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**Beyond the Chalkboard: Digital Innovations  
in Islamic Learning through Interactive PowerPoint**

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## BEYOND THE CHALKBOARD: DIGITAL INNOVATIONS IN ISLAMIC LEARNING THROUGH INTERACTIVE POWERPOINT

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### Abstract

*In the Gen Z era, innovative and creative methods are essential for effective Islamic education. During that period, students are granted internet connectivity and portable digital devices, which facilitate the acquisition of knowledge about Islam. This study developed a novel interactive learning medium using PowerPoint Office 2010, focusing on Aqidah Akhlak's curriculum implementation. Employing the ADDIE model as the research and development (R&D) strategy, the study involved validation by experts and practical assessments by teachers and students. The selected research instruments comprised expert validation sheets and media practicality assessments. The impact was computed with descriptive statistics. The results indicated high validity, with scores of 85% from material experts, 82.4% from media experts, and 87% from design experts. The practicality tests revealed 98% and 89.17% approval ratings from teachers and students, respectively. The effectiveness of the medium was demonstrated by a significant improvement in student performance, with pre-test and post-test scores of 69.70 and 85.29, respectively. These findings affirmed the impact of the developed interactive media on enhancing student learning outcomes in Islamic education.*

**Keywords:** *Islamic Learning; Gen Z; PowerPoint; Aqidah Akhlak; Interactive Media.*



## A. Introduction

Islamic religious education in junior high schools involves a dynamic interaction between teachers and students, aiming to help students understand and appreciate the principles of Islamic teachings. This process is facilitated through various educational methods and approaches (Kolb, 2023). Knowledge acquisition occurs in diverse settings, including educational institutions. Common teaching approaches include didactic instruction by educators, collaborative discussions, self-directed learning, and hands-on practice in religious ceremonies (Koolivand et al., 2024; Sivarajah et al., 2019; Yakovleva & Yakovlev, 2014).

Islamic religious education in junior high schools encounters difficulties as a result of the developmental traits and requirements of pupils in the Gen Z age (Firman, 2024; Koolivand et al., 2024). One of the primary obstacles faced by educators is effectively elucidating Islamic religious concepts in a manner that is comprehensible and applicable to pupils, enabling them to establish connections with their own experiences and circumstances (Barella & Mustami, 2024; Mawaddah et al., 2022). This difficulty necessitates educators to comprehensively present Islamic religious information while taking into account their degree of comprehension. The issue of varied pupils' motivation to learn is a significant concern (Fidiastuti et al., 2021; Hanafi et al., 2021; Sulaiman et al., 2024).

Among this range of variations, the most prevalent is a lack of motivation to study. This situation highlights the difficulty faced by Islamic religious education teachers in delivering engaging and pertinent instruction to enhance student motivation to learn (Fasya et al., 2023; Mahmud et al., 2023). Effective strategies for teaching Islam encompass the utilization of inventive pedagogical techniques, the incorporation of pertinent and captivating resources, an exhaustive approach that considers students' comprehension levels, and the establishment of a supportive and motivating learning environment (Bui & Nguyen, 2024; Fakhri et al., 2023; Teich et al., 2024; Teng & Wu, 2024; Wijnia et al., 2024).

In the present age of computers and the internet, traditional teaching methods are being replaced by more dynamic and participatory ways. The

utilization of interactive PowerPoint in Islamic education is a much-valued instrument. PowerPoint has transformed from a static presenting tool to a dynamic learning tool, enabling instructors to directly interact with their students (Ainiyah et al., 2024; Khasanah et al., 2023). Utilizing interactive PowerPoint in Islamic education has numerous benefits. One of the advantages is that teaching content can be presented in a more visually engaging way by incorporating multimedia elements like photos, audio, and video, which can capture students' attention. Given the younger generation's inclination towards dynamic and visual information, it is crucial to recognize the significance of incorporating interactive elements such as videos and images in education (Partiyatun & Jazuli, 2023; Zdaniuk et al., 2019). This not only makes learning more engaging but also enhances their social skills through group discussions. Furthermore, interactive PowerPoints provide students with direct access to supplementary resources and related content, thereby broadening their comprehension of the subject matter. This can be accomplished by incorporating elements such as user-friendly navigation and hyperlinks.

Previous studies on the implementation of interactive learning media, particularly PowerPoint, have been conducted across various educational contexts. For instance, research on the effectiveness of PowerPoint presentations on student achievement in mathematics has demonstrated a significant increase in student understanding and performance after incorporating interactive presentations (Mensah & Nabie, 2021). Another study exploring the impact of interactive PowerPoint presentations on learning performance and information retention found that these presentations not only engage students more actively in the learning process but also enhance their ability to retain information (Gordani & Khajavi, 2020; Savoy et al., 2009).

