



The Effectiveness of Using the Focusky Application on the Indonesian Language Learning Outcomes of Grade VII Students at SMPN 3 Pitu Riase, Sidenreng Rappang

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Abstrak

Efektivitas Penggunaan Aplikasi Focusky terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas VII SMPN 3 Pitu Riase". Dibimbing oleh Abd. Kahar dan Madaling. Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh aplikasi Focusky terhadap hasil belajar Bahasa Indonesia siswa kelas VII di SMPN 3 Pitu Riase. Metodologi penelitian yang digunakan adalah metodologi penelitian kuantitatif deduktif. Jenis penelitian ini menggunakan desain pretest-posttest satu kelompok dan bersifat quasi-eksperimental. Alih-alih menggunakan kelompok kontrol, penelitian ini meneliti hasil belajar siswa sebelum dan sesudah mereka menggunakan media Focusky. Penilaian untuk pretest dan posttest digunakan untuk mengumpulkan data. Temuan penelitian menunjukkan bahwa nilai siswa meningkat setelah menggunakan media Focusky. Pada posttest, nilai tertinggi meningkat menjadi 90 dan terendah menjadi 45, sedangkan pada pretest, nilai tertinggi adalah 55 dan terendah adalah 25. Hal ini menunjukkan bahwa penggunaan aplikasi Focusky dapat meningkatkan hasil belajar. Oleh karena itu, dapat dikatakan bahwa aplikasi Focusky bekerja dengan baik untuk meningkatkan hasil belajar siswa dalam mata pelajaran Bahasa Indonesia.

Kata Kunci : Aplikasi Focusky, Hasil Belajar

Abstract

This study aims to determine the extent to which the Focusky application influences the Indonesian language learning outcomes of Grade VII students at SMPN 3 Pitu Riase. The research employed a quantitative deductive methodology. This type of research used a one-group pretest-posttest design and was quasi-experimental in nature. Instead of using a control group, the study examined students' learning outcomes before and after using the Focusky media. Pretest and posttest assessments were used to collect the data.

The findings of the study revealed that students' scores improved after using the Focusky media. In the posttest, the highest score increased to 90 and the lowest to 45, while in the pretest, the highest score was 55 and the lowest was 25. These results indicate that the use of the Focusky application can enhance students' learning outcomes. Therefore, it can be concluded that the Focusky application effectively improves students' achievement in Indonesian language learning.

Keywords: Focusky Application, Learning Outcomes

Introduction

Education is an essential process in human life because it serves as a foundation for developing knowledge, understanding, physical well-being, and moral character. It is through education that individuals can achieve their goals and aspirations. In the context of national development, education plays a central role in producing intellectually, emotionally, and spiritually competent generations who contribute to the progress of the nation. Education is not merely a formal process but also a lifelong effort that enables individuals to expand their potential and adapt to changing times.

According to the National Education Law No. 20 of 2023, education in Indonesia functions to develop the ability and character of the nation in order to create a dignified civilization. It aims to cultivate the potential of students so that they become people who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens. This principle emphasizes that learning is not limited to classrooms but is a process that occurs continuously through interactions between teachers and students, as well as among students themselves. In this process, learning becomes meaningful when it involves communication, collaboration, and engagement.

As stated in the Holy Qur'an, Surah Al-'Alaq verses 1–5, Allah commands humankind to “Read in the name of your Lord who created.” These verses remind us that learning is a divine duty and that knowledge is obtained through both reading and reflection. Therefore, education should be designed not only to transfer knowledge but also to stimulate curiosity and a desire for lifelong learning.

In the modern educational context, technology plays a vital role in improving learning quality. The integration of technology into teaching and learning activities has become a necessity in the 21st century, especially to enhance students' engagement and understanding. Learning media—such as computers, multimedia, internet-based tools, and interactive

applications—help teachers present materials in more appealing and effective ways. Hamalik (in Tirtiana, 2013) emphasized that the use of instructional media can foster new interests, stimulate motivation, and create psychological impacts that support better learning outcomes. Hence, the presence of digital learning media contributes significantly to improving educational quality.

