Development of Interactive PowerPoint-Based Learning Media in Overcoming Social Anxiety of MTs Ma'arif Jumo Students When Public Speaking

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Article Information	ABSTRACT
	Background: This study aims to overcome students' anxiety when speaking in public MTs grade 7 student Ma'arif Jumo. In addition, this study also aims to determine the effectiveness of the results of the Development of Interactive PPT-based learning media on social anxiety material at MTs Ma'arif Jumo. This study uses an RnD approach (research and Development). This study focuses on developing interactive PPT-based learning media to overcome the anxiety of MTs Ma'arif Jumo students when speaking in public. The development model is the ADDIE method (Analysis, Design, Development, Implementation, Evaluation). Based on the calculation of the hypothesis test, the results were gnified (2-tailed) 0.000 0.05. Thus, there is a significant difference between the initial (ore-test) and the final (post-test) variables. Thus, Ho is rejected, and Ha is accepted. Based on these calculations, the alternative hypothesis (Ha), which reads "there is a significant influence of the development of interactive PPT-based learning media in overcoming the social anxiety of MTs Ma'arif Jumo students when speaking in public," is accepted as true at the level of significance. The above facts show the influence of using learning media in overcoming the social anxiety of MTs Ma'arif Jumo students. Based on the calculation of the Hypothesis Test, a signification result (2-tailed) of 0.000 0.05 was obtained. Thus, there is a significant difference between the initial variable (pretest) and the final variable (post-test). In other words, Ho was rejected, and Ha was accepted based on these calculations. The alternative hypothesis (Ha) reads, "There is a significant influence on the development of Interactive PPT-based learning media in overcoming the anxiety problems of MTs Ma'arif Jumo students when speaking in public" is accepted. **Keywords:** Social Anxiety, İnteractive Powerpoint Learning Media

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INTRODUCTION

Public speaking is one of the skills that students must have. Students need public skills to carry out school activities, such as organizational activities, presentations in front of the class, and speeches. In learning public speaking, students can communicate in groups with two or more people by learning to present, ask and answer, and copy-giving responses. The ability to communicate in public is closely related to students' confidence. Lack of confidence in communicating is, in fact, a normal form of behavior and not a serious case as long as the individual can reduce anxiety so that the level of anxiety does not result in the communication act he does. Anxiety to communicate in public is included in the criteria for *social phobia* and social anxiety disorder. Physical physiological reactions include cold fingers, racing heart, cold sweat, dizziness, irregular breathing, or even shortness of breath, while psychological reactions include fear, difficulty concentrating, pessimism, and restlessness. The condition is characterized by fear when showing the situation. Gender equality emphasizes equal status and values for men and women. (Amalie et al., n.d.)

Anxiety about interacting with their environment occurs because not all individuals in their teens are comfortable interacting with their environment. Anxiety with systematic desensitization has a correlation, where social anxiety disorder is neurotic anxiety over the social environment characterized by fear or anxiety about judgments and views by the surrounding environment. Psychological problems that are quite widely experienced in the world are social anxiety, one of which is experienced by Indonesians. About 15.8% of the Indonesian population experiences social anxiety. Social anxiety is characterized by fear that arises due to embarrassment and negative evaluation by others in social situations, so it tends to avoid feared social situations. (Badriyah et al., 2020) (Sugiantoro SMK Negeri, 2018) (Sela Diwanda et al., n.d.) (Sari et al., 2022)

Based on the results of previous research by Amalia and Rahmawati (2020). The social anxiety of students when speaking in public was done to 32 students was high social anxiety, indicating that as many as six students experienced

moderate levels of social anxiety in public speaking. Sixteen students experienced high levels of public speaking social anxiety. Ten students experienced very high levels of public speaking social anxiety. The symptoms caused by students are shaking, nervousness, tension, speaking becomes stammering, heart palpitations, sweating, hands feeling cold, breathing faster, mind not messy, and lack of concentration. (Amalie et al., n.d.)