Similarly, a literature review on the use of interactive PowerPoint in medical education revealed that this technology can improve the comprehension of medical concepts, boost student engagement, and support independent learning (Moran et al., 2018; Tang et al., 2018). In higher education, the use of



interactive PowerPoint as a teaching tool has been shown to motivate students to learn autonomously, increase class participation, and facilitate deeper discussions (Benoit, 2018; Inoue-Smith, 2016; Zedan et al., 2015). Additionally, research focused on language learning highlighted that the interactive features of PowerPoint, such as video, audio, and live questions, can enhance students' motivation and effectively aid in the development of language skills (Abdallah, 2016; Shatri & Shala, 2022; H. S. Siregar, 2023).

While extensive research has been conducted on the integration of technology in education, there remains a notable gap in studies specifically addressing the use of interactive PowerPoint as an innovative tool for Islamic education. This study aims to fill that gap by developing creative and engaging interactive media designed to teach the principles of the Islamic faith, with a particular focus on *Aqidah Akhlak* content. The implementation of this media was tested at MTsN 1 Kendari Junior High School, where initial observations revealed several challenges in the teaching of *Aqidah Akhlak*. These challenges include a noticeable lack of student enthusiasm and active participation in the learning process. Addressing these issues requires the use of effective and enjoyable teaching methods and media. It is essential for educators to skillfully utilize high-quality learning resources and media to enhance the instructional process. Effective learning resources should be delivered through platforms that are responsive to the needs of students, providing them with opportunities to engage meaningfully in learning activities. By leveraging educational media effectively, students can be more motivated and better equipped to achieve their academic goals.

## **B. Method**

This research is categorized as development research (R&D) utilizing the ADDIE (analysis, design, development, implementation, and evaluation) model. The flowchart depicting the interactive learning media design using the ADDIE model is presented in Figure 1. The research was conducted at MTsN 1 Kendari, an Islamic-based junior high school with a total of 1,079 students, distributed across 31 study groups.



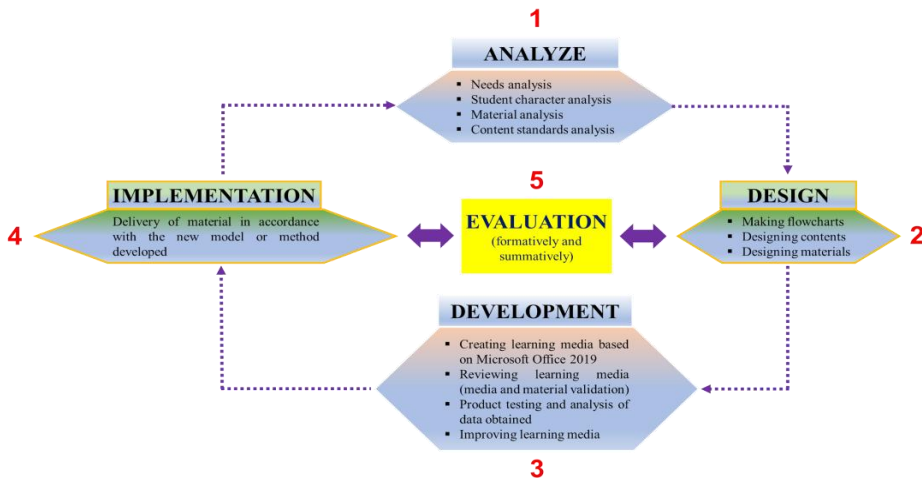
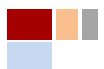


Figure 1. Flowchart for developing interactive media based on PowerPoint Office 2010 For learning Aqidah Akhlak.

The first phase of this research involved analyzing requirements, student attributes, materials, and content criteria. Subsequently, proceed to devise the learning sequence as delineated in a media flowchart, arrange the information, and structure the material. The development stage involves the creation of learning media using Microsoft Office 2010. This is followed by a review process that includes media and material validation, product testing, data analysis, and media correction. The product implementation step involves the distribution of materials by the newly developed model or method. Subsequently, the implemented product undergoes both formative and summative evaluation.

