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Use of Infocus Media and Power Point Slides To Improve Learning Outcomes of Indonesian History Class X IPS 1 SMA Negeri 1 Sungai Lala Academic Year 2019/2020

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ABSTRACT

The difficulty of teaching and learning in the topic of Indonesian history that frequently occurs in class X IPS 1 of SMA Negeri 1 Sungai Lala, namely the students' lack of interest and attention to the presentation. Students prefer to redirect their attention to other activities, maybe as a result of boring teaching tactics that cause students to become bored. This study is a class action research (CAR) that was conducted in two cycles. Each cycle has four stages: preparation, activity, observation, and reflection. Colleagues made observations utilizing the observation sheet given. The findings revealed that students in the first cycle succeeded in improving their learning outcomes in Indonesian history, pupils that successfully finished the KKM grew to 23 pupils, or 71.88%, with an average learning accomplishment score of 74.84. The learning results of Indonesian History improved in cycle II, with all students, namely 32 students, attaining the KKM and being pronounced 100% complete with their studies, with an average score of 85.34. Based on these findings, it can be said that the use of Infocus media and power point slides may effectively and efficiently increase the learning outcomes of Indonesian History for class X IPS 1 SMA Negeri 1 Sungai Lala, which is carried out in two cycles.

Keywords: *Infocus Media, Power Point Slides, Improve, Learning Outcomes, History Class*

1. INTRODUCTION

In the teaching and learning process there are curricular goals to be achieved in each subject [1]. The role of the teacher in realizing these curricular goals is largely determined by the teacher's skills in planning, implementing and evaluating each process and teaching and learning outcomes in the classroom [2].

To support the teacher's efforts in realizing this, each teacher must have academic qualifications in accordance with the subject area being taught [3]. As stated in the Appendix to Regulation of the Minister of National Education Number 16 of 2007 dated May 4, 2007 Academic Qualification Standards and Teacher Competency, namely teachers at SMA/MA, or other

equivalent forms, must have an academic qualification of minimum education diploma four (D-IV) or bachelor's degree (S1) study program appropriate to the subject being taught/supported, and obtained from an accredited study program [4].

In addition, there are four competencies that must be mastered by teachers, namely pedagogical competence, professional competence, personal competence, and social competence [5]. These four competencies are measuring tools for each teacher in carrying out their main duties and functions as professional educators [6].

The ability of teachers in various aspects of teaching determines the success of a teaching and learning process [7]. Likewise in terms of effective classroom

management skills also affect the success of the teaching and learning process [8]. Thus, teachers really need to improve their competence to become more professional in their respective fields [9].

According to Sardiman AM, [10] as an educator, teachers must meet several special requirements. In order to teach, he is equipped with various teacher sciences as a basis, along with a set of teacher training skills, and under these conditions, he learns to personalize some of the necessary teacher attitudes.

The competencies required for teachers are not without reason, but have become a fundamental requirement when viewed from various aspects of complexity in the field of education, including the characteristics of students and teaching materials [11]. Students as learning subjects have different personality characteristics that can influence their learning style. While the subject matter at each level of education also has a different complexity so that it can affect the behavior of teachers and students in the teaching and learning process [8].

Indonesian history as a general subject that presents various past events related to the time and place where the events occurred and the role of figures in fighting for these events to obtain a better life, which contains good historical values for the development of the character of students as the generation of a nation [12].

Aman, [13] explains that history is a branch of science that examines the origins and developments as well as the role of society in the past based on certain methods and methodologies. This past knowledge contains wisdom values that can be used to train intelligence, shape attitudes, character and personality of students.

However, the Indonesian History subject is loaded with material descriptions which can bore students if only presented in a monotonous manner [14]. In a sense, students are forced to listen to the teacher's explanation continuously without being interspersed with other learning methods. Learning conditions in such a way can cause students to become sleepy so that they divert their attention to other activities outside of learning activities, this is not good for the mental development of student learning [15].

