

Integrating PowerPoint in Thematic Learning: Effects on Student Learning Outcomes

Hanna Septi Pratiwi^{1*}, Esa Yulimarta², Dian Sarmita³

¹*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Widyaswara, Indonesia.* hannaseptipratiwi722@gmail.com

²*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Widyaswara, Indonesia.* esayulimarta21@gmail.com

³*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Widyaswara, Indonesia.* sarmitadian85@gmail.com

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Abstract

This research is motivated by the low quality of the learning process and learning outcomes, the solution to solving this problem is the use of power point media in the learning process. The aim of this research is to describe improving the quality of the learning process and learning outcomes. This type of research is Classroom Action Research (PTK). The research subjects were class III students at SDN 08 Batang Lolo, Koto Parik Gadang Diateh District, South Solok Regency in semester 1 of the 2023/2024 academic year. This research was conducted over two cycles, each cycle having two meetings. This research succeeded in improving student learning outcomes in thematic learning. The increase in learning outcomes is marked by an increase in learning completeness and class average scores. In the first cycle, the success indicators were 60% Indonesian Language completion, 67% Mathematics and 60% SBDP, then increased in the second cycle, Indonesian Language 80%, Mathematics 87% and SBDP 87%. Meanwhile, the increase in the average class score in cycle I for Indonesian was 75, Mathematics was 77, and SBDP was 77. Then, in cycle II Indonesian was 90, Mathematics 85, and SBDP 81. Based on the results of this research, it can be concluded that Power points media can improve the process and learning outcomes of thematic learning in class III of SDN 08 Batang Lolo, Koto Parik Gadang Diateh District, South Solok Regency.

Keywords: Thematic learning, media power point, Indonesian language learning outcomes, Mathematics.



INTRODUCTION

Education represents a deliberate effort to guide individuals from a state of immaturity toward maturity, enabling them to fulfill life responsibilities independently and responsibly (Lessu et al., 2024; Susdarwono, 2022). It is conceptualized as a structured and intentional process designed to create learning environments that foster the active development of students' potential, including spiritual strength, self-regulation, personality, intelligence, moral values, and practical skills required for both personal and social life (Naimi et al., 2024; Pay, 2023). Consequently, education has consistently received significant attention, particularly at the elementary level as a foundational stage of human development (Savina, 2026).

Within formal educational institutions, learning activities are guided by established curricula that regulate instructional practices (Wahyudi, 2024). In Indonesia, the 2013 Curriculum emphasizes an integrated thematic learning approach implemented across all elementary grade levels (Daga et al., 2022; Lestari et al., 2024). This approach aligns with national legal frameworks that guarantee every student the right to receive education tailored to their individual development, interests, talents, and intellectual capacities (Maknun et al., 2024; Rakhman et al., 2023). Such alignment underscores the importance of designing learning processes that are both inclusive and responsive to students' needs.

Preliminary observations and interviews with a third-grade teacher revealed several factors contributing to low student learning outcomes. Students demonstrated difficulties in understanding instructional material, as reflected in incorrect responses on assessments. Low learning motivation was also evident, indicated by inattentive behavior and disengagement during classroom activities. In addition, limited student interest in learning was linked to the lack of creative and engaging instructional media. Instructional practices that relied heavily on textbooks further constrained students' comprehension and participation, ultimately leading to suboptimal learning outcomes.

Learning is fundamentally understood as a process through which individuals acquire lasting changes in knowledge, skills, attitudes, and values as a result of experience change (Harahap, 2022; Hasbiyallah Hasbiyallah & Al-Ghifary, 2023; Schneider, 2024). Accordingly, learning outcomes reflect the competencies attained by students after participating in instructional activities (Susanto, 2015) stated that student learning outcomes are the abilities that children gain after starting learning activities. Thematic learning, in particular, enables students to construct understanding through direct and meaningful experiences by integrating concepts across subjects, while also promoting active participation in the learning process (Faisal & Lova, 2018). The effectiveness of this approach is strongly influenced by the use of appropriate learning media, as varied and well-designed media can enhance student motivation, engagement, and overall learning achievement (Azhura et al., 2024; Hanifah & Muhid, 2025; Simanjuntak et al., 2023)