Social anxiety will make a person think that others are seeing, observing, and judging him with negative or bad things about what is being done. Social anxiety is characterized by the perceived distress in social situations and the emergence of potential rejection by others. Anxiety is an emotional state that is not soothing when facing difficulties, as well as feeling depressed in the face of difficulties before difficulties occur. It is characterized by worry, concern, and fear in certain situations. Still, if the individual succeeds in signs of anxiety, then these feelings can be a motivation to do something. By using power points, a teacher can deliver teaching material to students so that students can easily absorb their knowledge through presentations given by teachers to their students in class. The delivery of material to students is currently very important because the delivery of less interesting material is prone to making students feel bored when participating in teaching and learning activities. Many interesting learning media can be an alternative for teachers to deliver material to students, one of which is Interactive PPT-based learning media. The author developed Interactive PPT-based learning media with social anxiety material to overcome the social anxiety of MTs student Ma'arif Jumo when speaking in public. Learning will feel boring for students if the teacher is less creative and only uses the lecture method in presenting learning material. So that students can do other activities, such as playing and joking during the learning process (Revilla & Si, n.d.) (Berkhamas Mulyadi et al., n.d.) .

Media is all forms and channels of delivering information from the source of the message to the recipient that can stimulate the mind and arouse the enthusiasm, attention, and desire of students so that students can obtain knowledge, skills, and attitudes that are following the test of information conveyed. One of the characteristics of learning media is that the media contains and carries messages or information to the recipient, namely students. Learning media are tools or instruments that can help the learning process and function to clarify the message's meaning so that the learning objectives are better and perfect. Microsoft PowerPoint is a presentation application on a computer device that is easy to use because the PowerPoint program can be integrated with other Microsoft applications such as Word, Excel, Access, and others. PPT is one of the multimedia-based communication programs created to deliver presentations that are equipped with interesting and diverse features that can help with learning activities. One of the learning media that is often used as a learning support is PowerPoint-based learning media. This media has the advantage of presenting material in video shows. With these impressions, it can help students understand the material. Learning media with this PowerPoint presentation is equipped with quizzes that can be done after students have learned the material. So far, the Development of PPT media is only used by teachers for one-way presentations (not interactive), where students only listen to what is explained by the teacher and see what is shown by the teacher in PPT without any interaction or involvement with students in learning. Based on this explanation, interactive learning is an effective medium and can be used properly in learning in the 24th century because interactive media utilizes technological developments. This media is expected to provide a new atmosphere and face in the world of education used in the classroom. So, an interactive PowerPoint was developed so students could use their own media and display more pleasantly. The Development of Interactive PPT-based learning media is expected to facilitate the delivery of material to students so that it can be conveyed as it should be. Based on the description that has been presented, this study aims to overcome students' anxiety when speaking in public grade 7 MTs Ma'arif Jumo students. In addition, this study also aims to determine the effectiveness of the results of developing interactive PPT-based learning media on social anxiety material at MTs Ma'arif Jumo. (Dila Rukmi Octaviana et al., 2022) (Alfi et al., 2022) (Fitriyani et al., n.d.) (Herlina & Saputra, 2022) (Syavira, n.d.)

METHOD

This research uses the RnD (Research and Development) approach. Sugiyono (2009: 407) argues that the RnD (Research and Development) research method is used to create certain products and test the effectiveness of these products. This study focuses on developing interactive PPT-based learning media to overcome the anxiety of MTs Ma'arif Jumo students when speaking in public. The development model is the ADDIE method (Analysis, Design, Development, Implementation, Evaluation). This approach is used to test the effectiveness and quality of the product developed after undergoing a process of expert refinement and validation. The research design used was pre-experimental with the Pretes-Posttes one-group design. This design allows researchers to accurately know the treatment results before and after treatment. This research was conducted at MTs Ma'arif Jumo in Temanggung District, Prov. Central Java. Sampling was carried out using a simple random sampling technique, with 30 respondents in grade 7. The data collection technique used is questionnaires with data analysis using SPSS. The questionnaire given is in the form of a questionnaire with answers using the Likert scale. Questionnaires are used to collect the results of students' research on the media developed. In analyzing needs, researchers first analyze the level of achievement of students' learning objectives and the effectiveness of the implemented

