The Effect of A PowerPoint-based Collaborative Learning Model on Student Learning Outcomes on the Theme of Togetherness in Class II Agia Shopia Private Primary School

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ABSTRACT

The present study aims to determine the effect of the PowerPoint-based collaborative learning model on student learning outcomes on the theme of togetherness in class II of Agia Sophia Private Elementary School. This research is quantitative research. The research subjects were class II students at Agia Sophia Private Elementary School. The research instrument is a questionnaire with multiple choice test instrument. Student learning outcomes using collaborative learning model obtained an average score of 79.8. Meanwhile, learning outcomes without using the collaborative learning model were 66.3 and for the questionnaire, the students obtained an average score of 85.7. Furthermore, the hypothesis result shows that t_{count} is 7.212 while t_{table} is 2.042. It proves that the hypothesis is greater, so Ho is rejected and Ha is accepted. This indicates that there is an effect between collaborative learning model learning and student learning outcomes.

Keywords*: *PowerPoint, collaborative learning model, student learning outcomes

INTRODUCTION

Education is very important for the government in Indonesia to pay attention to. Education in Indonesia shows the quality of human resources available in various schools. Education at school can build character, have the ability to think, have a good personality so that you are able to change the condition of a nation for the better. Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and research efforts (Siregar, 2022: 151). Through the education process, it is hoped that humans will become intelligent and have abilities which are usually called skills in living life. The relationship between education and social conditions is very close so that education may experience a process of specialization and institutionalization in accordance with the demands of a complex and modern society (Handayani, 2012: 18)

Education is carried out to form quality human resources. Education is one of the foundations for exploring and developing one's potential through the learning process carried out by students in the cognitive, affective and psychomotor domains. Education must be planned so that the desired goals can be achieved well. These objectives have been operationally formulated in each teaching material in teaching activities. Education is also a place of interaction between students and teachers to practice their language skills and self-control over their environment.

The aim of national education is stated in Republic of Indonesia Law No.2 article 3, namely. (1) the realization of an intelligent nation, (2) human beings who are complete, have faith and are devoted to God Almighty, (3) have noble character, (4) are skilled and knowledgeable, (5) are physically and spiritually

healthy, (6) have a stable and independent personality, (7) be responsible for society and nationality. According to Lawe (2018:27) teachers as educators in designing learning must be able to adapt the planned designs and strategies to the characteristics and cognitive development of elementary school age students.

The role of education is very important to ensure the survival of the state and nation, because education can improve and develop the quality of human resources (HR). One effort to improve the quality of education is by improving the teaching and learning process. In the learning process, teachers are required to have patience, tenacity, an open attitude, and be able to create active teaching and learning situations. Teachers are also required to be skilled in choosing and using teaching methods that are appropriate to the conditions they face. Elementary schools are educational institutions that provide six-year education programs for children aged 7-12 years. Education in elementary schools aims to provide students with basic abilities in the form of knowledge, skills and attitudes that are useful for them according to their level of development, and prepare them to continue their education to the next level. Education is carried out to prepare citizens to be able to play an active role in all fields of life, be intelligent, active, creative, skilled, honest, disciplined, and have high morals, democracy and tolerance by prioritizing national unity. This means that education functions as a developer of knowledge, skills, values and culture.

Based on the results of observations made by the author, the ongoing learning is still monotonous, such as learning only focusing on the teacher, lack of teacher skills, and use of media that is not optimal. Learning feels monotonous because the learning that takes place focuses on the teacher, this is because the teacher still uses the lecture method in learning. In ongoing learning, teachers are expected to use learning models and media so that learning that takes place is not monotonous, focusing only on the teacher, but rather that students are also actively involved in the ongoing learning process. By using media and models in learning, the learning process will feel more fun and not boring.

Apart from that, the reality on the ground also shows a lack of student participation in learning. This is because there are still students who seem nervous when learning takes place. Impressed nervous in learning, influenced by learning that is too focused on learning. In the learning process teachers rarely use learning models, so students feel bored, bored and lazy to listen to the teacher's explanations. This causes some students to experience difficulties in participating in teaching and learning activities. Apart from that, students' lack of self-confidence in expressing opinions in learning affects learning outcomes, so that student learning outcomes are low.

Table 1. Grade IV Student Grades at SDN 064022 Medan Tuntungan for the 2022/2023 Academic Year

Subjects	Minimum Completeness Criteria Score	The number of students	Percentage	Information
Indonesian	>70	18	61,91%	Complete
	<70	11	38,09%	Not Complete
natural science	>70	12	42,85%	Complete
	<70	17	57,15%	Not Complete
social science	>70	10	33,33%	Complete

Data Source: State Elementary School 064022 Medan Tuntungan

Based on table 1, it is known that the minimum completion criteria (KKM) in thematic learning is 70. The average score of class IV students who reached the KKM, in Indonesian language learning, 11 students or 38.09% did not complete it and 18 students or 61.90% completed it. % who reach KKM. In science learning, 17 students or 57.14% did not complete it and 12 students or 42.85% reached the KKM. In social studies learning, 19 students or 66.67% of students did not complete it and 10 students or 33.33% reached the KKM.

By considering the challenges faced in the learning process, teachers can choose and use appropriate strategies in an effort to achieve learning goals. Inappropriate learning strategies will become a barrier to the smooth learning process. Thus, the strategy implemented by a teacher will get optimal results if it can be used to achieve the set goals.