Learning media function as essential non-human tools that facilitate the delivery of instructional messages and support the achievement of learning objectives (Gunawan, 2019; Kristanto, 2016). Among these, Microsoft PowerPoint serves as an effective multimedia-based presentation tool that integrates text, images, audio, and video to enhance conceptual

understanding (Waluyo & Ghufro, 2020). Its use can increase students' attention and engagement, thereby improving learning outcomes. As a widely accessible application developed within the Microsoft Office suite, PowerPoint has evolved into a practical and efficient instructional medium. To ensure its effectiveness, its implementation should follow systematic stages, including preparation, presentation, and follow-up activities (Kristanto, 2016; Rosyid et al., 2021). Therefore, this study aims to examine the effectiveness of PowerPoint media utilization in improving student learning outcomes in thematic learning.

METHOD

This type of research is Classroom Action Research (PTK). This research is concerned with improving or enhancing learning outcomes in a class. Arikunto (2017) stated that classroom action research is research that explains the causes of treatment, as well as explaining the entire process from the beginning of the treatment to the impact of the treatment. Thus, it can be said that classroom action research is a type of research that describes both the process and results, which carries out PTK in the class to improve the quality of learning.

The time the research was carried out coincided with the odd semester of the 2023 /2024 academic year. Cycle I meetings 1 and 2 were held on Monday 17 July 2023 and Wednesday 19 July 2023. Cycle II meetings 1 and 2 were held on Monday 24 July 2023 and Wednesday 26 July 2023. Steps taken in each cycle by researchers with colleagues, namely (1) identifying problems, (2) planning, (3) designing problem solving to improve the cycle, (4) action, namely improving learning steps, (5) observation, researchers make joint observations with collaborators, and (6) reflection, researchers carry out analysis and evaluation activities to determine the success and failure of actions in achieving the level of completeness of student learning outcomes.

RESULTS AND DISCUSSION

Data Description

Initial Conditions

Based on observations in the preliminary study which showed that out of 15 students in the thematic learning Indonesian language content, 6 students had completed the percentage (40%) and 9 students had not completed the percentage (60%). In Mathematics learning, 6 students completed with a percentage (40%) and 9 students did not complete with a percentage (60%) and in SBDP learning there were 4 students who completed with a percentage (27%) and 11 students did not complete. with a percentage (73%).

Based on these conditions, researchers conducted Classroom Action Research (PTK) to improve the thematic learning outcomes of class III students at SDN 08 Batang Lolo. Researchers use learning media that can improve student learning outcomes to be more active and deepen the lessons presented by the teacher, namely by using *power point learning media*. On this *power point media* There are *slides* that display a presentation of the material that will be presented to students and then added with various *animations* that will be displayed on each *power point slide* so that students are interested and focused in following the learning process.

Cycle I

Results of Cycle I Teacher and Student Observations

Table 1. Observation Results of Teacher and Student Activities in Cycle I

Aspect	Total Score	Percentage (%)
Teacher Aspect	26	72%
Student Aspect	25	69%

Table 2. Student Learning Outcomes in Cycle I (Class III, n = 15)

Subject	Students Completed	Percentage (%)	Students Not Completed	Percentage (%)
Indonesian Language	10	67%	5	33%
Mathematics	10	67%	5	33%
SBDP	9	60%	6	40%

Based on observations from the preliminary study, as presented in Table 1 and Table 2, out of 15 students in thematic learning with Indonesian language content, 6 students achieved completion (40%), while 9 students did not (60%). In Mathematics, 6 students achieved completion (40%), whereas 9 students did not (60%). In SBDP, 4 students achieved completion (27%), while 11 students did not (73%).

