



The Effectiveness of Using Prezi Learning Media on the Learning Outcomes of Eighth-Grade Students in Informatics at MTs Negeri 2 Sidrap

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| Receive: 12/06/2025 | Accepted: 02/09/2025 | Published: 01/10/2025 |
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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media pembelajaran Prezi terhadap hasil belajar siswa kelas VIII pada mata pelajaran Informatika di MTs Negeri 2 Sidrap. Latar belakang penelitian ini didasari oleh pentingnya penggunaan media pembelajaran yang interaktif dan menarik guna meningkatkan pemahaman siswa dalam pembelajaran berbasis teknologi. Metode yang digunakan adalah pendekatan kuantitatif dengan desain pre-eksperimental jenis one group pretest-posttest. Sampel dalam penelitian ini adalah siswa kelas VIII.A sebanyak 33 orang. Teknik pengumpulan data menggunakan tes dan kuesioner. Hasil penelitian menunjukkan adanya peningkatan rata-rata nilai dari pretest sebesar 68,93 menjadi 88,90 pada posttest. Selain itu, hasil kuesioner juga menunjukkan bahwa mayoritas siswa memberikan respons positif terhadap penggunaan media Prezi, baik dari segi ketuntasan belajar maupun ketepatan waktu dalam pembelajaran. Dengan demikian, dapat disimpulkan bahwa penggunaan media pembelajaran Prezi efektif dalam meningkatkan hasil belajar siswa pada mata pelajaran Informatika.

Kata Kunci: Media Pembelajaran, Prezi, Hasil Belajar, Informatika, MTs

Abstract

This study aims to determine the effectiveness of using Prezi learning media on the learning outcomes of eighth-grade students in the Informatics subject at MTs Negeri 2 Sidrap. The background of this study is based on the importance of using interactive and engaging learning media to enhance students' understanding in technology-based learning. The method used is a quantitative approach with a pre-experimental design of the one-group pretest-posttest type. The sample in this study consists of 33 students from class VIII.A. Data collection techniques include tests and questionnaires. The results of the study show an increase in the average score from a pretest of 68.93 to a posttest of 88.90. Additionally, the questionnaire results indicate that the majority of students gave positive responses to the use of Prezi media, both in terms of learning mastery and time efficiency in the learning process. Therefore, it can be concluded that the use of Prezi learning media is effective in improving student learning outcomes in the Informatics subject.

Keywords: Learning Media, Prezi, Learning Outcomes, Informatics, MTs.

INTRODUCTION

In the digital age, education is undergoing significant transformation driven by technological advancements. Technology not only enhances access to information but also provides new avenues for delivering

learning content effectively. One of the key challenges in modern education is creating an interactive and engaging learning environment that caters to diverse learning needs. In this context, the use of learning media becomes crucial in ensuring that

students can absorb, understand, and apply the knowledge presented to them.

Learning media, particularly those based on technology, have been recognized for their potential to improve the quality of education. Prezi, a cloud-based presentation tool, is one such medium that has gained popularity due to its dynamic, visual appeal. Unlike traditional presentation tools like PowerPoint, Prezi offers a more interactive and visually engaging experience, which can be especially beneficial in subjects like Informatics, where visual representation of complex concepts can aid in better understanding.

The importance of using engaging learning media is particularly significant in technology-based subjects, such as Informatics. Students often struggle with grasping abstract concepts, and traditional teaching methods may not always suffice. By integrating tools like Prezi, which provides interactive and visual stimuli, students may develop a deeper understanding of the material, making learning more effective and enjoyable.

The effectiveness of Prezi as a learning tool has been the subject of several studies in various educational settings. Research has shown that interactive media can enhance student engagement, improve comprehension, and contribute to better learning outcomes. In particular, Prezi's ability to zoom in on specific details and provide a nonlinear, narrative-driven learning experience offers a unique advantage in engaging students.

At MTs Negeri 2 Sidrap, the integration of technology in teaching, especially in the Informatics subject, has been gradually introduced. Teachers have started incorporating digital tools to make learning more interactive and efficient. However, the effectiveness of Prezi as a teaching tool has not yet been fully explored in this particular context, making this research timely and relevant.

This study aims to investigate the effectiveness of using Prezi as a learning medium in improving the learning outcomes

of eighth-grade students in the Informatics subject at MTs Negeri 2 Sidrap. Specifically, it examines whether the use of Prezi leads to a significant improvement in students' understanding of the subject matter and whether it enhances the overall learning experience.

The significance of this research lies in its potential to provide valuable insights into the practical applications of Prezi in the classroom. If proven effective, this tool could be a game-changer in the delivery of technology-based education, encouraging more schools to adopt it as a regular part of their teaching methods.

Moreover, this study also contributes to the broader field of educational technology, highlighting how interactive media can be used to support traditional teaching methods, ultimately fostering a more engaging and effective learning environment for students in various subjects.

