

Transforming Boredom into Curiosity: Interactive PowerPoint and The Joy of Learning Indonesian

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Abstract

This study aims to examine the effect of using interactive PowerPoint media on students' interest in learning the Indonesian language among second-grade students at SDIT Al-Fatihah, Bekasi City. The study was motivated by students' low learning interest, as reflected in their lack of attention, involvement, and enthusiasm during Indonesian lessons. A quasi-experimental method with a Non-Equivalent Control Group Design was employed. The sample consisted of 59 students: 30 in the experimental group using interactive PowerPoint and 29 in the control group using conventional methods. Data were collected through questionnaires, interviews, and documentation, with a Likert-scale learning interest questionnaire as the main instrument. Data were analyzed using the Mann-Whitney U test and the Wilcoxon Signed-Rank test. The findings revealed a significant increase in learning interest among students in the experimental group. The average post-test score of the experimental group was 42.00, higher than the control group's 39.03. The Mann-Whitney U test showed a significance value of $p < 0.001$ ($p < 0.05$), indicating a significant difference between the groups. Additionally, the Wilcoxon test showed that 26 out of 30 experimental group students experienced increased learning interest, while only 9 in the control group improved. Thus, interactive PowerPoint media significantly enhances students' interest in learning Indonesian.

Keywords: Indonesian language, Learning interest, Interactive PowerPoint.

1 INTRODUCTION

Indonesian language learning at the elementary school level plays a strategic role as the foundation for early literacy, which shapes appropriate, accurate, and effective language skills. The use of language that is both appropriate (in context) and correct (in accordance with spelling and grammar rules) not only enables effective communication but also contributes to the formation of students' mindsets and behavior (Daryanto, 2013; Vioeza & Puji, 2023). The scope of Indonesian language learning at the elementary school level includes linguistic aspects, the ability to understand and appreciate literary works, and mastery of language skills: listening, speaking, reading, and writing (Hidayah, 2015; Anuggraini, et.al., 2020). These four aspects are interrelated and form the initial capital for sustainable literacy development (Brown, 2014).

In lower grades, the types of learning activities must be adapted to the developmental characteristics of children who are still in the concrete-operational stage; a multisensory and contextual approach will be more effective than abstract and monotonous teaching (Brown, 2014). This is where the role of learning interest becomes crucial: interest is an internal drive that causes individuals to be attracted without external coercion, thereby encouraging attention, involvement, and perseverance in the learning process (Slameto, 2010). Research shows that a high level of interest is positively correlated with attention

and learning achievement interested students tend to pay more attention and participate actively (Tohir, 2022).

Learning media is one of the external variables that can stimulate student interest and engagement (Wijaya et.al., 2022; Vioreza et.al., 2023). Ibrahim et al. state that learning media serves to convey messages that can stimulate the attention, interest, thoughts, and feelings of learners. Media designed to be interactive and contextual helps to concretize abstract concepts, thereby increasing understanding (Nurfadhillah, 2021). In the context of educational technology, Microsoft PowerPoint—especially when developed into interactive PowerPoint—has become a popular medium due to its ability to combine text, images, animations, audio, and interactive elements (Daryanto, 2013).

Empirical evidence from contemporary studies shows that interactive digital presentations can increase student motivation, engagement, and learning outcomes. For example, an experimental study in elementary schools found that the use of interactive PowerPoint increased student motivation and learning outcomes compared to conventional learning (Jerika & Lestari, 2022). Similar results were also reported in other studies that showed the positive impact of interactive digital presentations on students' concept memory and participation (Nasr et al., 2024). The underlying mechanisms are increased visual and auditory meaningfulness, immediate feedback such as interactive quizzes, and self-paced and repetitive learning opportunities, which facilitate student cognition and affect (Ozaslan & Maden, cited in Jerika & Lestari, 2022).

Pedagogically, the use of interactive PowerPoint in lower grades should integrate learning design principles: (1) segmenting material into short units that match children's attention spans, (2) using multimodal elements (images, sounds, and simple text) to reduce cognitive load, and (3) incorporating interactive elements (short quizzes, navigation buttons, educational games) to increase engagement and provide immediate feedback (Jerika & Lestari, 2022; Nasr et al., 2024). Effective implementation also considers formative assessment policies so that teachers can adjust the pace of instruction according to student responses.

The integration of early literacy theory, learning motivation, and media design supports the argument that interactive PowerPoint is not merely a visual aid—it is a pedagogical instrument that can foster interest, increase engagement, and facilitate the mastery of basic language skills in lower grade students. However, its effectiveness depends on the quality of material design, the teacher's ability to manage interactions, and suitability to student characteristics. Therefore, further research combining qualitative (interviews, observations) and quantitative (pretest-posttest, nonparametric statistical tests) measurements is still needed to identify best practices and limitations of using interactive PowerPoint in the elementary school context.