Based on these conditions, researchers conducted Classroom Action Research (PTK) to improve the thematic learning outcomes of class III students at SDN 08 Batang Lolo. Researchers use learning media that can improve student learning outcomes to be more active and deepen the lessons presented by the teacher, namely by using *power point learning media*. On this *power point media* There are *slides* that display a presentation of the material that will be presented to students and then added with various *animations* that will be displayed on each *power point slide* so that students are interested and focused in following the learning process.

Cycle 2

Table 3. Observation Results of Teacher and Student Activities in Cycle II

Aspect	Total Score	Completion Percentage (%)
Teacher Aspect	30.5	85%
Student Aspect	29.5	82%

Classically, the implementation of thematic learning in cycles I and II has improved compared to initial data. Data on thematic learning results of class III students that have been collected in both cycles have also experienced an increase, both data on student learning outcomes and student observation value data. On the other hand, teachers have improved their learning process, namely being more careful in choosing words. Be clearer in conveying the material and not too fast when delivering the material. In the teacher aspect, the total score obtained was 30.5 with a completion percentage of 85%. Meanwhile, in the student aspect, the total score obtained was 29.5 with a completion percentage of 82% as shown in Table 3 above.

Data analysis

Data Analysis of Teacher and Student Activity Observation Sheet Results Using Power Point media p in Cycles I and II

Table 4. Comparison of Teacher and Student Activity Observation Results in Cycles I and II Using PowerPoint Media

Aspect	Cycle I Score	Cycle I (%)	Cycle II Score	Cycle II (%)	Improvement (%)
Teacher Aspect	26	72%	30.5	85%	13%
Student Aspect	25	69%	29.5	82%	13%

Based on Table 4, cycles I and II were held in 4 meetings on thematic learning theme 1. In the teacher aspect, the total score obtained in cycle I was 26 with a percentage of 72 %. Meanwhile, in the student aspect, the total score obtained was 25 with a completion percentage of 69%.

Meanwhile, in the teacher aspect, the total score obtained in cycle II was 30.5 with a completion percentage of 85%. Meanwhile, in the student aspect, the total score obtained was 29.5 with a completion percentage of 82%. By using *power point media*, the teacher in carrying out the learning process and managing the class can be said to be running well. The role of students in the learning process is active, so that students develop their potential independently in order to improve learning outcomes. This means that the use of *power point media* can improve a good learning process. Judging from the increase when teachers provide material to students, there has been an increase of 13%. Meanwhile, student activity when focusing and listening when the teacher provides material in the learning process increased by 13% in cycles I and II.

Increasing Student Learning Outcomes in Thematic Learning Cycle I and Cycle II

Table 5. Improvement of Student Learning Outcomes in Thematic Learning (Cycle I and Cycle II)

Subject	Cycle I Completion (%)	Cycle II Completion (%)	Improvement (%)
Indonesian Language	67%	80%	13%
Mathematics	67%	87%	20%
SBDP	60%	87%	27%

The research results obtained from data on thematic learning results using *power point media* in cycle I and cycle II can be seen the difference between student learning scores in cycle I and cycle II in learning theme 1 in cycle I and Cycle II. The percentage of Indonesian language scores in cycle I was obtained. student completeness was 67%, cycle II 80%, Mathematics in cycle I had a percentage of student completeness 67%, cycle II 87%, and SBDP cycle I had a completion percentage of 60%, cycle II 87%. This matter shows that student learning outcomes with apply media *power point* has reach indicator success Which set.

Reflection and Discussion on Cycles I and II

The implementation of thematic learning in Cycles I and II demonstrates a consistent and measurable improvement compared to the initial conditions. Empirical data derived from both cycles indicate a significant increase in student learning outcomes as well as in observational scores related to student activities. This improvement is not only reflected in quantitative achievement but also in qualitative changes within the learning process, particularly in how instructional delivery was refined. Teachers exhibited greater precision in word selection, enhanced clarity in explaining materials, and adopted a more measured pace in delivering content, thereby facilitating better student comprehension.

