

TEACHER NEEDS ANALYSIS OF POWER POINT VIDEO TO TEACH REPORT TEXT IN SENIOR HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kebutuhan guru di berbagai jenjang pendidikan, meliputi aspek profesional, pedagogis, dan kesejahteraan. Kebutuhan profesional mencakup pengembangan kompetensi melalui pelatihan dan pendidikan lanjutan, serta dukungan dalam penggunaan teknologi pendidikan. Aspek pedagogis meliputi metode pengajaran yang efektif, pengelolaan kelas, dan strategi evaluasi yang relevan. Kesejahteraan guru mencakup gaji yang layak, lingkungan kerja yang kondusif, serta keseimbangan antara kehidupan kerja dan pribadi. Penelitian ini menggunakan metode kualitatif dengan desain wawancara dan open ended questionnaire untuk mengumpulkan data. Hasil penelitian mengungkapkan bahwa guru membutuhkan beberapa poin dalam mendesain penelitian menggunakan power point video, termasuk kebutuhan menentukan topik yang sesuai untuk penilaian menulis, kebutuhan genre menulis yang sesuai dengan kebutuhan untuk memberikan instruksi tugas, kebutuhan untuk memahami materi pembelajaran, kebutuhan untuk persiapan dan presentasi, kebutuhan spesifik elemen, kebutuhan memberikan strategi pengajaran, dan kebutuhan untuk memberikan umpan balik. Penelitian ini menawarkan kontribusi baru bagi literatur yang ada tentang penggunaan teknologi dalam pembelajaran di kelas. Dengan focus khusus pada mengetahui kebutuhan guru dalam kegiatan pembelajaran melalui power point video. Penelitian ini menambah wawasan dan praktik terbaik yang relevan dengan situasi Pendidikan saat ini dan masa depan. Penelitian ini menyoroti pentingnya persiapan bagi seorang guru dalam pembelajaran online menggunakan power point video dan memberikan bantuan kepada guru Bahasa Inggris yang menggunakan power point video sebagai media pembelajaran.

Kata kunci: Analisis Kebutuhan; Powerpoint Video, Teks Laporan; Sekolah Menengah Atas.

Abstract

This study aims to analyze the needs of teachers at various educational levels, encompassing professional, pedagogical, and welfare aspects. Professional needs include competency development through training and further education, as well as support in the use of educational technology. Pedagogical aspects involve effective teaching methods, classroom management, and relevant evaluation strategies. This study employs a qualitative method with an interview design and open-ended questionnaires to collect data. The results reveal that teachers need several points in designing research using PowerPoint videos, including the need to determine appropriate topics for writing assessments, the need for writing genres that align with the task instructions, the need to understand learning materials, the need for preparation and presentation, specific element requirements, the need to provide teaching strategies, and the need to give feedback. This research offers a new contribution to the existing literature on the use of technology in classroom learning, with a particular focus on understanding teachers' needs in learning activities through PowerPoint videos. It provides insights and best practices relevant to current and future educational situations. The study highlights the importance of preparation for teachers in online learning using PowerPoint videos and provides support to English teachers who use PowerPoint videos as a learning medium.

Keywords: Keywords: Need Analysis; Powerpoint Video; Report Text; Senior High School

Introduction

The 2024 mayoral election is part of the simultaneous Regional Head Elections (Pilkada) held in Indonesia in 2024. This regional election includes the election of Governors, Regents, and Mayors at the provincial to regency/city levels. The 2024 Mayor Election will be held to elect Mayors in various cities in Indonesia which will be held on November 27, 2024 (Perludem, 2024). The candidates for mayor are currently trying to socialize with the community through billboards that are currently mushrooming at several road points in the Kendari city area.

Need analysis is a systematic process employed to identify and evaluate the specific needs, gaps, or deficiencies within an organization, group, or educational setting. This process involves collecting and analyzing data to understand the requirements and priorities of stakeholders, whether they are students, employees, or community members. The primary objective of need analysis is to inform decision-making and guide the development of effective strategies, programs, or interventions to address the identified needs. Need analysis is crucial for designing curricula, instructional methods, and learning resources that meet the diverse needs of learners (Iwai, 2020). Overall, need analysis provides a data-driven foundation for understanding and addressing specific needs, leading to more informed decisions and improved outcomes in both educational and organizational environments.

