



The Effectiveness of Interactive PowerPoint Media in Civics Education for Grade XI Students of SMAN 3 Sungai Kakap

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Abstract

This research focuses on evaluating the impact of interactive PowerPoint media on the learning outcomes of Grade XI A students. Utilizing the Classroom Action Research (CAR) method, the study was carried out in two cycles, each involving planning, execution, observation, and reflection. In the first cycle, PowerPoint was used in a conventional manner, which led to minimal student involvement—only 5 out of 26 students (19.23%) met the learning criteria. After evaluating the results, the second cycle introduced more interactive features, such as animations, contextual visuals, hyperlinks, and guiding questions, alongside more participatory teaching methods. This approach significantly increased engagement, with 76.92% (20 out of 26) of students achieving the Minimum Mastery Criteria (KKM). The study concludes that interactive PowerPoint enhances student-centered learning and aligns with 21st-century educational goals. Its innovation lies in applying interactive media specifically to civic education (PPKn), traditionally taught through lectures, thus fostering greater student interaction and improved academic performance.

Keywords: Learning Media, Interactive Powerpoint, Learning Outcom, Civics Education

INTRODUCTION

Education in Indonesia has the primary goal of enlightening the nation and shaping individuals who are faithful, devoted, and possess noble character. One of the strategic subjects in achieving this goal is Pancasila and Civic Education (PPKn). PPKn serves to instill the fundamental values of nationalism and democracy so that students can become active, responsible citizens who uphold the values of Pancasila. However, in practice, the teaching of PPKn often faces challenges such as low student interest and participation. These issues are mainly due to monotonous teaching methods and the lack of engaging and varied instructional media.

Instructional media play a crucial role in supporting the teaching and learning process.

Gagné and Briggs (1979) state that instructional media are all tools used to effectively deliver



learning information from teachers to students. Engaging media that align with learning objectives can capture students' attention, increase their motivation, and help them understand the material more effectively. In this context, PowerPoint is a technology-based medium that has been proven to enhance the quality of instructional delivery. According to Rusman et al. (2011), PowerPoint enables the presentation of information in the form of visuals, text, images, graphics, and animations that can be adapted to meet students' needs.

One of the instructional media that can be used to improve the quality of learning is PowerPoint. It is a presentation software developed by Microsoft and has become one of the most widely used visual media in education. According to Diantari and Asri (2014), PowerPoint allows for the systematic and engaging presentation of information through a combination of text, images, graphics, audio, and animations. Rusman et al. (2011:301) further emphasize that Microsoft PowerPoint is an effective presentation tool because it offers various visual elements such as slides, text, animations, and colors that can be made static or dynamic depending on instructional needs.

However, the advancement of technology and the increasing complexity of learning demands require teachers not only to use PowerPoint conventionally but also interactively. Interactive PowerPoint is an enhanced version of standard PowerPoint, incorporating features such as slide-to-slide hyperlinks, navigation buttons, responsive animations, and embedded quizzes. This makes the learning process more participatory, as students are not merely passive listeners but actively involved in exploring the material.

According to Budianti, Rikmasari, and Oktaviani (2023), the use of interactive PowerPoint has been proven to increase students' engagement and enthusiasm in the learning process. With a more visually appealing and interactive design, students are better able to understand the content and experience significant improvements in learning outcomes. Their study revealed a 40% increase in post-test scores after students engaged with learning sessions that utilized interactive PowerPoint media. They also noted that interactive PowerPoint allows teachers to embed elements such as videos, audio, animated images, and interactive quizzes, creating a more enjoyable and meaningful learning experience.

Interactive PowerPoint media aligns well with the characteristics of today's digital generation students who are accustomed to visual displays and digital technology in their daily lives. Therefore, the use of interactive PowerPoint not only enhances cognitive learning outcomes but also fosters 21st-century skills such as critical thinking, creativity, and collaboration.

Thus, the integration of interactive Power Point in Civic Education (PPKn) instruction represents a relevant and strategic approach to addressing the issue of low student

achievement. In addition to strengthening conceptual understanding, this medium also increases students' interest in learning and promotes active engagement in the learning process. Irawan (2019) emphasizes that instructional media such as PowerPoint not only assist teachers in delivering content but also facilitate interaction between teachers and students, creating a more dynamic and engaging classroom environment. The use of PowerPoint can enhance the appeal of learning and support the understanding of complex concepts and facilitate students' thinking processes through structured visual displays. Research by Wirnawa and Sukma Dewi (2022) even shows that learning using PowerPoint significantly contributes to students' academic achievement, with an impact rate of 80.3%. Similarly, Budianti et al. (2023) demonstrated that the use of interactive PowerPoint media can enhance students' enthusiasm and active participation, while also having a positive effect on their learning outcomes.