learning system. Furthermore, at the design stage, researchers design the solution to be provided in the form of interactive PPT-based learning media. Researchers can design the elements contained in learning media, including social anxiety material, the display of learning media, audio, and how to use learning media. The development stage of researchers develops solutions that have been designed, namely in the form of learning media. Researchers develop learning media according to design, which has been done. Then, the learning media that has been developed must be evaluated before implementation. The evaluation in question is a formative evaluation by experts who aim to revise the learning media that has been developed. At the implementation stage, researchers implement or pilot learning media developed and revised to the intended school to be tested on students. Furthermore, at the evaluation stage, researchers evaluate the learning media that have been developed. (By, n.d.) (Rai et al., 2021)

RESULTS AND DISCUSSION

The results of the study entitled "Development of Interactive PPT-Based Learning Media in Overcoming Social Anxiety of MTs Ma'arif Jumo Students When Speaking in Public" are researched using the RnD method with the ADDIE approach and pre-experimental research design with a one-group pretest-posttest design, where this approach involves one class, namely experimental research. Here are the results from the PreTest.

Table 1. Pretest Data Frequency Distribution
Social Emergency and Interactive PPT

Category	Interval	Social anxiety pretest		Interactive PPT Pretest	
		Frequency	Presented	Frequency	Presented
Very High	132-155	0	0%	0	0%
Tall	107-131	0	0%	0	0%
Keep	82-106	0	0%	0	0%
Low	57-81	7	22%	5	16%
Very Low	31-56	24	78%	26	84%

Based on the pretest results on grade VII C MTs, Ma'arif Jumo students, totaling 31 students, obtained the following results: in the social anxiety pretest, as many as seven students in the Low category and as many as 24 students in the Very Low category. Meanwhile, in the pretest, the effectiveness of using Interactive PPT was shown to five Low and 26 students in the Very Low categories.

Table 2. Post-Test Data Frequency Distribution
Social Emergency and Interactive PPT

Category	Interval	Social anxiety pretest		Interactive PPT Pretest	
		Frequency	Presented	Frequency	Presented
Very High	132-155	0	0%	0	0%
Tall	107-131	7	23%	7	23%
Keep	82-106	9	29%	12	29%
Low	57-81	15	48%	12	29%
Very Low	31-56	0	0%	0	0%

Based on the post-test results on grade VII C MTs, Ma'arif Jumo students totaling 31 students obtained the following results: in the social anxiety post-test, as many as seven students in the High category, nine students in the Medium category, and 15 students in the Low category. Meanwhile, in the post-test, the effectiveness of Interactive PPT was shown to be seven students in the High category, 12 in the Medium category, and 12 in the Low category.

Table 3. Pretest and Post-Test Normality Test
Test of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Say.	Statistic	df	Say.
Social Anxiety PreTest	.131	31	.185	.939	31	.076
Post-Test Social Anxiety	.143	31	.105	.955	31	.217
Interactive PPT PreTest	.135	31	.150	.951	31	.161
Post Test Interactive PPT	.082	31	.200*	.988	31	.969

Based on the data above, the following data can be obtained:
a. The significance value of the social anxiety pretest was 0.185> (0.05), so the data were normally distributed
b. The significance value of the Interactive PPT pretest is 0.150> (0.05), then the data is normally distributed
c. The significance value of the post-social anxiety test is 0.105> (0.05), so the data is normally distributed
d. The signification value of the Interactive PPT post-test is 0.200> (0.05), so the data is normally distributed

Table 4. Final Data Homogeneity Test (Post-Test)
Test Homogeneity of Variance

Levene Statistic		df1	df2	Say
Based on Mean	1.020	1	60	.317
Based on Median	.606	1	60	.439
Based on Median and with adjusted dr	.606	1	52.371	.440
Based on trimmed mean	.978	1	66	.327

Based on the data above, a significant value of pretest and post-test results Based on Mean can be obtained, which is 0.317. Thus, the significance of this study's pretest and post-test results is homogeneous.

