

The Use of PowerPoint-Based Interactive Media to Increase Student Learning Motivation at RA Al Wasliyah

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Abstract: This study aims to determine the effectiveness of the use of PowerPoint-based interactive media in increasing students' learning motivation at RA Al Wasliyah. The background of this research starts from the low motivation of children to learn which is characterized by a lack of attention, participation, and active involvement in the learning process that is still conventional. This research uses the design of Class Action Research (PTK) which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subject of the study was RA Al Wasliyah students who amounted to 20 children, consisting of 10 boys and 10 girls. Data were collected through observation, motivational questionnaires, and documentation, then analyzed with qualitative and quantitative descriptive approaches. The results of the study showed a significant increase in learning motivation after the implementation of PowerPoint-based interactive media. In the initial condition, only 45% of children showed high motivation to learn. After the implementation of the action in cycle I, motivation increased to 70%, and in cycle II it reached 90%. The use of PowerPoint equipped with animations, interesting images, and interactive elements has been proven to attract children's attention, foster curiosity, and encourage their active participation during learning activities. Thus, it can be concluded that PowerPoint-based interactive media is effectively used in learning at RA Al Wasliyah to increase early childhood learning motivation.

Keywords: Interactive Media, PowerPoint, Learning Motivation.

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INTRODUCTION

Learning motivation is one of the fundamental aspects that plays a big role in determining the success of the educational process. Without motivation, students tend to be passive, lack the motivation to participate actively, and find it difficult to achieve optimal learning outcomes. At the level of early childhood education such as in RA (Raudhatul Athfal), learning motivation is an important foundation in forming habits, interests, and positive attitudes towards learning activities in the future. Sardiman (2018) explained that learning motivation is an internal and external force in a person that encourages learning activities, ensures the continuity of these activities, and provides direction to learning actions so that goals can be achieved. Therefore, teachers have a crucial role in creating an interesting and fun learning atmosphere so that children have high motivation to learn.

Current technological developments open up wide opportunities for teachers to innovate in using various learning media that are interesting and relevant to children's needs. One of the media that can be used effectively is interactive PowerPoint. PowerPoint is not just a presentation tool, but can be developed into a learning medium equipped with animations, images, sounds, and interactive activities that involve student participation. Mayer (2014) stated that multimedia-based learning is more effective because it integrates visual and auditory elements, thus helping to strengthen conceptual understanding and improve learning retention. Thus, interactive PowerPoint can be used as a learning tool that is able to stimulate interest and motivation for early childhood learning at RA Al Wasliyah.

The urgency of using interactive media is even clearer when looking at the fact that conventional learning methods are still widely applied in early childhood education institutions. One-way lecture and memorization methods often make children feel bored and not interested in learning. Early childhood has unique characteristics, namely high curiosity, a love of movement, and a love of learning through concrete experiences and interesting visuals. Hamalik (2015) emphasized that learning media serves to clarify the presentation of messages, attract students' attention, and facilitate the achievement of learning goals. Therefore, the application of interactive media such as PowerPoint is very suitable for the development needs of early childhood who learn through observation, exploration, and direct experience.

Based on the results of initial observations conducted at RA Al Wasliyah, it was found that most children showed low learning motivation. Children seem to lack focus during learning activities, are not enthusiastic about answering the teacher's questions, and quickly lose attention when the activity lasts more than a few minutes. This condition is exacerbated by the limited use of media on books and blackboards, so that learning becomes monotonous. Teachers also admitted that children are more enthusiastic when shown pictures or videos, but limited knowledge and time make the use of digital media not optimized. This phenomenon shows that there is an urgent need to improve learning strategies to make them more attractive and in accordance with the characteristics of students.

Theoretically, learning motivation can be increased through a learning approach that is able to foster three main aspects according to the theory of Self-Determination proposed by Deci and Ryan (2000), namely autonomy, competence, and relatedness. When children are given the opportunity to actively participate in the learning process, feel able to complete tasks, and feel positive relationships with teachers and friends, their intrinsic motivation will increase. PowerPoint-based interactive media has the potential to fulfill all three aspects because it directly engages children in interesting learning activities, provides positive feedback, and creates fun interactions between teachers and children.

Previous studies have also shown that the use of interactive PowerPoint has a positive impact on learning motivation. Putra (2020) in his research found that students who learned using interactive PowerPoint experienced a 30% increase in motivation compared to the group using conventional methods. Meanwhile, Lestari (2017) revealed that interactive visual media is able to increase the attention and perseverance of elementary school students. The same thing was also stated by Yuliani (2021) who stated that PowerPoint-based learning enriched by animation and audio-visual is able to foster a sense of pleasure in learning in early childhood because it is in accordance with the stage of development of those who are still thinking concretely.