One of the technological innovations in education is **Focusky**, a presentation software that allows teachers to create engaging multimedia-based materials. Focusky offers interactive zooming and animation effects, enabling teachers to design visually dynamic lessons that can capture students' attention and improve their comprehension. Compared to conventional tools like PowerPoint, Focusky provides greater flexibility and creativity in delivering content. The use of Focusky as a learning medium aligns with the need for more student-centered approaches in today's digital learning environments.

In practice, many teachers still rely on traditional teaching methods such as lectures, printed handouts, or textbook reading. These methods often fail to capture students' interest, leading to decreased motivation and lower learning achievement. This condition was also observed in SMPN 3 Pitu Riase, where some teachers continued to use blackboards and textbooks as their primary teaching tools. Although the school was equipped with facilities such as laptops and LCD projectors, these technologies were underutilized. As a result, students showed limited enthusiasm during lessons, particularly in subjects such as Indonesian language learning, where engagement and comprehension are crucial.

Learning the Indonesian language is essential for developing students' communication skills, critical thinking, and cultural awareness. As both a national and unifying language, Bahasa Indonesia serves as a medium for expressing ideas and understanding literature and society. However, teaching this subject effectively requires innovative methods that can make abstract linguistic concepts more concrete and relatable. In this regard, using digital

media such as Focusky can transform how teachers deliver lessons by integrating text, images, sound, and motion to enhance students' cognitive and emotional engagement.

The Focusky application has several advantages. It allows teachers to design lessons offline, customize templates, and integrate multimedia elements easily. Its intuitive drag-and-drop interface and 3D transition effects make lessons more dynamic and appealing. Through these features, students can visualize information better, which supports deeper understanding and long-term retention. In addition, the interactive nature of Focusky presentations encourages active participation and collaborative learning—both of which are essential components of effective pedagogy in the digital era.

Nevertheless, the effectiveness of Focusky as a learning medium still needs empirical evidence, especially in language education at the junior high school level. Therefore, this study was conducted to determine whether the use of the Focusky application significantly improves students' learning outcomes in Indonesian language lessons at SMPN 3 Pitu Riase. The study adopts a quantitative quasi-experimental design, using a one-group pretest-posttest method to measure students' achievement before and after the intervention. This design enables researchers to assess the magnitude of change resulting from the use of Focusky in the classroom.

Preliminary observations showed that students often struggled to maintain focus during conventional lessons. Many found it difficult to retain key concepts because the instructional delivery lacked variety and visual reinforcement. By incorporating Focusky, the researcher expected that students would become more engaged, motivated, and better able to comprehend the learning materials. The use of pretest and posttest instruments provided a clear comparison of students' performance and allowed an objective assessment of the effectiveness of this digital tool.

The study also supports the broader educational goal of integrating digital literacy into school curricula. As schools in Indonesia increasingly adopt technology-based

instruction, applications such as Focusky can serve as practical models for enhancing pedagogical practices. Teachers can utilize this application not only to improve content delivery but also to foster students' creative and critical thinking abilities. Furthermore, the use of Focusky aligns with the national vision of “Merdeka Belajar,” which emphasizes innovation, flexibility, and enjoyment in learning.

Learning outcomes are central indicators of educational success. According to Yandi et al. (2023), learning outcomes reflect the cognitive, affective, and psychomotor abilities that students acquire after participating in an instructional process. Improved learning outcomes demonstrate that students have effectively understood and internalized the material presented. In this study, the significant increase in students' posttest scores compared to their pretest results indicates that Focusky positively influences learning performance. The highest score improved from 55 in the pretest to 90 in the posttest, while the lowest score increased from 25 to 45. These findings suggest that interactive and visually rich media can enhance students' comprehension and retention of Indonesian language concepts.

the integration of Focusky into classroom learning addresses the challenges of student disengagement and limited media variation in teaching. It provides an innovative approach that not only supports teachers in delivering content more effectively but also promotes student-centered learning environments. This study contributes to the growing body of research on educational technology by offering empirical evidence that Focusky can serve as an effective instructional tool to improve learning outcomes in Indonesian language education. The findings are expected to inspire educators, schools, and policymakers to further explore the use of similar interactive media to create engaging, effective, and meaningful learning experiences for students.