Lutfiyanto, Wahid, and Nurpratiwiningsih (2023) revealed that the use of interactive PowerPoint materials improved the interest and mathematical performance of fourth-grade students at SDN Gandasuli 01. The study results showed significant values for learning interest ($0.005 < 0.05$) and learning outcomes ($0.021 < 0.05$), indicating a statistically significant improvement. The use of interactive PowerPoint presentation strategies significantly increased students' interest and attention toward the learning material. The interactive features within the presentations allowed students to actively engage in the learning process, thereby enhancing their enthusiasm for the material presented (Maryam and Bahfen, 2023).

This condition was also observed in Class XI A of SMAN 3 Sungai Kakap. Based on the results of classroom observation, it was found that students' learning outcomes in Civic Education (PPKn) remained low. Most students had not achieved the minimum mastery criteria, as the learning process tended to be teacher-centered and lacked the use of instructional media that supports active student engagement. Out of 26 students, only 3 met the learning mastery standard, resulting in a class mastery level of only 11.54%. This serves as a critical indicator that there is an urgent need to improve instructional strategies, particularly through the use of more innovative and relevant learning media that align with the characteristics of today's learner generation.

Based on these empirical conditions and theoretical reviews, it is essential to conduct a study to analyze the extent to which the use of interactive PowerPoint as instructional media can improve students' learning outcomes in Civic Education (PPKn). This research is expected to provide practical solutions for teachers in designing more engaging, effective, and student-centered learning, while also contributing to the overall improvement of the quality of civic education in schools.

METHOD

This study employed a Classroom Action Research (CAR) approach, which is a research method conducted by teachers, either independently or collaboratively with researchers, aimed at improving and enhancing the learning process in the classroom. According to Suharsimi Arikunto (2014), CAR aims to address real problems occurring in the classroom by systematically implementing specific actions and then observing their impact on the learning process and student outcomes.

The research was conducted in Class XI A at SMAN 3 Sungai Kakap, Kubu Raya Regency, consisting of 26 students. The study was carried out in two cycles, with each cycle consisting of four stages: planning, action implementation, observation, and reflection. In the planning stage, the researcher, together with the subject teacher, prepared the instructional tools including the Lesson Plan (RPP), teaching materials, interactive PowerPoint media, as well as research instruments such as observation sheets and evaluation tests. During the action implementation stage, the teacher delivered the Civic Education (PPKn) material using PowerPoint media designed to be engaging and interactive. The final stage was reflection, in which the researcher and the teacher evaluated the results of the actions implemented to determine whether there were improvements in learning outcomes and enhancements in the learning process. This reflection served as the basis for planning improvements in the subsequent cycle if necessary.

RESULTS AND DISCUSSION

This classroom action research was conducted in two cycles following the main procedures: planning, action implementation, observation, and reflection. Each stage was analyzed to determine the effectiveness of using PowerPoint media in improving the Civic Education (PPKn) learning outcomes of Grade XI A students at SMAN 3 Sungai Kakap.

Planning of Learning Using Interactive PowerPoint Media

In the planning stage of Cycle I, the researcher, together with the subject teacher, prepared the Lesson Plan (RPP) utilizing PowerPoint as a visual aid in delivering the material on "Democracy Based on the 1945 Constitution of the Republic of Indonesia". The plan included learning objectives, step-by-step learning activities, and an evaluation in the form of a post-test. The PowerPoint presentation was designed simply by incorporating key points of the material, supporting images, and attractive colors to enhance student engagement. The researcher also prepared observation sheets for the teacher and student activities, as well as reflection instruments.

Based on the reflection from Cycle I, improvements were made in the learning design for Cycle II. The teacher was encouraged to be more active in fostering two-way interaction. The

PowerPoint media was enhanced by adding animations, more contextual illustrations, and stimulating questions to engage students actively. The learning objectives were clarified, and the evaluation strategy was strengthened by adjusting the post-test questions to better align with the success indicators. This planning aimed not only to improve students' cognitive understanding but also to foster an active and participatory attitude during the learning process.