However, there is still little research conducted in the context of early childhood education institutions, especially at the RA level which has different characteristics from elementary schools. Most previous studies focused on the elementary or junior high school level, while in RA, the child's cognitive ability and concentration range were much more limited. Therefore, this study seeks to fill this gap by examining the effectiveness of the use of interactive PowerPoint media in increasing early childhood learning motivation at RA Al Wasliyah. PowerPoint was chosen because it is easy to use, does not require an internet

connection, and can be adapted to the needs of learning themes in RA such as environmental, animal, and family themes.

In addition to being an engaging visual medium, interactive PowerPoint can also be used to create a simple game-based learning experience. For example, teachers can insert picture quizzes, object matching games, or animations that stimulate children to guess and answer. This makes the child feel actively involved, not just as a passive listener. According to Arsyad (2020), children who learn through interactive activities are more easily motivated because of the elements of challenge, reward, and curiosity that are always updated during learning activities.

In the context of RA Al Wasliyah, the use of interactive media is also the first step in integrating simple technology into early childhood learning. Schools that are still in the technology introduction stage can use PowerPoint as an alternative medium before moving on to more complex digital learning applications. With a gradual approach, teachers can improve their digital competence while maintaining the educational and spiritual values that characterize Islamic education in RA.

The main purpose of this study is to find out and describe the extent to which the use of PowerPoint-based interactive media can increase children's learning motivation in RA Al Wasliyah. This research was carried out using a Classroom Action Research (PTK) design that focuses on efforts to improve and improve the quality of learning in a sustainable manner. The research was conducted in two cycles that included the planning, action, observation, and reflection stages. It is hoped that the results of this research can make a real contribution to improving the quality of learning in RA, both in terms of theory and practice.

Thus, this research departs from real problems in the field regarding low motivation for early childhood learning and the limitations of learning media innovation. The use of interactive PowerPoint is expected to be able to be a practical solution that is effective, cheap, and easy to apply for teachers. Through the application of this media, children are not only more motivated in learning, but also have fun and meaningful learning experiences. This research is expected to provide recommendations for RA teachers to continue to innovate in presenting creative, interactive, and learning in accordance with the characteristics of early childhood development.

METHODS

This study uses a Classroom Action Research (PTK) design with a simple qualitative and quantitative approach. This design was chosen because the research aims to improve and improve the quality of the learning process in the classroom through the application of PowerPoint-based interactive media. PTK is a form of reflective research conducted by teachers in their own classrooms to improve learning practices so that student learning outcomes and motivation increase sustainably. According to Kemmis and McTaggart (1988), PTK consists of four main stages, namely planning, action, observation, and reflection which are carried out repeatedly to achieve the desired results. Therefore, this design is considered most appropriate for research that focuses on increasing students' learning motivation at RA Al Wasliyah.

The subjects of this study are 20 children of group B RA Al Wasliyah, consisting of 10 boys and 10 girls. The selection of subjects was carried out by purposive sampling technique based on the results of initial observations which showed that most children had low learning motivation. This condition can be seen from the lack of participation in learning activities, the low enthusiasm of children in answering questions, and the tendency to get bored easily during the learning process. This research was carried out at RA Al Wasliyah, Jeumpa District, Bireuen Regency, Aceh, in the even semester of the 2023/2024 school year. The research was carried out in two cycles, and each cycle consisted of two meetings each of which followed four stages of PTK, namely planning, implementation of actions, observation, and reflection.

The planning stage begins with preparing the learning tools and media to be used. At this stage, the researcher and the teacher prepare a Daily Learning Implementation Plan (RPPH) that is tailored to the RA curriculum, design PowerPoint-based interactive media, and prepare research instruments such as observation sheets, simple questionnaires for teachers, and reflection note sheets. PowerPoint media is designed by adding interactive elements that grab the child's attention, such as animations, color images, sound effects, and simple navigation buttons that allow children to interact directly. Arsyad (2017) emphasized that well-designed learning media can improve the quality of communication between teachers and students and foster their interest in learning.

The action implementation stage is carried out by implementing a learning plan using interactive PowerPoint media. Teachers deliver material with the help of interactive slides containing images, sounds, and animations, and involve children in various activities such as questions and answers, quizzes, and simple games contained in the media. Children are invited to interact directly with the media through button presses, choosing images, or answering questions that appear on the screen. In this case, teachers play the role of facilitators who guide and motivate children to be more active. According to Sudjana and Rivai (2016), learning media that allows direct involvement of students will be more effective in increasing motivation compared to passive media. Therefore, the PowerPoint media used in this study is not only visual, but also interactive and attracts children's attention.

