useful to use because it meets the minimum requirements.

Table 4. Descriptive Use of Media

Category	Interval	Frequency	Percentage
SS	>48,78 - 60	8	80%
S	>37,5 – 48,78	2	20%
KS	>26,25 – 37,5	-	-
STS	15 – 26,25	-	-
total		10	100%

Recapitulation of Student Learning Motivation

The level of student learning motivation towards the use of accounting learning media is in the category of good. If it has reached a minimum score of more than 37.5 - 48.78 it produces a high category. Questionnaire data results were given to 10 respondents with 15 items of statements regarding student learning motivation towards Powerpoint-based accounting learning and wondershare quiz creator can be seen in table 5.

Table 5. Descriptive Student Learning Motivation

Category	Interval	Frequency	Percentage
ST	>48,78 - 60	8	80%
T	>37,5 – 48,78	2	20%
R	>26,25 – 37,5	-	-
SR	15 – 26,25	-	-
Total		10	100%

In table 5, it is known that the results of small-scale tests can be seen that student motivation is in the "high" category with a percentage of 80%. This means that the media used can increase student learning motivation because it meets the minimum requirements.

Implementation Phase

The researcher continued testing on a large scale by using different tests on the experimental class and 2 control classes.

1) Recapitulation of Learning Motivation

Data were obtained based on the questionnaire statement of students' learning motivation in the control class and experimental class on the development of multimedia accounting based on powerpoint and wondershare quiz creator. The results of the learning media benefit test is given in table 6.

Table 6. Results of Student Motivation in Control Class and Experimental Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Motivation Results	Control class	32	39,4727	7,97241	1,40934
	Experimental class	32	47,1193	7,46999	1,32052

In table 7, it is known the difference in motivation between the control class and the experimental class where the control class gets an average score of 39.47 while the experimental class gets an average score of 47.11. This means that there are differences in the learning motivation of the control class students who do not use the powerpoint and wondershare quiz creator-based accounting learning media with the experimental class that uses the powerpoint and wondershare quiz creator accounting learning media with increasing student learning motivation.

2) Descriptive Analysis of Student Learning Motivation

Data was obtained based on questionnaire sheets given to 10 students with 15 items of statements regarding students' learning motivation towards Powerpoint-based accounting learning media and wondershare quiz creator can be seen in table 7.

Table 7. Descriptive Results of Student Learning Motivation

Category	Interval	Control class		Experimental class	
		Frequency	Percentage	Frequency	Percentage
ST	>48,78 - 60	5	15,6%	2	6,25%
T	>37,5 – 48,78	8	25%	18	56,25%
R	>26,25 – 37,5	19	59,4%	12	37,50%
SR	15 – 26,25	-	-	-	-
Total		32	100%	32	100%

In table 7, it can be seen that students learning motivation in the experimental class using Accounting learning media based on powerpoint and wondershare quiz creator are in the High category of 62.5% and learning motivation of students who do not use Accounting-based learning media and wondershare quiz creator is at Low category at 59.4%. This means that Worthy media is used in increasing student learning motivation in testing the experimental class because it meets the minimum requirements.

In this case, it is in line with the research conducted by Srimaya (2017) entitled *The Effectiveness of Powerpoint Learning Media to Increase Student Biology Motivation and Learning Outcomes* with the results of their research namely (1) student learning motivation has increased.

3) Recapitulation of the benefits of learning media

The test of usefulness of learning media in multimedia development Accounting based Powepoint and wondershare quiz creator is done to see how much the benefits of learning media in increasing student motivation with a sample of 32 respondents in the experimental class. The results of the learning media benefit test in table 8.

Table 8. Descriptive Use of Media

Category	Interval	Frequency	Percentage
SS	>48,78 - 60	21	66 %
S	>37,5 – 48,78	11	34 %
KS	>26,25 – 37,5	-	-
STS	15 – 26,25	-	-
Total		32	100%

Based on table 8, the results of the media benefit test can be seen that 66% of respondents stated strongly agree and 34% stated agree that the media used was very useful. This means that the media used is useful to use because it meets the minimum requirements.

In line with the research conducted by Rochmawati (2015) that wondershare quiz creator can be used as a tool to facilitate evaluation activities, with an average response reaching 80% saying it is very feasible to use. In line with the research conducted by Tri (2012), the development of powerpoint media assisted by software wondershare quiz creator in the learning process was able to attract students motivation in Accounting subjects especially in journal entry material. In line with the results of research conducted by Puji et al. (2019) the use of learning media can influence student learning motivation.

