

## **The Effectiveness of Interactive PowerPoint in the Islamic Education Learning Process at SD Negeri 77 Rejang Lebong**

**Dian Revosi<sup>1</sup>, Rahmat Dhuha<sup>2</sup>, Ayu Astuti<sup>3</sup>**

<sup>1</sup>SD Negeri 77 Rejang Lebong, Bengkulu, Indonesia, <sup>2</sup>SD Negeri 147 Rejang Lebong, Bengkulu, Indonesia, <sup>3</sup>SD Negeri 127 Rejang Lebong, Bengkulu, Indonesia

Corresponding author e-mail: [dianvhocin20@gmail.com](mailto:dianvhocin20@gmail.com)

Article History: Received on 2 October 2024, Revised on 17 November 2024,  
Published on 4 December 2024

**Abstract:** This study investigates the application of interactive PowerPoint media to enhance learning creativity in Islamic Religious Education at the elementary level. Interactive media, known for its ability to boost student enthusiasm and learning outcomes, also offers teachers valuable tools to refine their instructional techniques. The aim of this study is to describe the stages of planning, implementation, and evaluation involved in the use of interactive PowerPoint to cultivate creativity among students in Islamic Religious Education. Employing a descriptive-qualitative case study approach, the research reveals that teachers at SD Negeri 77 Rejang Lebong develop interactive PowerPoint materials tailored to instructional objectives, carefully selecting multimedia components best suited to each topic. The interactive PowerPoint presentations include features like clickable buttons, animations, transitions, hyperlinks, quizzes, and videos, creating an engaging, practical, and efficient learning experience. The evaluation process integrates reflection both during and after instruction, with further assessments via portfolios, subjective evaluations, summative tests, and essays. This comprehensive evaluation strategy supports the use of interactive media, fostering a dynamic and creative classroom atmosphere that actively involves students in the learning process. The study contributes to the field by demonstrating the benefits of interactive media in enhancing both teaching quality and student creativity in elementary Islamic Religious Education.

**Keywords:** Effectiveness, Islamic Religious Education, PowerPoint

### **A. Introduction**

Interactive learning has long been recognized as a vital approach to enhancing student engagement and participation in the classroom. Traditional teaching methods often rely on direct instruction, which, while effective in some cases, can limit student interaction and reduce motivation, especially in younger learners. Interactive learning addresses these issues by involving students more actively in the learning process, making education a two-way dialogue rather than a one-sided delivery of information. Sulistiani (2016) emphasizes that interactive learning

integrates psycho-physical-social aspects, fostering holistic personal development. This approach moves beyond cognitive learning to include emotional and social development, thus addressing the needs of the whole child.

Additionally, Ullah & Anwar (2020) highlights the importance of multimedia tools in interactive learning. These tools not only enhance student engagement but also foster critical thinking and creativity by allowing students to explore concepts in more dynamic and accessible ways. In the context of Islamic Education, the integration of such tools has proven effective in creating a more engaging and inclusive classroom environment. By making the learning process more interactive, students become more actively involved, improving their understanding and retention of the material. As a result, interactive learning environments foster not only academic growth but also the development of social and emotional skills, contributing to a well-rounded educational experience.

Over the years, technological advancements have significantly shaped interactive learning methodologies. Technologies such as interactive PowerPoint presentations, which incorporate animations, videos, and quizzes, are becoming increasingly popular for their dynamic and engaging nature (Budianti et al., 2023). These tools enable teachers to transform static content into interactive experiences that capture students' attention and maintain their interest throughout the lesson. Research indicates that students respond positively to multimedia elements because they cater to various learning styles—visual, auditory, and kinesthetic—thereby enhancing comprehension and retention.

The integration of technology in Islamic Education (PAI) is a relatively new but promising development. Islamic Education traditionally relies on rote memorization and teacher-centered methods to impart religious values, moral teachings, and Quranic knowledge. However, these methods may not be as effective in fostering deep understanding and engagement among today's tech-savvy students. Interactive media can bridge this gap by making abstract religious concepts more accessible through visual and participatory methods. For instance, using animated stories to illustrate Islamic values or interactive quizzes to reinforce Quranic verses can make learning more appealing and relatable. Ariandini (2023) highlights that incorporating such modern tools aligns with broader educational objectives, ensuring that Islamic teachings remain relevant in contemporary educational contexts.