Teacher needs is crucial for effective teaching because it helps educators identify the specific areas where they require support, resources, and professional development. By understanding these needs, schools and administrators can provide targeted training and resources that enhance teachers' instructional practices and improve student learning outcomes (Dooley, 2018). This analysis ensures that teachers are equipped with the latest pedagogical strategies, technological tools, and subject-specific knowledge required to address the diverse needs of their students. Additionally, it aids in identifying gaps in teachers' skills and knowledge, enabling the design of professional development programs that are relevant and impactful. By addressing teachers' needs, schools can foster a more supportive and productive teaching environment, leading to increased job satisfaction, reduced burnout, and better educational experiences for students.

The Microsoft Power-Point presentation program is just another one of Microsoft's many presentation programs. According to the definition provided by (Carvalho, 2016), Microsoft PowerPoint is a presentation package that is widely utilized and serves to facilitate communication, education, and the supervision of clinical cases. According to (Salamah, 2022), Microsoft PowerPoint assisted educators in the creation of straightforward animations, which enabled them to share their expertise with their peers. In addition, (Yuliana, 2023), stated that Microsoft PowerPoint has the potential to be utilized as an interactive learning medium for early childhood education. This would enhance the capacity of educators to experiment with new and instructional content. Some of the people who use it include businesspeople, educators, students, and trainers. It is a component of the Microsoft Office system, which is used by a wide variety of people. The presentation program that is used the most frequently all around the world is Power-Point, which is a part of the Microsoft Office suite. Ivone (2017) argues that Microsoft PowerPoint has the potential to facilitate interactive language learning by providing

learners with the opportunity to explore, provide feedback, and record responses while the program is utilized in slideshow mode. Other presenting programs include Microsoft PowerPoint and Microsoft Office. In accordance with (Segundo and Salazar, 2011), it is a full presentation package that gives instructors the ability to make presentations in English as a Foreign Language classes that have an appearance that is professional. Students were able to learn more knowledge when the material for the course was presented utilizing a variety of visual ways, as indicated by the outcomes of the research that was carried out by (Ozaslan and Maden, 2013). Furthermore, they found that teachers believed that PowerPoint presentations made the topic more fascinating; hence, they believed that these presentations benefited them in attracting the attention of their students' attention on the issue.

In today's rapidly evolving educational landscape, it is essential for teachers to understand the needs for teaching to effectively navigate and adapt to the demands of the 21st-century classroom. With the increasing integration of technology, diverse student populations, and the shift towards personalized learning, teachers must be well-informed about their students' individual needs, learning styles, and the latest pedagogical strategies. Knowledge of these needs allows teachers to create engaging, inclusive, and effective learning environments that cater to the varied backgrounds and abilities of their students. Additionally, being aware of these needs helps teachers to continuously update their skills and knowledge, stay current with educational trends, and implement innovative teaching practices. This proactive approach not only enhances student learning outcomes but also prepares students to thrive in a dynamic, globalized world. Understanding and addressing the needs for teaching ensures that educators can provide high-quality, relevant education that meets the expectations of today's society and future-proof their teaching practices.

This research focuses on identifying and addressing teachers' needs in utilizing PowerPoint videos as an instructional tool. By conducting a comprehensive needs analysis, the study aims to uncover the specific challenges and requirements teachers face when integrating PowerPoint videos into their teaching practices. The research examines various aspects such as the selection of appropriate topics for writing assessments, the alignment of writing genres with task instructions, the understanding of learning materials, and the preparation and presentation process. It also explores the need for specific elements, effective teaching strategies, and the provision of constructive feedback. By highlighting these needs, the research contributes valuable insights into how PowerPoint videos can be optimized as a learning medium, ultimately enhancing the quality of instruction and student engagement. This focus on teachers' needs not only supports their professional development but also ensures that technological tools are used effectively to improve educational outcomes.

Research Method

There are various components that make up the research methodology that are discussed in this section. These components include the study design and the steps of the research, the sources and types of data, the procedures and instruments for data collection, the techniques for data analysis, and the schedule for the research. According to Garg (2016), who indicated that the components of study methodology include aims and conduct or technique, the concept was linked with its findings. Garg's description of the components of study methodology can be found here. Kiyala (2013), suggested that the components of

research methodology include research design, the steps of the research, the sources and types of data, the procedures for data collecting, the techniques for data analysis, and the timeframe for the research. This was in accordance with the findings of the research investigation that was carried out by Kiyala (2018).

