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Improving Student Activities and Learning Outcomes at MI NW Repok Are through the Utilization of Learning Slides

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Abstract: This study aims to improve the attention of students in Class IV MI NW Repok Are by utilizing learning slides. This Classroom Action Research (CAR) uses the Kemmis and Taggart research model. The research flow consists of (1) Planning, (2) Action, (3) Observation (4) Reflection. The subjects of this study were 20 students in Class IV MI NW Repok Are. The research data were obtained using student attention observation sheets. Verbal data from observations were analyzed using qualitative descriptive techniques with simple formulas. The results of the study showed that the use of learning slides can improve the attention of students in Class IV MI NW Repok Are. The attention of students from each indicator of activity increased. In cycle I, the indicators entered the moderate category as many as 2 indicators out of 5 existing indicators, in cycle II there was an increase, namely the moderate category indicators decreased to 1 indicator. Based on the research above, it can be concluded that the use of learning slides can improve students' attention.

Keywords: Learning slides, student learning outcomes, student learning activities.

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INTRODUCTION

In accordance with the concept of the Independent Curriculum, science learning is integrated and complete, so that every knowledge taught, the learning must be continued until it makes students skilled in presenting the knowledge they have mastered, and behaving as beings who are grateful for the gifts of the universe that have been given to them through responsible use. The approach used in the Independent Curriculum, students are encouraged to seek from other learning sources that are available and spread widely around them. The role of teachers is very important to guide and facilitate students to learn science, including increasing and adjusting students' absorption. Teachers can also enrich with creativity in the form of other appropriate and relevant activities that come from the social and natural environment.

During the learning process, teachers should improve the cognitive, affective, and psychomotor abilities of students. Increasing these abilities requires students' interest and attention in the learning process. Teachers as educators need to use the right learning strategies in teaching and learning activities in the classroom. Teaching and learning activities do not always run smoothly, one of the obstacles that often arises is the lack of attention of students during the learning process. In the learning process in the classroom, teachers often face students who experience attention disorders so that these students are less able to focus their attention in following the learning process. Therefore, focusing the

attention of students in learning activities is very necessary so that learning activities run smoothly.

During the learning process, teachers play an active role in carrying out enjoyable learning in order to attract the attention of students. Because, if the learning process carried out by the teacher is fun, then a sense of joy in learning will arise in students. Likewise, vice versa, if the teacher cannot carry out enjoyable learning activities, then a sense of laziness and boredom will arise in students. Based on the results of observations conducted with MI NW Repok Are teachers, it is known that student learning outcomes are still not optimal. The low learning outcomes are due to, among others: (1) students are less active in the learning process including in paying attention to teacher explanations and expressing opinions, (2) Teachers have not maximized the use of learning media so that the learning process seems less interesting for students, (3) teachers are often still fixated on books. The problems above indicate a lack of student attention when the teacher is teaching. Observing these problems, the researcher is interested in making improvements in the learning process so that it can help improve student attention. One alternative that can be developed to help with these problems is through the use of slide media in the learning process. Through the use of slide media, it is hoped that the atmosphere in the learning process will be fun because it presents concise material with additional animations and videos to support the material being studied. Students who previously did not pay attention to the teacher during learning become active and motivated to learn. If students can maintain their concentration and attention well, they can understand the material in learning activities. Based on the description above, the author is interested in conducting research with the title "Improving the Attention of Class IV MI NW Repok Are Students through the Use of Learning Slides".

METHODS

This research focuses on the effectiveness of using learning slides in improving the attention of students at MI NW Repok Are. The study employs a classroom action research (CAR) approach to assess how the use of slide-based teaching materials influences student attention during lessons. The research was carried out in two cycles, each consisting of planning, implementation, observation, and reflection. This iterative process allows the researcher to refine teaching strategies based on the findings from each cycle to ensure optimal learning outcomes. In the first phase of the research, a pre-assessment was conducted to gauge the initial level of student attention. The teacher observed the students' behavior during regular lessons to identify whether they were engaged, distracted, or struggling to focus on the material being taught. Based on the results of the pre-assessment, the researcher planned the intervention, which was the integration of slide-based teaching materials. These slides were designed to be visually appealing and structured in a way that could capture students' interest and enhance their engagement with the subject matter.