Despite the growing recognition of interactive media's potential, limited research exists on its specific effectiveness in Islamic Education at the primary school level. Most studies have focused on general subjects like mathematics, science, or language arts or have been conducted at the secondary and tertiary levels (Angraini & Firdaus, 2022). This gap in research leaves educators with insufficient evidence to justify the widespread adoption of interactive media in primary Islamic Education.

Moreover, while it is well-documented that interactive media enhances student motivation and comprehension in various disciplines, its direct impact on religious education particularly in fostering both cognitive understanding and spiritual growth remains underexplored. Wulan (2023) points out that religious education requires a nuanced approach that not only imparts knowledge but also instills values and ethics, making it essential to assess how interactive media can support both academic and moral development.

The integration of technology in Islamic Education also presents unique challenges. One major concern is balancing traditional teaching methods with modern technological approaches. Many educators and parents worry that excessive reliance on technology could dilute the spiritual essence of religious teachings. Traditional methods, such as oral recitation and face-to-face discussions, have been integral to Islamic pedagogy for centuries. Introducing interactive media requires a careful blend of these time-honored practices with innovative tools to ensure that the core principles of Islamic Education are preserved while making learning more engaging for students.

Recent research emphasizes the role of interactive media in addressing diverse learning preferences and fostering cognitive engagement. According to Asela et al. (2020) and Wulandari et al. (2023), interactive PowerPoint presentations offer multisensory learning experiences that support higher-order thinking and critical skills. This is particularly beneficial when applied to complex subjects like Islamic Education, where students need to understand abstract concepts such as faith, morality, and ethics. By engaging multiple senses, interactive presentations help students process and internalize information more effectively. Additionally, the use of visual aids, audio clips, and interactive elements can stimulate curiosity and encourage active participation, making lessons more memorable and impactful.

However, more localized research is needed to explore how interactive tools can be effectively implemented in primary education, considering cultural and contextual differences. Islamic Education varies significantly across regions, reflecting local customs, languages, and interpretations of religious texts. Therefore, the effectiveness of interactive media in one context may not necessarily translate to another. Zulhelmi et al. (2017) and Syah et al. (2023) suggest that any technological intervention in Islamic Education should be tailored to the specific needs and backgrounds of the students it serves. For instance, while urban schools may have the resources and infrastructure to support advanced digital tools, rural schools might face limitations such as inadequate internet access or a lack of trained teachers.

The novelty of this study lies in its examination of interactive PowerPoint's specific application within the Islamic Education learning process at SD Negeri 77 Rejang Lebong. Unlike previous studies that focus broadly on digital tools in general

subjects, this research delves into how interactive PowerPoint can transform traditional PAI teaching methods by enhancing student engagement and learning outcomes through visual and participatory elements (Asela et al., 2020; Rahayu & Luswati, 2022). This focused approach allows for a deeper understanding of the unique challenges and opportunities associated with integrating interactive media into Islamic Education at the primary level.

SD Negeri 77 Rejang Lebong provides an ideal setting for this study due to its diverse student population and commitment to educational innovation. The school has recently introduced several technology-based initiatives, making it a fertile ground for exploring the impact of interactive learning tools. By examining how interactive PowerPoint is utilized in real classroom settings, this research aims to provide practical insights that can inform future educational policies and teaching practices. The study also seeks to identify best practices for integrating interactive media into the PAI curriculum, ensuring that the technology enhances rather than replaces traditional teaching methods.

This study contributes to the growing body of research by providing empirical evidence of interactive PowerPoint's impact in primary religious education, addressing the gap in understanding its role in fostering not just academic success but also moral and spiritual development. By investigating the practical implementation of interactive media in Islamic Education, the research aims to offer concrete recommendations for educators and policymakers. These recommendations could include guidelines for developing interactive lesson plans, strategies for training teachers in digital pedagogy, and suggestions for overcoming common obstacles such as resistance to change or limited resources.