2 RESEARCH METHODS

This study used a quasi-experimental method with a Non-Equivalent Control Group Design (Sugiyono, 2017). This design involved two groups, namely the experimental class that used interactive PowerPoint media and the control class that used conventional methods. Both groups were given pre-tests and post-tests to measure changes in their interest in learning Indonesian. The research was conducted at SDIT Al-Fatihah in Bekasi City in the odd semester of the 2025/2026 academic year, with a sample size of 59 students, consisting of 30 students in the experimental class and 29 students in the control class. Sampling was carried out using saturated sampling technique, where the entire population of second-grade students was used as the research sample.

Data was collected through questionnaires, interviews, and documentation. The main instrument was a learning interest questionnaire based on four indicators according to Slameto (2010), namely enjoyment, interest, attention, and involvement. Each indicator consisted of several statements with a 1–4 Likert scale adjusted to the characteristics of

elementary school students. Unstructured interviews were conducted to reinforce the questionnaire data, while documentation was used to supplement the learning activity data.

Data analysis was performed using SPSS version 29, beginning with descriptive analysis to determine the level of student learning interest before and after treatment, as well as non-parametric inferential analysis because the data were not normally distributed. The Mann-Whitney U test was used to determine the difference in learning interest between the experimental and control groups, while the Wilcoxon Signed-Rank test was used to determine the increase in learning interest in the experimental group. The results of the analysis were used to determine the effectiveness of using interactive PowerPoint media in increasing the Indonesian language learning interest of second-grade students at SDIT Al-Fatihah.

3 RESULT AND DISCUSSION

This study aimed to determine the effect of using interactive PowerPoint media on the Indonesian language learning interest of second-grade students at SDIT Al-Fatihah in Bekasi City. The focus of the study was to see whether the use of interactive media could affect students' attention, interest, and participation in the learning process. The research design used was a quasi-experimental design with a non-equivalent control group, in which two groups were compared, namely the experimental group taught using interactive PowerPoint media and the control group taught using conventional methods. Both groups were given pre-tests and post-tests to determine the difference in learning interest before and after the treatment.

3.1 Results

Tble 1. Average Pretest and Post-Test Results

Group	N	Average Pretest	Average Post-test	Description
Experiment	30	33,43	42,00	Experienced a significant increase
Control	29	35,52	39,03	Not significant

Table 1 shows that the average score for Indonesian language learning interest among students in the experimental group was 33.43, while the control group obtained an average of 35.52. After the treatment, the average post-test score of the experimental group increased to 42.00, while the control group only increased slightly to 39.03. The experimental group experienced a much greater increase in scores than the control group. This indicates that the use of interactive PowerPoint media has an effect on increasing students' interest in learning Indonesian.

Tablel 2. Mann-Whitney Test Results

Variable	N Experiment	N Control	U Calculation	Sig. (p)	Description
Interest Learning Indonesian	30	29	211,500	0,001	There is a significant difference

The Mann-Whitney U test results in Table 2 show a significance value of $p < 0.001$ ($p < 0.05$), which means that there is a significant difference between the experimental and control groups. This indicates that the use of interactive PowerPoint media has a significant effect on increasing interest in learning Indonesian.

Meanwhile, the Wilcoxon Signed-Rank test results show that 26 out of 30 students (86.7%) in the experimental class experienced an increase in learning interest after the treatment, while in the control class only 9 students (31%) experienced an increase and 17 students (58.6%) actually decreased.

The data shows that learning using interactive PowerPoint media is effective in increasing elementary school students' interest in learning Indonesian. The increase in interest is not only reflected in quantitative scores, but also in observation and interview results. Students in the experimental group appeared to be more focused, actively answered the teacher's questions, and showed high enthusiasm for learning activities.

3.2 Discussion

The results of this study indicate that the use of interactive PowerPoint media has a significant effect on increasing the interest of second-grade students at SDIT Al-Fatihah in Bekasi in learning Indonesian. This finding is in line with the theory proposed by Slameto (2010), which states that learning interest is an internal factor that greatly determines students' success in the learning process. When students have a high level of interest, they will show attention, involvement, and enthusiasm in learning activities.

In Indonesian language learning, especially in lower grades, the use of monotonous methods and media often causes students to quickly become bored and lose focus. This is in line with the researcher's initial observation that students tend to be passive when teachers only use lecture methods and textbooks. The use of interactive PowerPoint media is an innovative solution because it combines visual, audio, and interactive elements that are suitable for elementary school students, who tend to enjoy visual activities and games Jerika & Lestari (2022) .