Additionally, Tabuena (2021) mentioned that the components of research methodology include the design, sample, tools, collecting techniques, analysis, and ethical considerations. These components are included in the research methodology. These elements are incorporated into the technique of the research endeavor. A method for doing investigation and analysis of occurrences or phenomena. According to Lodico (2016), Qualitative research project consists of an extensive set of steps, which are as follows: 1) Selecting a research topic or focus to investigate; 2) Reviewing the literature on the problem; 3) Defining the role of researcher; 4) Managing entry into the field and maintaining good field relations; 5) Selecting participant; 6) Writing foreshadowed questions; 7) Collecting data; 8) Analyzing the data; 9) Interpreting and disseminating results.

Therefore, in order to obtain the necessary information for this study. Data collecting is a vital instrument for research, according to Mazhar (2021) who stated that methods such as interviews and questionnaires are essential for accomplishing the goals of various research projects. This category of information is gathered by the researchers themselves through the process of direct observation of the matter that is of interest to the investigation. In order to have a better understanding of the unique requirements that students in the eleventh grade have for writing materials, the researcher chooses students from that grade level. In addition, in order for high school students and English teachers to obtain a more in-depth grasp of skills that are important to the 21st century and to be able to put such abilities into practice, it is necessary for them to be able to learn such talents. In addition, educators have the capacity to enhance their awareness of the particular needs of the children in their classrooms. The researcher is only able to involve a limited number of pupils in a single class for this particular study.

The specific reason why researchers use documents in SMAN 1 Sumber Kabupaten Cirebon, because it can provide valuable information in helping researchers to understand central phenomena in qualitative studies. Documents supported source the data obviously. The examination of documents is an essential tool in qualitative research since it provides significant insights into the phenomena that are of central importance. Documents, which can include anything from posts on social media to official documents kept by the government (Hani, 2022) are dense sources of information that can be thoroughly examined in order to gain an understanding of various facets of society (Aimee, 2018). According to (Rapley, 2021) researchers have the ability to utilize papers in order to get insightful knowledge regarding social functions and bigger sociological difficulties. Document analysis continues to be an effective method for researchers, as it enables them to investigate a wide variety of information sources and improves their comprehension of intricate social phenomena.

The source of the data in this research are from the interviews conducted by the semi-structured instrument. The interviews are given to the English teacher and the students of XI Bahasa. In order to know target needs and learning needs on writing materials. Interviews for students consist of three types, includes: necessities, lack, and wants. While for the teacher consist of four types, including: input, procedure, setting, and learners' role. The researcher conducted an interview intimately by looking at some of the questions that have been provided. Then the researcher explored the questions as needed. Here, researchers are easier to transcribe by using a tape recorder and taking notes. Researcher transcribes the answer based on what the participant said. The answer is more detailed and specific because researchers can re-hear the conversation and inspect carefully. The data

collections of this research use some techniques and instruments. The techniques are interview and document analysis.

a. Interviews

Interview is a main stage data collection technique that is carried out. By conducting interviews, researchers can get more in-depth and complete information related to what the interviewer experienced. Barrick (2020) stated that in-depth interviews are a qualitative research approach that is used to get insights into how participants interpret their social worlds and to cocreate knowledge between the researcher and the participant. This is backed by the fact that in-depth interviews are performed. The interview technique also serves to complete incomplete data and is flexible. The benefits of interviews according to Nugrahani are: flexibility, can clarify the meaning of the question, simultaneously make observations, and gather information and spontaneity. The instrument used in conducting interviews in this study was the semi-structured interview.

b. Open ended question

Open-ended questions are free-form survey questions that allow and encourage respondents to answer in open-text format to answer based on their complete knowledge, feeling, and understanding. The detailed response to this question is not limited to a set of options. They are an integral part of qualitative Market Research. This research process depends heavily on open and subjective questions and answers on a given topic of discussion or conversation, with room for further probing by the researcher based on the answer given by the respondent. In a typical scenario, closed-ended questions are used to gather qualitative data from respondents.

