



The Implementation of Interactive Learning Strategies Using Interactive PowerPoint Media to Improve Students' Civic Education (PKn) Learning Outcomes

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ABSTRAK

Penelitian ini bertujuan menganalisis penerapan media PowerPoint interaktif dalam meningkatkan hasil belajar Pendidikan Kewarganegaraan (PKn) serta aktivitas guru dan peserta didik di SDN 10 Banda Aceh. Penelitian menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan setiap siklus meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian terdiri atas 16 peserta didik kelas III. Data dikumpulkan melalui observasi aktivitas pembelajaran dan tes hasil belajar, kemudian dianalisis secara deskriptif berdasarkan perubahan aktivitas dan ketuntasan belajar antarsiklus. Hasil penelitian menunjukkan adanya peningkatan kualitas proses dan hasil pembelajaran setelah penerapan media PowerPoint interaktif. Aktivitas guru meningkat dari 79,83% pada Siklus I menjadi 89,51% pada Siklus II, sedangkan aktivitas peserta didik meningkat dari 74,41% menjadi 89,06%. Rata-rata hasil belajar peserta didik juga meningkat dari 74,06 menjadi 91,87, sementara ketuntasan belajar meningkat dari 68,75% menjadi 87,50%. Penerapan media PowerPoint interaktif turut mendorong peningkatan minat, partisipasi, dan pemahaman peserta didik, khususnya pada materi keberagaman suku bangsa Indonesia. Temuan ini menunjukkan bahwa media multimedia interaktif berpotensi mendukung pembelajaran PKn yang lebih aktif, partisipatif, dan berorientasi pada keterlibatan peserta didik. Penelitian ini merekomendasikan pengembangan strategi serupa pada mata pelajaran dan jenjang pendidikan yang berbeda dengan melibatkan sampel yang lebih luas serta desain penelitian komparatif.

ABSTRACT

This study investigates the implementation of interactive PowerPoint media to improve students' Civic Education (PKn) learning outcomes and enhance teacher and student engagement at SDN 10 Banda Aceh. A Classroom Action Research (CAR) design was employed through two cycles, each comprising planning, action, observation, and reflection. The participants were 16 third-grade students. Data were collected through systematic classroom observations and learning achievement tests and were analyzed descriptively based on changes in activity and learning mastery across cycles. The findings indicate a substantial improvement in the learning process following the integration of interactive PowerPoint media. Teacher activity increased from 79.83% in Cycle I to 89.51% in Cycle II, while student activity increased from 74.41% to 89.06%. Students' mean achievement score also increased from 74.06 to 91.87, accompanied by an improvement in learning mastery from 68.75% to 87.50%. Beyond academic achievement, the implementation of interactive PowerPoint was associated with greater student interest, participation, and understanding, particularly in learning about the diversity of ethnic groups in Indonesia. These findings suggest that interactive multimedia can support more engaging and participatory Civic Education learning. The study highlights the potential of interactive PowerPoint as a practical digital pedagogy that can be adapted across subjects and educational levels, although further studies involving larger samples and comparative research designs are needed to establish broader generalizability.

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process so that students can actively develop their potential to possess religious

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spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. According to Prof. Zaharai Idris, education is a series of purposeful communication activities between adults and students through face-to-face interaction using media in order to provide assistance for the holistic development of children (Abd Rahman, et al., 2022).

The use of engaging learning media is becoming increasingly important in Civic Education (PKn) learning. Civic Education learning in elementary schools is not only aimed at providing knowledge about national and civic life, but also at shaping students to have a sense of nationality and respect diversity. To create successful, engaging, and student-centered learning experiences in the digital era, interactive technology should be strategically used in teaching at the elementary school level. Interactive technology encourages students' enthusiasm and active engagement, which not only improves learning effectiveness but also makes the classroom atmosphere more lively and enjoyable. Along with the development of the times, particularly in today's digital era, the integration of technology into the learning process has become increasingly important. One of the media that can be utilized is interactive PowerPoint. This media can present learning materials visually and dynamically through images, animations, audio, videos, and other interactive features. This can increase students' interest in learning and facilitate their understanding of the materials being taught (Nanda Risqi Amelia, et al., 2024).