Implementation of Learning Using Interactive PowerPoint Media

The learning activity was conducted on October 7, 2024, for two class periods. The teacher began the lesson with an aperception and stated the learning objectives. During the core activity, the teacher delivered the material using the prepared PowerPoint presentation. Students were asked to listen carefully and take notes on important points, as well as given opportunities to ask questions. However, student involvement was still low. During the learning process, the teacher was observed to be less than optimal in facilitating discussions and provided minimal stimuli to encourage critical thinking. Although PowerPoint was used, the teacher's approach remained mostly one-way with limited interaction.

Learning in Cycle II showed significant improvement. The teacher became more communicative and encouraged students to respond and engage in discussions. While delivering material using PowerPoint, the teacher frequently inserted open-ended questions, gave immediate feedback, and used illustrations to clarify concepts. The classroom atmosphere became more dynamic, and students showed enthusiasm and interest in the material. The question-and-answer session became active, and students began to answer the teacher's questions confidently.

Improvement of Learning Outcomes Using Interactive PowerPoint Media

The evaluation results at the end of Cycle I showed that out of 26 students, only 5 students achieved the Minimum Mastery Criteria (KKM), with a mastery percentage of 19.23%. This indicated that although PowerPoint media had been implemented, it had not yet had a significant impact on students' understanding. This issue was identified through reflection and became the basis for planning improvements in Cycle II.

The post-test results at the end of Cycle II showed a significant increase. Twenty out of 26 students were declared to have mastered the material, with a mastery percentage reaching 76.92%. This demonstrates that the modified learning approach, combining visual media (PowerPoint) with interactive strategies, successfully improved students' learning outcomes. There was an increase in mastery of 57.69% compared to Cycle I. Besides the cognitive aspect, observations also showed improvements in affective domains (interest and positive attitudes toward Civic Education learning) and psychomotor domains (active note-taking and participation in discussions).

Based on the results of the classroom action research conducted over two cycles, the use of PowerPoint media proved to be effective in improving student learning outcomes in the subject of Pancasila and Civic Education (PPKn) for Grade XI A at SMAN 3 Sungai Kakap. This is evidenced by the increase in the percentage of student mastery from 19.23% in Cycle I to 76.92% in Cycle II.

This improvement indicates that the use of PowerPoint as a learning medium made a significant contribution to students' academic achievement. Theoretically, this aligns with Gagne & Briggs (1979), who stated that instructional media are tools physically used to deliver learning material that can stimulate students' attention, interest, and understanding. PowerPoint enables the systematic and engaging visualization of content through a combination of text, images, animations, and colors, which helps clarify abstract concepts.

According to Rusman et al. (2011:301), PowerPoint is an effective communication medium because it allows material to be presented in a flexible, interactive manner and can be controlled by the teacher according to the learning needs. In this study, the use of PowerPoint was adjusted to meet student needs, for example, by incorporating relevant illustrations, engaging animations, and key points designed to facilitate understanding.

In Cycle I, students' learning outcomes were still relatively low due to the limited engagement in the learning process. The teacher was less effective in encouraging active student participation and had not yet fully utilized the interactive features of PowerPoint. This is consistent with the findings of Filayati and Suprayitno (2016), who emphasized that the success of PowerPoint use does not depend solely on its appearance, but also on how the teacher integrates it into an interactive teaching approach.

Improvements in Cycle II included strengthening the teacher's strategy in building two-way communication, posing stimulating questions, and encouraging discussion. These efforts created a more lively learning environment and increased student activity. This finding aligns with the study by Yudi Budianti et al. (2023), which concluded that interactive PowerPoint can enhance student engagement and learning outcomes, as students become more enthusiastic and interested during the lesson.

In the context of Civic Education, which emphasizes the development of critical thinking skills, democratic attitudes, and legal awareness, the use of visual media such as PowerPoint is highly beneficial in facilitating the learning of abstract values by making them more concrete and meaningful. As stated by Suyahman (2021), Civic Education should be able to stimulate student participation so that they can understand and internalize the values of Pancasila and the 1945 Constitution of the Republic of Indonesia.