The observation stage is carried out during the implementation of the action to observe changes in children's learning motivation. Observations were carried out by researchers and collaborators (classroom teachers) using observation sheets that contained several indicators of learning motivation, namely attention to learning activities, active participation, perseverance in participating in activities, curiosity about the material, and positive responses to learning media. The observation instrument is compiled based on the theory of learning motivation according to Uno (2019), which emphasizes the importance of internal and external motivation in arousing the spirit of learning. In addition to observation, data was also collected through a learning motivation questionnaire given after each cycle using a four-level Likert scale to measure children's motivation levels from "very low" to "very high". In addition, the researcher also used documentation in the form of photos of activities, videos, and reflection notes of teachers to strengthen the data obtained. According to Moleong (2017), documentation serves as tangible evidence that can strengthen the validity of research results because it provides a visual picture of the learning process.

The reflection stage is carried out after all the data from observations, questionnaires, and documentation are analyzed. At this stage, researchers and teachers discuss to assess the success of the action and find obstacles that arise during learning. Reflection aims to identify the advantages and disadvantages of learning implementation so that improvements can be made in the next cycle. For example, if in the first cycle the child still seems passive or easily bored, then the teacher will add variations in the media such as interactive games, additional animations, or small rewards for the child who is active in the second cycle. Reflection is an important part of PTK because it is a means for teachers to evaluate themselves and improve their professionalism in managing learning. McNiff (2013) emphasized that reflection in PTK is not only aimed at assessing results, but also to develop teachers' awareness and ability to create more effective and meaningful learning for students.

The data from the research were analyzed using a simple qualitative and quantitative descriptive approach. Qualitative data obtained from the results of observation, documentation, and reflection of teachers were analyzed through three stages according to Miles and Huberman (2014), namely data reduction, data presentation, and conclusion drawn. Meanwhile, the quantitative data from the results of the questionnaire was calculated in the form of a percentage to determine the increase in children's learning motivation from the first cycle to the second cycle. To ensure the

validity of the data, this study applied the triangulation technique of sources and methods. Source triangulation is carried out by comparing the results of observations, questionnaires, and documentation, while method triangulation is carried out using more than one data collection technique. Denzin (2012) emphasized that triangulation can increase the validity and reliability of research results because it allows verification of data from various perspectives.

Thus, this research method was systematically compiled in order to provide a comprehensive picture of the effectiveness of the use of PowerPoint-based interactive media in increasing children's learning motivation at RA Al Wasliyah. Through a reflective and sustainable PTK approach, teachers have the opportunity to improve learning strategies directly based on the results of observations in the classroom. The combination of qualitative and quantitative analysis provides a solid basis for assessing the success of actions, while triangulation techniques guarantee the validity of the data. Therefore, this research is expected to be a reference in the development of learning media that is interesting, interactive, and in accordance with the characteristics of early childhood so that it can grow their learning motivation optimally.

RESULTS

The results of the study on the Use of PowerPoint-Based Interactive Media in Increasing Student Learning Motivation at RA Al Wasliyah show that there is a significant increase in learning motivation in children after the implementation of interactive learning media. This research was carried out in two cycles, with each cycle going through four main stages, namely planning, implementation of actions, observation, and reflection. Data were obtained through observation of children's behavior during learning, the results of learning motivation questionnaires, and documentation in the form of photos and field notes.

In the early (pre-cycle) condition, most children show low motivation to learn. This can be seen from the lack of attention of children to the teacher's explanations, lack of participation in learning activities, and often children showing bored or unfocused behavior. Based on the results of initial observations and questionnaires, only about 45% of children showed a high level of learning motivation. The main factor in the low motivation is due to the conventional learning method, where teachers use more lectures and static image media that are less attractive to early childhood.

After the action is carried out in cycle I, learning begins to use PowerPoint-based interactive media that has been designed by displaying color images, simple animations, sound effects, and interactive buttons that children can press to display certain answers or images. At this stage, the children seem to start showing higher enthusiasm. They seemed to be more focused on the display on the screen, asked questions more often, and participated in question-and-answer activities and interactive games provided in PowerPoint media. Based on the results of the learning motivation questionnaire at the end of the first cycle, the number of children who have high learning motivation increased to 70%. However, there are still some children who are not fully active, especially those who tend to be shy or lack confidence in participating in group activities.