Through this media, the learning process is not solely focused on the teacher's role but also provides opportunities for students to actively participate through interactive media. However, the implementation of interactive media at SDN 10 Banda Aceh in Class III B has not been fully optimal. Teachers face significant challenges, particularly a lack of understanding or skills in using interactive media. This highlights the challenges faced by teachers in utilizing interactive media effectively. Based on the initial observation conducted by the researcher on Wednesday, January 21, 2026, at SDN 10 Banda Aceh in Class III B, of the 16 students who participated in the learning process, 10 students had not yet achieved the learning objective mastery criterion (KKTP) of 85, while 6 students had met the mastery standard. This condition indicates that more than half of the students still require a more effective learning process. This condition has an impact on the low enthusiasm of students in participating in Civic Education learning.

Several previous studies have shown the effects of interactive PowerPoint media on students' motivation and learning outcomes. A study conducted by Risky Aulia Rahmani (2022), entitled "The Effectiveness of Interactive PowerPoint Media on the Motivation and

Learning Outcomes of Fourth-Grade Students at SDN 1 Klambu, Central Java Province,” was motivated by obstacles in learning during the pandemic, both through online learning and shift-based learning, in which teachers still used conventional learning methods. As a result, students felt bored and tired during the learning process. Many students complained about the large number of assignments given by teachers because they had not fully understood and adapted to changes in the learning model. Normally, when materials are taught in the classroom, students can simply read and engage in direct discussions with teachers and their peers. However, during online learning, discussion activities could not be conducted directly but only through written messages that were subsequently sent via WhatsApp.

This condition caused students’ mastery of the learning materials to decrease. Meanwhile, in face-to-face shift-based learning, teachers focused only on thematic textbooks and lectures, while students were only assigned tasks. Therefore, the sample in this study consisted of 30 students, including 15 fourth-grade students from SDN I Klambu as the experimental group and 15 students from SDN III Klambu as the control group. Meanwhile, 23 students from SDN II Klambu were used for testing the validity and reliability of the multiple-choice questions and questionnaires used for the pre-test and post-test.

A study conducted by Yudi Budianti et al. (2023), entitled “The Use of Interactive PowerPoint Media to Improve Elementary School Students’ Learning Outcomes,” was motivated by students’ low academic achievement. Students sometimes became passive during this type of learning, played by themselves in class, and interrupted their classmates. The lack of teachers’ preparation skills could cause students to become indifferent to the subjects being offered, resulting in passive students. Various forms of support are needed to improve students’ achievement. This study employed a systematic literature review (SLR). Based on the researchers’ findings from several journals, there were significant differences in the results obtained in each cycle. The average percentage score for Cycle I was 61.69%, while for Cycle II it increased to 87.36%.

Based on the analysis, three articles employing classroom action research methods were identified. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The data collection techniques used in these studies included tests, observations, documentation, and questionnaires. It can be concluded that the use of interactive PowerPoint media can improve students’ learning outcomes in the classroom. This resource focuses more on the presentation of materials and highlights the learning content presented through interactive PowerPoint.

However, these studies have not yet combined interactive PowerPoint media strategies, particularly in Civic Education learning at the elementary school level. Based on these problems, this study aims to determine how teachers' activities are carried out in implementing interactive PowerPoint media strategies in Civic Education learning for third-grade students at SDN 10 Banda Aceh, to determine students' activities in implementing interactive PowerPoint media in Civic Education learning for third-grade students at SDN 10 Banda Aceh, and to determine students' learning outcomes through the implementation of learning strategies using interactive PowerPoint media in Civic Education learning at State Elementary School 10 Banda Aceh.