The success of improving learning outcomes is not determined solely by the media used, but also by well-prepared lesson planning, the teacher's strategy in delivering the material, and the active involvement of students throughout the learning process. This study reinforces the notion that when used appropriately and interactively, PowerPoint can be an effective instructional strategy for enhancing the quality of Civic Education in schools.

The results of the study show that the use of interactive PowerPoint media has a positive impact on improving students' learning outcomes in the subject of Pancasila and Civic Education (PPKn). Interactive PowerPoint is not merely a one-way presentation tool but serves as a two-way learning medium that enables more active interaction between students and teachers.

In this study, interactive PowerPoint included features such as transition animations, navigation buttons, hyperlinks, short video clips, and embedded practice questions within the slides. Students were not only passive recipients of the material but were also encouraged to answer questions displayed on the screen, engage in discussions on case studies, and reflect on Pancasila values through interactive illustrations.

Research by Yudi, Budianti, and Oktaviani (2023) indicates that interactive PowerPoint media can enhance student engagement and enthusiasm for learning, particularly at the elementary education level. These findings are consistent with the results from SMAN 3 Sungai Kakap, where student participation and comprehension increased significantly between Cycle I and Cycle II after PowerPoint was presented in a more interactive format.

Maesa et al. (2022) emphasize that interactive PowerPoint not only makes learning more engaging but also improves students' critical thinking skills through the integration of problem-based learning and reflections on civic values. With its appealing visual design and rich content, interactive PowerPoint helps simplify abstract concepts in Civic Education, making them more concrete and easier to understand.

Theoretically, this approach reinforces the principles of constructivist learning, where students build their own knowledge through direct engagement. This is consistent with the view of Heinich et al. (2002), who argue that interactive media can expand the scope of learning by providing experiences that are simultaneously visual, kinesthetic, and cognitive.

Thus, the use of interactive PowerPoint media not only improves learning outcomes in the cognitive domain but also enhances the affective domain (interest and attitudes toward Civic Education) and the psychomotor domain (concrete activities such as answering questions or participating in discussions). This serves as evidence that interactive digital media play a central role in fostering active, innovative, and enjoyable learning experiences in the classroom.

CONCLUSION

Based on the results of the classroom action research conducted in two cycles regarding the effectiveness of using interactive PowerPoint media in improving student learning outcomes in the subject of Pancasila and Civic Education (PPKn) in Class XI A of SMAN 3 Sungai Kakap, the following conclusions can be drawn:

1. **Lesson Planning Using Interactive PowerPoint Media** The planning stage was carried out collaboratively between the researcher and the subject teacher. In Cycle I, the planning focused on developing a Lesson Plan (RPP) that utilized interactive PowerPoint media for the topic "Democracy Based on the 1945 Constitution of the Republic of Indonesia." The media developed included key points, illustrative images, and attractive color designs to capture students' attention. In addition, supporting instruments such as observation sheets, evaluation questions, and reflection instruments were also prepared. In Cycle II, based on the reflection from Cycle I, improvements were made to the PowerPoint by adding animations, contextual illustrations, hyperlinks between slides, and stimulus questions. **Implementation of Learning Using Interactive PowerPoint Media** In Cycle I, the learning process was conducted using interactive PowerPoint media; however, the process remained one-directional. The teacher delivered the material dominantly without actively involving the students. This resulted in low student engagement and enthusiasm. In Cycle II, there was a significant improvement. The teacher began to use a more communicative and participatory approach. The material was delivered in a more interactive manner by incorporating open-ended questions, case studies, direct feedback, and illustrations that supported conceptual understanding. The learning process became more lively, the classroom atmosphere more dynamic, and students were more active in question-and-answer sessions and discussions.
2. **Improvement of Learning Outcomes Using Interactive PowerPoint Media** The use of interactive PowerPoint media has been proven to significantly improve student learning outcomes. In Cycle I, only 5 out of 26 students (19.23%) met the Minimum Mastery Criteria (KKM). After improvements made in Cycle II, the number of students who met the criteria increased to 20 students (76.92%), showing a 57.69% improvement from the previous cycle. The improvement was observed not only in the cognitive domain but also in the affective domain, where students demonstrated greater interest and a positive attitude toward Civic Education learning, and in the psychomotor domain, as seen in their active participation in taking notes, answering questions, and engaging in discussions. Thus, interactive PowerPoint serves not only as a visual aid but also as an effective two-way learning medium that fosters active interaction between teachers and students.

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