Therefore, this research seeks to answer the following question: How effective is the use of interactive PowerPoint in enhancing student engagement and learning outcomes in the Islamic Education learning process at SD Negeri 77 Rejang Lebong? By addressing this question, the study aims to shed light on the potential of interactive media to revolutionize Islamic Education, making it more engaging, inclusive, and effective for a new generation of learners. Furthermore, the findings could have broader implications, serving as a model for other schools and educational institutions seeking to integrate technology into their religious education programs.

In conclusion, the integration of interactive learning tools like PowerPoint in Islamic Education represents a promising yet underexplored avenue for enhancing student engagement and learning outcomes. While challenges remain, particularly in balancing traditional and modern teaching methods, the potential benefits of interactive media ranging from improved comprehension to enhanced moral development make it a worthwhile endeavor. This study not only aims to fill a critical gap in the existing literature but also to pave the way for future innovations

in the field of religious education. Through a comprehensive analysis of interactive PowerPoint's effectiveness at SD Negeri 77 Rejang Lebong, this research aspires to contribute meaningful insights that can help shape the future of Islamic Education in the digital era.

## **B. Methods**

This study employed a descriptive qualitative approach to analyze the effectiveness of interactive PowerPoint media in enhancing student creativity in Islamic Education at SD Negeri 77 Rejang Lebong. Following Sugiyono's (2018) principles on qualitative research, the researcher served as the primary instrument in data collection, ensuring a thorough understanding of the subject. Aligned with Creswell's (2014) perspective, a citizen-centric approach was integrated by involving various community stakeholders, including teachers, students, school leaders, and parents, to capture a holistic view of the educational environment and its dynamics.

The study utilized a case study approach, allowing direct observation of classroom conditions and student interactions with the media. Multiple data collection methods observation, interviews, and documentation—were employed to gather comprehensive insights. This aligns with Yin's (2018) emphasis on triangulation to enhance the credibility of case study research by cross-verifying data from different sources and methods.

Respondents included the school principal, vice-principal, Islamic Education (PAI) teachers, students participating in interactive PowerPoint-based lessons, and community members, ensuring a broader societal perspective. Classroom observations focused on recording student behaviors, engagement, and interactions with the media. Interviews with school leaders, teachers, and parents provided diverse perspectives on their experiences and evaluations of the media's impact. Documentation, including lesson plans, PowerPoint samples, and student work, further validated the data by offering contextual evidence of the interactive media's influence on creativity.

Data analysis involved four stages: data collection, data reduction to filter relevant information, data display to systematically organize findings, and conclusion drawing to derive objective insights. Triangulation ensured data validity by cross-referencing information from various sources and methods. By incorporating perspectives from both educational stakeholders and the wider community, this study delivered a comprehensive evaluation of how interactive PowerPoint media enhances student engagement and creativity in Islamic Education, offering valuable insights for future instructional strategies.

### **C. Results and Discussion**

The findings demonstrate that interactive PowerPoint significantly enhances student motivation and creativity in Islamic Education. Based on observations, interviews, and documentation, the study highlights effective planning, implementation, and positive outcomes. Teachers reported increased student engagement, with interactive features like quizzes, animations, and videos fostering active participation. Interviews with educators and students confirmed that this approach made learning more dynamic and enjoyable. Documentation of lesson plans and student work showed improved comprehension and creativity. Overall, the integration of interactive PowerPoint transformed traditional teaching methods, promoting both engagement and creative thinking in religious education contexts.

#### **Design of Interactive PowerPoint Learning Media to Enhance Student Creativity**

The design of interactive PowerPoint learning media to enhance student creativity begins with developing structured teaching modules that act as comprehensive guides for both teachers and students. These modules are meticulously crafted to include detailed components such as learning objectives, content, activities, media, and assessment methods. According to Kemendikbudristek (2022), teaching modules in the Merdeka Curriculum serve as essential learning tools that promote a student-centered approach, encouraging learners to take an active role in their education. The curriculum also emphasizes project-based learning, which connects theoretical knowledge to real-life contexts, making learning more relevant and impactful (Hanatan et al., 2023; Zulhelmi et al., 2017). This approach not only improves students' understanding of the material but also motivates them to participate actively in class, fostering critical skills necessary for facing future challenges (Kosasih et al., 2021). Furthermore, the use of interactive modules helps students feel more engaged and accountable for their learning progress, boosting their intrinsic motivation. A well-designed module that is tailored to meet student needs significantly enhances creativity and critical thinking, providing a supportive environment where learners can explore ideas, solve problems, and develop innovative solutions (Ariandini, 2023; Warsihna et al., 2023).