Based on the problems above, the researcher tried to apply the Inquiry Learning learning model based on the Quizizz application to improve student learning outcomes. According to Rasyidah (2018: 130) "The inquiry learning model is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own discoveries." In accordance with the opinion of Prasetiyo (2021:111) "In implementing the Inquiry learning model, students learn more on their own and develop creativity in solving problems. This is because the Inquiry Learning learning model seeks to instill the basics of scientific thinking in students." According to Rahmadhany (2020:2694) the advantages of the Inquiry learning model are: (1) students are placed as active learning subjects, (2) it always involves students in searching and processing information, so that students have the ability to think scientifically. (3) students gain a better understanding and will be more interested in learning.

Active involvement of students in learning activities can have a positive impact on their learning outcomes. Learning outcomes are the abilities achieved by students after receiving learning. According to Rahmadhany (2020:2695) that learning outcomes are criteria used to see the level of students' understanding of the learning materials that have been studied. "Learning results can be of direct benefit to students if they can master the subject matter knowledge well." The learning activities carried out are very important in determining a person's learning outcomes. Therefore, the use of the Inquiry Learning learning model is one of the things that can influence learning activities.

Therefore, collaborating with the Quizizz application can also improve student learning outcomes and can help educators/teachers. The Quizizz application is an application that supports learning, from creating materials, exercises and quizzes with attractive visuals Mahayana (2021:10). Making exercises or quizzes with visuals means that the teacher can add pictures to the questions. Adding pictures to the questions makes students understand the material better and makes it easier to answer them. In this quizizz application, students can also see the ranking they have achieved so that they can motivate students to achieve satisfactory learning results Annisa (2021:3661). Quizizz motivates students to be involved and interested in doing exercises and quizzes to obtain the expected results. From this, Quizizz is an application that can simplify the learning process and serve as a learning medium in the classroom. The use of learning media based on the Quizizz application makes teaching and learning activities interesting and the means will be more practical to use, so that students are motivated and can easily understand the material and can achieve learning outcomes as expected.

We can apply Quizizz-based learning media to several slides of material that the teacher teaches, interspersed with interesting questions that will test how well students understand the material being presented, so that previously we only knew Quizizz as a nosebag as a question/quiz service provider. We can use it as a learning medium that can help teachers create a pleasant learning atmosphere.

LITERATURE REVIEW
Understanding Collaborative Learning Models
Collaborative learning model is a learning model that motivates students to collaborate in learning and be more active in solving problems both individually and in groups so that it can build social values between students and learning activities will be more active.

According to Elizabeth (2014: 4) "Collaborative is a group learning process in which students work in pairs or small groups to achieve joint learning goals, each member contributes information, experiences, ideas, attitudes, opinions, abilities and skills that they have to increase students' understanding and knowledge in learning and develop creative ways of thinking.

According to Permana (2020:229) "This is supported by research which states that collaborative learning is able to create effective learning with a group system, so that students have the motivation to learn because the learning is interactive, both between students and students in one group, students and other students. different groups, and students and teachers". Apart from that, in collaborative learning, students are trained to communicate well, provide opinions or information, and be accountable for what they have done.

According to Sartika (2021: 248) "The collaborative model is a process of collaborating on knowledge and creating something with other parties. In this research, the collaborative model referred to is a collaboration process between several subjects in terms of giving assignments with the aim of lightening the workload of students."

According to Puspita (2020:25) "Collaborative learning is a process of gaining knowledge or skills in learning by working together. In this research, the process of working together was carried out starting from the subject teacher." The first process of implementing the collaborative learning model in this research is group formation. The group in implementing this collaborative model consists of Conceptors, Executors, Administrators and Negotiators. However, this can be adjusted to suit the circumstances of each school.

From the opinions above, it can be concluded that the collaborative learning model is a learning model that can be carried out individually or in groups, with a collaborative process carried out to achieve common goals. Collaborative learning is able to create effective learning with a group system, so that students have the motivation to learn because the learning is interactive, both between students and students in one group, students with students from different groups, and students and teachers.

Collaborative Learning Model Steps

The explanation of the collaborative learning model can be implemented not only for students, but can also be implemented for teachers. Here are some steps of the collaborative model. According to Apriono (2023:65) the steps of the collaborative model are: a) Orienting students. In collaborative learning, students have the responsibility to learn. So, teachers must teach skills to students. In certain conditions teachers also have to practice these skills, but the main method in collaborative learning lies in preparing learning tasks so that practicing these skills is very important for learning tasks, b) Forming Groups, Collaborative learning groups have a variety of types according to the objectives, activities, as well as the time span of students who will work together. Groups can be formal, informal, or basic, formal groups are formed to work together to achieve more complex goals such as writing or presentations and work together until the task is completed. Informal groups form quickly, randomly, and to work together for a short time. This group was created to respond to questions, share suggestions, ideas or other participation. Basic groups are intended to form a community of students who work on various tasks. Because it is long-term, this type of group aims to realize learning goals and to offer support and encouragement to students. c) Composing Learning Assignments. Several general considerations need to be kept in mind when compiling assignments in collaborative learning. First, make sure the assignment is relevant to achieving the learning objectives so it doesn't feel like a waste of time. Second, be careful in adapting assignments to students' skills and abilities. Third, design tasks to encourage each member to be responsible and dependent on other members in achieving success. Fourth, ensure individual responsibility, everyone needs to know that they have to do their job. Fifth, plan each stage of collaborative activities, starting from how to form groups to how group work will be evaluated/graded, d) Facilitating Student Collaboration, Facilitating collaborative learning is aimed at helping groups to work together effectively and efficiently. These include introducing activities, observing and interacting, as well as dealing with problems, e) Giving Values and Evaluating Learning, Collaborative Giving grades in learning is the same as giving grades in traditional learning because it can be something that is challenging. In a collaborative class, where students are also responsible for the learning process and are encouraged to work collaboratively, not competitively, with their friends.