Method

The research employed a quantitative approach based on the positivist paradigm, emphasizing the use of measurable data and

objective analysis to determine the effect of a variable on a particular outcome. This approach was considered suitable for identifying how the use of the Focusky application as a learning medium influenced students' learning results in Indonesian language subjects. Quantitative research is systematic, empirical, and relies on statistical analysis to establish relationships between variables. Through this approach, the researcher sought to test hypotheses and quantify the degree of effectiveness of Focusky as an instructional tool.

The type of research used in this study was a quasi-experimental design with a one-group pretest–posttest model. This design allowed the researcher to observe differences in students' achievement before and after the introduction of the Focusky-based learning intervention. Unlike true experimental designs, a quasi-experiment does not require a control group or random assignment of participants. Instead, the researcher measured the same group of students twice—before (pretest) and after (posttest) using the Focusky application. This method was selected because it enabled a practical yet reliable comparison to determine whether the treatment led to measurable learning improvement.

In this study, the independent variable was the *use of the Focusky application*, while the dependent variable was the *students' learning outcomes* in Indonesian language lessons. Focusky is an interactive multimedia tool designed to create visually appealing presentations with features such as animation, zooming, and audio-visual integration. It allows teachers to deliver lessons more dynamically, making the learning process more engaging. Meanwhile, learning outcomes referred to students' mastery of the subject matter as reflected by their scores in both pretest and posttest assessments. The relationship between these variables was used to determine whether Focusky significantly contributed to improving learning results.

The operational definition of the Focusky variable was established as the use of digital presentation software that integrates multimedia elements to enhance teaching effectiveness and student motivation.

Teachers used Focusky to deliver the Indonesian language material interactively, utilizing visual and auditory elements to support comprehension. The operational definition of learning outcomes was students' measurable achievement in understanding the lesson content, represented by their scores on tests given before and after the Focusky-based instruction. These definitions were essential for ensuring the validity and reliability of the study's measurement process.

The population of this study included all seventh-grade students of *SMPN 3 Pitu Riase*, Sidenreng Rappang Regency, totaling 52 students divided into two classes (VII-A and VII-B). Using a simple random sampling technique, the researcher selected class VII-B as the sample, consisting of 24 students (12 males and 12 females). Each student in the population had an equal chance of being chosen, ensuring that the sample was representative of the population. The selection of one class was also based on logistical considerations and the need to maintain consistency during the teaching intervention and data collection process.

Data were collected using two main techniques: testing and documentation. The testing technique involved the use of pretest and posttest instruments consisting of 20 multiple-choice questions covering the Indonesian language material. The pretest was administered before the use of Focusky to assess students' initial knowledge, while the posttest was conducted after the learning sessions to evaluate their progress. Each correct answer was scored one point, and incorrect answers received zero. The total score was then converted into a scale of 0–100. The documentation technique was used to complement quantitative data by recording classroom activities, collecting attendance lists, and capturing photos of the learning process as supporting evidence of the intervention.

The data were analyzed using descriptive statistical analysis to determine the mean scores of the pretest and posttest. The researcher used the formula $M = \frac{\sum f}{N}$, where $\sum f$ represents the total score and N represents the number of students. The

mean of the pretest (My) and posttest (Mx) scores was then compared to determine the effectiveness of the Focusky application. An increase in the mean posttest score compared to the pretest indicated a positive effect of the treatment. In addition, the analysis provided insights into how much students' learning outcomes improved after using Focusky. The quantitative results were then interpreted to support conclusions regarding the tool's educational impact.

The research procedure consisted of three main stages. The first stage was preparation, which included conducting preliminary observations, preparing Focusky-based instructional materials, and developing test instruments. The second stage was implementation, where the pretest was given, followed by the delivery of Indonesian language lessons using Focusky over several sessions. Students interacted with the media, and their engagement and participation were observed. The final stage was evaluation, which involved administering the posttest, analyzing the data, and drawing conclusions about the effectiveness of the Focusky application. Each stage was carefully executed to ensure that the learning intervention was consistent and measurable.