Interactive PowerPoint allows teachers to present lesson material in an interesting way through animations, moving images, and interactive exercises that provide immediate feedback. Interactive learning stimulates students' curiosity and enthusiasm for exploring the material being studied. In line with Nasr's (2024) findings, the use of interactive digital presentations can increase motivation, information retention, and learning outcomes because students feel more involved in the learning process.

The findings of this study are also supported by the theory of Ibrahim et al., which explains that learning media serves as a means to convey learning messages in order to stimulate students' attention, interest, and feelings in achieving learning objectives. By using interactive PowerPoint, teachers not only convey information, but also create a fun and student-centered learning experience.

The statistical test results, which show a significant increase in the experimental group, confirm that interactive PowerPoint plays a role in fostering students' interest in learning. Higher average post-test scores indicate that students became more enthusiastic, paid attention to the teacher's explanations, and were active in class activities. This was evident from observations during the learning process, where students asked questions more often, responded to the material, and showed expressions of excitement when participating in learning activities using interactive PowerPoint.

From a cognitive learning theory perspective, visual media such as PowerPoint help students connect new information with existing knowledge through concrete visual representations. Mayer (2009) in his Multimedia Learning theory explains that learning will be more effective when information is presented through a combination of text, images, and sound in an integrated manner. Interactive PowerPoint supports this theory because it presents Indonesian language material, such as the use of capital letters, punctuation, and vocabulary, through animations and exercises that make abstract concepts more concrete and easier to understand.

In addition, the aspect of learning motivation also plays an important role in increasing student interest. According to Keller's (2010) ARCS (Attention, Relevance, Confidence, Satisfaction) theory, students' attention can be attracted through media that is visually appealing and relevant to their lives. Interactive PowerPoint fulfills these elements because it can be customized with themes, images, and activities that are appropriate for children's experiences, such as word games or simple sentence writing exercises.

These findings are consistent with the results of research by Fauziah and Sari (2023), which showed that the use of interactive PowerPoint media in Indonesian language learning increased the motivation and participation of second-grade elementary school students in Surabaya. Their research explained that attractive visual displays, animations, and game elements in PowerPoint helped students understand the material while fostering a love of learning.

In the context of this study, increased interest in learning can also be attributed to the active involvement of students. Interviews with classroom teachers showed that students who were previously passive are now more active in answering questions and showing curiosity about the learning content. This indicates a positive change in attitude that is not only reflected in questionnaire scores but also in actual behavior in the classroom.

From the teachers' perspective, the use of interactive PowerPoint also helps in managing time and increasing the effectiveness of material delivery. Teachers can prepare materials in a more structured and efficient manner, as well as repeat certain parts according to student needs. This is in line with Daryanto's (2013) statement that PowerPoint has advantages in terms of attractive presentation, flexibility of use, and the ability to be used repeatedly without losing quality.

In general, the results of this study reinforce previous findings that the use of technology-based media can improve the quality of learning in elementary schools. In a study by Lestari and Nuraini (2022), the use of interactive media improved student learning outcomes in integrated thematic subjects. This means that digital media such as interactive PowerPoint is not only effective in exact subjects but also in language learning, including Indonesian.

The increase in learning interest found in this study cannot be separated from the combination of attractive media design, active student participation, and the role of teachers as facilitators. Teachers who are able to utilize interactive PowerPoint effectively will create a communicative and enjoyable learning atmosphere, so that students feel closer to the subject matter.

However, this study also has limitations. First, the duration of the treatment was relatively short (two meetings), so it did not describe the long-term effects on learning interest. Second, the measurement of learning interest was still dominated by questionnaire instruments, while in-depth behavioral observations were not carried out quantitatively. Further research is recommended to extend the duration of the treatment, use a pure experimental design, and combine observation instruments with qualitative analysis.

Overall, the results of this study confirm that the use of interactive PowerPoint media can significantly increase elementary school students' interest in learning Indonesian. Visual and interactive learning is able to attract attention, foster motivation, and strengthen student engagement in learning activities. Therefore, interactive PowerPoint is worthy of being used as an alternative innovative learning medium that supports the achievement of educational goals in elementary schools, particularly in building a foundation for Indonesian literacy from an early age.

4 CONCLUSION

This study concludes that interactive PowerPoint media can influence the interest of second-grade students at SDIT Al-Fatihah in learning Indonesian. This is demonstrated by a significant increase in post-test scores in the experimental group compared to the control

group, as well as the results of the Mann-Whitney U and Wilcoxon statistical tests, which show significant differences and improvements. Interactive PowerPoint media helps students to be more focused, enthusiastic, and involved in learning through visual displays, animations, and attractive interactive features. Thus, interactive PowerPoint is suitable to be applied as an alternative learning media to increase students' interest and involvement in learning Indonesian at elementary school.

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