In this case, the teacher must address the situation in a professional manner, namely through the application of various fun and challenging learning strategies or the use of various learning media that can attract students' attention to remain focused on the process until the end of the teaching and learning activities presented [16].

Media as a tool to convey messages from speakers to listeners with the aim of clarifying the contents of the message conveyed to the recipient [17]. In the world of education, media can function as clarifying material that

is abstract to be more concrete and so on, so that it can be called learning media [18].

Azhar Arsyad, [19] explains that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students.

Thus the importance of the value of a media in supporting the success of a learning process, so that its existence brings enormous changes to the world of education. The use of interesting learning media can invite students' attention to the subject matter presented [20].

In this research, for men to increase students' interest and attention to history subjects, the media used is InFocus media which is connected to a set of other electronic devices such as laptops, CD players, and speakers [21].

Through Infocus media, teachers can present various projections of moving images, such as events of people's struggles or social and cultural developments of a nation that occurred in the past. In addition, Infocus media can also present material in the form of power point slides which are packaged in a unique way with various interesting pictures or songs that stimulate learning enthusiasm [22].

The use of learning media in such a way aims to increase students' interest, attention and activity in learning so that it is expected to improve their learning outcomes. Learning outcomes according to Purwanto, [23] are the acquisition of student learning processes in accordance with teaching objectives (end are being attained). Teaching objectives become potential learning outcomes that will be achieved by children through their learning activities.

Based on the results of the author's observations on the learning process of Indonesian history in class X IPS 1 SMA Negeri 1 Sungai Lala, Indragiri Hulu Regency, it can be seen that students' interest and attention to the presentation is very low. Students tend to divert their attention to other activities, perhaps due to monotonous teaching techniques so that students feel bored.

After holding daily tests on Tuesday 6 February 2019, it can be seen that the results of learning history achieved by students were relatively low. Classically, the learning outcomes of Indonesian History Class X IPS 1 SMA Negeri 1 Sungai Lala are below the KKM average that has been determined.

It is known that there were 12 students who succeeded in achieving scores above the KKM average or around 37.5%. Meanwhile, the other 20 students, or around 62.5%, had not succeeded in achieving the KKM average or did not complete their studies. The low average student learning outcomes on daily tests of

Indonesian History, namely 66.81, can be used as a basis for consideration for the author to make improvements to Indonesian History learning in class X IPS 1 SMA Negeri 1 Sungai Lala.

2. RESEARCH METHOD

This research is a classroom action research. According to Kunandar, [24] classroom action research is a scientific activity carried out by teachers in their own classes by designing, implementing, observing, and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve or improve the quality of the learning process in class.

The cycle stages in this study can be described as follows:

a. Planning

The first stage in PTK according to Kunandar, (2012: 71) is planning, namely developing a critical action plan to improve what has happened. The class action research plan should be structured and in terms of definition it must be projective to action, the plan must be forward-looking.

In this case the researcher compiled learning tools such as the Learning Improvement Implementation Plan (RPP for Improvement) Cycle I and Cycle II, observation sheets of teacher and student activities, cycle assessment instruments/tools, and provision of learning resources and Infocus media, laptops, and power point slides.

b. Action

The second stage is giving action. What is meant by action here is that which is done consciously and under control, which is a variation of careful and wise practice. Practice is recognized as an idea in action and that action is used as a basis for the development of subsequent actions, namely actions accompanied by the intention to improve conditions.

PTK is carried out by using Infocus media and power point slides. The learning steps that can be taken are:

1) Opening Activities

- a) Say greetings, pray together with students, and check student attendance
- b) Preparing students to participate in learning through aperception and motivation.
- c) Explain the learning objectives to be achieved through the use of Infocus media and power point slides.

