

Pengembangan Media PowerPoint Hyperlink Dalam Meningkatkan Minat Belajar Siswa Pada Pelajaran SKI

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ABSTRACT

In order to boost grade XI students at MA Unggulan Wahab Hasbullah Jombang's interest in Islamic Cultural History, this project aims on creating interactive learning materials based on PowerPoint Hyperlink. The ADDIE model, which comprises the phases of analysis, design, development, implementation, and evaluation, is used in the research to apply the research and development technique. The need for innovative learning media is supported by previous findings that PowerPoint Hyperlink-based media can enhance students' critical thinking and motivation in learning activities (Lesmana et al., 2023; Pramesti et al., 2021). This study's backdrop stems from students' low motivation and interest in learning as a result of lecture-based, repetitive teaching approaches. Therefore, to improve the effectiveness and engagement of the learning process, creative and interactive media are required. The developed media integrates visual displays, navigation buttons, quizzes, and evaluation tools that allow students to learn interactively and independently, as also emphasized by Hidayati and Astuti (2023) and Mas'ula et al. (2025), who noted that such interactive designs can foster active learning. The validation results from material and media specialists obtained feasibility scores of 97% and 96.4%, indicating that the product is highly suitable for classroom use. The implementation test showed a 95.3% positive response from students, confirming that the media effectively increased learning interest and participation. These results align with the view of Wahyuningtiyas and Bachri (2024) and Syafira et al. (2024) that interactive technology-based media can significantly enhance students' enthusiasm, comprehension, and engagement, making it an innovative teaching tool that supports meaningful learning experiences.

Keywords: *Interactive Learning Media, Islamic Education, Student Engagement.*

INTRODUCTION

Many facets of human life have been profoundly impacted by the quick advancement of technology, especially in the area of education. Educational institutions are encouraged by technological innovation to modify their teaching methods to make them more innovative, interactive, and pertinent to the demands of the twenty-first century. By presenting content in a way that grabs students' attention and inspires them to study, educational media play a critical role in facilitating successful teaching and learning activities. Conventional teaching techniques like lectures and rote memorization are still frequently used in Islamic Religious Education, particularly in the field of Islamic Cultural History (SKI), (Lesmana et al., 2023) which tends to bore and disengage pupils. Students become less engaged and enthusiastic about learning as a result, which results in a poor comprehension of the subject matter. (Zulfah, 2024) In order to solve this problem, creative educational materials that include technology must be created in order to foster an engaging and dynamic learning environment. PowerPoint Hyperlink is one type of media that may be used, enabling educators to create interactive presentations with visual aids, navigation buttons, tests, and assessment tools. According to earlier research, dynamic visual interactions with PowerPoint Hyperlink-based learning materials can improve students' motivation, attentiveness, and comprehension (Pramesti et al., 2021; Hidayati & Astuti, 2023). In addition to encouraging self-directed learning, this type of media also helps teachers communicate difficult concepts more effectively. Due to boring learning exercises, grade XI pupils at MA Unggulan Wahab Hasbullah Jombang had little interest in SKI classes. Therefore, it is anticipated that the creation of interactive learning materials based on PowerPoint Hyperlink will boost student motivation and engagement. The notion that technology-based learning can enhance students' learning outcomes and encourage active

involvement is supported by similar research (Mas'ula et al., 2025; Wahyuningtiyas & Bachri, 2024; Syafira et al., 2024). In order to increase students' interest in Islamic Cultural History at MA Unggulan Wahab Hasbullah Jombang, this project focuses on creating and evaluating the viability of interactive learning materials based on PowerPoint hyperlinks.

METHOD

The ADDIE paradigm, which comprises the phases of Analysis, Design, Development, Implementation, and Evaluation, was used in this study's Research and Development (R&D) methodology. The study was carried out at a prestigious Islamic senior high school (MA Unggulan), where traditional teaching techniques without interesting learning materials were causing a drop in student enthusiasm. Students in this institution's class XI served as the research subjects. In order to determine learning needs and inadequacies, the development process started with requirement analysis through subject teacher observations and interviews. Expert reviews from material and media specialists were used to validate the media content and design, evaluating aspects including content correctness, presentation, and usability. Thirty students participated in a study where they were exposed to the interactive media and then asked to complete questionnaires intended to gauge their comprehension and level of involvement. Both qualitative and quantitative tools were used in the data collection process, such as student response surveys, validation questionnaires, and observation sheets. In order to assess how well the media enhances student learning and passion, data analysis involved computing validity percentages and descriptive statistics. Creating interactive learning materials in the form of a PowerPoint presentation with hyperlinks for improved navigation was part of the design stage. Preparing the content and adding multimedia components including text, pictures, and tests were part of the development process.