Meanwhile, according to Mukhtar (2023:169), the steps of the collaborative model are as follows: Students in groups set learning goals and divide their respective tasks. All students divide tasks in their groups such as reading, discussing and writing. Collaborative groups work together well. to identify, demonstrate, research, analyze, and formulate answers to assignments. After that, the collaborative group agrees on the results of problem solving, each student writes their own report in full. The teacher appoints one of the groups randomly (then efforts are made so that all groups can take a turn forward) to explain the results obtained, each student in the collaborative group carries out elaboration, inference and revision (if necessary) of the report to

be collected, student reports on assignments that have been collected, compiled per collaborative group, student reports are corrected, commented on, devalued, returned at the next meeting, and discussed.

According to Asri (16:2022) the steps in collaborative learning are as follows: Students are formed into several groups, Each student in the group is given material, Students in the group divide tasks to each group member and determine concept that will be achieved in a material. In each group, all students must play an active role such as discussion, reading and writing. All students work together in collaborative learning to identify, explain, analyze and formulate each answer in the form of an existing concept or problem. on worksheets or problems that students have discovered themselves. After students agree on the results of solving the problem, each student writes a complete individual report.

From some of the explanations above, I will apply the steps by Apriono, it is concluded that the steps of the collaborative model are setting learning goals and dividing tasks. All students divide tasks in their groups such as reading, discussing and writing. Collaborative groups work well to identify, demonstrate, research, analyze, and formulate answers to assignments. After that, the collaborative group agrees on the results of the problem solving, each student writes their own complete report. The teacher appoints one of the groups randomly (then efforts are made so that all groups have a turn at the front) to explain the results obtained.

Advantages and Disadvantages of Collaborative Learning Models

In collaborative learning model learning, of course there are advantages and disadvantages that can be obtained. According to Mukhtar (2023:169), the advantages and disadvantages of the collaborative learning model are as follows. The advantages of the collaborative learning model are: training a sense of caring, attention and willingness to share, increasing a sense of appreciation for others, training emotional intelligence, prioritizing group interests over personal interests, sharpening interpersonal intelligence, training the ability to work together, training the ability to listen to other people's opinions. , Students are not embarrassed to ask their own friends, Learning speed and results increase rapidly, Increase memory for the material studied, Increase motivation and learning atmosphere.

The weaknesses of the Collaborative Learning Model are: Smarter students, if they do not understand the true purpose of this process, will feel disadvantaged because they have to bother helping their friends. Students will also feel objections because the grades they get are determined by their group's achievements. If the collaboration doesn't go well, then only a few smart and active students will work. According to Husain (2020:20) There are several advantages of the collaborative learning model applied in schools in the learning process, namely: Recognition of differences, Individual recognition, Sense of responsibility, Developing cooperation to achieve common goals, Helping each other and understanding the problems faced and finding solutions, Providing positive responses to other parties, Developing common views in collaborative work, There is a sense of mutual dependence on each other.

According to Sigli (2022-73), the advantages of the collaborative learning model include: Students learn to deliberate, Students learn to respect other people's opinions, Can foster a sense of cooperation, There is healthy competition. The weaknesses of the Collaborative learning model include: Students' questions and opinions can deviate from the main issue, It takes quite a long time, There are personal attitudes that want to stand out in class, Unanimity or learning conclusions are sometimes not achieved. From the several opinions expressed above, it can be concluded that the advantages of the collaborative learning model are very diverse, including being able to create a learning atmosphere that can arouse students' creativity and enthusiasm, as well as creating a sense of cooperation between students and making students more enthusiastic about learning. Meanwhile, the weakness of collaborative learning is that this learning requires a fair amount of time, there are personal attitudes that want to assert themselves and so on.

Powerpoint Media

In learning, sometimes you need media that can help the learning process in class. Often teachers use various media that can help them and of course a teacher will choose effective media to use.

According to Paramita (2022:260) "Powerpoint media is a learning media that can provide audiovisual images that will provide students with more experience which allows students to more easily absorb information and store it in their memories, one of the learning media in question is Powerpoint." By using Powerpoint, educators or teachers can present and explain teaching materials without always lecturing, which results in some students not being able to digest the understanding properly. The results of this community service activity are understanding and knowledge in an effort to make maximum use of computer applications, especially Powerpoint as an interactive learning medium. By using Powerpoint, it is hoped that students' willingness and ability to learn will increase significantly.

According to Wulandari (2022:27) "Powerpoint media is quite effective in introducing learning theories or concepts to students. It is considered the most possible alternative because we cannot deny that currently teachers' mastery of technology is still inadequate, so a possible alternative is needed. the implementation of a good learning process even though the technological capabilities of the teachers are inadequate." From the explanations above, it can be concluded that Powerpoint media is an effective medium to use in the learning process. This can be seen from the completeness of the material presented in Powerpoint form as well as students' interest so that it attracts students' focus to study, so that the learning material targets can be achieved as expected.

