



THE EFFECTIVENESS OF USING INTERACTIVE POWERPOINT-BASED LEARNING MEDIAN ON STUDENT'S LEARNING OUTCOMES IN INDONESIAN LANGUAGE SUBJECTS ELEMENTARY SCHOOL.

Fa'ula Aprilia¹⁾, Setyo Hartanto²⁾

1. Primary Teacher Education, Social Sciences and Humanities, Universitas Bhinneka PGRI, Indonesia

Email address : faulaprilia@gmail.com

2. Mathematics Education, Social Sciences and Humanities, Universitas Bhinneka PGRI, Indonesia

Email address : setyo.hartanto@stkippgritulungagung.ac.id

Abstract— *This study aims to determine the effectiveness of using interactive powerpoint based learning media on student's learning outcomes in Indonesian language lesson at the elementary school level. The background of the research stems from the issue of low student's focus, which negatively affects learning outcomes, particularly in Indonesian language subjects. This research employs a quantitative method with a pre-experimental approach and a one-shot case study design. The research sample consist of 34 fifth-grade students at SDS Islam Sunan Giri Ngutut, who were given treatment in the form of learning using interactive powerpoint media. The research instrument was a multiple choice test based on Bloom's revised taxonomy in the cognitive domain. The results of the data analysis using the one sample t-test showed a significance value of 0.036 (<0.05), indicating that the null hypothesis was rejected and the alternative hypothesis accepted. Thus, it can be concluded that the use of interactive powerpoint based learning media is effective in improving students' learning outcomes in Indonesian language lessons at the elementary school level.*

Keywords—component, formatting, style, styling, insert (key words)

I. INTRODUCTION

In teaching and learning activities, every teacher has their own difficulties and challenges, whether the difficulties lie with the students, the learning subjects themselves or other things. It is possible that difficulties are also experienced by teachers in the delivery of Indonesian language learning subjects because students do not focus on following the learning because they feel that Indonesian language learning is easy learning so they underestimate it [1]. Learners consider it easy because they are native speakers and have often heard it in everyday life, even though in fact Indonesian language learning subjects still have many skills that they may not understand. Such as skills in: 1) literary aspect; 2) journalistic aspect; and 3) linguistic aspect [1].

With students who often underestimate these learning activities, it has a negative impact on their learning outcomes, where learning outcomes are an achievement that students can achieve through doing assignments, actively asking questions, and answering questions [2].

Meanwhile, learning outcomes according to (Purwaningsih, 2023). is an ability possessed by students after having experiences in learning and a change in attitude that stays from not knowing to knowing, from not understanding to understanding. Meanwhile, according to [4] also states that learning outcomes refer to changes in behavior experienced by students as a result of experiences in interacting with the surrounding environment. These changes include cognitive, affective, and psychomotor aspects obtained through the learning process.

According to [5] there are several factors that influence student learning outcomes. Among them, internal and external factors. Learning media is one of the external factors that can affect learning outcomes. Learners are motivated when in learning a teacher conveys material in an interesting and easy-to-understand way.

According to Bloom (in seminar et al., 2017) there are three domains of learning outcomes, namely; (1) Cognitive, regarding intellectual learning outcomes (2) Affective, related to attitudes (3) Psychomotor, related to skills and abilities to act. According to Bloom's revised taxonomy [7], cognitive thinking skills can be classified into 6 categories consisting of remembering (remember), understanding (understand), applying (apply), analyzing (analyze), evaluating (evaluate), and creating (create).

Referring to these problems, a solution is needed to attract students' attention in learning Indonesian learning subjects, namely a creative and innovative solution, by creating a fun, contextual, and interactive learning atmosphere so that it can attract students' attention to delve deeper into the learning so that their learning outcomes will be better. In this study, the solution offered is the use of interesting learning media because according to [8] interesting learning media can be a stimulus for students in the learning process. Such as interactive powerpoint where the popular learning media can package material concisely, effectively and looks neat with its animation effects so that it is not only visually appealing but also allows students to interact directly according to their needs with learning materials, so that the learning process becomes more dynamic [9].

This research was conducted with the aim of knowing the effectiveness of using powerpoint-based interactive learning media on student learning outcomes in Indonesian language learning in elementary schools. In addition, this research is expected to contribute to the development of effective, creative and innovative



learning media and can be a reference for educators in designing interesting learning activities. Relevant research was also conducted by [10] which states that the effect of using interactive media on learning outcomes produces a positive influence.

Based on preliminary studies conducted by researchers at Sunan Giri Ngunt Islamic Elementary School on January 13, 2025 through unstructured interviews with the fifth grade homeroom teacher, information was obtained that the learning outcomes of students were relatively below the KKM, especially in Indonesian language learning. This is caused by teaching media that is less diverse so that it is less interesting.