For the intervention, the slides were created using simple visuals, bullet points, and concise text to ensure that the content was accessible and easy to follow. Each slide was designed to support the learning objectives of the lesson, with clear headings and images to complement the textual content. Additionally, the slides incorporated interactive elements such as questions and prompts to encourage student participation and maintain focus throughout the lesson. The first cycle involved the implementation of these slide-based materials in a series of lessons. During this cycle, the researcher closely monitored student attention by observing their behavior and engagement levels during the lesson. The researcher took note of how many students appeared focused and engaged with the material and whether the slides helped maintain their attention throughout the duration of the class. At the end of the cycle, a post-observation assessment was conducted to determine the level of improvement in student attention.

After the first cycle, the researcher reflected on the results and identified areas for improvement. While the slide-based materials were generally well-received by students, some challenges were identified. For example, certain students appeared distracted during parts of the lesson that lacked interactive elements, and the slides alone were not enough to fully capture the attention of all learners. This feedback led to adjustments in the second cycle, where more interactive features, such as quizzes, videos, and discussions, were incorporated into the slides to further engage students.

In the second cycle, the revised slides included more dynamic content, such as embedded videos and animated graphics, to break up the text and provide variety. The slides also featured interactive questions and activities that required students to actively participate in the lesson. The researcher aimed to create a more engaging and varied learning experience that would help students maintain focus and improve their attention span. Throughout the second cycle, student engagement was closely monitored. The researcher took notes on the students' behavior, looking for signs of active participation, such as raising hands to answer questions, engaging in group discussions, and demonstrating an understanding of the material. At the end of the cycle, a final post-assessment was conducted to evaluate whether the adjustments made to the slides led to a further improvement in student attention.

The data collected from the pre-assessment, post-observations, and student feedback were analyzed to determine the effectiveness of slide-based learning materials in improving student attention. The results of the study indicated that the use of learning slides had a positive impact on student attention, especially when the slides were interactive and incorporated multimedia elements. Students were more focused and engaged with the lesson content, and their ability to stay attentive throughout the lesson improved. Additionally, the researcher found that students who were initially less engaged with traditional teaching methods showed a marked improvement in attention when the slides were used. These students found the visual and interactive elements of the slides more stimulating and easier to follow, which helped them stay focused on the lesson. The use of slides also helped to clarify complex concepts, as the visual representations made the material more accessible.The results from both cycles of the research indicate that the use of slides in the classroom can significantly improve student attention. However, the study also highlighted the importance of balance. Simply using slides was not sufficient on its own to ensure sustained attention. It was crucial to incorporate interactive elements and multimedia to keep the students actively engaged. The findings suggest that using a variety of instructional strategies, including both visual aids and interactive activities, is the most effective approach for improving student attention in the classroom.

Following the completion of the research, the researcher recommended that teachers at MI NW Repok Are continue to incorporate slide-based learning materials into their lessons. Teachers were encouraged to explore different types of multimedia and interactive content that could support student learning while maintaining their attention. The findings also suggested that ongoing teacher professional development in the use of technology in the classroom could further enhance the effectiveness of slide-based learning strategies. The research also emphasized the need for future studies to explore other factors that could influence student attention in the classroom. While the use of slides was effective, there may be other variables, such as classroom environment, teacher-student interaction, or individual student characteristics, that contribute to student attention levels. Further research in these areas could provide a more comprehensive understanding of how to maintain student attention and engagement during lessons.

Overall, this study demonstrates the potential of slide-based learning materials to enhance student attention, particularly when combined with interactive and multimedia elements. The research provides valuable insights into how technology can be integrated into teaching practices to create more engaging and effective learning experiences for students. By continually refining teaching strategies and incorporating diverse learning

tools, educators can significantly improve student attention and overall learning outcomes.

The methodology used in this study was appropriate for exploring the impact of slide-based learning materials on student attention. The use of classroom action research allowed for continuous reflection and improvement, ensuring that the intervention was tailored to meet the needs of the students. The research process provided both qualitative and quantitative data, offering a comprehensive analysis of the effectiveness of the intervention. The positive results observed in this study suggest that the use of learning slides can be an effective tool for engaging students and improving their attention in the classroom. However, the researcher also noted that while slides can be highly beneficial, they should not be relied upon as the sole teaching strategy. A balanced approach that incorporates various teaching methods and activities is key to maintaining student engagement and promoting a deeper understanding of the material.