The research employed a variety of research tools, including questionnaires obtained from specialists in learning media, material, and design, as well as observations, pre-tests, and post-tests. These tools were used to assess and validate the interactive media developed in this study. The validation assessment indicators for media experts, material experts, and design experts are detailed in Table 1, Table 2, and Table 3, respectively, while Table 4 presents the metrics used to evaluate the reactions of both teachers and students. *(For tables, please see the attachment).*



The data obtained were analyzed using both qualitative and quantitative techniques. Qualitative data gathered during the validation stage included feedback from material experts, media experts, design experts, teachers, and students. This validation process employed a Likert scale, with responses ranging from 5 (very good) to 1 (very poor), allowing for a comprehensive evaluation of the media's effectiveness and practicality (Walidin et al., 2015).

$$\% \text{ Score} = \frac{\text{Score obtained}}{\text{Total score}} \times 100\%$$

The validation result sheet data is analyzed by calculating the average score and determining the criteria for the appropriateness of the learning media, as shown in Table 5 (*see in the attachment*). This qualitative analysis provides a foundational assessment of the media's effectiveness. Complementing this, quantitative data were collected from trials involving the interactive learning media developed using PowerPoint Office 2010. These data, derived from various research instruments, were subjected to statistical analysis to evaluate the media's effectiveness. The statistical test carried out is an effectiveness test conducted by comparing students' pre-test and post-test scores, with the results analyzed using the statistical equation provided, below:

$$t = \frac{\text{mean}_1 - \text{mean}_2}{\frac{s[\text{diff}]}{\sqrt{[n]}}}$$

Mean<sub>1</sub> and Mean<sub>2</sub> are the respective average values of each sample data set; S (diff) is the standard deviation of the difference in pair data values; N = Sample size (number of pairwise differences).

### C. Result and Discussion

After completing the stages of development, validation, and practicality testing, the interactive learning media based on PowerPoint Office 2010 that was developed will be discussed in detail in this section. The results of various tests conducted, including validation by experts and



practicality testing by teachers and students will be thoroughly analyzed. This analysis aims to measure how well the developed media can improve students' learning outcomes, particularly in the subject of *Aqidah Akhlak* at the junior high school level. Based on the data collected from pre-tests and post-tests, we will evaluate the effectiveness of this media in the context of classroom learning and application.

### **1. Analysis of needs and availability of learning media**

The initial stage in development research is conducting a needs analysis. In the realm of education, development research is understood as the systematic process of creating and verifying educational goods. Practically, research of this nature relies on an industry-centric development framework. The findings can be utilized to develop goods and procedures that are subsequently methodically developed and field tested, assessed, and improved to match the requirements for effectiveness, quality, and specific standards [...].

The purpose of the needs analysis conducted in this research is to identify the specific requirements necessary to address the challenges encountered in learning *Aqidah Akhlak*. By following this approach, the resulting product will genuinely fulfill your requirements. Through conducting interviews with school principals and moral *Aqidah* subject instructors, we determined that the learning media in the multimedia room, including LCDs, projectors, and sound equipment, were sufficient in terms of their completeness. The extent of this media's comprehensiveness is bolstered by the proficiency of the teachers and the enthusiasm of the students in engaging in PowerPoint-based learning. Nevertheless, the learning approaches were lacking in innovation, which remained a significant issue. Learning remains traditional, employing the lecture approach without incorporating media to captivate students' interest. This disorder affects the attitude of students who are prone to being bored.

Based on the outcomes of student interviews, it was found that students encountered significant challenges in fully comprehending the



moral Aqidah content. Many students expressed difficulty in grasping the abstract concepts associated with moral teachings, which often require a deeper understanding of Islamic values and their practical application in daily life (interview results). The interviews revealed that the traditional methods of instruction, which primarily rely on lectures and rote memorization, were not sufficiently engaging or effective in helping students internalize these concepts. (Interview Results).

In addition to these comprehension issues, students also struggled with understanding examples that illustrate the practical application of Aqidah in real-life scenarios. For instance, when presented with hypothetical situations or case studies meant to demonstrate the relevance of Aqidah in moral decision-making, many students were unable to connect these examples to their personal experiences or to apply the principles they had learned in class. This gap between theoretical knowledge and practical application indicates a need for more interactive and relatable teaching methods that can bridge this understanding.

These findings suggest that there is a significant opportunity to enhance the effectiveness of Aqidah education by incorporating more dynamic and contextually relevant teaching tools. Interactive learning media, such as the one developed in this study, have the potential to address these challenges by providing students with more engaging and practical examples, thereby improving their overall comprehension and ability to apply moral principles in their lives (Huda & Salem, 2022).