Finding and Discussion

The teachers and students need of power point video

After conducting research, the researcher discovered a number of new ways in which students and teachers want PowerPoint videos in the 21st century. According to Cook and Therrien (2017), findings are of utmost significance since they make it possible to synthesize studies that are not only pertinent but also complete, and they also facilitate the development of future research, policy, and practice. This is one of the things that needs to be taken into consideration, and the remark in question is one of the things that needs to be taken into consideration. For the purpose of data collection, the researcher conducted interviews with English teachers and also distributed questionnaires to students attending the high school for the twelfth grade.

a. *Understanding and Agreement on the Use of PowerPoint Videos*

In accordance with the response provided by the educator, the majority of respondents (85%) expressed favorable opinions of the incorporation of PowerPoint videos into the teaching of text reports in secondary schools (SMA). They believe that the utilization of this technology is an efficient way that can help students develop a better knowledge of the content that they are learning. According to the respondents, the utilization of PowerPoint videos as a kind of educational media in the classroom is extremely common. They value the brief and succinct manner in which the knowledge is presented, which makes it easy for them to comprehend. When the presentation is

supplemented by visual elements, students are more likely to concentrate on the subject matter. The use of PowerPoint videos, according to the findings of educators, makes it easier to convey information in a condensed form, which in turn allows for more effective use of time during the learning process.

Question : “ How do you view the integration of PowerPoint videos in teaching report texts in high school?”

Answer : “The integration of PowerPoint videos in classroom teaching is currently widely used because it makes it easier for students to understand the key points of the material, which the teacher then explains briefly and concisely. In practice, this is very beneficial for both teachers and students as it facilitates the delivery of the material.”

In accordance with the responses of the students, the following is a classification of the responses: first, the students who responded in the affirmative were as follows: there were 25 students who responded in the affirmative on the grounds that the video was simple to comprehend. The answer was yes, and there were four kids who provided reasons for having a positive message. Among the students, there was one who responded in the affirmative for reasons that are more specific. There were two students that responded, but they did not grasp the reason why the other student did not understand.

b. Challenges in Teaching Text Reports

Based on the response provided by the instructor, Teaching text reports with PowerPoint movies presents a number of issues, the most significant of which are technical and infrastructure-related. However, in order to overcome these problems, initiatives have been taken to ensure that teachers are aware of them, that they are thoroughly prepared, and that they embrace alternate learning methodologies. When asked about the specific obstacles that are associated with teaching text reports in high schools, respondents indicated various challenges that involve the utilization of PowerPoint videos as a learning medium. A number of issues pertaining to infrastructure and technology are acknowledged by educators. These challenges include the requirement for projectors, laptops, and electrical power. Certain individuals brought attention to the fact that technological preparations can be a hurdle, particularly at educational institutions that do not have adequate infrastructure.

Question : “Do you face specific challenges in teaching report texts, and if so, what are they?”

Answer : “Yes. Of course, every teaching medium has its strengths and weaknesses. A common obstacle with this medium is the need for projectors, laptops, and electricity, along with the preparation required.”

A classification of the responses is presented below, which is based on the responses that were provided by the students respectively: In the first place, the students who responded in the affirmative were as follows: there were a total of 28 students who responded in the yes on the basis that the video was easy to understand. There were two students who gave a positive response, and they provided comments as to why they considered they had a worthwhile lesson to share with their classmates.

c. Preparation and Presentation of Text Report Material

According to the response provided by the instructor, the process of preparing and presenting text report material has a tendency to be carried out by teachers through the use of PowerPoint videos. Preparation that is both comprehensive and successful is the primary emphasis of this endeavor. Before entering the classroom, teachers typically generate video content as part of PowerPoint presentations. The information is laid out in the form of mind maps or points, which makes it simple for pupils to comprehend the fundamentals of the text report that is going to be given to them. The practice of providing access to the content prior to the learning session is becoming increasingly frequent. This is done in order to provide students with the opportunity to study the content in advance, to reduce the number of disruptions caused by technological issues, and to increase student involvement and participation during the learning session.