At SD Negeri 77 Rejang Lebong, the development of teaching modules incorporates various essential elements, including module identity, preliminary competencies, the Pancasila Student Profile, learning facilities, target students, learning models, meaningful understanding, and assessment methods. These modules are designed to cater to diverse student needs, with teachers assessing student characteristics and applying differentiation strategies, as recommended by Tomlinson (2017), to ensure inclusivity. One effective strategy involves the use of interactive PowerPoint presentations, structured into opening, core, and closing stages, to enhance student engagement. Teachers at SD Negeri 77 Rejang Lebong utilize tools like PowerPoint Office 2019 and Canva to create these presentations, incorporating features such as

click-through buttons, hyperlinks, animations, transitions, audio, video, and quizzes (Wulandari, 2022). These interactive elements foster active student participation, making the learning process more dynamic and engaging. Observations and interviews conducted at the school reveal that interactive PowerPoint presentations significantly improve students' engagement and understanding of the material. The findings highlight that this approach outperforms traditional teaching methods by providing a more interactive and informative learning experience. However, as Muslikah (2023) emphasizes, integrating project-based learning approaches remains essential for fully nurturing student creativity. By combining interactive presentations with project-based learning, teachers can foster a more comprehensive educational experience that enhances both cognitive and creative skills, preparing students to face future challenges effectively.

### **Implementation of Interactive PowerPoint Learning Media in Fostering Student Creativity**

The implementation of interactive PowerPoint learning media has proven to be highly effective in fostering student creativity, particularly in Islamic Education. Unlike traditional PowerPoint presentations, which often rely on static slides and text-heavy content (Jumardi, 2023), interactive PowerPoint is designed with engaging elements that capture student attention and sustain their interest throughout the lesson. These presentations typically begin with captivating video content, such as Asmaul Husna, to immediately engage students and set a positive tone for the learning session. Following this, teachers present the learning objectives and core content in an interactive format, making the material more accessible and relatable. At the conclusion of the lesson, embedded quizzes within the PowerPoint help assess student comprehension, reinforce key concepts, and encourage active participation. This interactive approach transforms the classroom into a dynamic and collaborative learning environment, enhancing both engagement and retention.

Interactive PowerPoint significantly enhances student creativity by providing a dynamic platform for exploring content critically and engagingly. This method encourages deeper understanding and stimulates innovative thinking, as students are often tasked with creating their presentations, demonstrating their grasp of the material while developing problem-solving skills (Wulandari, 2022). By incorporating interactive elements like clickable buttons, animations, quizzes, and multimedia, the learning process becomes more engaging and discovery-driven, transforming abstract concepts into tangible ideas (Hidayat, 2023). This hands-on approach shifts students from passive recipients to active participants, fostering a sense of ownership in their learning. Collaborative projects further amplify this creativity, as students work together to develop presentations, share ideas, and solve problems, promoting teamwork and communication. Such interactive environments encourage peer-to-peer learning and create a supportive atmosphere that nurtures creativity. Additionally, teachers can tailor content to different learning styles,

making lessons more inclusive and personalized. In this way, interactive PowerPoint transcends its traditional role as a presentation tool, becoming a powerful medium that fosters creativity, critical thinking, and active learning, equipping students with essential skills for future challenges.

Moreover, the use of digital tools like Google Slides further supports creative learning. Teachers can share materials with students, allowing them to access, modify, and adapt the content to suit their learning needs. This collaborative approach encourages students to take ownership of their learning and apply their creativity to personalize the material (Hidayat, 2023). According to Muslikah (2023), integrating project-based, co-curricular methods alongside interactive PowerPoint presentations further enhances creativity development. These hands-on learning experiences provide practical applications of theoretical knowledge, reinforcing the benefits of interactive, student-centered learning media. By combining interactive technology with project-based learning, educators can create a more holistic educational experience that not only improves cognitive understanding but also nurtures creativity and critical thinking, essential skills for future challenges.