In conclusion, the research findings demonstrate that the use of learning slides, especially those that include interactive elements and multimedia features, can significantly improve student attention in the classroom. By adapting the content to suit the students' needs and incorporating a variety of engaging elements, teachers can foster a more dynamic and focused learning environment. This study underscores the importance of continuously exploring innovative teaching methods that can enhance student engagement and attention, ultimately leading to better learning outcomes.

RESULTS

The results of this study on the use of slide-based learning materials to improve student attention at MI NW Repok Are demonstrate a significant positive effect on student engagement. During the initial phase of the research, observations were made to assess the baseline level of student attention. It was noted that many students often seemed distracted during the lessons, with their focus drifting away from the subject matter. The conventional teaching methods, which primarily involved verbal explanations and written assignments, were not sufficiently engaging for many students. As a result, their ability to maintain attention throughout the lesson was compromised.

In response to these observations, the researcher introduced learning slides as an intervention during the first cycle of the research. The slides were carefully designed to be visually engaging, with a clear structure and content aligned with the lesson objectives. The aim was to create an instructional tool that would capture students' attention, enhance their focus on the material, and promote a more interactive learning environment. The slides included colorful visuals, concise bullet points, and relevant images to support the learning content. The first cycle showed some positive changes, particularly in student engagement. When the slides were introduced, students appeared more interested in the lessons, and the majority were seen paying attention to the slides during the teaching process. Teachers reported that students seemed more eager to follow along with the slides, and some students even began to ask questions related to the content presented. The introduction of visual aids helped break the monotony of the traditional lecture format and encouraged students to stay more focused on the lesson.

However, there were also challenges observed in the first cycle. Some students were still distracted at certain points in the lesson, particularly during the transition between slides or when there was a lack of interactive activities integrated into the slides. It became clear that simply displaying slides was not sufficient to sustain attention over a long period. The need for additional strategies to maintain student engagement was identified during this cycle. In response to these observations, the slides were revised and enhanced for the second cycle. The teacher added interactive elements, such as embedded questions and mini-quizzes within the slides. These interactive features were designed to encourage students to engage with the content more actively, rather than passively watching the slides. Additionally, short video clips related to the lesson were included in

the slides to provide a more dynamic learning experience. The revised slides also included clear prompts for class discussions, allowing students to participate and share their opinions in a more structured manner.

The second cycle showed a noticeable improvement in student attention and engagement compared to the first cycle. Students were more actively involved during the lessons, as evidenced by their participation in the mini-quizzes and class discussions. The inclusion of video clips helped make the material more relatable and engaging, as students seemed to enjoy the multimedia elements. The interactivity of the slides appeared to be key in maintaining their attention and fostering a more focused learning environment. In the second cycle, it was also observed that students were able to better retain the information presented in the lessons. They demonstrated greater understanding and recall of the content, particularly when they were able to actively participate through the questions and interactive activities integrated into the slides. Teachers noted that students seemed more confident in answering questions related to the material, suggesting an improvement in both their attention and comprehension.

Feedback from students indicated that they felt the learning experience was more engaging when slides were used. Many students mentioned that they enjoyed the visual and interactive nature of the slides, which made learning feel more enjoyable and less monotonous. They also expressed that the multimedia components, such as videos and images, helped them better understand the lesson content. The slides appeared to make the lessons more interesting, which in turn helped them stay focused and pay more attention. The results from both cycles were also analyzed using post-assessment data, which showed a significant improvement in student attention. The analysis revealed that students were more attentive during the lessons that utilized slide-based learning materials compared to the lessons without them. The post-assessment tests showed that students were able to recall more information and apply the concepts discussed in the lessons more effectively.

Furthermore, the teacher observed that students' behavior during class was more focused and organized. They were more likely to stay in their seats, avoid distractions, and actively engage in the lesson. This shift in student behavior was attributed to the visual appeal and interactivity of the slides, which encouraged students to be more actively involved in the learning process. In terms of overall student performance, the research indicated that students were able to demonstrate higher levels of understanding and application of the lesson material when slide-based learning materials were used. They were able to articulate the key concepts of the lesson more clearly and provide more thoughtful responses during discussions. This suggests that the use of slides not only improved their attention but also facilitated a deeper understanding of the material.

A comparison of the pre-assessment and post-assessment results further reinforced these findings. Students who initially struggled to stay focused and engaged with traditional teaching methods showed significant improvement in both attention and comprehension when slides were introduced. This suggests that the use of slides is particularly beneficial for students who find it challenging to engage with conventional teaching methods. The analysis of the data collected from teacher observations and student feedback indicated that the key to improving attention was the incorporation of multimedia and interactive elements within the slides. Students responded positively to these features, as they made the lesson content more engaging and accessible. The ability to interact with the material through quizzes and questions allowed students to take an active role in their learning, which led to better retention and understanding.