2) Learning Activities

- a) Show subject matter in the form of power point slides.
 - b) Explain the core parts of the material being taught.
 - c) Hold questions and answers that awaken students' reasoning power.
 - d) Make a summary of the material just learned.
- #### 3) Closing Activities
- a) Conduct assessment and evaluation of learning outcomes.
 - b) Provide material information for the next meeting.
 - c) Pray and close the lesson with greetings.
 - 4) Observation

observation stage serves to document related influences. Observations need to be planned and also based on open views and thoughts and be responsive. The object of observation is the entire process of related actions, their effects (intentional and unintentional), conditions and constraints of planned actions and their effects, as well as other issues that arise in related contexts.

In this case the observations made by colleagues include observing teacher activities, observing student activities and assessing student learning outcomes using observation sheets.

5) Assessment of student learning evaluation results

Assessment of the results of the learning evaluation was carried out to determine the extent to which there was an increase in student history learning outcomes after participating in learning activities using Infocus media and power point slides. The results of student learning evaluations are analyzed to determine the scores/numbers that students have successfully obtained from taking tests in each cycle, so that they can be used as a measure of improving student learning outcomes.

c. Reflection

The last stage of PTK is reflection, namely remembering and contemplating an action exactly as it has been recorded in the observation. Reflection seeks to understand the real processes, problems, issues and constraints in strategic action. Reflection is usually aided by discussion among researchers and collaborators. Through discussion, reflection provides the basis for improving plans.

In this case the researcher together with colleagues discussed to determine the strengths or weaknesses that emerged in the implementation of corrective actions. The reflection results will be used as material for

consideration for researchers in making corrective action plans in the next cycle.

Data analysis is represented by a moment of reflection on class action research rounds. By doing reflection researchers will have authentic insights that will help interpret the data. In this research, data analysis includes analysis of qualitative data results and quantitative data results.

Qualitative data analysis according to Sugiyono [25], is carried out by presenting research data in a narrative manner, then analysis is carried out in the form of final conclusions. While the analysis of quantitative data is done by calculating the percentage increase in learning outcomes.

3. RESULTS AND DISCUSSION

After the PTK was carried out, the results of research on improving history learning in class X IPS 1 SMA Negeri 1 Sungai Lala can be described which were carried out in two cycles through the use of Infocus media and power point slides, as follows:

a. Cycle I

Learning improvement in cycle I consisted of two meetings. Meeting 1 was held on Tuesday 13 February 2019, 12.45 to 14.15 WIB. Acting as an observer, namely Dra. Sulastriyati. The results of the implementation of improvement cycle I meeting 1 can be described as follows:

1) Planning

In this case the researcher has prepared the learning tools that will be used in this study, namely the Implementation Plan for Learning Improvement Cycle I meeting 1, Indonesian History Books for Class X SMA, Infocus media, laptops, power point slides, animated videos, teacher activity observation sheets and students, as well as instruments for evaluating learning outcomes (oral tests). In this case the presentation of teaching material is interspersed with reinforcement through direct interaction and post-test activities.

2) Action Implementation

Corrective action in learning history begins by saying greetings, praying together, checking student attendance. Followed by apperception activities in the form of pre-tests on previous teaching materials, and motivating students to take part in Indonesian history lessons well, as well as conveying the learning objectives to be achieved through the use of Infocus media and power point slides.

In the learning activities the teacher shows material "Kingdom of Kediri" in the form of power point slides, then explains developments in the development of community life, government and culture in the Kingdom

of Kediri. After each presentation of the sub-material, learning interactions are carried out through question and answer activities (post-test) to awaken students' reasoning power towards the material being studied. Then showing a funny animated video to refresh the learning atmosphere, continue the discussion and facilitate students to make a summary of the material independently.

At the end of the meeting the teacher assesses and evaluates learning outcomes through post-test activities (oral tests), provides information on subject matter for the next meeting so students can be prepared. The lesson ends with praying together according to their respective beliefs and saying closing greetings.