Both students and teachers encounter challenges while selecting appropriate educational resources. Teachers sometimes struggle with the task of presenting educational topics in a captivating manner (interview results). Thus, as a substitute, it is imperative to utilize media to visually depict the process and captivate the audience with engaging content. Currently, we are creating educational materials for teaching moral Aqidah using PowerPoint Office 2010. The current trend of digital technology in education has a significant impact on both our daily lives and student learning activities. The



incorporation of technology has expanded to include interactive multimedia such as augmented reality, virtual reality, and mixed reality. It has also encompassed renovated learning spaces with smartboards, artificial intelligence, personalized learning, and gamification (Maryani et al., 2023).

By embracing these technological advancements, educators have the opportunity to transform traditional teaching methods and address the challenges identified in the classroom (Alam & Mohanty, 2023). Interactive multimedia tools, for instance, offer an engaging way to present complex concepts, making them more accessible and relatable to students (Mhlongo et al., 2023). These tools can bridge the gap between theoretical knowledge and practical application, providing students with immersive learning experiences that go beyond the capabilities of conventional resources.

Moreover, the use of technologies such as virtual reality and augmented reality can create simulated environments where students can explore moral scenarios and practice applying Aqidah principles in a controlled setting. This approach not only enhances comprehension but also allows students to experiment with decision-making processes in a safe and supportive environment. Personalized learning platforms, enhanced by artificial intelligence, can further tailor educational content to meet the unique needs of each student, ensuring that learning is both effective and efficient (Mhlongo et al., 2023).

In summary, the integration of advanced digital technologies into moral Aqidah education offers a promising solution to the challenges faced by both students and teachers. By leveraging these tools, educators can create a more dynamic and engaging learning environment that not only improves understanding but also fosters a deeper connection to the material being taught.

## **2. Interactive media design for moral Aqidah material**

The purpose of PowerPoint-based interactive media is to create a model of learning *Aqidah Akhlak* using a combination of various learning methods (Parhan et al., 2024). This media not only combines various



learning methods but also bridges the gap between theory and practice by utilizing modern technology. With the flexibility offered by the blended learning model, students can access learning materials online anytime and anywhere, which not only supports more independent learning but also allows adjustments to individual learning styles (Faisal et al., 2021).

In an interview session with several students who have used this media, they revealed that the ability to learn according to their schedule has increased their motivation and understanding of the Aqidah moral material. One student said, *"I feel more confident to ask questions and discuss during face-to-face sessions because I have studied the material before through this interactive media"*. Another student added that the integration of technology in learning Aqidah morals makes the material easier to understand and relevant to everyday life. (Interview Results).

The above opinion is in line with research showing that the use of technology in education can increase student engagement and motivation, especially when the technology is designed to suit individual learning preferences (Archer & Scevak, 1998; Partiyatun & Jazuli, 2023; Sibuea et al., 2022; T. Siregar, 2024; Sulaeman, 2021; Yasin et al., 2021). In addition, the teachers interviewed also noted that this PowerPoint-based interactive media helped them deliver the material more effectively and interestingly. *"By using this media, we can explain complex Aqidah concepts in a simpler and more interesting way, so that students can understand them more easily"*. (Interview Results).

This experience shows that PowerPoint-based interactive media is not only an effective learning tool for students but also supports teachers in a teaching process that is more dynamic and responsive to student needs. Thus, the application of interactive PowerPoint-based media in moral Aqidah learning through the blended learning model can provide a significant positive impact on student engagement, motivation, and learning outcomes.

The interactive nature of the media allows for immediate feedback and tailored instruction, ensuring that students are more involved in their learning process and better able to grasp complex concepts. This approach



not only facilitates a deeper understanding of the material but also fosters a more interactive and student-centered classroom, which is essential for developing critical thinking skills and moral reasoning in students (Mawaddah et al., 2022). As a result, the incorporation of interactive PowerPoint-based media in this context catalyzes enhancing the overall quality of education, making the learning experience both meaningful and impactful for students.

Furthermore, the implementation of interactive PowerPoint-based media in a blended learning environment also promotes greater collaboration and communication among students (Nasir & Jamiludin, 2023). This not only enhances their understanding of moral Aqidah but also builds essential soft skills such as teamwork, communication, and problem-solving (Amaly et al., 2023; Hidayati, 2022). Additionally, the flexibility of blended learning allows students to access the interactive content at their own pace, providing opportunities for review and self-assessment, which are crucial for reinforcing their learning (Emawati et al., 2024; Thoha & Hannan, 2022). The combination of these elements not only supports academic success but also contributes to the holistic development of students, preparing them to apply the moral and ethical principles learned in the classroom to real-life situations.