### **Evaluation of the Implementation of Interactive PowerPoint in Developing Student Creativity**

The evaluation of interactive PowerPoint implementation in Islamic Education demonstrates a significant boost in student creativity and engagement. Teachers report that religious studies have become more appealing, with students showing heightened interest and active participation (Radityan et al., 2016; Hidayat, 2023). The inclusion of multimedia elements such as animations, videos, audio, and quizzes transform traditional lessons into dynamic, interactive experiences, simplifying complex religious concepts. These visual and auditory tools not only enhance comprehension but also improve information retention. Interactive components like embedded quizzes encourage active participation, fostering a more student-centered learning environment where critical thinking and creativity thrive (Wulandari, 2022). Students ask more questions and engage in deeper discussions, indicating increased curiosity and understanding. Moreover, the adaptable nature of interactive PowerPoint accommodates diverse learning styles, benefiting visual, auditory, and kinesthetic learners alike. By engaging multiple senses, the medium ensures inclusivity, making the material accessible to all students. Additionally, opportunities for students to create their interactive presentations further nurture their creativity, technological proficiency, and comprehension of religious teachings. This hands-on approach helps students transition from passive listeners to active contributors, enhancing their problem-solving and analytical skills. Overall, interactive PowerPoint has transformed Islamic Education by making learning more engaging, accessible, and enjoyable, significantly improving student participation, creativity, and learning outcomes.

Interviews with educators reveal that the implementation of interactive PowerPoint significantly enriches teaching techniques, creating a more engaging and enjoyable learning environment. Rather than passively listening, students actively interact with the material, improving their focus, comprehension, and retention. This aligns with Antonio's (2021) findings, which highlight the positive impact of interactive PowerPoint on cognitive, affective, and psychomotor learning outcomes. The cognitive domain benefits from the integration of visual, auditory, and interactive elements, making complex concepts easier to understand. The affective domain improves as students become emotionally invested in the learning process, fostering a greater sense of interest and motivation. Psychomotor skills are also enhanced through hands-on interactions with the presentation materials, such as navigating slides, answering embedded quizzes, and participating in interactive tasks. Furthermore, research by Hidayat (2023) and Ariandini (2023) emphasizes that interactive PowerPoint supports not only academic achievement but also the development of essential social and emotional skills. By promoting collaborative learning, students are encouraged to engage in discussions, share ideas, and work together on projects, thereby strengthening communication skills, empathy, and teamwork. This collaborative approach fosters a sense of community and inclusivity within the classroom, helping students build stronger interpersonal relationships. Overall, the use of interactive PowerPoint in education enhances both individual learning outcomes and the social dynamics of the classroom, contributing to a more holistic and effective learning experience.

The findings of this study reveal that the use of interactive PowerPoint in Islamic Education at SD Negeri 77 Rejang Lebong significantly improves student engagement and learning outcomes. Observations, interviews, and document analysis show that interactive presentations enhance student participation, motivation, and comprehension. Features such as animations, quizzes, videos, and hyperlinks help maintain student focus, creating a dynamic and interactive classroom environment. These findings are consistent with Ariandini and Ramly (2023), who emphasize that interactive learning technology fosters creativity and critical thinking by promoting active student involvement. Similarly, Budianti et al. (2023) found that interactive media not only boosts student motivation but also enhances understanding by presenting content in an engaging, easily digestible format. The interactive PowerPoint approach transforms traditional teaching methods, making abstract religious concepts more accessible and encouraging students to actively engage with the material. This method not only improves cognitive learning but also fosters a deeper emotional connection to the subject matter, resulting in a more meaningful educational experience.

This study demonstrates that interactive PowerPoint promotes higher-order thinking skills by connecting theoretical concepts to real-life contexts, a conclusion supported by Budianti (2023) and Iskandar and Hasanah (2023). Students expressed that the interactive elements sparked their curiosity, making abstract concepts in

Islamic Education more relatable and tangible, as noted by Zulhelmi et al. (2017). Teachers observed that incorporating interactive media encouraged deeper cognitive engagement, transforming passive learning into an active, student-centered experience. This aligns with the findings of Asela et al. (2020), who highlighted that interactive learning tools foster critical thinking and enhance students' ability to analyze and apply knowledge. By integrating multimedia elements such as animations, videos, and quizzes, students not only grasped complex religious concepts more easily but also developed essential problem-solving and analytical skills. This dynamic approach shifts the focus from rote memorization to meaningful learning, reinforcing the value of interactive media in fostering intellectual curiosity and deeper understanding in Islamic Education.