RESEARCH METHOD

The type of research conducted was classroom action research. Classroom action research is action research conducted in the classroom with the aim of improving or enhancing the quality of learning through the implementation of interactive PowerPoint media strategies in Civic Education (PKn) learning. This classroom action research was conducted systematically and gradually to improve the learning process in the classroom. The research model used refers to the Kemmis and McTaggart model, which consists of four stages: planning, action implementation, observation, and reflection. The research was conducted in two cycles, in which each cycle was carried out based on the results of reflection from the previous cycle until optimal results were achieved (Mualimin et al., 2014).

This research was conducted at State Elementary School 10 Banda Aceh during the even semester of the 2025/2026 academic year. The research subjects were 16 students of Class III B, consisting of male and female students. The selection of the research subjects was based on the results of initial observations, which indicated that students' ability to understand Civic Education materials was still relatively low. Therefore, the implementation of interactive PowerPoint media was needed to optimally improve students' learning activities and outcomes.

The data collection techniques used in this study were observation and testing. Observation was conducted to examine the activities of teachers and students during the learning process. Tests were used to measure students' level of understanding and learning outcomes after participating in the learning process in each cycle. The research instruments consisted of teacher activity observation sheets, student activity observation sheets, and learning outcome test questions. The data analysis technique used in this study was

descriptive statistical analysis. The data obtained were analyzed by calculating the percentages of teacher activity, student activity, and learning mastery. In addition, the mean score was calculated to determine the level of students' learning achievement. The calculated data were then described to identify improvements from Cycle I to Cycle II.

Data Sources

Analysis Technique for Teacher and Student Observation Sheets

Data on teacher and student activities were obtained from observation sheets completed during the learning process. The data were analyzed using the following percentage formula: (Ruliani et al., 2022)

$$P = \frac{F}{N} \times 100\%$$

Information:

- P : Percentage Figure
- F : Score obtained
- N : Maximum Score
- 100 : Constant

Analysis Technique for Student Learning Outcome Tests

The data used to analyze learning achievement were obtained from achievement tests administered to each student after completing the learning activities. The tests were used to determine students' learning achievement and were analyzed using the following percentage formula (Emelda et al., 2019).

$$KS = \frac{ST}{N} \times 100\%$$

Information:

- KS : Class Mastery
- ST : Number of students who achieved mastery
- N : Number of students in the class

The success indicators in Civic Education learning are as follows: teacher activities are considered successful if they achieve a score of ≥ 85 , categorized as very good; student activities are considered successful if they achieve a score of ≥ 85 , categorized as very good; and student learning outcomes are considered successful if they achieve the Learning Objective Mastery Criteria (KKTP) score of ≥ 85 , with classical mastery reaching $\geq 85\%$.

RESULT AND DISCUSSION

Result

Based on the research results from Cycle I and Cycle II, the implementation of the interactive PowerPoint learning strategy was used to improve learning outcomes in Civic Education. In Cycle I, the material focused on Different Is Beautiful (ethnicity and culture), while in Cycle II, the material focused on Different Is Beautiful (language). This research was conducted in Class III B at SDN 10 Banda Aceh and was carried out in two cycles. Cycle I was conducted on Wednesday, May 6, 2026, while Cycle II was conducted on Saturday, May 9, 2026. The implementation of the research was observed by a peer researcher. The data collected in this study consisted of teacher activity observation sheets, student activity observation sheets, and test questions to measure students' learning outcomes. Each cycle consisted of four stages: planning, action, observation, and reflection. The implementation of each cycle is described as follows:

Results of Teacher and Student Activity Observation Sheets in Cycles I and II

Table 1. Comparison of Teacher and Student Activity Observation Sheet Results in Cycles I and II

Object of Observation	score	Average	Category	Object of Observation	score	Average	Category
Teacher Activity	124	79,83%	Cukup	Teacher Activity	111	89,51%	Baik
Student Activities	128	74,41%	Cukup	Student Activities	114	89,06%	Baik
Cycle I				Cycle II			

Data Source: Research results from May 6 to May 9, 2026.