Microsoft PowerPoint (PPT) is highly advantageous in the realm of blended learning as it enables teachers to enhance interaction, diversify teaching approaches, and enrich student-learning encounters. PowerPoint (PPT) serves several purposes in the field of education, such as providing a platform for assigning practice tasks and facilitating the exchange of instructor and student data (James et al., 2006; Zdaniuk et al., 2019). The body cover was designed and manufactured using PPT 2010 software. An important factor to consider is that this software offers a multitude of features that may be customized to meet the specific requirements of the user. The architecture of the interactive media program is showcased during the interface design phase. Figure 2 displays this design. The design is derived from a flow chart. Each component of the flow chart is subsequently created with an interface. The goal of interface design is to



facilitate the translation of the interface into a programming language for programmers.

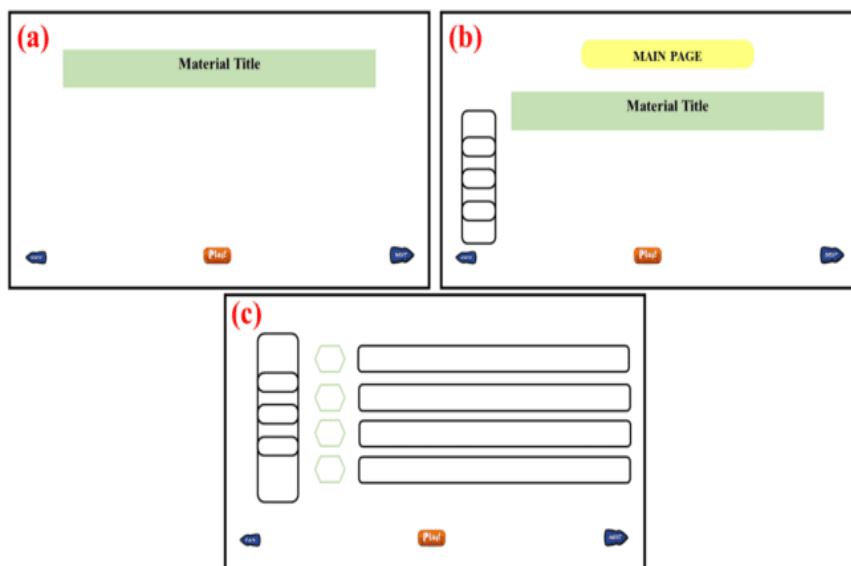


Figure 2. Interactive media interface design for moral aqidah learning: (a) cover design, (b) main menu design, and (c) material page design

In Figure 2, the interactive media interface design that we designed consists of a cover design (Fig. 2a), main menu design (Fig. 2b), and material page design (Fig. 2c). The cover design contains a title placed in the middle, a menu placed on the right side of the cover, and a navigation menu (next, play, and back) placed at the bottom of the cover. The main menu design consists of a profile placed at the top. The menu and other buttons are placed at the bottom of the profile. In the material page design, movies and learning materials are placed at the top, and menu buttons and navigation buttons such as next, previous, home, and close are on the left side.

### 3. Implementation of the *Aqidah Akhlak* interactive media program

Program implementation is a step in converting the design to the actual display. The program used to implement it is the interactive Microsoft PowerPoint program. Figure 3 shows the implementation of the interactive PowerPoint-based learning media design that has been developed. The

program implementation consists of an opening page slide, a main page slide, a competency page slide, a material indicator page slide, a material content page slide, an evaluation page slide, and a true or false notification slide.



Figure 3. Form of implementation of the interactive PPT-based learning media design that was developed.

The initial slide features music, enhancing the appeal of this interactive media and fostering pupils' willingness to study. The primary page slides feature a material subject, facilitating students' comprehension of the sequence of the presented slides. The menu in question is situated at the center of the page. The button will emit a sound and alter its color when the mouse pointer is directed towards it. The competency page slide includes both core competencies and basic competencies. Students must attain these two competencies when learning moral Aqidah. The material indication page slide displays many options for materials. The material buttons are positioned centrally on the page. The content page slide contains information about Riya and Nifaq. The evaluation page slide guides how to approach the questions. In addition, there is a menu with a play button in this section. The evaluation comprises inquiries aimed at assessing students' comprehension of the instructional content. The notification slide accurately presents either accurate or inaccurate information on the questions that students have worked on.