The implementation of interactive PowerPoint created a more inclusive learning environment by accommodating various learning styles and preferences. Research by Budianti (2023) highlights that multisensory approaches in interactive media cater to diverse learners, enhancing both comprehension and retention. This was particularly evident at SD Negeri 77 Rejang Lebong, where students with different learning needs demonstrated improved engagement and academic performance. By integrating visual, auditory, and kinesthetic elements, interactive PowerPoint allowed students to process information in ways that best suited their individual learning styles, making lessons more accessible and enjoyable. Angraini & Firdaus (2022) emphasize that interactive media not only supports cognitive engagement but also fosters emotional connections with the material, creating a more immersive and meaningful learning experience. This emotional connection encourages students to invest more in their learning, leading to higher levels of motivation and participation. Moreover, the interactive nature of these presentations promoted collaborative learning, as students often worked together on quizzes and interactive tasks, enhancing teamwork and communication skills. This aligns with the findings of Wulandari (2022), who noted that collaborative learning through technology helps students develop critical interpersonal skills essential for their future. Teachers also observed that interactive PowerPoint presentations encouraged peer-to-peer learning, where students supported each other in understanding complex concepts, reinforcing both individual and collective knowledge. Thus, the use of interactive PowerPoint not only improved academic outcomes but also fostered a supportive and cooperative classroom environment.

These findings align with Syah et al. (2023), who argue that multimedia tools simplify complex subjects, fostering critical and creative thinking. The study also supports Sari et al. (2024), who assert that interactive media transforms traditional text-centered instruction into a dynamic, engaging process. Students became more involved and attentive, with interactive features like videos and quizzes making learning more enjoyable. However, certain limitations were identified. Technical issues, such as internet connectivity problems, occasionally disrupted lessons, echoing concerns raised by Radityan et al. (2016). These disruptions not only

hindered the flow of teaching but also reduced student focus and participation. Such challenges underscore the importance of robust infrastructure and adequate teacher training to fully realize the potential of interactive learning technologies. Without reliable technical support, the effectiveness of these tools can be compromised, limiting their positive impact on student outcomes. Therefore, addressing these issues is essential for schools aiming to integrate interactive media effectively into their teaching practices. Despite these challenges, the overall impact of interactive PowerPoint on enhancing engagement, critical thinking, and creativity remains significant, making it a valuable addition to modern educational strategies.

While most studies support the effectiveness of interactive PowerPoint in enhancing engagement and learning outcomes, some findings present differing perspectives. For example, Muslikah (2023) noted that although interactive media is effective, project-based learning approaches might offer more significant improvements in creativity compared to relying solely on technological tools. She argued that engaging students in hands-on, real-world projects can foster deeper problem-solving skills and encourage more profound creative thinking. Similarly, Rahayu and Luswati (2022) pointed out that traditional lecture methods still hold value in reinforcing foundational knowledge, especially in religious education, where discussion and reflection are central to developing a deeper understanding of the material. These contrasting viewpoints highlight the need for a balanced approach in education. While interactive PowerPoint is a powerful tool for engagement and enhancing learning experiences, it should be integrated with other teaching strategies, such as project-based learning and discussions, to ensure that students not only engage with the material but also develop critical thinking and reflective skills. This combined approach can lead to more comprehensive learning outcomes, where technology serves as a complement to traditional pedagogical methods, rather than a replacement.

This study makes a valuable contribution to the growing body of literature on interactive learning in Islamic Education by providing empirical evidence of its effectiveness in primary education settings. Unlike previous research that focused primarily on general subjects or higher education, this study emphasizes the specific benefits of interactive PowerPoint in religious education. By integrating technology into the classroom, this approach not only addresses the cognitive aspects of learning, such as comprehension and critical thinking, but also nurtures students' spiritual development, a key component of Islamic Education. The use of interactive PowerPoint helps students engage more deeply with religious content, making abstract concepts more tangible and relevant. Additionally, it encourages active participation, which promotes creativity and problem-solving skills. This approach enhances the overall educational experience, preparing students for future challenges in a rapidly evolving digital world. As technology continues to reshape educational landscapes, the findings of this study support the idea that interactive PowerPoint can play a crucial role in creating a dynamic, inclusive, and effective

learning environment. By combining traditional teaching methods with digital tools, this study provides insights into how Islamic Education can evolve to meet the needs of today's students, fostering not only academic success but also moral and spiritual growth. These findings successfully answer the research question and contribute to the ongoing dialogue on the integration of technology in education.