3) Observation

Observations are carried out simultaneously with the implementation of learning improvements. In this case, it was carried out by colleagues to observe the activities of teachers and students in learning activities using Infocus and power point slides. The results of the observation of the first cycle of meeting 1 can be described as follows:

For teacher activities in presenting history teaching materials through the use of Infocus media and power point slides can be seen in the following table:

Table 3.1. Observation Results of Teacher Activities Cycle I Meeting 1

No	Observation Material	Observation Results and Follow-Up Suggestions
1.	Apperception and motivation to learn	Apperception has not been carried out properly, because the initial measurement of student mastery of the previous material was not optimal. The teacher needs to do a pre-test to make connections between the previous material and the material to be studied. Learning motivation is good enough, that is, researchers are able to invite students' interest through the use of Infocus media.
2.	Convey the learning objectives to be achieved	The learning objectives have been clearly conveyed, namely to improve student learning outcomes in the Kediri Kingdom learning material.
3.	Skilled in using Infocus media and	Researchers are skilled in operating Infocus media and power point slides. However, the slideshow is stuttering. So,

No	Observation Material	Observation Results and Follow-Up Suggestions
	power point slides	it needs to be fixed for the next meeting.
4.	Explain the main part of the material being taught melalui Infocus media and power point slides	The explanation of the material is too fast and less detailed, so that the skills in explaining need to be improved at the next meeting.
5.	Hold questions and answers to arouse students' reasoning power	The new question and answer activity is aimed at certain students. Researchers need to generate student motivation in question and answer activities.
6.	Facilitate students to make a summary of the material	Researchers do not facilitate students in making summaries of the material they have just learned.
7.	Perform assessment of student learning outcomes	Assessment of learning outcomes at meeting 1 has been carried out using an oral test tool (question and answer).
8.	Provide material information for the next meeting	The teaching materials for the next meeting have been clearly conveyed to the students by the researcher. The goal is for students to gain insight into new materials.

Based on table 3.1, it can be understood that in cycle I meeting 1 the teacher's activity in presenting Indonesian History subject matter using Infocus media and power point slides was not optimal. Because, the results of the presentation slide show were unclear, slow and halting, so that there was material on the slide that could not be shown because the teacher took action to move the show to the next slide. Teaching conditions in such a way need to be improved, so that improvement of learning at the next meeting can run smoothly and under control.

Furthermore, to find out student activities in participating in Indonesian History lessons with Infocus media and power point slides, can be seen in the following table:

Table 3.2. Observation Results of Student Activities Cycle I Meeting 1

No	Observation Material	Observation Results and Follow-Up Suggestions
1.	Watch a power point slide show	Some students pay less attention to the presentation of the power point slides displayed by the teacher, because the presentation is too fast.
2.	Listen to the teacher's explanation	Because the presentation of teaching material is too fast and short, so students cannot follow the learning properly.
3.	Active in question and answer activities	Only a small number of students were active in question and answer activities, while other students were given less opportunities and lacked the courage to ask questions.
4.	Make a summary of the material studied	Students are less able to make a summary of the material, because they do not get guidance from the teacher.
5.	Following the assessment and evaluation of learning outcomes	Not all students were able to answer questions from the teacher during the post-test activity.

Based on table 3.2 it can be understood that in cycle I meeting 1 student activity in participating in Indonesian History learning was not optimal. This is because the teacher is not optimal in presenting material through power point slide shows, namely the presentation is too fast and short. In the question and answer activity only a few students seemed active, the rest were passive and less motivated. When making summaries, it was found that some students preferred not to make them, maybe because students were less able or really wanted to divert attention to their own activities, and some other students imitated the results of their peers' summaries. Thus, in the post-test activities the students were less able to answer the questions posed by the teacher to them.