The application is executed in a computer laboratory using a one-to-one format, where each student utilizes their individual computer. To facilitate direct interaction between teachers and students, a PowerPoint-based interactive medium was created specifically for Islamic Religious Education teachers. Researchers solely serve as observers. The trial's findings revealed that students had no issues and enthusiastically utilized interactive multimedia devices. These findings are corroborated by interviews conducted with PAI teachers, which indicate that pupils in class VII have received instruction in Information and Communication Technology (ICT) courses.

These observations indicate that the application of PowerPoint-based interactive media in Islamic Religious Education lessons in the computer laboratory not only enhances students' interest but also facilitates the knowledge transfer process (Mawaddah et al., 2022). The use of individual computers allows students to learn at their own pace, while the interactivity offered by the media encourages active engagement and immediate response to the material presented. Additionally, interviews with PAI teachers



reinforce that students' understanding of technology through previous ICT lessons is an important supporting factor in the implementation of this media, enabling them to quickly adapt and utilize the features available in the learning media. These observations suggest that the integration of technology with interactive learning methods can improve the effectiveness of teaching, especially in religious education, which often requires a more creative and engaging approach for students.

#### **4. Validation results and practical tests of interactive media**

Figure 4 displays the histogram representing the outcomes of both the expert validation test (Fig. 4a) and the practicality test (Fig. 4b). Expert validation involves the assessment and approval of professionals who specialize in the subject matter, medium, and design. Expert validation seeks to gather information regarding the practicality of interactive media. Meanwhile, the validation of the practicality exam involves both teachers and students. Both individuals engage with interactive media. Validation results from material specialists show that the feasibility of the interactive media, based on assessments of two elements (learning and material) with 10 statement items each, is 85%. This percentage indicates the media's validity and that no revisions are necessary.

Validation from media experts, covering two assessment areas (display and programming aspects) with 25 statements, resulted in a score of 82.4%. This score also confirms the media's validity and suggests that no further adjustments are required. Furthermore, the assessment was evaluated by design specialists who verified two specific aspects: the learning aspect and the material content element. The evaluation consisted of 17 statements and resulted in a score of 87%. This score confirms that the interactive media is genuine and does not require any revisions.

Educational technology experts highlight that the integration of interactive PowerPoint 2010 media supports increased student engagement and facilitates a deeper understanding of the material. The emphasis on interactivity and relevant content within this medium is considered to



enrich the teaching and learning process, allowing students to interact directly with the educational material (Wahidah et al., 2022). This significantly contributes to the effectiveness of Aqidah teaching, which prioritizes not only theoretical understanding but also practical application in students' daily lives (Adnan, 2022).

Based on the validation results carried out by experts, interactive PowerPoint-based media for learning Aqidah morals showed a high level of feasibility. Validation from material experts, which includes two important aspects, namely learning, and material with 10 statement items, produced a score of 85%. This score indicates that the media has met high feasibility standards and does not require further revision. According to Clark and Mayer, a high level of validation from material experts ensures that the content presented is not only accurate but also relevant to students' learning needs. This is important because valid content will be more effective in achieving the expected learning objectives (Clark & Mayer, 2016).

Furthermore, validation from media experts who assessed the appearance and programming aspects with 25 statement items produced a score of 82.4%. This score confirms that this interactive media has adequate technical quality to be used in an educational context. Dahlia et al. stated that technical validation is very important to ensure that learning media is not only visually appealing but also functional and easy to use by teachers and students (Dahlia et al., 2021).

Finally, validation by design experts, who examined the learning and material aspects with 17 statement items, gave a score of 87%. This result confirms that the media is not only in terms of material and technical aspects but also in terms of effective learning design. Morrison et al. emphasized that good learning design can increase student engagement and support the achievement of better learning outcomes (Morrison et al., 2019). Overall, the comprehensive validation carried out by experts shows that this PowerPoint-based interactive media is feasible and appropriate to be integrated into moral Aqidah learning. The high level of feasibility of these various aspects reflects the suitability of the media to support a more effective and efficient learning process.



In addition to validation, the practicality test of the interactive media also demonstrated strong results, with percentage scores of 98% from teachers and 89.17% from students. These high scores indicate the credibility of the media, suggesting that no revisions are necessary. Moreover, the effectiveness of this interactive media is further evidenced by the pre-test and post-test outcomes conducted on 34 students learning moral Aqidah material, which showed significant improvement from 69.70 to 85.29. These results indicate that interactive media positively impacts students' learning outcomes, solidifying its role as an effective tool in enhancing the learning process.

