Developing PowerPoint Based Learning Media to Improve Student Learning Comprehension

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ABSTRACT
Learning is a process in which students interact with educators and various learning resources in an environment that supports learning activities. This research is motivated by the challenges in learning Aqidah Akhlak at Islamic Junior high school Rahmat Said Bongkot Peterongan, where students often experience difficulties in understanding the material and low interest in learning due to the use of learning media that are less creative and monotonous. The main objective of this research is to develop an effective PowerPoint-based interactive learning media to improve student understanding. This research uses the Research and Development (R&D) method with the ADDIE model approach. The validation results show that the media is very valid with an average acceptance rate of Aqidah Akhlak teachers of 93.7% and ICT teachers of 81.8%. In addition to validation, this media was also tested for practicality and was declared practical with an assessment of 88.8% from Aqidah Akhlak teachers. The effectiveness test was conducted on 29 eighth grade students, and the results showed that 26 students (89.6%) succeeded in achieving learning completion, which is included in the "very good" category. The student response questionnaire also showed a positive response to the use of this media. Thus, it can be concluded that this PowerPoint-based interactive learning media is highly effective and suitable for use in teaching aqidah and akhlak.. This media has been proven to increase student understanding and interest in learning, thus providing an innovative solution to address existing learning challenges.

Keywords: Learning Media; Development; Digital Learning Tools; Interactive Presentation

INTRODUCTION

Learning is the process of interaction between students and education and learning resources within a learning environment (Luthfi Abdillah, 2023). It is the assistance provided by educators to facilitate the acquisition of knowledge, mastery of skills and habits, and the formation of attitudes and beliefs in students. In other words, learning is the process of helping students learn effectively (Muhammad, 2025).

Quality learning depends heavily on the motivation and creativity of teachers. Highly motivated learners, supported by teaching that facilitates this, will lead to the achievement of learning targets (Khairuddin et al., 2024). Learning targets can be measured through changes in student attitudes and abilities through the learning process (Awalia et al., 2024). Good learning design, supported by appropriate facilities, and teacher creativity will make it easier for students to achieve learning targets (Mahaputra, 2022).

A common problem in education is a weak learning process. In the teaching and learning process, students learn primarily from theory (Patandung & Panggua, 2022). Learning is more focused on children's ability to understand the subject matter (Paulinus Kanisius Ndoa, 2024). In teaching and learning activities, the presence of teachers is expected to develop students' potential and creativity, providing them with knowledge not only theoretical but also the ability to consolidate it for future developments in the modern era (O.D.N. Jannah et al., 2023).

Based on observations at Islamic Junior high school Rahmat Said Bongkot Peterongan, educators lack innovation in the learning process. In teaching, they rely solely on worksheets and textbooks, resulting in students' disinterest in what they are learning, leading to low student learning outcomes. Therefore, researchers are utilizing PowerPoint as a learning medium to streamline the learning process, making it more engaging and easier to understand. Another contributing factor is students' predilection for sophisticated technology, as well as a lack of focus on learning. This was also evident during observations of ongoing teaching and learning activities, which revealed several students struggling to understand the lesson while the teacher was explaining. During the explanation, students tended to play around, talk with their friends, and engage in other activities that distracted them from paying attention and not listening to the teacher's explanation.

Given the aforementioned issues, learning media are needed to engage and enhance student learning, thereby improving student learning outcomes. One such medium is PowerPoint, an interactive learning medium that supports learning by utilizing audiovisuals, making it effective for learning. The PowerPoint application program is used to facilitate learning. The advantage of PowerPoint is its attractive presentation, thanks to its versatility in color, fonts, animations, text, and images or photos. Furthermore, PowerPoint can stimulate student interest and encourage them to seek out more information about the material presented.

PowerPoint represents a breakthrough, a creative and innovative way to learn and generate new ideas. PowerPoint learning media aims to improve student learning outcomes, encouraging them to be more active and creative in teaching and learning activities, thereby improving student learning outcomes. Managing learning aids is essential in formal educational institutions. Learning media can be used as an aid in teaching and learning activities. As teachers, they must be able to select appropriate and suitable learning media to achieve the teaching objectives set by the school.

METHOD

This study used the Research and Development (R&D) model, a research method used to produce a specific product and test its effectiveness (Gustina et al., 2024). This research aims to produce a product created by the researcher and test its effectiveness so that it can be tested and used by students at Islamic Junior High School Rahmat said.