Functions and Benefits of PowerPoint Media

According to Lian (2023:76), Powerpoint media has various functions and benefits, including: Making it easier for users to organize the material that will be presented, making it easier for students to understand the presentation material because it only displays the main points presented in slide form, making the presentation of the material clearer. impressive, especially if the teacher can add animation to it, because students often encounter a lack of focus and boredom if the material presented is monotonous for a long time.

According to Wulandari (2022:29) "PowerPoint learning media is a learning media that has been commonly used by teachers so far. A teacher must be very used to compiling and presenting learning material via PowerPoint slides. However, this can attract students' focus in learning." Because it uses many different animations. Therefore, more creativity is needed in order to successfully attract students' attention during the teaching and learning process in class. From the explanation above, it can be concluded that PowerPoint media has various functions and benefits, including making it easier for users to present the material presented more effectively, and increasing teacher creativity in teaching because teachers can add animated images and videos so that learning will attract more students' attention.

Advantages and Disadvantages of Powerpoint Media

According to Haliza (2022:2808), the advantages of PowerPoint media are as follows: The appearance of the presentation is more attractive because there are animations of images or photos, colors and letters that are very interesting. Making presentation slides that are very easy to understand because they only contain important points from material being presented, Can add as many slides as needed, The teacher does not need to explain too much of the material being presented, Can store data so it is easy to carry everywhere. The disadvantages of PowerPoint media are as follows: It requires a lot of energy and time to prepare the material to be presented. Each version of PowerPoint will produce an unstable document display. The features that can be used are limited. Including heavy software. Documents cannot be accessed by applications other than from Microsoft programs

According to Lian (2023:78), the advantages of PowerPoint media are as follows: Makes it easier for teachers to package teaching materials in the form of slides for teaching. This media also makes it easier for teachers who often make presentations in public by using tools such as Liquid Crystal Display (LCD), Can be equipped with various other features. Not only that, this feature is also useful for those who want to include sound to produce slides that are more lively and arouse students' feelings when presenting. Varied templates are one of the features in Powerpoint to beautify background on the presentation display, file export which

makes it easier for users to share files that have been created in interactive power point, collaboration feature which allows a teacher to edit slides simultaneously from different computers but with the same version.

However, Powerpoint Media also has several disadvantages, but these shortcomings are only found in the features on the computer, such as: Can only be used on the Microsoft platform, so users first download the Microsoft application. Data or documents change in each version. Therefore, be careful when changing computer versions. It is classified as a heavy program, this means the user must have a large computer memory to be able to run this program.

The conclusion from the weaknesses and advantages of Powerpoint Media above is that teachers in schools can use one of the features in this information technology, namely Powerpoint as a medium for learning at school. Several lessons in different places have been carried out using this media and the results prove that students' motivation, interest, enjoyment and learning outcomes have increased significantly. Therefore, in this digital era, using PowerPoint media in the learning process is very appropriate.

METHOD
Research methods
Arikunto (2022:203) believes that the research method is the method used by researchers in collecting research data. The type of research used is the experimental method. The experimental method is quantitative research to find the relationship between two factors and see the consequences of a treatment." In this research, the researcher intends to test the influence of the independent variable, namely the Collaborative learning model (X), on the dependent variable, namely student learning outcomes (Y).

Teknik Analisis Data
Uji Normalitas
The data normality test carried out in this research used the Lilliefors Sudjana test, (2017:466) with the following steps:

Observations X1, X2,...Xn are made into standard numbers Z1, Z2.....Zn. using the formula Z1=(x1-x)/s (x and s are the sample mean and standard deviation respectively)

For each of these standard numbers and using the standard normal distribution list, then calculate the probability $F(z) = P(z \leq z1)$

Next, calculate the proportion of Z1, Z2,..., Zn that is more or equal to Z1. if this proportion is expressed by S(z₁), then

$$S(Z1) = \frac{many\ Z1\ Z2,..,Z?\ Which \leq Z1}{n}$$

Calculate the difference F(Zi)-S(Zi) then determine the absolute value.

Take the largest price (Lo) among the absolute price differences

It then compares Lo with the critical value taken from the list for a significance level of $\infty = 0.05$

Researchers use SPSS assistance with the following criteria:

If the significance value is $\geq$ real level (α) 0.05 then the data has a normally distributed variant

If the significant value is $\leq$ real level (α) 0.05 then the data has a normally distributed variant

By criteria:

if L_count $\leq$ L_table then the sample is not normally distributed

If L_count $\geq$ L_table then the sample is normally distributed.

Correlation Coefficient Test
To determine whether there is an influence between the independent variable (X) and the dependent variable (Y), the product moment correlation formula is used, which is as follows:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$ ....(Arikunto, 2022:317)

Information:
Rxy   = Product moment correlation coefficient
N   = Total number of students
Σx   = Item score
ΣY   = Total score of all students
ΣXY   = The number of products between the score "X" and the score "Y"
It can be concluded that rcount ≥ rtable means there is an influence between the independent variable and the dependent variable. On the other hand, if rcount ≤ rtable then there is no influence between the independent variable and the dependent variable.

Table 2. Interpretation of Correlation Test

Coefficient Interval	Relationship Level
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Currently
0.60-0.799	Strong
0.80-1.000	Very strong

Sumber: Sugiyono, (2021:248)

Hypothesis testing

Hypothesis testing is carried out to determine whether X has a significant (meaningful) relationship with variable Y by testing the hypothesis using uni-t as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$ .... Sugiyono (2018:275)

Information:
r   = Correlation Coefficient
n   = Sample
to find out whether the hypothesis is accepted (Ha) then tcount ≥ ttable and vice versa tcount ≤ ttable then the hypothesis is rejected (Ho).