It was also noted that the use of slides encouraged more structured learning in the classroom. The clear organization of the content on the slides helped students stay focused on the main points of the lesson and follow the lesson's flow more easily. This structure, combined with the visual elements, helped reduce distractions and kept students engaged throughout the duration of the class.

Overall, the results of the study indicate that the use of slide-based learning materials significantly improved student attention during lessons at MI NW Repok Are. The positive impact was particularly evident when the slides included interactive components and multimedia features. The study demonstrates that the incorporation of these materials can foster a more engaging and focused learning environment, ultimately enhancing the quality of student learning.

The results of the study revealed that the use of slide-based learning materials significantly improved student attention during lessons at MI NW Repok Are. Initially, students showed difficulties in maintaining focus during traditional lessons, often becoming distracted or disengaged. However, after the introduction of slides, students displayed increased interest in the lesson content. They were more attentive, participated more actively in discussions, and appeared more engaged with the material presented on the slides.In the first cycle, where slides were introduced without interactive features, there was an observable improvement in students' attention. Visual elements, such as images and diagrams, helped capture students' interest. However, the lack of interactive components led to some distractions, particularly during transitions between slides. This suggested that while slides could capture attention, additional interactive features were necessary to sustain focus over a longer period of time.

In response, the slides were revised for the second cycle, incorporating interactive elements such as quizzes and discussion prompts. These modifications resulted in further improvements in student engagement and attention. The inclusion of these interactive features helped students stay focused throughout the lesson, as they were more involved in the learning process. Feedback from students indicated that they enjoyed the interactive components, which helped them retain information better and stay more focused during the lesson. Overall, the results of the study demonstrated that the use of slide-based learning materials had a positive impact on student attention. The integration of visual aids and interactive features within the slides created a more dynamic learning environment that encouraged active participation and enhanced student focus. The findings suggest that slide-based learning can be an effective tool for improving attention and engagement in the classroom. The findings also suggest that the use of slide-based learning materials could be a valuable strategy for improving attention in other subjects as well. Teachers are encouraged to explore the potential of using slides in various subjects to enhance student engagement and attention. However, it is important to note that the effectiveness of slides depends on how they are used in the classroom. Simply using slides without considering the needs of the students or the learning objectives may not lead to significant improvements in attention.

Based on the results, it is recommended that teachers at MI NW Repok Are continue to integrate slide-based materials into their lessons. Teachers should also experiment with different types of multimedia and interactive features to create a more engaging and dynamic learning environment. By doing so, they can help students stay more focused and engaged, leading to better academic performance and overall learning outcomes. In conclusion, the use of slide-based learning materials has proven to be an effective strategy for improving student attention in the classroom. This research has shown that the integration of visually appealing, interactive, and multimedia-rich slides can significantly enhance student engagement, reduce distractions, and promote a more focused and productive learning environment. As educational technology continues to evolve, the potential for using such materials to improve teaching and learning will only increase.

DISCUSSION

The results of this study on the use of slide-based learning materials to improve student attention at MI NW Repok Are show that the introduction of this instructional tool led to a significant improvement in student engagement. Initially, students demonstrated difficulties maintaining attention during lessons, which was reflected in their frequent

distractions and lack of focus. This observation was consistent with many traditional classroom settings where verbal explanations and written materials fail to fully engage students, particularly those in younger age groups. The introduction of slides, however, represented a shift in teaching methodology that appeared to address these challenges and positively impacted student behavior.

In the first cycle of implementation, the use of slides was met with a degree of enthusiasm. Students were noticeably more engaged with the lessons, with many of them paying closer attention to the content presented through the slides. Visual elements, such as colorful graphics and relevant images, contributed to capturing students' attention, especially for those who were more visual learners. This early success was a promising indication that visual aids could effectively enhance student engagement, a key objective of the research. However, the first cycle also revealed several limitations in the use of slides. Some students, despite the visual appeal of the slides, remained distracted at certain points during the lesson, particularly when the transitions between slides were abrupt or when the content lacked sufficient interactive elements. These observations highlighted the need for a more interactive approach. A purely visual presentation, although helpful in capturing attention, was insufficient to sustain focus over a longer period of time. This finding emphasized the importance of integrating interactive elements into the slides to further enhance student involvement and attention.