#### **D. Conclusions**

Based on this study, the implementation of interactive PowerPoint media in Islamic Education at SD Negeri 77 Rejang Lebong shows that this media is developed through a teaching module planned by teachers each semester. This module serves as the foundation before creating interactive PowerPoints that include elements such as transitions, hyperlinks, audio, animations, and quizzes. In practice, PowerPoint is used to facilitate interactive learning activities, such as the recitation of Asmaul Husna, explanation of learning objectives, and presentation of core material, accompanied by engaging quizzes and videos.

This media encourages students to think creatively by allowing them the freedom to access and edit shared materials through platforms like WhatsApp and Google Slides. Evaluation of the interactive PowerPoint implementation demonstrates a positive impact on both teachers and students. Teachers become more creative in utilizing technology, while students are more active and innovative in the learning process. However, there are some drawbacks to consider, such as dependency on technology and the potential for distractions if animations or interactive features are overused. Learning evaluation is conducted through reflection during and at the end of lessons, as well as through portfolios, subjective evaluations, summative tests, and essays.

#### **Acknowledgement**

We would like to express my heartfelt gratitude to everyone who supported and contributed to the successful completion of this research. First and foremost, our sincere thanks to the Principal of SD Negeri 77 Rejang Lebong and the Vice Principal for granting permission and providing a supportive environment for this study. Their encouragement and assistance were invaluable. We are also deeply grateful to the Islamic Education teacher, for their guidance and collaboration in implementing the interactive learning media. Their expertise and dedication to the students played a crucial role in the success of this research. A special thank you to the students of SD Negeri 77 Rejang Lebong, who participated actively and enthusiastically, providing valuable feedback that was essential to understanding the impact of interactive learning. To our friends and colleagues, thank you for your ongoing support, insights, and encouragement throughout this journey. Your companionship made the challenges easier to face. Finally, to our family, we are deeply thankful for your unwavering love, patience, and belief in my work. Your support has been my

foundation and inspiration throughout this project.

## References

- Angraini, L. M., & Firdaus, D. F. (2022). The effect of interactive multimedia-based learning on students' mathematical creative thinking skills. *FIBONACCI: Journal of Mathematics and Mathematics Education*, 8(2), 179-186. <https://doi.org/10.24853/fbc.8.2.179-186>
- Antonio, E. (2021). *The effect of using interactive multimedia power point on student learning outcomes in the subject of pie in class V of Elementary School 21 Bengkulu Tengah*. Doctoral dissertation. IUIN Fatmawati Bengkulu.
- Ariandini, N., & Ramly, R. A. (2023). The use of interactive learning multimedia in improving student learning outcomes. *Journal of Media Education*, 12(2), 107. <https://doi.org/10.26618/jkm.v12i2.11943>
- Asela, S., Salsabila, U., Lestari, N. P., Sihati, A., & Pertiwi, A. (2020). The role of interactive media in Islamic Religious Education learning for visual students' learning styles. *Journal of Research Innovation*, 1(7), 1297-1304. <https://doi.org/10.47492/jip.v1i7.242>
- Budianti, Y., Rikmasari, R., & Oktaviani, D. A. (2023). The use of interactive PowerPoint media to improve elementary school students' learning outcomes. *Journal of Elementary School Education and Learning Innovation (JIPPSD)*, 7(1), 127-136. <https://doi.org/10.24036/jippsd.v7i1.120545>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach (4th ed.)*. SAGE Publications.
- Hanatan, R.B., Yuniastuti, E., & Prayitno, B.A. (2023). Development of interactive digital modules based on Discovery Learning to improve students' learning interest. *TEKNODIK Journal*, 27(1), 81-98. <https://doi.org/10.32550/teknodik.vi.862>
- Hidayat, M. (2022). The effect of the application of inquiry strategy and the use of power point media on students' learning creativity in Islamic religious education lessons. *AL-USWAH: Journal of Research and Study of Islamic Religious Education*. 3(2), 1-14. <https://doi.org/10.24014/au.v3i2.9430>
- Jumardi, (2023). *Utilization of Microsoft Office Power Point in Islamic Religious Education (PAI) Learning at SMP Negeri 1, Mandau District, Bengkalis Regency*. Thesis. Islamic Religious Education (PAI) Master's Program, Postgraduate, UIN Sultan Syarif. Kasim Riau.
- Kosasih, A., Muljono, H., & Arifin, S. (2021). Curriculum development in the Industrial Revolution Era 4.0. *1st Annual International Conference on Natural and Social Science Education (ICNSSE 2020)*. <https://doi.org/10.2991/assehr.k.210430.019>
- Musthofa, M. (2019). *Human potential in Islamic perspective: Qur'anic insights into physical, spiritual, and intellectual development*. Islamic Knowledge.
- Putra, A. D., & Salsabila, H. (2021). The influence of interactive media in the development of learning activities in educational institutions. *Curriculum*