Based on the table above, in Cycle I, teacher activity obtained an average score of 79.83%, which was included in the sufficient category. This indicates that the teacher had implemented the learning process according to the planned steps; however, several aspects still needed to be improved to make the learning process more effective. Meanwhile, student activity obtained an average score of 74.41%, which was also categorized as sufficient. This means that students' active participation in the learning process was not yet optimal, indicating that students' understanding of the material had not been fully achieved. In Cycle I, the learning process began with the teacher preparing the students and the learning materials

using interactive PowerPoint media. The teacher presented material on ethnic and cultural diversity through text, images, and visual displays related to the material. During the presentation, some students appeared to pay attention to the PowerPoint presentation, but their involvement was not evenly distributed. Some students tended only to look at the presentation and listen to the teacher's explanation without actively responding. When the teacher asked questions, only a few students were willing to answer, while the others remained passive and required teacher guidance. Overall, the results of Cycle I indicated that the learning process had not yet achieved the expected outcomes. Therefore, improvements were needed in the subsequent cycle to increase teacher and student activity during the learning process.

Based on the reflection results of Cycle I, several improvements were implemented in Cycle II. The teacher not only used PowerPoint to deliver the material but also optimized its interactive elements through images, questions, and quizzes. Students were given greater opportunities to provide answers, express their opinions, engage in group discussions, and present the results of their group work. The teacher also provided guidance and feedback throughout the activities so that students were better directed in understanding the material. During the implementation of Cycle II, changes in the classroom atmosphere began to become evident. Students appeared more enthusiastic when the teacher presented images and interactive quizzes through PowerPoint. Students began competing to answer the questions displayed, became more active in discussing with group members, and were more confident in presenting their discussion results in front of the class. Students who had previously tended to be passive began to participate in group activities. Interaction between teachers and students also became more active because the teacher not only explained the material but also asked questions, solicited responses, guided discussions, and provided reinforcement for students' answers.

During the presentation stage, each group was given an opportunity to present the results of its discussion. Other students were directed to pay attention and provide responses. The teacher then provided clarification and reinforcement regarding the material that had been discussed. Thus, learning in Cycle II was more active, communicative, and student-centered compared with Cycle I. In this context, interactive PowerPoint media did not merely function as a tool for displaying learning materials but also served as a stimulus that encouraged students to observe, answer questions, discuss, and express their opinions.

The changes in the learning process were reflected in the observation results. Teacher activity increased to 89.51%, while student activity increased to 89.06%, with both falling into the good category. The increase in activity indicates that the improvements implemented

following the reflection on Cycle I were able to create a more effective learning process and involve students more actively.

Student Learning Outcomes

Table 2. Student Learning Outcomes in Cycles I and II

No	Student Name	Cycle I score	Completeness	Cycle II score	Completeness
1.	AA	90	Complete	90	Complete
2.	BB	90	Complete	90	Complete
3.	CC	45	Incomplete	60	Incomplete
4.	DD	90	Complete	100	Complete
5.	EE	90	Complete	100	Complete
6.	FF	80	Complete	100	Complete
7.	GH	60	Incomplete	100	Complete
8.	IJ	60	Incomplete	90	Complete
9.	KL	60	Incomplete	60	Incomplete
10.	MN	80	Complete	90	Complete
11.	OP	80	Complete	100	Complete
12.	QR	80	Complete	100	Complete
13.	RF	80	Complete	100	Complete
14.	ST	80	Complete	90	Complete
15.	UV	40	Incomplete	100	Complete
16.	XY	80	Complete	100	Complete
Rata-rata		74,06%		91,87%	
Incomplete		5		2	
Complete		11		14	
Class-wide Mastery Percentage		68,75%		87,5%	
Category		Enough		Good	

Data source: Research results from May 6 to May 9, 2026.