RESULTS AND DISCUSSION
Class II Pretest Results

There are 26 students in class II of Agia Sophia Private Elementary School. Researchers first used a pretest before starting learning to determine students' abilities. The results of the pretest that the students have carried out show that the students' learning outcomes are in learning the theme of togetherness, sub-theme 1 Silahturahmi.

Table 2. Frequency Distribution of Class II Pretest Scores

X	F	FX	X=X - $\dot{X}$	X²	FX²
32	1	32	34,3	1176,49	1176,49
44	1	44	22,3	497,29	497,29
56	2	112	10,3	106,09	212,18
60	2	60	6,3	39,69	79,38
64	5	320	2,3	5,29	26,45
68	6	408	-1,7	2,89	17,34
72	4	288	-5,7	32,49	129,96

74	1	74	-7,7	59,29	59,29
76	2	152	-9,7	94,09	188,18
80	2	160	-13,7	187,69	357,38
					2743,94

Based on the calculation above, the mean obtained is 66.3, then the Standard Deviation (SDi) is 10.27, and the standard error ($\llbracket SE \rrbracket\_M$) is 2.054.
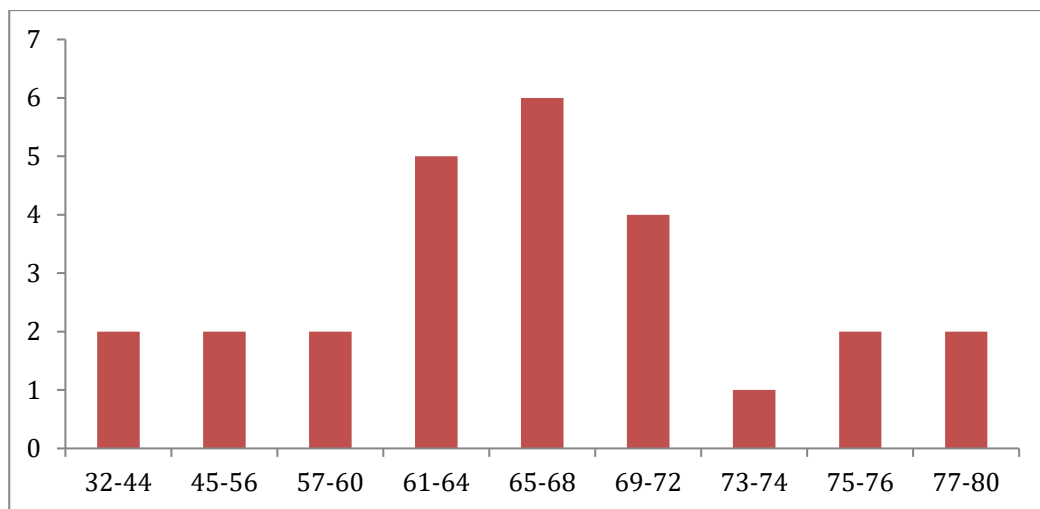

Figure 1. Class II pre-test diagram

Based on the frequency distribution table of class II pretest scores, the highest score was 80 and the lowest score was 32, so an average (Mean) was obtained of 66.3.

Class II Posttest Results

At the end of the lesson, all subject matter is taught using a PowerPoint-based collaborative learning model, then the researcher gives a posttest which aims to determine the level of success of the given action. The results of the students' posttest scores can be seen in the table below:

Table 3. Frequency Distribution of Class II Posttest Scores

X	F	FX	X=X - Ẋ	X²	FX²
60	1	60	19,8	392,04	392,04
68	2	136	11,8	139,24	278,48
72	3	216	7,8	60,84	182,52
76	5	380	3,8	14,44	72,2
80	5	400	-0,2	0,04	0,2
84	4	336	-4,2	17,64	70,56
88	3	264	-8,2	67,24	201,72
92	1	92	-12,8	163,84	163,84
96	2	192	-16,2	262,44	524,88
					1886,44

Based on the posttest frequency distribution table, the number was found to be 2,076 with an average (Mx) of 79.84 with the highest score being 96. Meanwhile, the lowest score was 60, SDi was 8.51 and SEm was 1.702, so based on the posttest distribution the posttest scores were in the good category.
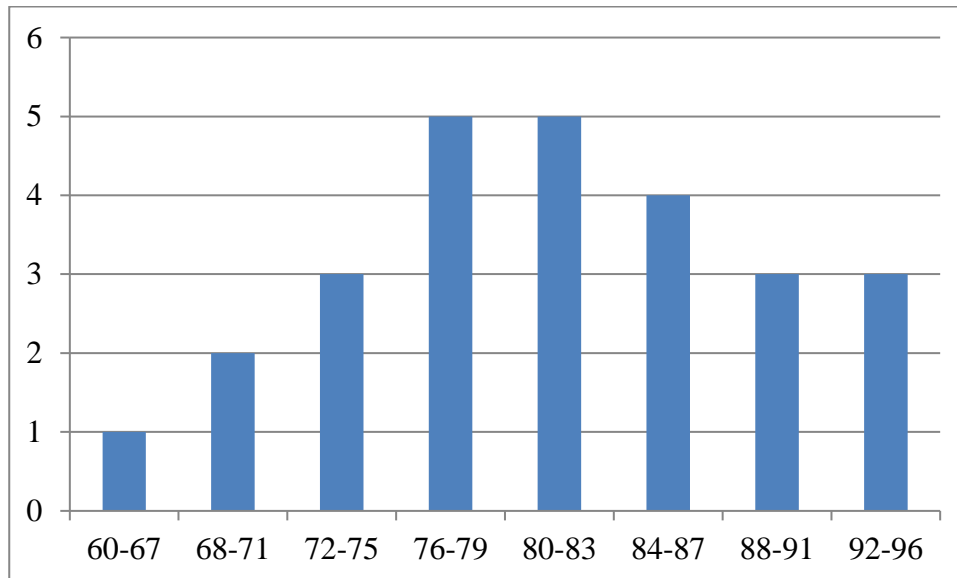