Given the assessment above, it is very reasonable to conclude that Research and Development (R&D) is a research model that aims to develop a product, beginning with needs research and then developing it to create a tested product. Furthermore, testing is necessary to enhance the validation of the product prepared by the researcher to ensure its effectiveness and appropriateness when students implement it in the learning process at school. The development model used in this study follows the stages of the ADDIE development model. ADDIE development is effective, dynamic, and supports the performance of the program itself. The ADDIE development model has five interrelated and systematically structured components, meaning that the application of the first to the fifth stages must be systematic and not random. The steps of the ADDIE development research in this study, presented in diagram form, are as follows.

The analysis phase can be conducted in several ways. It can begin with initial observations at the school, interviews with the *Akhidah Akhlak* subject teacher at Islamic Junior High School Rahmat Said Bongkot Peterongan, analysis of the media used, and analysis of student learning outcomes. The stages undertaken in the analysis phase are:

- Observation and interviews with the *Akhidah Akhlak* subject teacher at Islamic Junior High School Rahmat Said Bongkot Peterongan. Based on the results of interviews with teachers, it was discovered that Islamic Junior High School Rahmat Said Bongkot Peterongan is still using the 2013 curriculum. The 2013 Curriculum (K-13) requires that students be given the freedom to think, understand problems, develop problem-solving strategies, and propose ideas freely and openly during learning. Meanwhile, teachers play an active role in training and guiding students to think critically and creatively in solving problems. However, in practice, this remains difficult to achieve. Interviews with students revealed that the presentation of *Akhidah Akhlak* material lacked clarity or was difficult to visualize. Students also reported that the material presented was difficult to understand. Therefore, it is necessary to understand that students desire enjoyable and applicable *Akhidah Akhlak* learning in their daily lives. Based on findings in the field, researchers need to develop Microsoft PowerPoint as a teaching material or learning medium that can facilitate students in the learning process. Therefore, the potential of this research lies in the fact that learning activities have been implemented in a modern

manner, utilizing currently available technology, one of which is PowerPoint. However, its use and application are inadequate or suboptimal, as educators often experience confusion in its use. The problem in this study is that students lack understanding of the material taught by teachers. This is because the learning media used by teachers is less engaging. This leads to students being reluctant to follow the subject matter explained by teachers through worksheets or lectures, which are less engaging, causing students to become bored and not understand.

- Analysis of learning media: According to the researcher's observations in the field, the media used by teachers in learning is PowerPoint, which helps students avoid boredom and fatigue. However, the lack of school facilities hinders teaching and learning activities; sometimes teachers also use discussion methods to encourage more active learning. Engaging learning is essential for both educators and students in the learning process.

- In creating presentation media, the steps taken include designing the cover and selecting images that are relevant to the topic title, creating an attractive appearance according to the theme, determining the right font type and size, arranging the material on the slides according to the design, and adding animations to create a more interesting atmosphere and prevent student boredom.

- In development the researcher created a validation and practicality questionnaire, which was validated by the validator. This practicality questionnaire was completed by the *Akhidah Akhlak* teacher. After validation by the validator, the questionnaire was distributed during the *Akhidah Akhlak* lesson for grade VIII Islamic Junior High School Rahmat Said. Practical work was conducted to determine the quality of the resulting product, namely the development of PowerPoint learning media.

- In Implementation step, researcher also distributed student response questionnaires containing statements about the use of PowerPoint learning media. This was done to obtain data related to the practicality of PowerPoint use. After distributing the questionnaires, researchers conducted data analysis. The first analysis was based on the questionnaire response results. This analysis was conducted to determine the practicality of the developed PowerPoint learning media.

- In this Evaluation, researcher created a questionnaire to assess the validity of the material. This aimed to ensure that the developed PowerPoint learning media was truly appropriate and could be used by a wider range of schools.

The subjects of this development trial were: The trial subjects were 29 eighth-grade students in the second semester at Islamic Junior High School Rahmat Said Bongkot Peterongan. The data collection tools used in this study were:

- Validation of PowerPoint Learning Media. The validation sheet contained items that revealed whether the PowerPoint learning media for the *Akhidah Akhlak* lesson on Manners Towards Parents and Teachers had been designed and could be used to determine whether the PowerPoint learning media were valid.