4) Reflection

After the improvement of History learning at meeting 1 was completed, the researcher discussed the results with colleagues to find the advantages and disadvantages that arose as a result of giving these corrective actions. The results of reflection are used as reference material in making decisions related to further learning improvement actions, namely as follows:

- a) The power point slide show that the teacher shows is rather problematic, namely the material overlaps with the selected background image so that it is less effective in its presentation, causing the teacher difficulty in explaining teaching material.
- b) Students pay less attention to presenting the material properly from showing PowerPoint slides because the appearance is not very clear and difficult to read.
- c) Evaluation of learning outcomes through the post-test instrument at meeting 1 was only experienced by a small number of students.
- d) Classically students are less able to master teaching material at meeting 1, so that at the next cycle meeting it is necessary to improve it to obtain optimal learning results

Improvements to cycle I meeting 2 were held on Tuesday 20 February 2019, 12.45 to 14.15 WIB, acting as observer Dra. Sulastriyati, the results can be described as follows:

a. Planning

In this case the researcher has prepared the learning tools that will be used in this study, namely the Implementation Plan for Learning Improvement Cycle I meeting 2, Indonesian History Books for Class X High School, Infocus media, laptops, power point slides, gymnastic videos, observation sheets of teacher and student activities, as well as instruments for evaluating learning outcomes (written tests). In this case the presentation of teaching materials is interspersed with video showings of gymnastics.

b. Action Implementation

Corrective action in learning history begins by saying greetings, praying together, checking student attendance. Followed by apperception activities in the form of pre-tests on previous teaching materials, and motivating students to take part in Indonesian history lessons well, as well as conveying the learning objectives to be achieved through the use of Infocus media and power point slides.

In the learning activities the teacher displays the subject matter "Kingdom of Kediri" in the form of power point slides, then explains the living evidence of the influence of the Kingdom of Kediri which still exists today. After each presentation of the sub-material, learning interactions are carried out through question and answer activities to awaken students' reasoning power towards the material being studied. Then show a video of exercise to get rid of drowsiness and boredom. The next activity is to write an essay on the values and cultural elements that developed during the Kediri

Kingdom. In this case students are given group learning assignments to then be able to present them in front of the class.

At the end of the meeting the teacher conducts an assessment and evaluation of learning outcomes to find out the increase in history learning outcomes that can be achieved by students in cycle I. Then provides material information for the next meeting. The lesson ends with praying together according to their respective beliefs and saying closing greetings.

c. Observation

Observations are carried out simultaneously with the implementation of learning improvements. In this case, it was carried out by colleagues to observe the activities of teachers and students in learning activities using Infocus and power point slides. The results of the first cycle of meeting 2 observations can be described as follows:

For teacher activities in presenting Indonesian History teaching materials through the use of Infocus media and power point slides can be seen in the following table:

Table 3.3. Observation Results of Teacher Activities Cycle I Meeting 2

No	Observation Material	Observation Results and Follow-Up Suggestions
1.	Apperception and motivation to learn	The initial measurement has been carried out well, and the teacher has prepared students to take part in the improvement of learning at meeting 2 by providing challenging learning motivation.
2.	Convey the learning objectives to be achieved	The learning objectives have been clearly conveyed, namely to improve student learning outcomes in History subjects.
3.	Skilled in using Infocus media and power point slides	The power point slide shows are good and clear. The existence of a combination of exercise videos can maintain children's enthusiasm for learning until the end of the presentation of the slides
4.	Explaining the main part of the material taught through Infocus	The explanation of the material is clear and detailed. The teacher can show examples of the

No	Observation Material	Observation Results and Follow-Up Suggestions
	media and power point slides	historical heritage of the Kediri Kingdom from various references.
5.	Hold questions and answers to arouse students' reasoning power	The question and answer activity was attended by most of the students who wanted to answer the questions posed by the teacher.
6.	Facilitating student groups to write scientific papers	The researcher has guided the discussion group in writing essays about the values and cultural elements that developed during the Kediri Kingdom.
7.	Perform assessment of student learning outcomes	Assessment of learning outcomes at meeting 2 has been carried out using a written test tool.
8.	Provide material information for the next meeting	The teaching materials for the next meeting have been clearly conveyed to the students by the researcher. The goal is for students to gain insight into new materials.

Based on table 3.3, it can be explained that in the first cycle of meeting 2 the teacher's activity in presenting Indonesian History subject matter using Infocus media and power point slides has increased. The teacher has improved the power point slide show so that it can be displayed clearly and attractively. After finishing explaining each sub-discussion of teaching material, the teacher conducts learning interactions in the form of questions and answers so that students can be directly involved in learning. In addition, the teacher has also guided groups of students in making essays about the material they just learned, to be presented by students in front of the class.