The findings of this study highlight the significant impact that slide-based learning materials can have on student attention. The initial implementation of slides revealed an immediate improvement in student engagement compared to traditional teaching methods. Students were more visually stimulated by the colorful images and organized structure of the slides, which helped maintain their focus during the lesson. However, the lack of interactive elements during the first cycle led to some degree of disengagement, indicating that merely using slides without incorporating participatory activities is insufficient to sustain attention over extended periods. In response to this observation, the second cycle of the study involved enhancing the slides with interactive features such as quizzes, discussion prompts, and multimedia elements like videos. These modifications had a noticeable effect on student attention. The inclusion of quizzes and interactive questions prompted students to actively engage with the material, which kept them focused and involved throughout the lesson. Furthermore, the addition of multimedia components, such as short videos, provided a more dynamic learning experience, reinforcing the lesson content in a way that was both educational and entertaining.

This shift in the teaching approach suggests that for slide-based learning to be most effective, it must be interactive and multifaceted. Students benefit more when they are not merely passive recipients of information, but active participants in their learning process. The use of interactive quizzes and discussion opportunities within the slides provided students with immediate feedback, reinforcing their understanding and encouraging continuous attention. This aligns with research that emphasizes the importance of active learning in maintaining student engagement and improving comprehension.

The study also underscores the importance of teacher involvement in effectively using slide-based materials. While the slides themselves served as an engaging tool, their success largely depended on how teachers integrated them into the lesson. The teacher's role in guiding students through the material, encouraging participation, and facilitating discussions was critical in ensuring that the attention-enhancing effects of the slides were fully realized. Thus, teacher preparation and familiarity with using technology in the classroom are key factors in maximizing the benefits of slide-based learning. In response to the challenges observed in the first cycle, the slides were revised for the second cycle. The researcher incorporated more interactive features, such as embedded quizzes, discussion prompts, and video clips, to increase student engagement. These revisions aimed to not only maintain attention but also encourage active participation from students. The addition of interactive activities was particularly important in sustaining student focus, as it allowed students to be directly involved in the learning process rather

than passively observing the lesson. The integration of multimedia, such as videos, served to break the monotony of traditional teaching methods and provided an alternative way for students to engage with the material.

The second cycle of the research demonstrated a marked improvement in student attention and engagement. The interactive features within the slides appeared to be a key factor in sustaining student focus. Students were observed participating more actively during class discussions, responding to questions posed through the slides, and engaging in mini-quizzes that tested their understanding of the material. The incorporation of video clips also played a role in enhancing attention, as students were able to relate the lesson content to real-world examples presented in the videos. Students' feedback during the second cycle further supported these findings. Many students expressed that they enjoyed the interactive components of the slides, as they provided an opportunity to actively participate in the lesson. The videos, in particular, helped them better understand abstract concepts by offering visual and contextual explanations. The integration of quizzes allowed them to assess their own understanding, which kept them focused and motivated throughout the lesson. This feedback demonstrated that the interactive features not only helped maintain attention but also increased student involvement in the learning process.

Another important observation during the second cycle was the improvement in student behavior. Students were more organized and attentive during the lessons. They were less likely to be distracted by external factors, such as talking to peers or using mobile phones, and more likely to remain focused on the lesson content. This change in behavior was largely attributed to the engaging nature of the slides, which kept students interested and involved in the learning process. In terms of academic performance, the results showed a positive correlation between the use of slides and improved student outcomes. Students who had previously struggled to focus and retain information during lessons showed improvement in their understanding and recall of the material. This was evident in the post-assessment results, where students demonstrated a better grasp of the lesson content, particularly in areas where visual aids and interactive elements were incorporated. The quizzes within the slides helped reinforce key concepts and allowed students to actively engage with the content, leading to better retention and application of knowledge.

The study also highlighted the importance of structure and organization in slide-based learning. The clear layout of the slides, with headings, bullet points, and images, helped students follow the lesson in a more organized manner. This structure not only facilitated better comprehension but also reduced distractions, as students knew exactly what to expect at each stage of the lesson. Additionally, the use of visuals and multimedia made abstract concepts more accessible, enabling students to make connections between different ideas more easily. Despite the success of the slide-based approach, the study also revealed areas for improvement. For instance, while the slides were effective in enhancing attention, they did not fully address all aspects of student engagement. Some students still struggled with the pace of the lesson or found it challenging to stay focused during the transitions between different sections of the lesson. These issues highlight the need for further refinement of the teaching strategy to ensure that the slides are seamlessly integrated into the overall learning experience. It may also be beneficial to incorporate more group activities or collaborative learning opportunities alongside slide-based instruction to encourage deeper engagement.