- The Practicalization Sheet was used to determine the practicality of the PowerPoint learning media. A questionnaire is a list of questions or statements given to others who are willing to respond according to the user's request. This questionnaire was designed to solicit students' feedback on the ease of use of the PowerPoint learning media. In this study, the purpose of this questionnaire was to determine the practicality of using PowerPoint media.

Media Expert The media expert in this study is someone who is experienced in designing learning media and has a minimum educational background of S1 and in this study the media expert is an ICT teacher at Islamic Junior High School Rahmat Said Subject Teacher The role of the teacher is very important as a research subject in this study because he is an expert and experienced in teaching. And the subject teacher here is the *Akhidah Akhlak* subject teacher at Islamic Junior High School Rahmat Said. Here, students are also the subjects of research because later students will listen and try directly their teacher explaining with the media development products that the researcher made. The students who are the subjects in this study are class VIII students of Islamic Junior High School Rahmat Said.

In this study, data were collected through three types of instruments: observation and interviews, questionnaires, and tests. Observations and interviews were conducted to obtain initial data or a general overview that would assist in formulating the research problem. Furthermore, questionnaires were used as a tool to obtain information from respondents, specifically in order to collect data from material experts, media experts, and students regarding the validation of the developed product. Meanwhile, tests were used to determine the results of the use of PowerPoint-based learning media. This test was in the form of formative questions embedded in PowerPoint slides, consisting of 15 multiple-choice questions that tested students' understanding of the material, "adapting to parents and teachers."

The data collection techniques used in this study included two types of analysis: validity analysis and practicality analysis. Validity analysis was conducted based on the validators' assessments of all predetermined aspects. The assessment results were presented in tabular form, and each validation sheet was then analyzed by calculating its percentage. This calculation was performed using a specific formula in accordance with established techniques.

$$P = \frac{Skor\ diperoleh}{Skor\ maksimal} \times 100\%$$

P = Percentage of items
F = Collected score / observed frequency
N = Number of cases / expected frequency
The results obtained can be calculated using the following criteria:

Table 1 Validity Level Qualifications for Validators

Criteria	Range Percentage (%)
Invalid	0-20
Less Valid	21-40
Quite Valid	41-60
Valid	61-80
Very Valid	81-100

Practicality analysis. Practicality analysis uses a questionnaire. Data from teacher responses via the questionnaire is then tabulated, and percentages are calculated. The data is analyzed using the following techniques:

$$P = \frac{Skor\ diperoleh}{Skor\ maksimal} \times 100\%$$

P = Percentage of items
F = Collected score / observed frequency
N = Number of cases / expected frequency

Table 2 Practicality Level Qualifications

Criteria	Range Percentage (%)
Invalid	0-20
Less Valid	21-40
Quite Valid	41-60
Valid	61-80
Very Valid	81-100

RESULT AND DISCUSSION

The analysis stage can be conducted using various approaches, starting with initial observations at the school, interviews with the Islamic akhiladah (*akhidah akhlak*) subject teacher at Islamic Junior High School Rahmat Said Bongkot, analysis of the media used, and analysis of the students. Based on interviews with students, it was found that they felt bored and fed up, and had difficulty understanding the Islamic akhiladah *(akhidah akhlak)* material presented, which was perceived as less concrete or difficult to visualize. Furthermore, students desired a more enjoyable and relevant learning experience for Islamic akhiladah *(akhidah akhlak)* and daily life. Therefore, it is important to understand students' needs for more engaging and applicable learning. Based on these findings, the researcher proposed developing teaching materials using Microsoft PowerPoint as a learning medium, which is expected to facilitate a more effective teaching and learning process.

In terms of learning media analysis, the researcher's observations indicated that teachers used PowerPoint to prevent student boredom and fatigue. However, limited school facilities were a barrier to implementing teaching and learning activities. To encourage student engagement, teachers also used discussion methods. Engaging and interactive learning is essential for educators and students to create a more effective learning environment.

At this stage, designing learning media using PowerPoint involves several important steps. First, design the cover and select images relevant to the topic to capture students' attention. Next, create an engaging and informative slide presentation, including organizing the material to fit the design. The font type and size are also carefully selected to ensure readability and visual comfort. Animations are also added to create a more lively learning environment and prevent student boredom during the learning process.