Based on the table of student learning outcomes above, it can be seen that there was a significant improvement in student learning outcomes from Cycle I to Cycle II. In Cycle I, the students' average score was 74.06%, with 11 students (68.75%) achieving mastery, while 5 students (31.25%) had not yet achieved learning mastery. This indicates that the learning outcomes in Cycle I were still in the sufficient category and had not yet met the expected learning objective achievement criteria. Subsequently, in Cycle II, there was a better improvement in learning outcomes, with the students' average score increasing to 91.87%. A total of 14 students (87.5%) achieved mastery, while only 2 students (12.5%) had not yet

achieved mastery. This improvement indicates that the students' learning outcomes in Cycle II had reached the good category. In addition, based on the individual scores, most students experienced an increase in scores from Cycle I to Cycle II, although several students had not yet achieved the learning objective achievement criteria. Overall, these results indicate a significant improvement. Therefore, it can be concluded that the implementation of the interactive PowerPoint media strategy was able to optimally improve students' learning activities and learning outcomes.

DICCUSSION

The research results show that the implementation of the learning strategy using interactive PowerPoint media improved more optimally in Cycle II compared with Cycle I. The difference was evident not only in the improvement of learning outcomes but also in changes in teacher activity and student responses during the learning process. In Cycle I, teacher activity obtained a percentage of 79.83%, categorized as sufficient, while student activity obtained 74.41%, also categorized as sufficient. This condition indicates that the implementation of interactive PowerPoint media at the initial stage was not yet fully capable of creating interactive learning. Interactive learning requires student involvement through activities such as asking questions, answering, discussing, observing, trying, and responding to the material presented. In practice, digital media can serve as a bridge between learning materials and students' learning experiences. It can help teachers create more visual presentations of learning materials, while animated videos can increase the attractiveness of learning. Interactive multimedia can provide students with opportunities to learn through a combination of text, images, sound, and more varied activities (Khairunnisa & Apoko, 2023).

The condition in Cycle I became the basis for the teacher to conduct reflection and improvements in Cycle II. The main improvement focused on how the teacher optimized the interactive function of PowerPoint. In Cycle II, the teacher did not only display the material but also used images, questions, and interactive quizzes as learning stimuli. The teacher also provided greater opportunities for students to answer questions, express opinions, engage in group discussions, and present their discussion results. During the learning process, the interactive learning strategy focused on activities involving discussion and sharing among students and between students and teachers. Interactive learning strategy is one of the strategies that includes discussion, sharing among students, and students' critical attitudes (Sitti Hermayanti et al., 2022). In an interactive learning process, the teacher acts as an instructor, motivator, facilitator, guide, and innovator. The position of students in classroom

learning involves active participation, where their activities can be measured through paying attention, taking notes, asking questions, answering, expressing opinions, and completing assignments, either individually or in groups (Dr. Siti Nurhasanah et al., 2019).

Thus, the increase in teacher activity in Cycle II from 79.83% to 89.51% can be understood as the result of improved interaction quality between the teacher and students, rather than merely the use of PowerPoint media. Student responses in Cycle II also showed clear changes compared with Cycle I. In Cycle I, only some students were willing to answer the teacher's questions, while the others remained passive and required guidance. In contrast, in Cycle II, students appeared more enthusiastic when the teacher presented images and interactive quizzes. They began competing to provide answers, actively discussing with group members, and becoming more confident in presenting their discussion results in front of the class. Students who had previously tended to be passive began to participate in group activities. Interaction between teachers and students also became more active because of the processes of question and answer, discussion, responses, and reinforcement.

The increase in these responses is consistent with the characteristics of interactive learning, which emphasize variations in classical, individual, and group activities as well as high levels of students' intellectual involvement. Therefore, the increase in student activity from 74.41% in Cycle I to 89.06% in Cycle II indicates that the improvements in the teacher's strategy successfully increased student involvement in the learning process.

The improvement was also related to changes in the function of PowerPoint media. In Cycle I, PowerPoint was predominantly used to display learning materials, whereas in Cycle II, PowerPoint was utilized as a stimulus to encourage students to observe, answer, discuss, and express their opinions. The use of a combination of text, images, audio, video, and quizzes can also make learning more engaging and help improve learning outcomes. Thus, the improvement in learning outcomes in Cycle II can be explained as an impact of the improved learning process that occurred following the reflection on Cycle I. In Cycle I, students were still less active, so their opportunities to process and communicate the information they obtained were also limited. In Cycle II, students had more opportunities to interact with the material through images and quizzes, interact with peers through group discussions, and interact with the teacher through question-and-answer activities and feedback. This process enabled students not only to receive information but also to process, discuss, and restate the information they had learned. This is consistent with the theory that group discussions can help students provide feedback, correct errors, clarify conceptual understanding, and increase confidence in expressing ideas.