4. Conclusion

In the research of interactive media development that is carried out in 1 Rengat Vocational High School, it can be concluded that in the analyzing student needs of learning media result, the media can improve student learning motivation, and the media displays quizzes directly in helping students understand the material being studied. In developing multimedia using powerpoint and wondershare quiz creator that has been developed, it has been declared "worthy of use". This is based on the results of the validation by the media expert validator and "very good" material expert. The small-scale test results regarding the benefits of Accounting Multimedia based on powerpoint and wondershare quiz creator multimedia used is categorized with Very Useful. The results of testing motivation to learn on a small scale by using Accounting multimedia is known that student learning motivation in small-scale testing is in the category of Very High. The results of testing the usefulness of learning media in large-scale classes on the usefulness of multimedia state that multimedia is used Very Useful categorized. The test results of the Difference test on learning motivation on a large scale, there are differences in the learning motivation of the experimental class students in the High category, there are differences in student learning motivation in the control class in the Low category.

References

- Asyhar, R. (2012). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi Jakarta.
- Benny, A. (2009). *Model Desain Sistem Pembelajaran*. Jakarta: Dian Rakyat.
- Diah, R. (2012). Pemanfaatan Wondershare Quiz Creator Dalam Pembuatan Soal-soal Bahasa Arab. *Journal of Arabic Studies*. 2 (1), 37-46.
- Puji, K., Maimunah, & Murni, A. (2019). Development of ICT-Based Mathematical Media on Linear Program Materials to Improve Motivation Learning Students. *Journal of Educational Sciences*. 3 (2), 195–204.
-

-
- Lies, S. (2011). Peranan dan Dampak Teknologi Informasi dalam Dunia Pendidikan di Indonesia. *Jurnal Pendidikan*. 20 (2), 175-184.
- Marina, Henny, I., & Suarman. (2019). Application of Moving Class Learning Models and Teacher Pedagogical Competence on Learning Motivation and Student Learning Discipline. *Journal of Educational Sciences*. 3 (1), 72-83.
- Miftahul, J. (2019). Pengembangan Media Pembelajaran Interaktif menggunakan Autoplay Media Studio 8 untuk Bahan Kimia Koloid. *Journal of Educational Sciences*. 3 (1), 2-18.
- Nunuk, S. (2018). *Media Pembelajaran Inovatif Dan Pengembangannya*. Bandung: PT. Remaja Rosdakarya.
- Rendik & Rolisca, B. (2014). Pengembangan Media Evaluasi Pembelajaran Dalam Bentuk Online Berbasis E-Learning Menggunakan Software Wondershare Quiz Creator Dalam Mata Pelajaran Akuntansi SMA Brawijaya Smart School (BSS). *Jurnal Pendidikan Akuntansi Indonesia*. 12 (1). 2-16.
- Retno. (2006). Pengembangan Modul Ekonomi Cerdas Kreatif Berbasis PBL. *Tesis*: UR.
- Rochmawati. (2015). Pengembangan Alat Evaluasi Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Dengan Wondershare quiz Creator Materi Sistem Penilaian Persediaan. *Jurnal Ilmiah*. 3 (21),12-18.
- Rosenberg. (2006). Beyond E-Learning-Approachs And Technologies To Enhance Organizational Knpwledge, Learning, And Performance. Amerika: Pteiffer.
- Sardiman, A.M. (2008). *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: PT. Bumi Aksara.
- Srimaya. (2017). Efektivitas Media Pembelajaran Powerpoint Untuk Meningkatkan Motivasi Dan Hasil Belajar Biologi Siswa. *Jurnal Biotek*. 5 (1), 2-16.
- Tri, Y., & Sriyani. (2012). Pengembangan Media Pembelajaran Akuntansi Pada Pokok Bahasan Proses Entry Jurnal. *Jurnal Pendidikan*. 1 (2), 2-13.
- Purwanto, M.N. (2007). *Psikologi Pendidikan*. Bandung : PT Remaja Rosdakarya.

How to cite this article:

Maulida, Gimin, & Kartikowati, S. (2019). Powerpoint and Wondershare Quiz Creator Interactive Multimedia Development to Improve Student Learning Motivation. *Journal of Educational Sciences*, 3(3), 390-400.