The following are the results of the validation tests conducted in this study. One form of validation was conducted by an expert, namely the subject teacher of *Akhidah Akhlak*, Mrs. Lilik Koirunnisa, S.Pd. This validation aimed to assess the suitability of the PowerPoint learning media used in the *Akhidah Akhlak* subject. The validation process was conducted at Islamic Junior High School Rahmat Said Bongkot Peterongan, where Mrs. Lilik teaches.

Table 3 Material Validation Results Data

Aspects asked	Score
The overall appearance of PowerPoint-based learning media is attractive.	4
The use of PowerPoint media is maximized (hyperlinks, animations) without disrupting the learning process.	3
The existence of PowerPoint-based learning media can increase students' interest in learning.	4
The language in PowerPoint learning media is easy to understand	3
Media pembelajaran *PowerPoint* dapat menambah wawasan siswa mengenai konsep pembelajaran akhidah akhlak	4
Soal soal yang ada menumbuhkan kemampuan berfikir siswa	4
Materi yang disajikan sesuai dengan pembahasan	4
Penggunaan media *PowerPoint* sudah sesuai dengan tema pembelajaran	4
Jumlah yang diperoleh	30
Jumlah skor	93,7

Validation was also conducted by an ICT teacher, Mr. Arif Rahman Khakim, S.Pd. The purpose of this validation was to assess the technical aspects and presentation of the PowerPoint learning media developed. This validation process was carried out by an ICT teacher at Islamic Junior High School Rahmat Said Peterongan.

Table 4 Product Validation Results

Aspek Penilaian	Deskripsi	Skala Penilaian			
		1	2	3	4
Tampilan	Instrumen penilaian cocok digunakan untuk siswa				P
	Desain tampilan menarik peserta didik			P	
	Kesesuain jenis dan ukuran huruf sangat tepat		P		
	Kejelasan pemilihan warna huruf sangat menarik			P	
	Gambar yang disajikan mendukung kejelasan materi				P
	Animasin yang digunakan tidak berlebihan				P
	Tampilan pada produk memudahkan pengguna untuk menggunakan produk tersebut				P
Kelayakan Produk	Isi instrument penilaian secara keseluruhan dapat memotivasi siswa dalam belajar			P	
	Instrumen penilaian mudah digunakan		P		

Aspek Penilaian	Deskripsi	Skala Penilaian			
		1	2	3	4
Kemudahan Penggunaan Produk	Produk mudah digunakan dan sederhana dalam pengoperasian nya				P
	Produk pembelajaran dapat memudahkan siswa dalam belajar			P	

The practicality assessment in this study covered several aspects, such as ease of use of the media, efficiency of learning time, and the appeal of the PowerPoint learning media. The assessment was conducted by the *Akhidah Akhlak* subject teacher to determine the extent to which the media was practical for use in the teaching and learning process. Complete data on the practicality assessment results by the teacher can be seen in the following table.

Table 5 Results of Practicality Assessment

Aspek yang ditanyakan	Skor
Kemudahan penggunaan media *PowerPoint*	4
Keterjangkauan biaya yang deperluka untu menggunakan media *PowerPoint*	4
Kejelasan setiap pertanyaan pada *PowePoint*	3
Kefleksibelan dalam penggunaan *PowerPoint*	4
Penggunaan bahasa mudah dipahami	4
Layout atau tata letak menarik	3
Tampilan isi menarik	3
Jenis dan ukuran huruf memudahkan membaca dan dapat memahami	3
Gambaran yang disajikan jelas	4
Total	32
Jumlah skor	88,8

The results of implementing PowerPoint learning media can be seen from student responses after using the media in the learning process. Student responses were collected through a distributed questionnaire, and the results are presented in Table 6, titled Student Response Questionnaire.