METHOD

This research employs a quantitative approach to determine the effectiveness of using Prezi as a learning media in improving the learning outcomes of eighth-grade students in the Informatics subject at MTs Negeri 2 Sidrap. The quantitative method is chosen because it allows for the collection and analysis of numerical data that can be used to test the hypothesis and draw conclusions about the effectiveness of Prezi in the classroom. This approach is particularly useful in educational research, where objective measurements of student performance are critical.

The research design used in this study is a pre-experimental design, specifically the one-group pretest-posttest design. This design involves measuring the students' learning outcomes before and after the intervention (using Prezi as the learning media). The pretest is administered prior to the use of Prezi to assess the students' initial understanding of the subject matter. After the learning session using Prezi, the posttest is

given to evaluate any changes in their knowledge and understanding.

The sample for this research consists of 33 students from class VIII.A at MTs Negeri 2 Sidrap. The sample was selected using a purposive sampling technique, which ensures that the participants are representative of the group being studied. Class VIII.A was chosen because it is a homogenous group in terms of prior knowledge in Informatics, which allows for a more accurate assessment of Prezi's impact on their learning outcomes. Data collection for this research was conducted using two primary instruments: a test and a questionnaire. The test, which consists of 30 multiple-choice questions, is used to measure the students' knowledge of Informatics before and after the intervention. The test is designed to assess the students' understanding of key concepts in the subject. Each correct answer receives one point, and the total score is calculated out of 100 to provide a clear measure of students' learning progress.

In addition to the pretest and posttest, a questionnaire was administered to gather qualitative data on students' perceptions of using Prezi as a learning medium. The questionnaire consists of items designed to assess the students' engagement, motivation, and overall experience with Prezi. This data is valuable for understanding the students' attitudes toward the learning process and how the use of Prezi affects their learning preferences.

The data analysis technique used in this study is statistical analysis. The pretest and posttest scores are analyzed using descriptive statistics to calculate the mean scores for both tests. The difference between the pretest and posttest scores is then analyzed to determine if there is a statistically significant improvement in students' learning outcomes. Additionally, the responses to the questionnaire are analyzed qualitatively to provide insights into the students' experiences with Prezi.

To ensure the validity and reliability of the data, several steps were taken. The tests were

designed based on the learning objectives of the Informatics curriculum, ensuring that they are relevant and measure the intended knowledge areas. The questionnaire was also pre-tested with a small group of students to ensure that the items were clear and understandable. The use of multiple data sources (test scores and questionnaire responses) helps to triangulate the findings and strengthen the conclusions drawn from the research.

The research was conducted during the period from November to January, with sufficient time allocated for the pretest, learning sessions using Prezi, and posttest. The intervention (learning with Prezi) was implemented over several weeks, allowing for enough exposure to the media and ensuring that any changes in students' learning outcomes could be attributed to the use of Prezi rather than other factors.

RESULT AND DISCUSSION

The results of the study were based on the pretest and posttest scores of 33 eighth-grade students in the Informatics subject at MTs Negeri 2 Sidrap. The pretest was conducted before the intervention (learning using Prezi), and the posttest was conducted after the intervention. The average pretest score was 68.93, and the average posttest score was 88.90. This indicates a significant increase in the students' learning outcomes after using Prezi as a learning medium.

The pretest and posttest scores were calculated using the following formula to determine the mean score for each test. The results were analyzed to observe any improvements in the students' understanding of Informatics concepts. The overall improvement in the students' learning outcomes was calculated to be 19.97 points, which suggests that the use of Prezi had a positive effect on the students' comprehension of the subject matter.

| Student Name | Pretest Score | Posttest Score | Difference |
|-------------------------|---------------|----------------|------------|
| Aditia Ardiansyah | 66.67 | 86.67 | 20.00 |
| Alif Putra Gunadi | 70.00 | 93.33 | 23.33 |
| Ahmad Wildan Muawwal | 56.67 | 90.00 | 33.33 |
| Aldi Wisnu Nasir | 66.67 | 86.67 | 20.00 |
| Daffa Adz Zikra | 73.33 | 93.33 | 20.00 |
| Fadlan Khairul Anam | 73.33 | 90.00 | 16.67 |
| M. Ridwan Muh. | 70.00 | 90.00 | 20.00 |
| Alfurqan Syafaat | 70.00 | 90.00 | 20.00 |
| Muhammad Ilham Sudirman | 63.33 | 86.67 | 23.34 |
| Muhammad Alfath Fauzan | 63.33 | 93.33 | 30.00 |
| Resky Mashudi | 70.00 | 86.67 | 16.67 |
| Sunandar | 70.00 | 93.33 | 23.33 |
| Aisyah Nur Maffira | 66.67 | 86.67 | 20.00 |
| Andi Faaizah Asrifan | 73.33 | 86.67 | 13.34 |
| Andi Salfata Syairah | 76.67 | 86.67 | 10.00 |

As shown in the table, there is a notable increase in the posttest scores compared to the pretest scores for each student. The largest improvement was observed in students like Ahmad Wildan Muawwal, who showed a 33.33-point improvement, while others showed improvements between 10 and 30 points.