Figure 2. Class II Post-Test Diagram

Based on the frequency distribution of class II posttest scores, the highest score was 96 and the lowest score was 60, the average (Mean) was 79.8. The results of the posttest scores show that there is an increase in the learning completeness of class II students. This result can be seen from the posttest which is higher than the pretest score. Where the average posttest score is 79.8 while the pretest score is 66.3.

Table 4. Assessment Criteria

Assessment criteria	Information
80-100	Very well
70-79	Good
60-69	Enough
50-59	Not enough
0-45	Fail

Based on the table above, it can be seen that the average score obtained during the pretest was 66.3 in the sufficient category, while the average posttest score after the treatment was obtained was a score of 79.8 in the good category.

Collaborative Learning Model Questionnaire Results

At the end of the lesson, after being given a posttest, the researcher will give a PowerPoint-based collaborative learning model questionnaire which aims to see the teacher's activities while teaching using the PowerPoint-based collaborative learning model. The results of the questionnaire scores can be seen in the table below:

Table 5. Agket Frequency Distribution

X	F	Fx (Frequency of Student Grades)	X=X-X (Mean Student Grade)	x^2	Fx² (Frequency of Student Grades)
70	2	140	15,7	246,49	492,98
75	2	150	10,7	114,49	228,98
78	2	156	7,7	59,29	118,58
79	1	79	6,7	44,89	44,89
80	4	320	5,7	32,49	129,96
84	1	84	1,7	2,89	2,89
85	2	170	0,7	0,49	0,98
86	1	86	-0,3	0,09	0,09
89	1	89	-3,3	10,89	10,89
90	3	270	-4,3	18,49	55,47
95	1	95	-9,3	86,49	86,49
96	2	192	-10,3	106,09	212,18
98	1	98	-12,3	151,29	151,29
100	3	300	-14,3	204,49	613,47

After the questionnaire is given to students at the end, it can be seen whether the learning was followed well or not. And based on the table above, the lowest score obtained is 70 and the highest score is 100 and the total score is 2229. From the calculation above, a mean of 85.7 is obtained. The Ideal Mean (Mi) is 85 and the Standard Deviation (SDi) is 5.
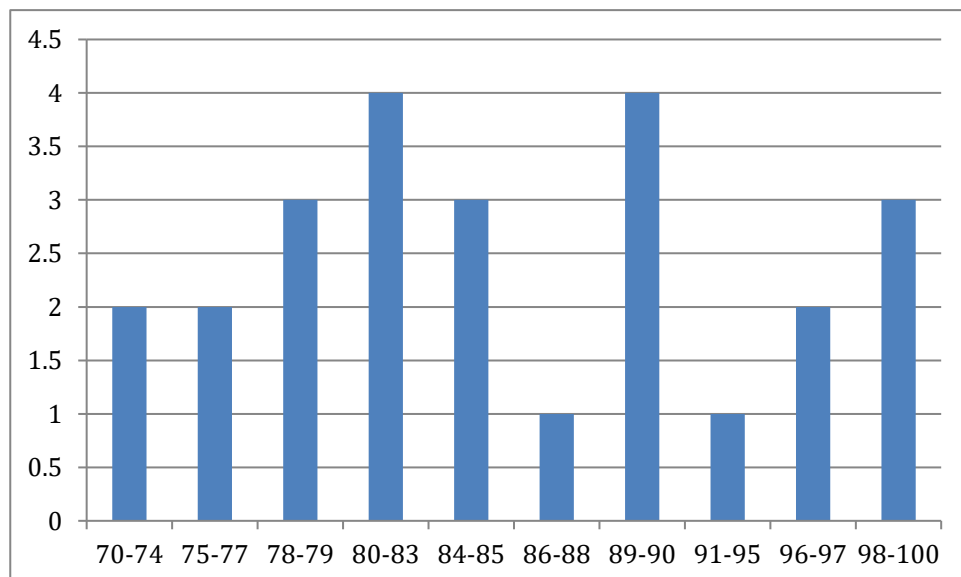

Figure 3. Questionnaire Diagram

Berdasarkan tabel distribusi frekuensi angket didapatkan jumlahnya 2229 dengan rata-rata sebesar 85,7 dengan nilai tertinggi 100 Sedangkan nilai terendah yaitu 70 maka berdasarkan distribusi persentase nilai angket berkatagori baik.

Test Data Analysis
Normality test

The normality test is used to determine whether the data from the study is normally distributed or not. And to find out whether the data from the posttest on the learning outcomes of class II students at Agia Shopia Private Elementary School Jl. Whether the New Sembahe has a normal distribution or not is therefore calculated using SPSS. The significant level (sig) of 5% is as follows:

1. Significant level (sig) < 0.05, the distribution is not normal.
2. Significant value (sig) > 0.05 normal distribution.