Table 6 Student Response Questionnaire

Pernyataan	Pilihan	
	Iya	Tidak
Apakah kegiatan materi pembelajaran menggunakan aplikasi *PowerPoint* dilaksanakan dengan menyenangkan ?	29	
Apakah kegiatan evaluasi pembelajaran menggunakan aplikasi *PowerPoint* dilaksanakan dengan menyenangkan?	27	2
Apakah penggunakan materi slide pembelajaran menggunakan aplikasi *PowerPoint* dapat dengan mudah kalian mengerti	24	5
Apakah bahasa yang digunakan dalam slide materi pembelajaran menggunakan aplikasi *PowerPoint* mudah kalian pahami?	27	2
Apakah ukuran dan jenis huruf yang digunakan pada slide materi pembelajaran menggunakan aplikasi *PowerPoint* mudah kalian baca?	21	8
Apakah slide materi pembelajaran menggunakan aplikasi *PowerPoint* dapat meningkatkan motivasi belajar?	24	5
Apakah dalam penggunaan aplikasi *PowerPoint* dalam pembelajaaran dapat menarik minat anda dalam pelajaran Akhidah Akhlak?	22	7
Apakah alat evaluasi pembelajaran menggunakan aplikasi *PowerPoint* dapat membantu meningkatkan pemahaman kalian terhadap materi yang sudah kalian pelajari di sekolahan?	24	5
Apakah ketika mengerjakan soal evaluasi pembelajaran menggunakan aplikasi *PowerPoint* kalian merasa tidak bosan?	27	2

Apakah ketika mengerjakan soal evaluasi menggunakan aplikasi *PowerPoint* kalian merasa sangat tertarik untuk mengikuti pembelajaran Akhidah Akhlak?	28	1

During the evaluation phase, the implemented PowerPoint learning media were re-evaluated to identify deficiencies and make final improvements. The evaluation was based on suggestions and feedback from students during the implementation phase. One piece of feedback received concerned the unattractive font display on the screen. Therefore, improvements were needed to the design, particularly the font size and type, to make it more engaging and easier for students to read.

Despite several points for improvement, the researchers concluded that the PowerPoint learning media were adequate and suitable for use in the learning process. This conclusion was supported by validation results and positive feedback from students, indicating that the media were quite effective in supporting teaching and learning activities.

Results of the Analysis Phase

Students often find the teaching of *Akhidah Akhlak* boring due to the limited use of engaging learning media. During the learning process, students tend to simply listen to the teacher's explanations without any interactive supporting media. This causes many students to feel bored and tired, ultimately decreasing their interest in learning. Based on these issues, researchers developed PowerPoint-based learning media for the topic of Etiquette for Parents and Teachers. The goal of this development was to help students understand the material more easily and increase their engagement in the learning process.

The design phase follows the analysis phase. At this stage, learning media are developed using Microsoft PowerPoint. The teaching materials are prepared in advance and then incorporated into PowerPoint slides, which serve as the primary medium. PowerPoint is used to create background displays, add engaging images, insert animations, organize learning materials, and add relevant questions. Once the learning media is complete, the next step is validation by soliciting input from subject matter experts and lecturers through a questionnaire.

During the development stage, expert validation of the learning media was conducted. One of the validations was conducted by the *Akhidah Akhlak* subject teacher. Based on Table 3, the validity percentage was 93.7%. This percentage was then compared with the predetermined validity categories to determine the extent to which the PowerPoint learning media was deemed suitable and valid for use in the learning process.

Table 7 Categories of Validity of Aqidah and Ethics Teachers

Rata-Rata Total Validitas	Percentage (%)	Kategori Kevalidan
93,7%	81% - 100%	Sangat Valid

Based on the table above, the PowerPoint learning media developed for *Akhidah Akhlak* falls into the valid category.

Based on Table 7, validation conducted by ICT teachers shows that the PowerPoint learning media achieved a validity percentage of 90.6%. This percentage value was then adjusted against the predetermined validity category table to determine the media's suitability as an effective learning tool and suitable for use in the classroom.

Table 8 Categories of ICT Teacher Validity

Rata-Rata Total Validitas	Percentage (%)	Kategori Kevalidan
81,8%	81%-100%	Sangat Valid

Based on the table above, the *Akhidah Akhlak* PowerPoint learning media developed is categorized as valid.

Based on Table 8, the percentage of practicality of PowerPoint learning media was 88.8%. To determine the level of practicality of the media, this percentage was compared with the categories in the previously determined practicality table. These results indicate the extent to which PowerPoint media is considered practical and easy to use in the learning process.

Table 9 Categories of Practicality of Aqidah and Ethics Teachers

Rata-Rata Total Validitas	Percentage (%)	Kategori Kevalidan
88,8	81%-100%	Sangat Valid

Based on the table above, the PowerPoint Learning Media developed is included in the practical category.