Observations carried out in the first cycle also showed an increase in several aspects of learning motivation. First, children's attention to learning increases, as can be seen from their ability to focus on participating in activities until the end of the session. Second, children's active participation increases, shown by the increasing number of children who are willing to answer teachers' questions and engage in educational games. Third, children's curiosity also grows, as can be seen from the many questions asked regarding the material presented. However, at the end of the first cycle reflection, it was found that some PowerPoint media was still not interactive for children with limited motor skills, and the time for learning was felt to be too long so that some children looked tired at the end of the activity.

Based on the results of this reflection, several improvements were made in cycle II. PowerPoint was improved by adding simpler interactive elements, the duration of the activity was adjusted to the concentration power of early childhood (about 25–30 minutes), and the teacher provided more positive reinforcement such as praise and appreciation stickers for active children. In this second cycle, the children showed a more pronounced increase in learning motivation. The atmosphere of the classroom became more lively and fun, and almost all children participated in every activity. They show enthusiastic expressions, laugh, and react positively to animations that appear in the media.

Based on the results of observations and questionnaires at the end of cycle II, the level of children's motivation to learn increased significantly to 90%, where most children were in the "very high" category. The children appeared to be more independent in participating in activities, able to remember the material displayed through the media, and showed better perseverance and attention compared to the previous cycle. This increase is not only seen quantitatively from the results of the questionnaire, but also qualitatively from changes in children's learning behavior in the classroom. Children are more actively interacting with teachers and friends, understand instructions faster, and show happy expressions when learning using interactive PowerPoints.

Comparison of results between cycles shows a consistent improvement from the initial condition to cycle II. In the pre-cycle, the child's learning motivation was only 45%, increasing to 70% in cycle I, and reaching 90% in cycle II. Thus, the total increase in learning motivation reached 45% from the initial condition. These results show that the application of PowerPoint-based interactive media has a significant positive influence on early childhood learning motivation.

In addition to increasing children's learning motivation, this study also shows a positive change in the role of teachers. Teachers who previously only acted as informants are now more active facilitators in guiding, directing, and providing opportunities for children to interact directly with the media. This has an impact on a more communicative and collaborative classroom atmosphere.

Based on the results of the overall reflection, the use of PowerPoint-based interactive media at RA Al Wasliyah has been proven to be effective and efficient in increasing children's motivation to learn. This media is able to change the learning atmosphere to be more interesting, fun, and meaningful. Children who were previously passive became more enthusiastic, courageous, and active in participating in learning activities. With a simple and easy-to-use design, PowerPoint can be an alternative learning medium that is suitable for an early childhood education environment, especially for schools that have limited technological facilities. Overall, the results of this study confirm that PowerPoint-based interactive media not only increases learning motivation, but also helps create a more enjoyable and meaningful learning experience for early childhood. Through the application of this media, teachers can foster children's enthusiasm for learning in a sustainable manner, form positive habits in learning, and support the achievement of educational goals at RA Al Wasliyah optimally.

DISCUSSION

The results of research that have been conducted at RA Al Wasliyah show that the use of PowerPoint-based interactive media has a significant impact on increasing children's learning motivation. Learning that was initially conventional and monotonous has been successfully transformed into more interesting, active, and fun activities. This is in line with the theory of learning motivation put forward by Sardiman (2018), which states that motivation is a driving force that gives rise to learning activities, ensures continuity, and provides direction to learning activities so that goals can be achieved. In the context of this study, interactive PowerPoint acts as an external stimulus that is able to arouse children's internal motivation.

In the initial condition, children show low motivation to learn. They tend to be passive, pay less attention to the teacher's explanations, and show bored behavior when learning takes place. This reflects that the media and methods used previously have not been able to adapt to the characteristics of early childhood learning. Children at this age have high curiosity, limited concentration skills, and easier understanding concepts through visual and interactive experiences. When teachers are still using lecture methods and static image media, it is difficult for children to maintain their focus on learning. This result is in line with the opinion of Hamalik (2015) who emphasized that monotonous learning media can reduce students' interest and participation.

After the application of interactive PowerPoint media in cycle I, there was an increase in children's attention and participation. The use of color images, motion animations, sound effects, and interactive quizzes makes the learning atmosphere more vibrant. Children seem to be more focused on paying attention to the screen, laughing when animations appear, and enthusiastic when answering questions presented in the media. This increase in motivation shows that interactive media is able to meet children's basic needs in learning, namely the need for sensory stimulation and active involvement. This is in line with the multimedia learning theory by Mayer (2014) which explains that learning that involves more than one sensory channel (visual and auditory) will increase understanding and learning appeal.