The characteristics of students who are more interested in various learning media every day make teachers often use different learning media, because it is known that the increase or decrease in students' grades for Indonesian language learning is largely influenced by the learning media used in teaching. Among the media used by teachers are powerpoint learning media, and other interactive media assisted by devices where the application of learning media uses students' personal devices due to inadequate school electronic device facilities.

In research [11] said that learning media is a learning resource that can help educators in increasing students' knowledge. With various types of learning media used by teachers, it can be an effective tool in conveying knowledge to students.

It is known that the powerpoint function itself based on research [12] said, powerpoint media can function as a tool to influence and increase the concentration of students in following the learning process. While interactive learning media, effectively functioned to improve mastery of concepts and able to increase the enthusiasm of students.

So far, powerpoint has only been utilized as a one-way presentation media, where students are only spectators without being actively involved in the learning process. In powerpoint there is a hyperlink feature that can be combined with slides, can create an interactive presentation that will provide opportunities for learners to get higher cognitive strategies [13].

In this study, the type of interview, referring to the journal belonging to [14], is the process of obtaining information for research purposes by means of questions and answers while meeting face to face between the interviewer and the interviewee, with or without using an interview guide. The type itself used is an unstructured interview where according to Nietzel, Bernstein, & Millich revised in the book [15] with the title Interview that an unstructured interview is when the interviewer does not list the questions to be asked in the interview process because the direction of the conversation is spontaneity.

Looking at this case, so that researchers are interested in conducting research with the title "The effectiveness of using powerpoint-based interactive learning media on student learning outcomes in Indonesian language learning in elementary schools."

II. RESEARCH METHOD

This research is a quantitative study that uses a descriptive approach to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public [16] with the type of pre-experimental research with the aim of knowing whether variable X is effective on variable Y.

The pre-experimental method in this study uses a one-shot case study research design, [16] says, that the research design is a research activity when a group is given treatment without a pre-test and afterwards the results are observed.

III. RESULT AND DISCUSSION

The research conducted on May 22nd to 24th, 2025 in the fifth grade of SDS Islam Sunan Giri Ngunt using pre-experimental method with one-shot case study design obtained quantitative data. With the results of descriptive statistical data on the right average as follows:

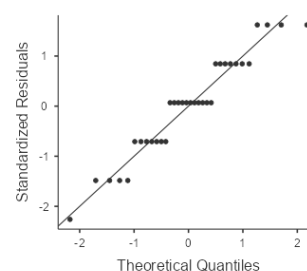
Descriptives	
	NILAI
N	34
Mean	79.1
Median	80.0
Standard Deviation	12.9
Minimum	50
Maximum	100

Based on the results of descriptive statistical analysis using Jamovi version 2.6.12, the right average value of 79.1 is obtained from the data of students' test scores on Indonesian language learning. This right average reflects the tendency of the data to lean towards higher values, especially since there are several maximum values, namely 100 in the data distribution. The right average value of 79.1 indicates that in general, learners who were taught with the media tended to obtain high learning outcomes, which indicates the effectiveness of its use.

Normality Test (Shapiro-Wilk)		
	W	p
NILAI	0.938	0.054

Note. A low p-value suggests a violation of the assumption of normality

Based on the table above, it can be seen that the normality test on the data is normally distributed because the sig value. > 0,05.



In addition, based on the Q-Q plot of the residuals displayed by the dots, the data is spread relatively close to the diagonal line which indicates that the assumption of normality of the residual data is met.

One Sample T-Test



		Statistic	df	p
NILAI	Student's t	4.13	33.0	<.001

Note. $H_a: \mu > 69$

Based on the results of the one sample t-test test conducted using Jamovi software version 2.6.12, the t value (33) = 4.13 with $p < 0.001$ against the alternative hypothesis $H_a: \mu > 69$. This result shows that the average score of students' learning outcomes is significantly higher than 69 or equal to 70 which is the KKM score. The very small p value (<0.001) strengthens the evidence that the use of interactive learning media based on powerpoint has a positive and significant effect on improving students' learning outcomes in Indonesian language learning.

IV. CONCLUSION

Based on the results of data analysis conducted by researchers, it can be concluded that the use of powerpoint-based interactive learning media on student learning outcomes in Indonesian language learning in elementary schools is effective. This is proven through;

1. Descriptive statistical test results with the right average of 79.1, which shows the tendency of students' scores to be above the KKM (70).
2. The results of hypothesis testing using One Sample T-Test resulted in a significance value of $p < 0.001$, which means there is a significant difference between the average value of students and the KKM value (70).

Thus, the alternative hypothesis is accepted, and the use of powerpoint-based interactive learning media is proven to have a positive effect on student learning outcomes.

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