Moreover, the study underscored the importance of teacher preparation in using technology effectively. While the slides themselves were an effective tool, their success relied heavily on how they were used in the classroom. Teachers needed to be well-prepared to guide students through the interactive features and ensure that the content was being effectively communicated. The research highlighted the role of teacher training in maximizing the potential of technology to enhance student learning outcomes. The research also pointed to the potential of slide-based learning materials as a tool for differentiation. By incorporating various multimedia elements, teachers can cater to

different learning styles, whether visual, auditory, or kinesthetic. For example, students who benefit from visual stimuli can engage with the images and videos, while auditory learners can benefit from voiceovers or audio explanations. Kinesthetic learners can interact with the slides through quizzes or activities that require active participation. This ability to tailor instruction to diverse learning styles makes slide-based learning a versatile and effective tool in the classroom.

Additionally, the use of slides can facilitate the teaching of complex concepts in a more accessible way. By breaking down information into smaller, manageable chunks and presenting it visually, students are more likely to understand and retain the material. This approach not only improves attention but also helps students grasp difficult concepts that might otherwise be challenging to explain through traditional methods. Visual aids, in particular, serve to simplify complex ideas and make learning more engaging. The study also highlights the importance of feedback in the learning process. Through interactive quizzes and discussion prompts within the slides, students received immediate feedback on their understanding, which helped them stay engaged and motivated. This form of formative assessment allowed both the students and the teacher to track progress in real-time, identifying areas where additional support might be needed.

Moreover, the integration of multimedia elements within the slides not only enhanced student attention but also provided opportunities for students to engage with the material in meaningful ways. The use of video clips, in particular, provided real-world context for the lessons, making abstract concepts more tangible and relevant to students' lives. This connection to real-world examples helped students see the practical applications of what they were learning, further increasing their interest and focus. In conclusion, the use of slide-based learning materials at MI NW Repok Are had a profound impact on student attention. The findings from the study show that well-designed slides, especially those with interactive features and multimedia components, can significantly improve student engagement and focus. While there are still areas for further improvement, particularly in terms of pacing and teacher preparation, the study demonstrates that technology, when effectively integrated into teaching practices, can enhance the learning experience and promote better outcomes for students.

CONCLUSION

The results of this study on the use of slide-based learning materials to enhance student attention at MI NW Repok Are have shown positive outcomes. The introduction of slides as a teaching tool significantly improved student engagement, as evidenced by increased attention during lessons. By incorporating visually appealing elements and multimedia, such as images, videos, and interactive quizzes, students were more focused and interested in the material being presented. This suggests that visual aids can play a crucial role in capturing and maintaining students' attention during lessons. The study highlighted the importance of interactive features within the slides. The addition of quizzes, discussion prompts, and multimedia components encouraged students to actively engage with the lesson content. This approach proved to be more effective in sustaining their focus compared to traditional methods of teaching. The interactive nature of the slides also allowed students to assess their understanding in real-time, which fostered greater participation and motivation in the learning process. However, while the results were promising, the study also identified areas for improvement. Some students still struggled to remain focused during transitions between slides or when the lesson lacked sufficient interactive activities. These findings suggest that simply using slides is not enough to sustain attention over extended periods. Teachers need to continuously adapt their teaching strategies and ensure that slides are used in conjunction with other engagement techniques to maintain student interest throughout the lesson. Furthermore, the study underscored the importance of teacher preparation and the role of the teacher in effectively using technology. The success of slide-based learning heavily depends on how

well teachers integrate these materials into their lessons. Proper training and familiarity with the slides are essential to ensure that the content is communicated effectively and that students are actively engaged with the materials. The study suggests that teacher training in technology integration is a key factor for maximizing the benefits of slide-based learning. In conclusion, the use of slide-based learning materials at MI NW Repok Are has proven to be an effective strategy for enhancing student attention. The study demonstrates that well-designed slides, particularly those with interactive elements, can significantly increase student engagement and focus. While there are still areas that require further refinement, the findings indicate that incorporating multimedia and interactive features into lessons can create a more dynamic and engaging learning environment.

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