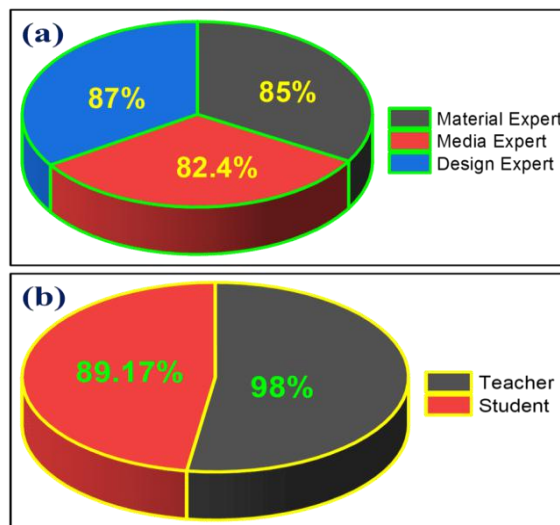


Figure 4. Validation and practicality test of interactive media: (a) validation of material, media, and design experts; (b) teacher and student validation

Once the results of the validity and practicality tests are obtained, the data is further analyzed to determine the effectiveness of the interactive PPT-based learning media. This is accomplished by conducting field trials using one-group pre-test and post-test designs, which are gathered from students before and following therapy. The mean score, obtained from both the pre-test and post-test administered to a group of 34 students, was 69.70 and 85.29, respectively. This value is utilized to ascertain the impact of utilizing the interactive media currently under development. The paired t-test yielded the following results: the pre-test average (mean 1) was  $69.70 \pm$



9.69, and the post-test average (mean 2) was  $85.29 \pm 11.34$ . These findings indicate that the post-test has demonstrated an increase. The paired sample test indicates that the average difference between the pre-test and post-test values is  $-15,588 \pm 5.61$ . The average error difference is 961, with a 95% confidence range. The lower limit of the confidence interval is -17,545, and the upper limit is -13,631. The t-test yielded a result of -16.205, with 33 degrees of freedom (df) and a 2-tailed significance value of 0.000. The paired t-test results indicate a two-tailed significance value of less than 0.05, suggesting a significant difference in treatment outcomes before and after treatment administration (Khasanah et al., 2023).

The significant increase in the post-test scores compared to the pre-test scores, as indicated by the paired t-test results, underscores the effectiveness of the interactive PPT-based learning media in enhancing students' understanding of moral Aqidah material. This improvement aligns with Mayer's Cognitive Theory of Multimedia Learning, which posits that interactive and multimedia elements in learning materials can foster deeper cognitive processing, thereby leading to better retention and comprehension of the subject matter (Mayer, 2009). Moreover, the results resonate with Clark and Mayer's (2016) findings, which highlight that well-designed interactive media can bridge the gap between theoretical knowledge and practical application, making learning more engaging and impactful.

The statistically significant difference observed in the pre-test and post-test scores reinforces the notion that the integration of such media into the curriculum not only enhances students' engagement but also contributes to measurable improvements in their academic performance (Arifin et al., 2023; Clark & Mayer, 2016). Therefore, the findings of this study not only validate the practicality and feasibility of the interactive PPT-based learning media but also substantiate its effectiveness in achieving desired educational outcomes.

The positive impact of the interactive PPT-based learning media on students' academic performance also highlights the broader implications



for instructional design and pedagogical strategies. By integrating multimedia elements that cater to various learning styles, educators can create a more inclusive learning environment that addresses the diverse needs of students. This approach is particularly relevant in the context of moral Aqidah learning, where the integration of visual, auditory, and interactive elements can make abstract concepts more concrete and relatable for students (Arifin et al., 2023). Furthermore, the success of this medium in improving learning outcomes suggests that similar strategies could be applied across different subject areas, potentially leading to widespread improvements in educational practices.

From a theoretical perspective, these findings contribute to the growing body of research supporting the efficacy of multimedia learning tools, reinforcing the need for continued innovation in educational technology to keep pace with the evolving demands of 21st-century education. This study not only demonstrates the effectiveness of interactive media but also underscores the importance of aligning instructional design with cognitive learning theories to maximize educational outcomes.

#### **D. Conclusion**

The study has successfully developed an innovative and interactive educational media product using PowerPoint Office 2010, specifically tailored for teaching Islamic subjects such as Aqidah (Islamic creed) and morals to junior high school students. The media's design underwent rigorous validation by experts in material, media, and design, yielding high validity scores between 81% and 100%, which underscores its effectiveness and appropriateness for educational use. Feedback from teachers and students further affirmed the media's practicality and usability in a real classroom setting.