Overall, this methodological framework provided a structured and systematic way to assess the effectiveness of the Focusky application in improving learning outcomes. By combining pretest–posttest comparisons, statistical analysis, and documentation, the study was able to generate empirical evidence of how digital media enhance students' understanding of Indonesian language concepts. The quantitative findings not only highlight the pedagogical value of Focusky but also reinforce the importance of integrating technology into classroom instruction to foster more interactive and engaging learning environments.

Result and Discussion

The research was conducted at SMPN 3 Pitu Riase, located in Sidenreng Rappang Regency, South Sulawesi. The study took place between May 26 and July 26, 2025, with the participation of 24 students from

class VII-B as the research sample. The objective was to determine whether the implementation of the Focusky application as an instructional medium could improve students' learning outcomes in Indonesian language lessons. Throughout the study, the researcher applied a quasi-experimental design using pretest and posttest instruments to assess the effectiveness of the intervention.

The pretest was administered before the Focusky application was introduced to the classroom. It was designed to evaluate the students' initial understanding of the Indonesian language material. The test consisted of 20 multiple-choice questions, and each correct answer was scored one point. Based on the pretest results, the highest score achieved was 55, and the lowest was 25. These results indicated that most students demonstrated limited comprehension of the subject matter before using Focusky, reflecting the traditional learning conditions in which motivation and engagement were relatively low.

After the pretest, the researcher implemented the Focusky-based learning intervention. During several sessions, students were exposed to Indonesian language lessons through interactive multimedia presentations. The Focusky application incorporated visuals, animations, and text that helped simplify complex concepts and provided a more engaging learning experience. Observations during this stage revealed that students were more attentive, enthusiastic, and participative compared to traditional lessons.

Following the intervention, the posttest was administered using the same set of questions as in the pretest. This posttest aimed to measure the improvement in students' comprehension and retention after learning through Focusky. The results showed a significant increase in students' scores, with the highest score reaching 90 and the lowest increasing to 45. These findings demonstrated a substantial improvement in academic performance compared to the pretest results.

Statistical analysis was conducted to determine the mean scores for both tests. The mean pretest score (My) was 42.3, while the mean posttest score (Mx) was 72.91. This revealed an increase of 30.61 points,

indicating a significant improvement in students' understanding of the material. The consistent rise in individual scores confirmed that the Focusky application had a positive impact on learning outcomes. This quantitative data strongly supports the hypothesis that multimedia-based instruction enhances students' performance.

The improvement in students' test scores can be attributed to several factors observed during the implementation. First, the visual and auditory features of Focusky made abstract concepts more concrete, aiding comprehension. Second, the dynamic animation and zooming transitions helped maintain students' attention, reducing boredom. Third, the interactive presentation encouraged active learning, where students were not merely passive recipients of information but participants in the learning process.

In addition to the numerical data, qualitative observations reinforced the positive effect of the Focusky application. Students displayed increased enthusiasm during lessons and interacted more frequently with the teacher. They also showed better recall of information when asked to summarize the material orally. The overall classroom atmosphere became more active and conducive to learning. Teachers reported that the application made it easier to explain topics and helped students stay focused for longer periods.

From these results, it can be concluded that the implementation of the Focusky application significantly improved the learning outcomes of Grade VII students in Indonesian language lessons. The combination of multimedia elements and structured teaching through Focusky fostered better understanding, engagement, and retention. The quantitative and qualitative evidence both confirm that this digital learning tool effectively supports student-centered and technology-enhanced education.

Discussion

The findings of this study align with previous research emphasizing the positive role of multimedia and technology-based instruction in improving learning outcomes.

The significant increase in students' posttest scores demonstrates that Focusky effectively facilitates comprehension and information retention. This result supports the theory that learning media integrating text, sound, and visual elements can stimulate multiple senses, thereby improving memory and understanding (Hamalik in Tirtiana, 2013). The Focusky application, by combining these elements, succeeded in creating an engaging and meaningful learning experience.

One key reason for the improved outcomes lies in the interactive nature of Focusky. Traditional teaching methods often rely heavily on verbal explanation and printed materials, which can lead to student fatigue and loss of concentration. In contrast, Focusky provided an active learning environment in which students could visualize concepts dynamically. This engagement not only improved focus but also helped bridge the gap between abstract ideas and concrete understanding, consistent with constructivist learning principles.