RESULT AND DISCUSSION

Result

The development of interactive learning media based on PowerPoint Hyperlink was completed through the stages of the ADDIE model. The research results consist of (1) validation from material and media experts, and (2) student response analysis after product implementation in class. The validation process was carried out by two experts—one material expert and one media expert using an assessment questionnaire based on a Likert scale. The results are shown in Table 1.

Table 1. Expert Validation Results

Assessment Aspect	Validator/Responden	Average Score (%)	Category
Content accuracy, concept clarity, and learning relevance	Material Expert	97%	Very Feasible
Display design, navigation system, interactivity, and usability	Media Expert	96,4%	Very Feasible

The validation results indicate that both experts assessed the developed media as very feasible for classroom use. The material expert emphasized that the content presented in the media is accurate and in line with the Islamic Cultural History (SKI) curriculum, while the media expert noted that the design and navigation buttons supported an interactive and attractive presentation.

After validation, the product was implemented in class XI SKI at MA Unggulan Wahab Hasbullah Jombang with 26 students as participants. The implementation aimed to measure student interest and response toward the developed media. The student response results are presented in Table 2.

Table 2. Student Response Results

Indicator	Score (%)	Criteria
Attractiveness of presentation	95%	Verry Insteresting
Ease of use	94%	Verry Insteresting
Learning motivation	96%	Verry Insteresting
Average	95,3%	Verry Insteresting

The average percentage of student responses reached 95.3%, categorized as very interesting. Students stated that the PowerPoint Hyperlink-based media helped them understand historical material more easily and made learning more enjoyable. Observations also showed that students were more active in answering questions and participating in discussions during lessons. These findings indicate that the

interactive learning media successfully met its goal of increasing student engagement and motivation in the SKI learning process.

Discussion

The findings demonstrate the great efficacy and viability of using interactive learning materials based on PowerPoint hyperlinks as a cutting-edge teaching method for Islamic cultural history. The product satisfies pedagogical, visual, and technical requirements for digital learning media, as evidenced by the high validation results. The research of Lesmana et al. (2023), which highlighted how technology-integrated learning materials enhance students' comprehension and critical thinking, is supported by this result.

The large percentage of positive student replies (95.3%) further demonstrates the usefulness of the created media. This outcome is in line with the findings of Hidayati & Astuti (2023) and Pramesti et al. (2021), who found that PowerPoint Hyperlink-based media can boost learning motivation and simplify abstract concepts through visualization. Additionally, students are encouraged to learn autonomously and actively using the interactive navigation buttons and embedded quizzes, which is consistent with the constructivist learning paradigm (Mas'ula et al., 2025). A change from passive learning—dominated by instructor explanations—to active and student-centered learning is indicated by the increase in student participation seen during implementation. This corroborates the findings of Wahyuningtiyas & Bachri's (2024) study, which discovered that technology-based learning materials increase student motivation and engagement.

Overall, the research results prove that the PowerPoint Hyperlink-based interactive learning media effectively improve students' learning interest, motivation, and comprehension of Islamic Cultural History. The findings also demonstrate that the integration of multimedia elements—text, images, and hyperlinks—creates a more dynamic and enjoyable learning experience. Thus, this media can be used as an innovative teaching resource to enhance the quality of learning, making the process more interactive, efficient, and meaningful (Syafira et al., 2024).

CONCLUSION

The creation of interactive educational materials based on PowerPoint Hyperlink for Islamic Cultural History (SKI) has succeeded in raising students' motivation and interest in studying. With scores of 97% from material experts, 96.4% from media experts, and 95.3% from students, validation results from experts and student answers demonstrate that the medium is very practicable and very interesting. These findings demonstrate how visual aids, navigation buttons, and tests may make learning more dynamic, interesting, and understandable.

This study demonstrates how technology-based learning resources may foster an enjoyable, productive, and student-centered learning environment. The created media enables students to learn on their own and makes it easier for professors to impart knowledge. These results corroborate other research showing that students' motivation and creativity can be enhanced by creative media (Lesmana et al., 2023; Pramesti et al., 2021; Hidayati & Astuti, 2023).

To adapt this media to other subjects and levels, more research is necessary because this study was limited to a single school and subject area. Similar media may be created in the future utilizing more sophisticated technologies like web-based learning or animation (Mas'ula et al., 2025; Wahyuningtiyas & Bachri, 2024; Syafira et al., 2024). In conclusion, interactive learning materials based on PowerPoint hyperlinks can be utilized as a creative and useful technique to enhance student learning, particularly in courses on Islamic cultural history.

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