From an evaluative perspective, the findings confirm that the research has successfully achieved the predetermined performance indicators. The criterion of success established in this study required that 75–100% of students attain the Minimum Completeness Criteria (KKM) in thematic learning for Grade III at SDN 08 Batang Lolo, Koto Parik Gadang Diatesh District. In Cycle II, the percentage of student completeness reached 80% in Indonesian Language, 87% in Mathematics, and 87% in SBDP. These results substantiate that the success indicators have been fulfilled, thereby justifying the termination of the research at Cycle II.

A comparative analysis between the initial data, Cycle I, and Cycle II further reinforces this conclusion. In Indonesian Language, student completeness increased from 40% in the initial condition to 67% in Cycle I, and subsequently to 80% in Cycle II. Similarly, in Mathematics, completeness improved from 40% to 67%, and then to 87%. In SBDP, the progression was observed from 60% in the initial stage to 60% in Cycle I, and significantly to 87% in Cycle II. These trends clearly illustrate a progressive enhancement in student learning outcomes across all subject areas.

The improvements observed in Cycle II can be attributed to several strategic adjustments in the teaching and learning process. These include emphasizing clearer explanations of the material, directing students to maintain focus during instruction, encouraging active participation through questioning and answering, fostering a comfortable and engaging classroom atmosphere, and designing visually appealing PowerPoint slides to enhance student attention. Such interventions contributed to creating a more conducive learning environment that supports student engagement and understanding.

In contrast, the learning process in Cycle I revealed several challenges. Students exhibited low motivation, disruptive behavior, and a tendency toward disengagement, which manifested in actions such as disturbing peers, leaving the classroom, and showing signs of boredom. These issues were closely linked to suboptimal instructional practices, including insufficient student motivation, limited classroom management, and the lack of engaging learning media.

Following reflection, improvements were systematically implemented. Teachers increased motivational efforts through positive reinforcement such as praise and applause, while also strengthening classroom management by guiding student activities in a more structured and positive manner. A critical component of this improvement was the integration of engaging

instructional media, particularly PowerPoint, which played a pivotal role in enhancing the overall quality of the learning experience.

The effectiveness of PowerPoint as a learning medium is supported by Ariandini & Dewi (2022), who argue that Microsoft PowerPoint enables the presentation of instructional content through visually engaging images and animations. This not only makes learning more enjoyable and less monotonous but also accelerates the learning process by improving student attention and retention. In this study, the use of PowerPoint media proved to be instrumental in increasing both student engagement and learning outcomes (Astuti et al., 2025), thereby affirming its relevance as an effective instructional tool in thematic learning contexts.

Overall, the integration of reflective practice and targeted instructional improvements has resulted in a significant enhancement of both the teaching process and student learning outcomes, demonstrating the effectiveness of iterative action research in educational settings.

CONCLUSION

The results of this Classroom Action Research (PTK) indicate that the implementation of thematic learning using PowerPoint media has proven effective in improving student learning outcomes in class III at SDN 08 Batang Lolo, Koto Parik Gadang Diatch District, South Solok Regency. This improvement is evident from the increase in learning completeness across all subjects from Cycle I to Cycle II, where Indonesian Language improved from 60% to 80%, Mathematics from 67% to 87%, and SBDP from 60% to 87%. In addition, both teacher and student activities showed significant progress, with teacher activity scores increasing from 26 (72%) in Cycle I to 30.5 (85%) in Cycle II, and student activity scores rising from 25 (69%) to 29.5 (82%). These findings demonstrate that the use of PowerPoint media not only enhances learning outcomes but also fosters more active student participation and improves the overall quality of the teaching and learning process.

Based on these conclusions, the use of PowerPoint as a learning medium is recommended as an effective alternative to support instructional activities in schools, particularly in enhancing student engagement and comprehension. Educators are encouraged to integrate visually engaging and well-structured PowerPoint presentations to create a more interactive and conducive learning environment. Furthermore, these findings may serve as a reference for future researchers, especially students and academics, who intend to conduct similar studies or further develop the use of technology-based learning media. More broadly, the results of this study can be utilized as a source of motivation and consideration for schools in their efforts to continuously improve the quality of education through innovative and adaptive teaching practices.

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