Question : *“How do you usually prepare and present report text materials to high school students?”*

Answer : *“Before entering the classroom, the PowerPoint material is already prepared in the form of points or a mind map and distributed to students before the learning session begins. This way, students can study on their own before the teacher starts, minimizing potential issues like power outages.”*

According to the responses provided by the pupils, The grouping of responses is as follows: initially, the pupils who responded with a yes were composed of the following individuals: In response to the question, 22 students said that they agreed with the statement that the film was simple to comprehend. To have a good message to teach in the classroom, there were five students who replied yes and provided reasons for their answer. In total, there were six students who responded in the affirmative for reasons that were more specific. The one student who responded did not provide an explanation for why such a student did not still comprehend the question.

d. Specific Elements in PowerPoint Videos

Teachers are of the opinion that there are specific components that ought to be put into PowerPoint movies in order to improve the efficiency of teaching text reports using PowerPoint. This belief is based on the response that was supplied by the instructor. In their comments, respondents emphasize how important it is to incorporate items that are visually interesting, such as videos, maps, and photographs. Students are able to have a better understanding of the concepts that are presented in written reports, and presentations are made more interesting through the utilization of visualization. Educators are the ones who make the argument that the material of PowerPoint videos has to be brief, concise, and easy to comprehend.

Question : *“What specific elements do you think should be included in PowerPoint videos for report text subjects?”*

Answer : *“The use of appealing visuals is important. Use images, maps, or videos that help students understand the material. Present the content concisely and clearly, avoiding excessive text that can bore students.”*

In accordance with the replies provided by the students, the components of PowerPoint films consist of the usage of visually appealing characteristics that are amusing,

an approach that is clear and brief, and the avoidance of words that are excessive. To ensure that students are able to easily comprehend and remember the information that is presented in text reports, it is essential for students to create presentations that are not only entertaining but also comprehensive in nature

e. Increasing Student Engagement

According to the response that was supplied by the instructor, teachers come up with strategies to increase student engagement through the utilization of PowerPoint videos. These strategies place an emphasis on active participation and in-depth understanding. Both during and after the presentation of content, teachers engage in conversation with their students by asking them questions. This allows for a more meaningful learning experience. The students will be given the opportunity to engage in critical thinking, and it will be made certain that they have a comprehensive understanding of the concepts that are being presented to them. The use of tactics such as offering additional grades or providing awards to students who are able to communicate the material in a clear and concise manner is one of the strategies that are implemented.

Question : *“How do you think student engagement can be increased through the use of PowerPoint videos?”*

Answer : *“Student engagement can be increased by asking questions about their understanding of the material presented. At the end of the session, some students can be asked to summarize the material according to their understanding, ensuring better comprehension.”*

According to the comments of the students, there are a number of components that are required in order to achieve the goal of enhancing student engagement through the deployment of PowerPoint movies. These components include direct involvement, awards, class discussions, and student assessments. Teachers are expected to make every effort to provide a dynamic and interactive learning environment, one in which students are not only receptive listeners but rather actively participate in the process of comprehending the subject matter. This setting is important because it encourages students to take an active role in the learning process.

f. Previous Experience with Learning Media

To find out the needs of students in the use of power point videos, researchers conducted research by interview with the teacher and distributing open questionnaires to students in order to determine the needs of students when using power point videos. After conducting research on students, researchers have known the needs of teachers and students on the content of power point video display by previous experience. The researcher will group some of the answers that have been obtained by the researcher. In the questionnaire there are yes and no with the reasons for each of the students.

Question : *“How extensive is your previous experience using learning media, specifically PowerPoint videos, in teaching report texts?”*

Answer : *“The use of PowerPoint media is easier to implement because all materials and examples can be seen by students in a learning video.”*

Based on the answer by the teacher, Teachers have previous experience using learning media, especially PowerPoint videos, as a teaching aid for text reports at SMAN

1 Sumber. The majority of respondents stated that the use of PowerPoint media is relatively easy to implement. They acknowledge that this visual presentation format is very effective in conveying complex information in a way that is easier for students to understand. Teachers highlight the advantages of using PowerPoint videos, such as the ability to present material more engagingly through visual elements. This helps explain concepts that may be difficult to understand through verbal explanations alone.

g. Expectations for the Effectiveness of PowerPoint Videos

To find out the needs of students in the use of power point videos, researchers conducted research by interview with the teacher and distributing open questionnaires to students in order to determine the needs of students when using power point videos. After conducting research on students, researchers have known the needs of teachers and students on the content of power point video display by expectations for the effectiveness. The researcher will group some of the answers that have been obtained by the researcher. In the questionnaire there are yes and no with the reasons for each of the students.