Table 6. Question Normality Table

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
learning outcomes	.108	26	.200[*]	.975	26	.754

Based on the results of manual calculations and with the help of SPSS in the previous discussion, it can be seen that the significance level value used by researchers is a significance level of 5% or 0.05. Based on the research results above, the significance value for class II is 0.110>0.05, so in accordance with the decision making in the Lilliefors normality test it can be concluded that the results of the class II questionnaire are normally distributed.
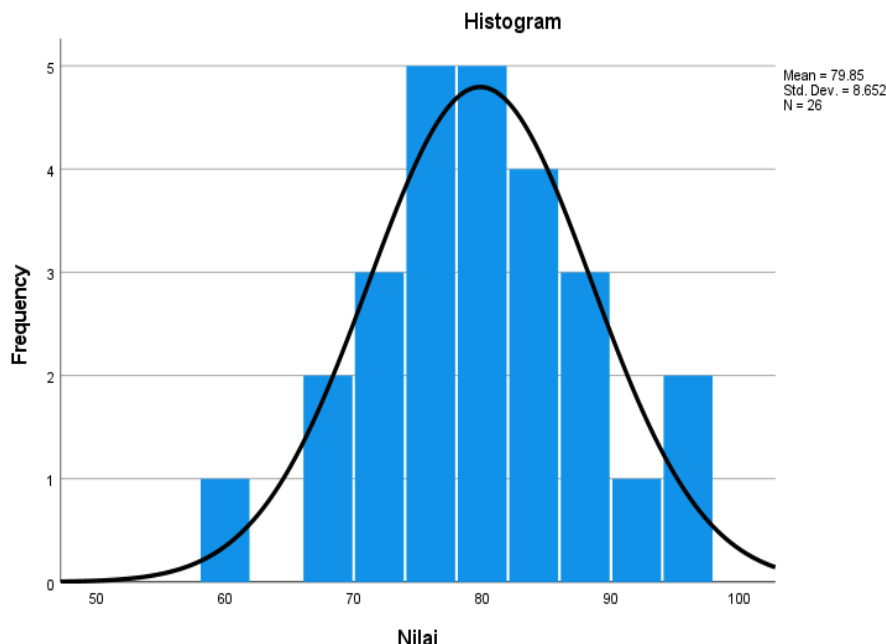

Figure 4. Posttest Normality Histogram

Calculations using Microsoft Excel to test normality on questionnaire results using the Liliefors test, the results can be seen in the table below:

Table 7. Questionnaire Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
angket.kolaboratif	.155	26	.110	.944	26	.167

The significance level value used by researchers is a significance level of 5% or 0.05. Based on the research results above, the significance value for class II is 0.110>0.05, so in accordance with the decision making in the Lilliefors normality test it can be concluded that the results of the class II questionnaire are normally distributed.

Correlation Coefficient Test

The correlation coefficient test is used to determine whether there is an influence between the independent variable (X) and the dependent variable (Y), and the requirement for the correlation coefficient test is to look at $t_{(count)} > t\_table$ with the product moment correlation formula. Researchers carried out the correlation coefficient test manually using Microsoft Excel and SPSS Version 27. To see the influence of the two variables, you can compare rcount and rtable. From the manual calculation above, it can be seen that the correlation coefficient value is 0.827. Meanwhile, the correlation coefficient test using SPSS Version 27 is below:

Table 8. Correlation Coefficient Test

		collaborative questionnaire	learning outcomes
angket.kolaboratif	Pearson Correlation	1	.827**
	Sig. (2-tailed)		.000
	N	26	26
hasil.belajar	Pearson Correlation	.827**	1
	Sig. (2-tailed)	.000	
	N	26	26

Next, test the correlation coefficient using the SPSS Version 27 application. Based on the results, the correlation coefficient (r_{xy}) or r_count = 0.827 with a significance level of 5% with the number of respondents (n) = 26 students obtained so that r_table = 0.388. From the results of these calculations, it shows that $0.827 \geq 0.388$, it can be concluded that there is a very strong influence between the Collaborative learning model on the learning outcomes of class II students at Agia Shopia Private Elementary School Jl. Sembahe Baru.

Table 9. Correlation Coefficient Interval

Coefficient Interval	Relationship Level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Currently
0,60-0,799	Strong
0,80-1,000	Very strong

Source: Arikunto(2023:319)

Based on table 10., the interval value of "r" correlation (r_{xy}) 0.827 is located in the value range 0.80-1000, it can be concluded that there is an influence between the Collaborative learning model on student learning outcomes which has a very strong relationship.

Hypothesis Test (t-test)

After the data is declared to be normally distributed and the samples come from the same or homogeneous population, then hypothesis testing can be carried out using the "t test". The statistics used to test the research hypothesis is the t-test, the hypothesis proposed is:

Ha: There is a positive and significant influence from the Collaborative learning model on the results of class II at Agia Shopia Private Elementary School Jl. New Worship for the 2023/2024 academic year.

Ho: There is no positive and significant influence from the Collaborative learning model on the results of class II at Agia Shopia Private Elementary School Jl. New Worship for the 2023/2024 academic year.

The t-test criteria can be carried out as significant if they are obtained to determine whether there is an influence on learning outcomes. Hypothesis testing using the t-test is carried out by comparing $t\_count \geq t\_table$ the hypothesis is accepted, and if $t\_count \leq t\_table$ it is rejected. Below we will present a table of the results of hypothesis testing with the help of the SPSS version 27 program.