The effectiveness of Focusky also reflects the role of digital technology in fostering motivation. Motivation is a central component of successful learning, and the integration of multimedia can significantly enhance intrinsic interest. Students in this study expressed greater enthusiasm during lessons using Focusky compared to conventional methods. This finding resonates with Suardi (2019), who noted that visual and auditory media stimulate curiosity and attention, resulting in higher levels of learning engagement.

Furthermore, the study demonstrates that technology-supported instruction can strengthen cognitive, affective, and psychomotor aspects of learning. Cognitively, students processed information more efficiently because Focusky's visual structure helped them organize knowledge logically. Affectively, the use of color, motion, and audio elements created emotional involvement, which made the learning experience more memorable. Psychomotorically, operating the application and interacting with the content promoted active participation and digital literacy skills.

Another important point is the pedagogical implication for teachers. The use

of Focusky shifted the teacher's role from being a mere transmitter of information to a facilitator who guides students in exploring and understanding material interactively. Teachers reported that the application simplified the explanation of complex linguistic concepts and reduced the reliance on monotonous lecture methods. This transformation aligns with the modern concept of "Merdeka Belajar" (Freedom to Learn), which emphasizes flexibility, creativity, and collaboration in education.

The study's results are consistent with those of Tenriawaru et al. (2023), who found that Focusky significantly improved science learning outcomes among junior high school students. Similarly, Rasyid (2023) reported positive impacts of Focusky on Islamic education learning achievements. These parallel findings indicate that Focusky's effectiveness is not limited to a single subject area but extends across disciplines, reinforcing its potential as a versatile educational tool.

However, despite the positive outcomes, the study also acknowledges certain limitations. The absence of a control group in the research design means that the observed improvement cannot be compared directly with another teaching method. Future research should incorporate control and experimental groups to strengthen the validity of causal inferences. Moreover, factors such as students' individual learning styles, prior digital familiarity, and classroom infrastructure may also influence results and should be explored further in subsequent studies.

the discussion confirms that the use of the Focusky application has a significant and beneficial effect on students' learning outcomes in Indonesian language education. The integration of technology not only enhanced academic performance but also fostered active learning, motivation, and creativity. This study contributes to the growing body of evidence supporting digital transformation in education, emphasizing that interactive multimedia applications like Focusky can be powerful instruments in achieving effective, enjoyable, and meaningful learning experiences.

Conclusion

Based on the results of the research and analysis, it can be concluded that the use of the Focusky application as a learning medium has a significant positive effect on students' learning outcomes in Indonesian language lessons. The data revealed a substantial improvement in students' achievement after the implementation of Focusky. The mean score increased from 42.3 on the pretest to 72.91 on the posttest, indicating a clear enhancement in comprehension and mastery of the learning material. This finding confirms that the integration of interactive multimedia tools in teaching contributes to better academic performance.

The effectiveness of Focusky lies in its ability to present material in a visually appealing, dynamic, and interactive manner. Through animations, zooming effects, and multimedia integration, students were able to engage with the lesson more deeply and retain information more effectively. The application successfully transformed conventional teacher-centered instruction into a student-centered learning environment, where learners were more motivated, participative, and curious. This aligns with modern pedagogical principles emphasizing active engagement and meaningful learning experiences.

In addition to improving cognitive achievement, the Focusky application also fostered students' affective and psychomotor development. The interactive nature of the lessons encouraged collaboration, creativity, and digital literacy. Students not only gained knowledge but also improved their ability to use technology effectively in the learning process. These outcomes demonstrate that digital learning media can support holistic educational goals, promoting both academic success and the development of 21st-century skills.

the findings of this study provide empirical evidence that the Focusky application is an effective and innovative digital learning tool for improving Indonesian language learning outcomes at the junior high school level. Teachers are encouraged to integrate Focusky or similar multimedia-based applications into their instructional practices to enhance students' motivation and comprehension. Future studies may expand this research by including control groups,

larger samples, or diverse subjects to further validate the impact of Focusky in different educational contexts. Overall, the integration of Focusky supports Indonesia's vision of *Merdeka Belajar*, encouraging creative, enjoyable, and technology-driven learning.

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