- Innovation*, 18(2), 231-241. <https://doi.org/10.17509/jik.v18i2.36282>
- Radityan, F. T., Kuntadi, I., & Komaro, M. (2016). The influence of interactive multimedia on student learning outcomes in differential improvement competencies. *Journal of Mechanical Engineering Education*, 1(2), 239. <https://doi.org/10.17509/jmee.v1i2.3807>
- Rahayu, H. S., & Luswati, N. T. (2022). The effect of using interactive learning media on elementary school students' learning motivation. *Scientific Bulletin of Education*, 1(2), 132-137. <https://doi.org/10.56916/bip.v1i2.702>
- Sari, M., Elvira, D. N., Aprilia, N., Dwi R, S. F., & Aurelita, N. M. (2024). Digital-based learning media to increase learning interest in Indonesian language subjects. *Warta Dharmawangsa*, 18(1), 205-218. <https://doi.org/10.46576/wdw.v18i1.4266>
- Sugiyono. (2018). *Educational research methods: Quantitative, qualitative and R&D approaches*. Alfabeta.
- Sulistiani, T. (2016). Learning in the context of idealism: A psycho-physical-social approach to personal development. *Journal of Character Education*, 7(3), 56-67. <https://doi.org/10.21831/jpk.v7i3.3123>
- Syah, M. N. F., Hidayatullah, R. S., Kurniawan, W. D., & Susanti, N. A. (2023). The effect of interactive PowerPoint media on the learning outcomes of generation Z vocational students. *JMEL: Journal of Mechanical Engineering Learning*, 12(1), 29-38. <https://journal.unnes.ac.id/sju/jmel/article/view/66835>
- Tomlinson, C. A. (2017). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Ullah, A., & Anwar, S. (2020). The Effective Use of Information Technology and Interactive Activities to Improve Learner Engagement. *Education Sciences*, 10(12), 349. <https://doi.org/10.3390/educsci10120349>
- Warsihna, J., Ramdani, Z., Amri, A., & Kembara, M. D. (2023). Challenges and strategies for implementing the independent curriculum at the elementary school level: A multi-perspective finding. *Kwangsan Journal*, 11(1), 296-311. <https://doi.org/10.31800/jtp.kw.v11n1.p296-311>
- Wulan, L. D. C., Prayogo, M. S., & Aula, L. H. (2023). The influence of digital technology on student motivation and learning outcomes in thematic learning for grade V at SDN 03 Mangli Jember. *Pendidikas: Journal of Elementary School Education*, 4(2), 205-218. <https://doi.org/10.56842/pendikdas.v4i2.205>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., & Nurazizah, T. S. (2023). The importance of learning media in the teaching and learning process. *Journal on Education*, 5(2), 3928-3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.)*. SAGE Publications.
- Zulhelmi, Z., Adlim, & Mahidin. (2017). The influence of interactive learning media on improving students' critical thinking skills. *Indonesian Journal of Science Education*, 5(1), 72-80. <http://jurnal.unsyiah.ac.id/jpsi>