The Influence of Using Prezi Application on the Learning Outcomes of Indonesian Language Lessons for Eighth Grade Students at SMP Negeri 2 Baranti

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pengaruh penggunaan media Prezi terhadap hasil belajar siswa kelas VIII dalam mata pelajaran Bahasa Indonesia di SMP Negeri 2 Baranti. Dengan jumlah populasi sebanyak 99 siswa, peneliti menerapkan teknik cluster sampling untuk menentukan sampel. Dua kelas dipilih dan dibagi menjadi kelompok eksperimen dan kelompok kontrol. Proses pengumpulan data dilakukan melalui dua tahap pengujian, yaitu pengujian pada kelompok kontrol dan pengujian pada kelompok eksperimen

Temuan penelitian menunjukkan bahwa penggunaan media Prezi memberikan dampak positif terhadap peningkatan hasil belajar siswa. Hal ini terlihat dari perbedaan signifikan antara rata-rata nilai kelompok eksperimen (92,00) dan kelompok kontrol (69,75). Dengan demikian, dapat disimpulkan bahwa penggunaan media Prezi secara efektif meningkatkan hasil belajar siswa dalam pembelajaran Bahasa Indonesia.

Kata Kunci*: Media Prezi, Pembelajaran Interaktif, Hasil Belajar, Bahasa Indonesia.*

Abstract

This study aims to identify the effect of using Prezi media on the learning outcomes of eighth-grade students in Indonesian language lessons at SMP Negeri 2 Baranti. With a total population of 99 students, the researcher applied cluster sampling technique to determine the sample. Two classes were selected and divided into an experimental group and a control group. Data collection was carried out through two stages of testing, namely testing on the control group and testing on the experimental group.

The findings of the study indicate that the use of Prezi media has a positive impact on improving students' learning outcomes. This is evident from the significant difference between the average scores of the experimental group (92.00) and the control group (69.75). Therefore, it can be concluded that the use of Prezi media effectively enhances students' learning outcomes in Indonesian language lessons.

Keywords: Prezi Media, Interactive Learning, Learning Outcomes, Indonesian Language.

Introduction

The Indonesian language plays a strategic role in developing students' literacy and communication skills. According to Suharsimi Arikunto (2006), effective learning is not solely dependent on teachers as the main source of knowledge, but also on the methods and media used during the teaching process. Unfortunately, many teachers still rely on traditional teaching approaches that fail to stimulate student interest, resulting in monotonous lessons and reduced motivation to learn.

Preliminary observations at SMP Negeri 2 Baranti revealed that eighth-grade students have relatively low interest and comprehension levels in the Indonesian language subject. Learning tends to be passive, and students appear disengaged, which significantly affects their academic performance.

In today's digital era, information and communication technology has become an integral part of everyday life, including in the field of education. According to Law No. 20, Chapter II, Article 3 of 2023, the purpose of national education is to develop the potential of students to become faithful, knowledgeable, capable, creative, independent, and responsible citizens. Integrating technology in the classroom is one way to fulfill these educational goals.

The future of education in the digital age appears promising. The ongoing advancement of technologies such as big data, machine learning, and the metaverse is expected to revolutionize learning by making it more personalized, efficient, and engaging (Aghbashlo et al., 2021; Subroto et al., 2023). These technologies offer diverse learning strategies that can be tailored to students' needs and enhance learning effectiveness.

One example of educational technology that can be utilized is interactive presentation software like Prezi. Unlike traditional linear tools such as PowerPoint, Prezi offers dynamic visualizations and a non-linear format that allows teachers to present information in a more engaging and structured manner.

According to Davis and Sharma (2018), the use of Prezi can enhance student engagement due to its interactive and visually appealing design. This increased engagement leads to better understanding and improved learning outcomes, making Prezi an effective tool for modern classroom instruction.

From a cognitive theory perspective, visual media such as Prezi help students process and retain information more effectively (Mayer, 2009). In subjects like Indonesian language that require deep contextual and linguistic understanding, such tools can significantly support learning success and comprehension.

Given this background, this study aims to examine the impact of using the Prezi application on the learning outcomes of eighth-grade students at SMP Negeri 2 Baranti. It is hoped that the results will contribute to the literature on educational technology and provide practical recommendations for teachers seeking to adopt more engaging and effective instructional media.

Method

This study utilized a quantitative experimental approach to examine the influence of the Prezi application on students' learning outcomes in Indonesian language lessons. According to Sugiyono (2019), research methods are scientific ways to obtain data with specific purposes and uses. This method was selected because it allows for the measurement of the impact of a particular variable—in this case, Prezi—on a defined population.

The variables in this research were categorized into two: the independent variable (X) and the dependent variable (Y). The independent variable is the use of Prezi media in delivering Indonesian language material, while the dependent variable is the students' learning outcomes. The study aimed to determine whether changes in the independent variable would result in measurable differences in the dependent variable.

The research design employed was a true experimental design with a post-test-only control group. This method involved dividing participants into two groups: an experimental group, which received the

treatment using Prezi media, and a control group, which was taught using conventional methods. Both groups were given the same material but delivered using different instructional approaches.