The changes in the learning process were subsequently reflected in the learning outcomes. The average student score increased from 74.06 in Cycle I to 91.87 in Cycle II. The number of students who achieved mastery also increased from 11 students, or 68.75%, to 14 students, or 87.50%. Thus, there was an increase in classical mastery of 18.75 percentage points. These results indicate that after the implementation of improvements, learning in Cycle II had achieved the predetermined success indicator, namely a minimum classical mastery of 85%. Learning media and strategies need to be adjusted to the learning materials in order to support the achievement of learning objectives. In this study, improving the use of PowerPoint from merely presenting materials to incorporating images, questions, quizzes, discussions, and presentations provided students with a more active and meaningful learning experience.

Based on the description above, it can be understood that the success of Cycle II was not solely caused by the use of interactive PowerPoint, but primarily by the improvement of actions based on the weaknesses identified in Cycle I. The teacher changed the pattern of media use to make it more interactive, provided students with greater opportunities to ask and answer questions, developed group discussions, provided opportunities for presentations, and offered feedback and reinforcement. These changes resulted in students becoming more enthusiastic, active, confident, and communicative. Therefore, the increase in teacher activity from 79.83% to 89.51%, student activity from 74.41% to 89.06%, and learning outcomes from an average of 74.06 to 91.87 demonstrates that the interactive PowerPoint-based learning strategy, improved through reflection on Cycle I, was able to create Civic Education learning that was more active, communicative, and student-centered.

The objective of interactive learning is to design a teaching and learning environment that focuses on students so that they can actively develop their knowledge based on research concerning the questions raised by students. The characteristics of interactive learning are as follows: first, there are variations in classical, individual, and group activities. Second, students have a high level of intellectual involvement in terms of thinking and feeling. Third, educators have various roles, including serving as resource persons and facilitators. Fourth, the implementation of multidirectional interaction. Fifth, the situation has the potential to achieve more effective accompanying effects (Anwar Dhobith et al., 2024).

The steps of the interactive learning strategy according to Faire Cosgrove are as follows: (1) Collecting resources to be used in learning activities. (2) Students identify what they already know about the topic to be studied. (3) Presenting activities to stimulate students' curiosity. (4) Students are given the opportunity to formulate questions within their groups.

(5) Students are given the opportunity to discover concepts through the collection and organization of previously written activities. (6) Students present the results they have obtained, and the teacher directs students toward class discussions. (7) Students reflect on what has just happened or what has just been learned. Students ask questions if there are aspects they do not yet understand.

Interactive learning strategies have many advantages, but their implementation often faces various challenges. One of the main obstacles is teacher readiness. Not all teachers have sufficient confidence or ability to design and implement interactive methods, particularly if they have not received adequate training. Limited facilities can also become a significant obstacle. Small classrooms, a lack of teaching aids, and limited access to technology such as digital devices or the internet can interfere with the smooth implementation of interactive strategies. In addition, this method often requires more time, meaning teachers need to manage time effectively so that all materials can still be delivered. An unsupportive learning environment, such as an uncondusive atmosphere or overly active students, can also hinder the learning process (Yuli Ana et al., 2024).

Through interaction in group discussions, students can provide feedback to one another, correct errors, and clarify their understanding of the concepts being studied. This process enables a more optimal reinforcement of understanding. Active participation in learning also increases students' self-confidence because they can express their ideas and thoughts in a safe and guided learning environment. Thus, learning becomes more meaningful because students do not merely act as recipients of information but are also actively involved in the processes of thinking, discussion, and exchanging ideas.