The implementation of this interactive medium led to a significant improvement in student learning outcomes for the *Aqidah Akhlak* material, demonstrating its potential as a powerful tool for enhancing educational experiences. The successful integration of multimedia elements within the



PowerPoint format not only made the learning process more engaging but also helped bridge the gap between abstract Islamic concepts and students' understanding, facilitating deeper comprehension and retention.

These findings hold valuable implications for the broader field of Islamic education, particularly at the junior high school level. This interactive media can serve as a model for future educational innovations, offering a flexible and creative approach to teaching that can be adapted and refined for various subjects within the Islamic curriculum. Moreover, the success of this medium highlights the importance of leveraging technology to meet the evolving educational needs of students, ensuring that learning is both effective and enjoyable. As such, this study contributes to the ongoing discourse on the role of educational technology in fostering meaningful learning experiences, paving the way for further advancements in Islamic education.

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## Appendix

Table 1. Media expert validation assessment indicators

No.	Statements	Score				
		5	4	3	2	1
<b>Display Aspects</b>						
1.	Design of slide					
2.	Selection of colors for writing					
3.	Images and charts					
4.	Selection of <i>background</i>					
5.	Size of font					
6.	Selection of button					
7.	Image display					
8.	Button placement					
9.	Layout					
10.	Animation speed					
11.	Image placement					
12.	Clarity of narrative					
13.	Composition and color combination					
14.	Supporting music					
<b>Programming Aspects</b>						
15.	Ease of use					
16.	The level of user interactivity towards the media					
17.	Ease of navigation					
18.	Button consistency					
19.	Animation settings					
20.	Composition of each slide					
21.	Clarity of instructions for use					
22.	Ease of selecting menus					
23.	Accuracy of button use					
24.	Text efficiency					
25.	Image display quality					



Table 2. Material expert validation assessment indicators

No.	Statements	Score				
		5	4	3	2	1
<b>Learning aspect</b>						
1.	Conformity of indicators with basic competencies					
2.	Compliance of material with indicators					
3.	Systematic presentation of material					
4.	Clarity of study instructions					
5.	Correctness of material description					
6.	Clarity of program targets					
7.	Selection of learning strategies					
8.	Providing examples in presenting material					
9.	Learning activities can motivate students					
10.	Providing feedback					
<b>Material aspect</b>						
11.	The material is easy to understand					
12.	The correctness of the content of the material presented					
13.	Clarity of material description					
14.	Suitability of material to students					
15.	Suitability of examples to the material					
16.	Consistency of presentation					
17.	Use appropriate language in explaining the material					
18.	Variations in question form					
19.	Difficulty level of questions					
20.	Image suitability					

*Table 3. Material expert validation assessment indicators*

No.	Statement	Score				
		5	4	3	2	1
<b>Learning Aspect</b>						
1.	Suitability of material with basic competencies					
2.	Ease of understanding the material					
3.	Providing exercises to understand the material					
4.	Balance					
5.	Selection of learning strategies					
6.	Clarity of study instructions					
7.	Providing motivation					
8.	Balance of material with test questions					
<b>Aspects of Material Content</b>						
9.	Material feasibility					
10.	Suitability of material to students					
11.	Clarity of material					
12.	Use of language in explaining material					
13.	Accurate examples to clarify the material					
14.	Clarity of instructions for taking the test					
15.	Giving final evaluation					
16.	Variations in question form					
17.	Consistency of presentation					



*Table 4. Indicators for assessing teacher and student responses*

No.	Statement	Score				
		5	4	3	2	1
<b>Learning Aspect</b>						
1.	The material presented by the teacher is easy for students and class teachers to understand					
2.	The material presented is by KI and KD					
3.	The description of the material is clear and the learning objectives					
4.	Interactive PowerPoint learning media designs are easy to use in a short time in the classroom					
5.	The interactive PowerPoint learning media design attracts students' attention and also motivates students to learn					
6.	Interactive PowerPoint learning media can help and also make it easier for teachers to convey learning to students					
7.	Interactive PowerPoint learning media can be accessed and used anywhere and at any time					
8.	The guide to using interactive PowerPoint learning media is easy to understand and carry out					
9.	Language and images on interactive PowerPoint media are suitable for middle school-age					
10.	Design learning media according to middle school age					

*Table 5. The scale of the feasibility of interactive learning media based on PowerPoint Office 2010*

Presentation score (%)	Interpretation
81 – 100	Very Valid or Not Revised
61 – 80	Valid or Not Revised
41 – 60	Fairly Valid/Not Revised
21- 40	Slightly Valid/Partially Revised
0 – 20	Invalid/Revised