Table 10. Hypothesis Test (t-test)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.670	9.227		1.481	.151
	collaborative questionnaire	.772	.107	.827	7.212	.000

Based on the table above, it can be seen that the calculation results show that the tcount is 7.212 and ttable is 2.042, so tcount > ttable, so Ha is accepted, namely the collaborative learning model (X) has a positive and significant influence on student learning outcomes (Y).

Discussion of Research Results

The research was conducted at Agia Shopia Private Elementary School. Researchers used tests and questionnaires as data collection tools with a total research sample of 26 students. The purpose of conducting research is to find out how much influence the Collaborative learning model has on student learning outcomes on the theme of Togetherness in class II of Agia Shopia Private Elementary School Jl. New Worship. Validity Test, The results of the validity test of the 40 questions contained 25 valid questions and 15 invalid questions. Then the results of the validity of the questionnaire consisting of 50 statements contained 25 valid statements and 25 invalid statements. To make it easier for researchers to validate test items, researchers used the SPSS Version 27 application so that the test and questionnaire instruments used were 25 questions and 25 statements.

Reliability Test, From the results of the reliability of the questions that were carried out using SPSS Version 27 using the Alpha formula, the reliability index for the question instrument reached 0.941 on 25 questions. Then, the questionnaire reliability results reached 0.942 on the questionnaire with 25 statements. From the results of these data calculations, it can be concluded that the instrument used is reliable because it has a reliability index in the strong and very strong categories. Normality Test, Based on the results of manual calculations and with the help of SPSS in the previous discussion, it can be seen that the significant value of the learning model and student learning outcomes is greater than 0.05. So it can be concluded that the data from student learning outcomes is normally distributed.

Correlation Coefficient Test, The results of this research indicate that the Collaborative learning model has a relationship with learning outcomes. Based on the interpretation table of r values, the Rxy correlation is 0.827, it can be concluded that there is an influence on student learning outcomes that has a strong relationship. Hypothesis Testing, From the results of the hypothesis testing research (t-test), it shows that the Collaborative learning model has a significant positive influence, so Ha is accepted, namely that there is an influence between the Collaborative learning model (x) and student learning outcomes (Y). The obtained tcount value is 7.212

and ttable is 2.042 so that tcount > ttable then Ha is accepted, namely the collaborative learning model (X) has a positive and significant influence on student learning outcomes (Y).

CONCLUSIONS AND RECOMMENDATION
Conclusions

Based on the discussion in this chapter, the researcher outlines the conclusions, implications, research limitations, and suggestions prepared based on all research activities regarding the influence of the collaborative learning model on student learning outcomes in Theme 7 Togetherness Class II Agia Shopia Private Elementary School for the 2023/2024 Academic Year as follows: 1. Implementation of the collaborative model for Student Learning Outcomes in Theme 7 Togetherness Class II Agia Shopia Private Elementary School is by giving Pretest and Posttest to respondents, each test has 25 questions. Before being given treatment, the researcher gave a pretest to determine the extent of students' knowledge regarding the material in theme 7, subtheme 1, learning.

Application of the Powerpoint-Based Collaborative Learning Model to Student Learning Outcomes in theme 7 Togetherness Class II Agia Shopia Private Elementary School is by giving Pretest and Posttest to students, the test is given with 25 questions each. Before giving treatment to the students, the researcher gave a Pretest to find out the extent of the students' knowledge regarding the material in theme 7, subtheme 1, learning 3. After getting the results of the Pretest, the researcher then gave treatment to the students using a collaborative model, after giving treatment to the students, the researcher gave a Posttest, this This was done so that researchers know the extent of students' abilities after being given treatment.

Student learning outcomes with the application of the Powerpoint-Based Collaborative Learning Model on Theme 7 togetherness in class II of Agia Shopia Private Elementary School are influential. This can be seen from the students' average Pretest score of 66.3 which is in the Poor category, while the Posttest average score is 79.8 which is in the very good category.

The influence of the Powerpoint-Based Collaborative Learning Model on Student Learning Outcomes in Theme 7, togetherness in class II of Agia Shopia Private Elementary School is very strong. This can be proven by the correlation coefficient value of 0.827 which is a very strong interpenetration. T-test calculation results. To find out whether the hypothesis is accepted or rejected, tcount $\geq$ ttable, namely $7.212 \geq 2.063$, which means there is an influence of the collaborative model on student learning outcomes. Thus Ha is accepted and HO is rejected.

Recommendation

Based on the results of research conducted by researchers, suggestions can be put forward that can build learning success in school, including the following: For students, with research on the influence of collaborative learning models on student learning outcomes, student learning outcomes will increase and students can interact. in learning activities so that students have social skills in working together in the classroom, being responsible and respecting other people's opinions. For teachers, teachers should be able to choose learning models that are appropriate to the subjects that will be taught so that the learning process runs well. the existence of this research can be an illustration for teachers who teach to apply varied learning models and teaching materials used by teachers to increase student activity. For schools, schools must provide more motivation and guidance to students to be more active and enthusiastic. Schools must play a role in providing encouragement and implementing varied learning models in order to improve the quality of learning, and one of them is the Collaborative learning model, For Readers, It is hoped that this research will become reference material in conducting further research related to research, For Next Researchers, For future researchers in order to study further the relationship between PowerPoint-based collaborative learning models and learning outcomes.

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