Uniquely, the History learning activities at meeting 2 were interspersed with showing a video of the exercise so that students followed the movement according to the video showing the exercise. The goal is that the teacher wants to create a pleasant learning atmosphere, because History lessons are scheduled for the 7th and 8th lessons, while the conditions during the day are very hot which can cause drowsiness. So by doing light movements that are cheerful and fun, it is hoped that it can recharge the students' physical and mental learning

so that they return to their original state in the morning. After students feel fresh, learning can be resumed.

Analysis of the results of research on improving Indonesian history learning from the pre-cycle to cycle II which has been completed can be described as measuring the progress of achieving student learning outcomes, namely the following:

Table 3.4. List of Analysis of Pre-Cycle Indonesian History Learning Outcomes

Class X IPS 1 SMA Negeri 1 Sungai Lala

Interval	Frequency of Student Learning Outcomes				Category
	complete	%	Not Completed	%	
81 – 100	4	12,50	-	-	Very good
61 – 80	8	25,00	12	37,50	Good
41 - 60	-	-	8	25,00	Enough
21 – 40	-	-	-	-	Less Good
0 – 20	-	-	-	-	Not good
Total	12	37,50	20	62,50	

Based on table 3.4 above, it can be explained that the completeness of Indonesian History learning outcomes for students in the pre-cycle was only achieved by 12 students or around 37.5% who scored above the KKM average. While the other 20 students, namely around 62.5%, have not been able to score above the KKM average. Due to the relatively low student learning outcomes of Indonesian history with an average learning result of only 66.81, the researchers decided to improve learning through the use of Infocus media and power point slides.

The process of teaching and learning in History is often responded to coldly by most students, because the description of the material contained in Indonesian History subjects mostly alludes to past events full of bloody tragedies (warriors versus rebels) complete with the names of historical actors, locations and times of events, as well as the various policies underlying these historical events. So that the teaching technique that is usually done by the teacher is to explain the teaching

material at length. Meanwhile, on the student's side, mastering Indonesian history material well requires focusing on rote memorization techniques. This discourages the desire of most students to study it seriously.

Such learning conditions often occur in the classroom, so it is not surprising that various problems in learning history often arise, such as a one-way teaching and learning process, low interest and motivation of students to master history subject matter, which has an impact on the acquisition of low Indonesian history learning outcomes achieved by students.

As happened in the results of the Indonesian History daily test for class X IPS 1 SMA Negeri 1 Sungai Lala, where students who reached the KKM were only around 12 students. While 20 other students obtained learning scores under the KKM that had been set. Even though the KKM history limit set at school was only 65, and most students did not succeed in reaching the KKM limit. As for the students' history learning outcomes before being given corrective action (pre-cycle), that is, they only achieved an average of 66.81, did not meet/achieve the KKM that had been set. So it can be assumed that students' interest and motivation in participating in the teaching and learning process of Indonesian History is indeed low, thus affecting their learning outcomes.

Only 12 students or around 37.5% achieved student mastery in Indonesian history. This means that student history learning outcomes are relatively low, so research on improving learning should indeed be carried out so that students' learning outcomes on Indonesian history can be optimally improved. In this case, research on improving history learning can be carried out through the use of Infocus media and power point slides in order to improve the learning outcomes of Indonesian history for class X IPS 1 SMA Negeri 1 Sungai Lala.

Before the researcher carried out learning improvements in cycle I, the researcher first designed the steps for using Infocus media and power point slides so that they could be presented optimally in front of the students. Slides containing the subject matter of teaching need to be packaged neatly and attractively so that students' attention is focused on the presentation.