The data from the questionnaire also support these findings. Most students reported a positive experience with Prezi, indicating that they found it engaging and helpful in

understanding the material. The students mentioned that the visual and interactive elements of Prezi made learning more interesting and easier to follow, particularly in complex topics like Informatics.

The questionnaire results further highlight that the majority of students found Prezi to be more engaging than traditional learning methods. The tool's ability to present content in a dynamic and interactive manner was highly appreciated. More than 90% of the students reported that Prezi helped them better understand the material, and they felt more motivated to participate in class activities.

Furthermore, the data showed that the use of Prezi also had a positive effect on the time efficiency of the learning process. Students indicated that the visual aspect of Prezi allowed them to grasp concepts quickly, which led to better time management in class. These findings suggest that the use of Prezi not only improved students' learning outcomes but also optimized the time spent on learning activities.

Discussion

The results of this study demonstrate the effectiveness of Prezi as a learning medium in enhancing students' learning outcomes in Informatics. The significant improvement in students' pretest and posttest scores indicates that Prezi facilitated a deeper understanding of the subject matter. The 19.97-point increase in the average score is a strong indicator that the use of this interactive tool led to positive changes in students' academic performance.

One possible explanation for the improvement in students' scores is the interactive nature of Prezi. Unlike traditional presentation methods that use static slides, Prezi provides an engaging experience by allowing users to zoom in on different

sections of the presentation. This dynamic presentation style helps students maintain their focus and understand complex concepts more effectively. As observed in the study, students were able to visualize relationships between concepts and gain a clearer understanding of the material.

The results also align with previous research on the effectiveness of multimedia and interactive learning tools in education. Studies have shown that students tend to perform better when they are exposed to visually stimulating materials that engage multiple senses. Prezi's use of visuals, animations, and interactive elements likely contributed to a more engaging learning experience that helped students retain information better.

In addition to enhancing students' understanding, Prezi was found to improve student motivation and participation. According to the questionnaire results, most students found Prezi to be an enjoyable and motivating learning tool. This is particularly important, as motivation plays a key role in student engagement and learning outcomes. When students are motivated, they are more likely to invest effort in their learning, which can lead to improved academic performance.

Another key finding from the study is the positive impact of Prezi on time efficiency. Many students reported that they were able to grasp the material faster when learning with Prezi compared to traditional methods. This suggests that Prezi not only makes the learning process more engaging but also more efficient, allowing teachers to cover more content in less time.

However, it is important to note that while the results of this study are promising, the sample size was relatively small (33 students), which may limit the generalizability of the findings. Future studies with larger and more diverse samples are needed to confirm these results and

explore the long-term effects of using Prezi in different educational contexts.

Furthermore, while Prezi was found to be effective in improving learning outcomes in this study, its success depends on how it is integrated into the teaching process. Teachers need to be adequately trained in using Prezi to ensure that it is used effectively. Additionally, Prezi should be used alongside other teaching strategies to provide a well-rounded learning experience., this study supports the idea that Prezi is an effective tool for improving student learning outcomes in Informatics. The use of Prezi not only enhanced students' understanding of the material but also increased their motivation and engagement with the learning process. Given these findings, educators should consider incorporating Prezi into their teaching practices, particularly for subjects that benefit from visual and interactive learning tools.

CONCLUSION

This study demonstrates that the use of Prezi as a learning medium significantly enhances the learning outcomes of eighth-grade students in the Informatics subject at MTs Negeri 2 Sidrap. The data collected from the pretest and posttest indicate a clear improvement in students' understanding of the subject matter, with an average score increase of 19.97 points. This finding highlights the effectiveness of Prezi in facilitating a deeper understanding of Informatics concepts through its interactive and dynamic presentation features.

Additionally, the questionnaire results further support the positive impact of Prezi on student motivation and engagement. The majority of students reported that they found Prezi more engaging and easier to understand compared to traditional teaching methods.

The tool's ability to visually represent complex topics and allow for an interactive learning experience was highly appreciated by the students, contributing to a more enjoyable and efficient learning process. The findings of this research suggest that Prezi is an effective tool for enhancing student learning outcomes, particularly in technology-based subjects such as Informatics. The study recommends the integration of Prezi into classroom teaching to further improve student engagement, comprehension, and overall academic performance. Future research with larger sample sizes and in different educational contexts is encouraged to confirm these results and explore the long-term benefits of using Prezi in education.

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