Based on the Implementation in Table 8, the results of the questionnaire given to students showed a generally positive response to the PowerPoint learning media. Questions number 1, 2, 4, 9, and 10 received an assessment in the very good category, while questions number 3, 6, and 8 were in the good category. Meanwhile, questions number 5 and 7 were included in the fairly good category. Overall, these results indicate that the PowerPoint *Akhidah Akhlak* learning media is considered appropriate and effective to use, especially for grade VIII students at Islamic Junior High School Rahmat Said Bongkot Peterongan.

After conducting a product trial, the researchers made revisions based on student feedback. The feedback indicated that the PowerPoint learning media facilitated student learning and made the learning process more enjoyable. Based on the product validation results and student feedback, the researchers concluded that the PowerPoint media was quite effective and practical for use in the learning process.

The researcher completed the learning media product based on expert advice and input, both from media expert validation and material expert validation. After revisions, the researcher presented the final product in the form of images. Figure 1 shows the profile page, while Figure 2 displays the menu page. Both images are part of the final product in the development of PowerPoint-based learning media.

Gambar 1 Sebelum Evaluasi **Gambar 2** Sesudah Evaluasi

Researcher have completed the development of a PowerPoint-based learning media product in accordance with the suggestions of media and content experts. After undergoing a revision process based on the validation results, researchers then presented the final results in the form of images. Figure 4 shows the profile page, while Figure 3 displays the menu page. Both images are part of the final product that has been developed.

Gambar 3 Halaman Profil **Gambar 4** Halaman Menu

Gambar 5 Halaman Petunjuk   **Gambar 6** Halaman KI/KD

Gambar 7 Halaman Menu Meteri **Gambar 8** Halaman Materi 1

Gambar 9 Halaman Materi 2 **Gambar 10** Halaman Contoh Materi 1

Gambar 11 Halaman Contoh Materi 2 **Gambar 12** Halaman Dampak Materi

Learning Media Results

In an effort to improve the quality of the teaching and learning process and adapt to technological developments, researchers successfully innovated by developing PowerPoint-based learning media. The results of this research represent a significant step forward in providing interactive and accessible visual aids. It is hoped that this media can assist teachers in enriching students' learning experiences and increasing the effectiveness of material delivery.

The effectiveness of this learning media was demonstrated by the results of a test given to students after studying the *Akhidah Akhlak* material on devotion to parents and teachers. This learning media was used by 29 eighth-grade students. Based on the test results, 26 students were declared to have completed the learning process, while 3 students did not. This indicates that the PowerPoint learning media developed was quite effective in supporting the learning process.

CONCLUSIONS

Based on the research results, it can be concluded that the process of developing PowerPoint-based learning media involves five stages: (1) the analysis stage, where the researcher gathers information as the basis for creating learning media for eighth-grade students; (2) the planning stage, where the researcher begins designing the product to be developed; (3) the development stage, which involves product validation by experts, namely the *Akhidah Akhlak* subject teacher and the ICT teacher; (4) the implementation stage, which involves testing the media with a small group of eighth-grade students at Islamic Junior High School Rahmat Said Peterongan, followed by distributing a student response questionnaire; and (5) the evaluation stage, where the researcher makes revisions based on the trial results.

This research has successfully produced PowerPoint learning media for the *Akhidah Akhlak* subject that is valid and suitable for use. This is evidenced by the validation results, where the first validator gave a score of 93.7% and the second validator 81.8%. The average score for both was 87.75%, which is considered good.

Furthermore, the effectiveness of the media was also evident in the learning test results of 29 eighth-grade students. Twenty-six students (or 89.6%) achieved learning completion after using PowerPoint for the topic "Devoting oneself to parents and teachers." This result falls within the very good criteria, thus concluding that PowerPoint-based interactive learning media is highly effective in the learning process in eighth-grade students for this topic.

Based on the research results, there are several suggestions that can be conveyed. First, for students, it is hoped that this *Akhidah Akhlak* PowerPoint learning media can motivate them to be more enthusiastic in learning, actively discuss the importance of devotion to parents and teachers, and be able to identify problems related to the material. Second, for teachers, it is hoped that they can develop more interesting and interactive PowerPoint learning media to avoid boredom among students. Third, for other researchers, the results of this study are expected to serve as a reference for developing PowerPoint learning media for other materials or subjects.

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