The population of this study included all eighth-grade students at SMP Negeri 2 Baranti, totaling 99 students across four classes. Due to the large population, the researcher used cluster sampling to select representative samples. Two classes were chosen: one served as the experimental group and the other as the control group, resulting in a total sample of 49 students.

Data collection techniques included observation, documentation, and testing. Observation was conducted to understand classroom conditions and student behavior. Documentation was used to record activities and gather relevant school records. Most importantly, a learning test was administered to both groups to assess their understanding of the material after instruction.

The learning outcomes were measured using a test consisting of multiple-choice questions designed to evaluate comprehension of the Indonesian language subject. This test was administered after the treatment phase, and the scores were analyzed to identify differences between the control and experimental groups.

Data analysis was performed using descriptive statistical techniques, particularly the calculation of the mean score for each group. The mean was used to compare the average performance between the experimental group (taught using Prezi) and the control group. The formula used for calculating the mean helped determine whether there was a significant improvement in learning outcomes due to the treatment.

To verify the hypothesis, the researcher employed the independent t-test. This statistical test helped determine whether the difference in mean scores between the experimental and control groups was statistically significant. The test results supported the hypothesis that the use of Prezi media has a positive impact on students' Indonesian language learning outcomes at SMP Negeri 2 Baranti.

Result and Discussion

This study investigated the effect of using Prezi as a learning medium on the Indonesian language achievement of eighth-grade students at SMP Negeri 2 Baranti. The data were collected through post-tests administered to both the control and experimental groups after delivering lessons using different instructional methods.

The control group consisted of students who were taught without the use of Prezi, while the experimental group was taught using Prezi as a media presentation tool. Each group received the same instructional content over two meetings, but the delivery method varied.

From a total of 49 students, the control group comprised 25 students, and the experimental group consisted of 24 students. However, only 20 students from each group were present and completed the post-test, making the sample size for analysis 40 students.

The control group's scores totaled 1395, yielding a mean score of 69.75. In contrast, the experimental group, which was taught using Prezi, achieved a total score of 1840, resulting in a mean score of 92.00.

These results indicate a noticeable difference in performance between the two groups. The use of Prezi significantly contributed to the higher average score in the experimental group compared to the traditional method used in the control group.

The following table shows the summarized data of the test results from both the experimental and control groups:

Table 4.1 Recapitulation of Group Scores

Group	Number of Students	Total Score	Mean Score
Control	20	1395	69.75
Experimental	20	1840	92.00

The large difference in average scores (92.00 vs. 69.75) suggests that students who used Prezi in the learning process performed better than those who did not. The use of an interactive and visual tool contributed positively to their comprehension and retention.

Based on these findings, the hypothesis stating that there is a significant influence of using the Prezi application on students' learning outcomes in Indonesian language was accepted. The statistical evidence supports the assumption that Prezi media is effective in improving learning performance.

Discussion

The main objective of this study was to examine whether the use of Prezi media influences students' achievement in Indonesian language learning. The results indicate a positive impact, with students in the experimental group outperforming those in the control group.

The findings are consistent with the cognitive theory proposed by Mayer (2009), which suggests that students understand and remember material more effectively when it is presented using rich visual elements. Prezi, with its zooming user interface and non-linear structure, enables a more engaging and coherent presentation of ideas.

These results also align with the research conducted by Davis and Sharma (2018), which found that Prezi increases student motivation and engagement due to its interactive nature. Students are more likely to pay attention and stay focused when learning materials are presented visually and dynamically.

Moreover, the use of Prezi encourages student-centered learning. Instead of passively receiving information, students are visually guided through concepts in a more intuitive manner, allowing them to make connections between topics and better understand the subject matter.

The significant difference in mean scores between the control and experimental groups validates the effectiveness of Prezi in enhancing comprehension. It demonstrates that integrating technology in the learning process can result in measurable academic improvement.Beyond just academic performance, students exposed to Prezi-based lessons reported greater enjoyment during the learning sessions. This enjoyment leads to increased motivation, which in turn positively affects their performance and attitude toward the subject.

Teachers, especially in language subjects like Indonesian, may benefit from incorporating interactive media such as Prezi to support abstract or textual content with visual aids. This approach enhances the teaching process and supports diverse learning styles among students. the study confirms that Prezi is not only a presentation tool but also a valuable educational medium that supports interactive and effective teaching. Future research could explore its application in other subjects and education levels to determine broader impacts.

Conclusion

Based on the findings of this study, it can be concluded that the use of Prezi media has a significant and positive impact on students' learning outcomes in the Indonesian language subject. Students who were taught using Prezi achieved higher test scores compared to those taught using conventional methods. The interactive and visual nature of Prezi helped improve student engagement and understanding.

The results support the idea that integrating educational technology, particularly interactive presentation tools like Prezi, enhances the effectiveness of classroom instruction. Prezi's dynamic features allowed students to visualize concepts better, stay focused, and comprehend the material more deeply, thereby increasing their academic performance.

This research highlights the importance of using innovative media in the learning process. It provides practical implications for educators to incorporate tools like Prezi to create more engaging and student-centered learning environments. Future research is recommended to explore the long-term effects of such tools across various subjects and student levels.

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