PowerPoint is one of the applications frequently used for presentations in schools, universities, and workplaces. PowerPoint helps create presentations that are engaging, professional, and easy to understand. With PowerPoint, learning materials can be organized using text, images, animations, videos, and even quizzes to make them more engaging when presented to students. PowerPoint is often used only in a one-way manner, in which the teacher delivers the material while students merely listen or watch without direct involvement. However, PowerPoint can be made more interactive, allowing teachers to create multimedia presentations that encourage students to participate actively and think more critically. Presentations can even be designed like engaging educational games that are enjoyable and not boring (Dila Rukmi Octaviana et al., 2022).

Interactive PowerPoint media helps students integrate various media elements such as text, images, audio, and especially video, enabling it to become an engaging, innovative, and

creative learning medium for improving student learning outcomes (Rosiana Dwi Rukmana et al., 2022). According to Fatahullah, interactive PowerPoint can be used to produce communicative and creative presentation materials. In other words, through this technology, we can design and present messages efficiently, effectively, and attractively (Ulfa Fatiha Simangunsong et al., 2022).

However, interactive PowerPoint also has several limitations. Online collaboration capabilities are still not optimal and may sometimes encounter difficulties. PowerPoint also depends on the installation of certain software, making its use less flexible, particularly for users who do not have devices with adequate specifications. By considering its advantages and limitations, the use of interactive PowerPoint-based media in learning nevertheless demonstrates considerable potential to support the learning process (Siti Sholihah et al., 2026).

Learning outcomes are specific competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills. They are related to changes in a person's knowledge, understanding, attitudes, and behavior as a result of the learning process, while changes caused by growth are not included as learning outcomes (Mega Nirmala Mboa et al., 2024). Learning outcomes can be influenced by several factors, including factors originating from the students themselves as well as from their environment. Therefore, both internal and external factors greatly influence the learning outcomes achieved by students. One external factor that affects student learning outcomes is the selection of the learning model used by the teacher to deliver learning materials. The selection of learning models and learning media should be adjusted to the learning materials to be delivered so that the learning model, learning media, and learning materials are integrated with one another (Farhan, 2025).

CONCLUSION

Based on the implementation of the classroom action research conducted over two cycles, the findings demonstrate that the integration of an interactive PowerPoint-based instructional strategy substantially improved the quality of Civic Education (PKn) learning. The improvement was reflected in both teacher and student engagement. Teacher activity increased from 79.83%, categorized as fair, in the first cycle to 89.51%, categorized as good, in the second cycle. Similarly, student activity increased from 74.41% to 89.60%, indicating that the learning process had reached the predetermined mastery criteria. These findings suggest that interactive digital media can function not merely as a visual aid but as an

instructional mechanism that facilitates more active participation and meaningful learning experiences.

The findings further indicate that the combination of interactive learning strategies, collaborative group work, and interactive PowerPoint presentations contributed to increased student engagement, classroom interaction, and understanding of the learning material, particularly the topic of ethnic and cultural diversity. The collaborative dimension encouraged students to exchange ideas, respond to their peers, and construct understanding through interaction. From a pedagogical perspective, the use of interactive multimedia also created a more engaging and enjoyable learning environment while providing opportunities for students to develop critical thinking, communication, and collaborative skills. Thus, interactive digital learning should be understood as an integrated pedagogical approach rather than simply as the adoption of technology in the classroom.

Despite these positive findings, several limitations should be acknowledged. First, the study was conducted with a relatively small number of participants from a single class, which limits the transferability and generalizability of the findings. Second, the intervention was implemented over a relatively short period and was restricted to one subject area, namely Civic Education. Third, as a classroom action research study, the findings primarily describe contextual improvements within the research setting rather than establishing causal effects that can be generalized across educational contexts. Future research should therefore involve larger and more diverse samples, longer intervention periods, and comparative or quasi-experimental designs. Further studies could also examine the effectiveness of interactive PowerPoint-based learning across different subjects, grade levels, and educational contexts, while investigating its long-term effects on learning achievement, digital literacy, critical thinking, and collaborative competencies. Such research would provide a more comprehensive understanding of how interactive digital pedagogy can contribute to sustainable improvements in contemporary learning environments.

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