However, because the subject matter of Indonesian History for class X SMA was very dense, the researcher did not intentionally design the material on the presentation slides for meeting 1 to overlap with pictures of the relics of the Kediri Kingdom on each slide with the aim that it would be easier for researchers to present and explain the material. teach students. However, the design made in such a way makes it difficult for researchers to present it optimally, because the slide shows are less attractive and stuttering, which

makes researchers too fast in presenting it. This condition has an impact on In addition, the researcher is also too fast in explaining the teaching material, because the material is too deep so that it makes students unable to listen to the explanation of the material properly and has an impact on the inability of students to understand the links between the sub-matter being explained.

In this regard, the researcher tried to improve the design of the presentation slides for further improvement of learning at meeting 2, namely by arranging the layout between teaching materials and pictures of historical events which would be used as supporting evidence for the existence of the Kingdom of Kediri in Indonesia, so that they would no longer overlap. In addition, the researchers also included playing a cheerful gymnastic video as a refresher for the History learning atmosphere which was already scheduled for the afternoon.

The implementation of the improvement in cycle I meeting 2 which was presented clearly, namely the presentation of material on the evidence of the Kingdom of Kediri in Indonesia could be shown clearly, the students had enthusiastically participated in it, so that in the process there was an active learning interaction between the teacher and students. Meanwhile, playing the exercise video which was participated in by the students with great joy turned out to be physically and mentally conditioned for the students to be fit and fresh as they were before, so that they returned to follow the explanation of the material enthusiastically. The teaching and learning conditions in such a way can actually affect the improvement of student learning outcomes at the end of the 2nd meeting.

The results of the first cycle of Indonesian History repetition using a written test evaluation tool with an instrument of descriptive questions, showed that students who were able to achieve an average KKM score increased and increased to 23 students or around 71.88% who completed their studies, with an average achievement of classical learning is 74.84. While the students, namely 9 other students, still got scores below the KKM average or around 28.12% of students did not complete their studies.

In cycle I there were still around 9 students or 28.12% who had not finished studying in this corrective action research. Thus, the researcher decided to continue improving learning in cycle II in order to obtain optimal results of increasing Indonesian History learning.

The results of the implementation of the improvement in cycle II meeting 3 can also be presented clearly and attract students' attention more, namely the Singosari Kingdom material is presented in the form of an animated video playback, so that it can focus students' attention on listening to the storyline of the Singosari Kingdom from the animated video. Then, to

strengthen students' understanding, a question and answer activity was also held regarding the information obtained by students through playing the animated video. And meeting 3 ends with an assessment of learning outcomes through an oral test tool.

Furthermore, cycle II meeting 4 was held in pleasant and challenging circumstances, in which the researcher presented material evidence and the historical influence of the Singosari Kingdom in Indonesia through a power point slide show. And teaching and learning interactions can be created actively. Don't forget to play a cheerful exercise video which the students enthusiastically participate in so that it can arouse students' interest and attention for the next activity, which is group work. In this case, students are directed to answer quizzes to study in groups. The learning quiz is packaged in the Microsoft Power Point program, so that it can generate attention-grabbing animated picture and sound effects.

4. CONCLUSION

Based on the presentation of the research results and discussion, the implementation of improving Indonesian history learning in class X IPS 1 SMA Negeri 1 Sungai Lala for the 2019/2020 academic year can be summarized as follows: The average learning achievement of Indonesian history achieved by students in the pre-cycle was 66.81. In cycle I, students managed to improve their learning outcomes in Indonesian History, namely obtaining an average score of 74.84. In cycle II, students' learning outcomes of Indonesian history increased with an average score of 85.34. The level of KKM achievement in Indonesian history in the pre-cycle was only achieved by 12 students or 37.5% who completed their studies. In the first cycle, students who succeeded in achieving the KKM increased to 23 students or 71.88% who completed their studies. In cycle II, all students namely 32 students have succeeded in achieving the KKM and declared 100% complete learning. Based on these conclusions, it can be stated that through the use of Infocus media and power point slides it can improve the learning outcomes of Indonesian History for class X IPS 1 SMA Negeri 1 Sungai Lala. Thus, this corrective action research has been successfully carried out in two cycles effectively and efficiently.

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