Question : *“What are your expectations regarding the effectiveness of using PowerPoint videos to enhance students' understanding of report texts?”*

Answer : *“A teacher's hope is that students will understand the material presented and apply it correctly. This would bring satisfaction and pride to the teacher because students' success reflects the teacher's success in teaching.”*

Based on the answer by the teacher, Teachers have expectations regarding how much the use of PowerPoint videos can improve students' understanding of text reports. The main expectation of teachers is that students can understand the material presented through PowerPoint videos well. Success in delivering and understanding the material is a measure of the effectiveness of using this media in the context of teaching text reports.

h. Personal Strategies in Overcoming Challenges

According to the statement that was offered by the instructor, if there are issues that arise throughout the process of teaching text reports, teachers utilize own methods to overcome those issues. Among these tactics is the exploitation of videos that are generated by PowerPoint. Redelivering content is a strategy that is regularly used, and it is a method that is frequently applied. It is possible that pupils will have difficulties grasping certain concepts in the beginning, and teachers are aware of the value of providing further explanations or providing greater detail about particular subjects. The use of strategies for breaking the ice is something that educators use in an effort to overcome difficult or complicated situations. This is done with the intention of simultaneously lowering the amount of stress that is present in the classroom and creating an atmosphere that is more favorable to learning.

Question : *“How do you usually overcome the challenges or obstacles that may arise during the teaching of report texts?”*

Answer : *“Typically, the teacher will re-explain the material to ensure students truly understand what has been presented through the learning media, especially since report texts are similar to descriptive texts.”*

Based on the answer by the teacher, Teachers implement personal strategies to overcome challenges in teaching text reports, including the use of PowerPoint videos. A

commonly used strategy is the re-delivery of material. Teachers understand the importance of providing additional explanations or detailing concepts that students may find difficult to understand initially. Teachers try to overcome difficult or complex situations using ice-breaking techniques. This aims to ease tension in the class and create a more relaxed atmosphere for learning.

i. Feedback from Students

Teachers are of the opinion that the feedback provided by students is an essential component in determining the effectiveness of various teaching strategies, one of which is the employment of PowerPoint movies. The response that was provided by the instructor was taken into consideration while making this choice. Teachers are well aware of the fact that the input they receive from students is of significant importance when it comes to the development and enhancement of instructional strategies, and they work hard to incorporate this information into their lessons. The fact that they are aware of the relevance of taking into consideration the participation of students in the evaluation process is demonstrated by this fact.

Question : “How do you usually respond to student feedback on teaching methods, and to what extent do you integrate their input?”

Answer : “Student feedback is very valuable for a teacher. It serves as a reference for future teaching methods. If the methods work well, they are maintained; if not, the teacher must think of new progressive methods to implement.”

Based on the answer by the teacher, Teachers consider feedback from students as a key element in measuring the success of teaching methods, including the use of PowerPoint videos. Teachers acknowledge that feedback from students holds significant value in designing and improving teaching methods. This reflects their awareness of the importance of involving students in the evaluation process.

Conclusion

A thorough need analysis for teachers is vital when incorporating PowerPoint and video into their teaching strategies. Understanding the specific requirements, challenges, and learning objectives enables educators to tailor their approach effectively. It allows them to identify areas where additional training or resources may be needed, ensuring that teachers feel confident and equipped to utilize these multimedia tools in the classroom. Moreover, a comprehensive need analysis ensures alignment between teaching methods and student learning styles, maximizing engagement and comprehension. By conducting such analyses, educators can foster a supportive learning environment where PowerPoint and video become powerful assets in delivering impactful and enriching lessons. Focusing on comprehending teachers' needs in learning activities through PowerPoint videos is crucial for enhancing instructional effectiveness. By delving into teachers' requirements, preferences, and challenges, educational stakeholders can tailor professional development programs and resource allocations to better support educators in integrating multimedia tools effectively. Understanding teachers' needs empowers them to harness the full potential of PowerPoint videos in their instructional practices, enabling them to create engaging, interactive, and impactful learning experiences for students. Moreover, by addressing teachers' concerns and providing targeted support, educational institutions can cultivate a culture of continuous improvement and innovation in teaching methodologies, ultimately fostering student success and achievement.

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