Table 5. Hasil Uji T
Paired Samples Test

	Levene's Test Equality of Variances				t-test for Equality of Means			95% Confidence Interval of the Difference	
	F	Say.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error difference	Lower	Upper
Equal variances assumed	1.020	.317	11.944	60	.000	15.129	1.267	12.595	17.663
Equal variance not assumed			11.944	57.628	.000	15.129	1.267	12.595	17.665

Based on the data above, it can be seen that the significant result (2-tailed) is 0.000. Thus, the result of significance (2-tailed) <0.05. So, there is a significant difference between pretest and post-test. This shows that there is a significant influence before and after the Interactive PPT trial with Social Anxiety material. As for the t-test or t-test, it can be known that the result of significance (2-tailed) is 0.000. So, there is a significant difference between the pretest and post-test. Thus, there is a significant influence on the social anxiety of grade VII MTs Ma'arif Jumo students, and Interactive PPT is declared effective as a supporting learning medium in schools because using learning media causes students to be more enthusiastic about participating in learning.

Based on the calculation of the hypothesis test, dignified (2-tailed) results were obtained as 0.000 < 0.05. Thus, there is a significant difference between the initial variable (ore-test) and the final variable (post-test). Thus, Ho is rejected, and Ha is accepted. Based on these calculations, the alternative hypothesis (Ha), which reads "there is a significant influence of the development of interactive PPT-based learning media in overcoming the social anxiety of MTs Ma'arif Jumo students when speaking in public," is accepted as true at the level of significance. The above facts show the influence of using learning media in overcoming the social anxiety of MTs Ma'arif Jumo students. Thus, the provision of social anxiety material using interactive PPT-based learning media trains students to manage social anxiety that may have been unconscious. In addition, students can also understand social anxiety and how to deal with it because the provision of material using learning media is supported by examples of cases that often occur. The

Discussion
material provided contains an explanation of social anxiety, how to handle social anxiety well, how to foster self-motivation and the impact of social anxiety. As well as from the results of the recapitulation of pretest and post-test data before the material was given and after being given the material using Interactive PPT-based learning media in overcoming the social anxiety of MTs Ma'arif Jumo students when speaking in public, it can be seen that there is a change in the level of student understanding. This can be seen from the increased average results of student post-test data, so it can be concluded that learning media is effectively used to support student learning. Interactive PPT-based learning media helps combine all media elements, such as text, images, sound, video, and animation, to form interesting learning media. For computer or laptop users, PowerPoint is an application that supports preparing an effective, professional, and easy presentation. (Eige et al., 2020)

CONCLUSION

Based on the calculation of the Hypothesis Test, a signification result (2-tailed) of 0.000 < 0.05 was obtained. Thus, there is a significant difference between the initial variable (pretest) and the final variable (post-test). In other words, Ho was rejected, and Ha was accepted based on these calculations. The alternative hypothesis (Ha), "there is a significant influence on the development of Interactive PPT-based learning media in overcoming the anxiety problems of MTs Ma'arif Jumo students when speaking in public," is accepted. Based on the conclusion that "the development of Interactive PPT-based learning media in overcoming the anxiety of MTs Ma'arif Jumo students when speaking in public," Interactive PPT is effectively used in delivering material because the use of learning media detected makes students more excited and understand the material provided. From this description, the researcher provides useful suggestions for the Development of interactive ppt-based learning media as a medium to overcome the anxiety of MTs Ma'arif Jumo students as follows:

1. For Students

   After getting material on social anxiety, students are expected to understand the causes and ways of preventing social anxiety, and they will be more optimistic and confident when expressing their opinions in public.

2. For Teachers

   In the future, teachers will provide media that support learning, such as the use of interactive PPT learning media or other media so that learning activities become more optimal and fun.

3. For the Next Researcher

   It can be used as a consideration or further Development, as well as a reference in developing interactive PowerPoint-based learning media with social anxiety material.

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