However, in the first cycle, there were still some weaknesses, such as the lack of time for all children to interact directly with the media and there were still some children who were passive because of embarrassment. This condition was then corrected in cycle II, where the teacher modified the PowerPoint to make it simpler and easier to operate, adjusted the learning duration to the concentration ability of early childhood (about 25–30 minutes), and provided positive reinforcement in the form of praise and stickers for children who actively participated. This improvement step has proven to be effective in increasing children's motivation as a whole. In cycle II, almost all children showed high enthusiasm, dared to answer questions, and enjoyed learning activities.

The increase in learning motivation that occurred in this study was not only seen from the results of the questionnaire which increased from 45% (pre-cycle) to 70% (cycle I) and 90% (cycle II), but also seen from changes in children's behavior in the classroom. Children who were previously passive become more confident and able to interact with teachers and peers. They appear to be more focused, persistent in completing tasks, and show high curiosity. This behavior change supports Deci and Ryan's (2000) theory of self-determination theory, which states that motivation will grow when students feel they have control, competence, and relatedness. In interactive PowerPoint-based learning, children are given space to control their interactions with the media, feel competent because they are able to answer questions with the help of attractive visuals, and feel connected to friends and teachers through shared activities.

In addition to having an impact on children, this study also shows a positive change in the role of teachers. Before the action, the teacher plays a dominant role as a conveyor of information. However, after the use of interactive PowerPoint media, the role of the teacher shifts to that of a facilitator who guides and provides space for the child to explore learning. Teachers become more active in directing discussions, providing triggering questions, and paying attention to each child's response. This change is in line with the concept of active learning, where teachers and students collaborate to create a dynamic and meaningful learning process.

From a pedagogical perspective, interactive PowerPoint has proven to have advantages over conventional media. This medium not only captures the child's attention through dynamic visuals, but also provides a hands-on learning experience through simple interactions, such as pressing buttons, answering quizzes, and selecting images. This activity helps children develop critical thinking skills, strengthen memory, and improve social skills because many activities are done in small groups. This is in line with the opinion of Arsyad (2017) that interactive learning media can increase the effectiveness of

learning because it provides opportunities for students to be actively involved in the learning process.

In addition, the success of the use of interactive PowerPoint at RA Al Wasliyah also shows that simple technology can have a big impact if used creatively and in accordance with the characteristics of students. Many teachers think that technology-based media requires advanced devices, whereas PowerPoint — which is easily accessible and familiar — can be used to its full potential to create engaging learning. These findings strengthen the research results of Putra (2020) and Lestari (2017) which prove that the use of visual and interactive media can significantly increase student motivation and activeness.

From the results of the final reflection, it can be seen that the use of interactive PowerPoint not only increases learning motivation, but also improves the emotional and social atmosphere in the classroom. Children seem happier, help each other, and show curiosity about the subject matter. This positive learning atmosphere also supports the achievement of the goal of early childhood education, which is to develop children's potential holistically, including cognitive, affective, and psychomotor aspects.

Thus, it can be concluded that the application of PowerPoint-based interactive media makes a real contribution to increasing children's learning motivation at RA Al Wasliyah. This increase occurs because the media is able to combine visual, audio, and interactivity elements that are appropriate to the needs of early childhood learning. In addition, the active involvement of teachers in designing and facilitating learning also determines the success of its implementation. Therefore, the use of interactive PowerPoint is highly recommended to be widely applied in early childhood education institutions, both as the main media and as a support in learning activities, in order to create a more interesting, meaningful, and enjoyable learning experience.

CONCLUSION

Based on the results of research that has been conducted at RA Al Wasliyah, it can be concluded that the use of PowerPoint-based interactive media has proven to be effective in increasing early childhood learning motivation. Before action, children's motivation to learn is relatively low, characterized by a lack of attention, participation, and involvement in learning activities. After the application of interactive media, learning motivation increased significantly, from 45% in the initial condition to 70% in the first cycle, and reached 90% in the second cycle. Children look more enthusiastic, active, dare to answer questions, and show high curiosity about the material presented. PowerPoint media equipped with animations, interesting images, and interactive elements is able to create a fun learning atmosphere and foster children's interest in learning. In addition, teachers also become more creative and play an active role as effective learning facilitators. Thus, PowerPoint-based interactive media can be used as an alternative to innovative and interesting learning strategies to increase learning motivation at RA Al Wasliyah and other early childhood education institutions.

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