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The Utilization of Interactive Power Point Media to Foster Students' Learning Interest in Islamic Cultural History Subject

Inas Umniyyah¹, Fathurrahman²
Sekolah Tinggi Agama Islam Walisembilan Semarang
¹inasumni@gmail.com, ²fatza1967@gmail.com

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ABSTRACT

The purpose of this study is to examine the use of interactive PowerPoint media in the Islamic Cultural History (ICH) subject at MA Sabilul Muttaqin Trimulyo, Demak, and to determine student responses and engagement during the learning process involving this media. This study employed a descriptive qualitative research method, with data collected through observation, interviews, and documentation. The data sources included the head of the madrasah, the vice principal of curriculum, teachers, and students, while data validity was tested through source triangulation and member checking. The results show that the use of interactive PowerPoint media was carried out through three stages: planning, implementation, and evaluation. The findings show that 88% of students stated that ICH learning became more interesting and easier to understand, and students became more focused, active, enthusiastic, confident in responding to questions, and had higher learning interest.

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Keywords:

interactive power point;
learning interest;
islamic cultural history.

INTRODUCTION

Islamic Cultural History (ICH) learning plays a crucial role in madrasah education because it not only conveys past events but also instills exemplary values, morals, struggles, and Islamic civilization in students. Through ICH, students are expected to learn from Islamic history and emulate Islamic figures in their daily lives. According to Rohman, ICH learning is directed at internalizing Islamic values and religious moderation, as mandated by the madrasah curriculum. Thus, ICH becomes a subject that plays a role in shaping students' historical knowledge and religious character (Rohman et al, 2022; Azizah et al, 2023).

However, current ICH learning often faces the problem of low student interest, including in the context of learning at MA Sabilul Muttaqin Trimulyo Guntur Demak. ICH material, which includes many figures, events, places, and historical sequences, is often delivered through lectures, resulting in students tending to be passive and easily bored.. Rohman et al., (2022) claim that ICH learning still faces problems with insufficiently varied methods and limited use of learning technology.

This phenomenon demonstrates a gap between the importance of Islamic history learning and the reality that learning itself has not been able to optimally stimulate student interest. Ideally, Islamic history learning should provide a meaningful, active, and enjoyable learning experience (Ismayawati et al, 2022; Afifah et al, 2026). However, overly teacher-centered learning tends to make students passive, unenthusiastic, and simply memorize historical information. Islamic history learning is often considered unengaging due to the monotony of conventional methods. Therefore, innovative learning media are needed to bridge the gap between Islamic history material and students' current learning needs.

One medium that can be used to stimulate interest in learning ICH is interactive PowerPoint. This medium can combine text, images, sound, video, animation, navigation buttons, and quizzes so that learning becomes more lively and not just a lecture. Rofiqoh & Khairani, (2024) explain that interactive media can present an interesting learning experience, provide feedback, and increase student engagement and active participation. Kurnia et al., (2023) and Khasanah et al., (2024)

also reveal that interactive PowerPoint can make material clearer, more interesting, easier to understand, and support various student learning styles. The results of the study also showed that interactive PowerPoint products received excellent ratings from media and material experts, and made students more interested in learning.

Several previous studies have proven that interactive media has a positive influence on interest and motivation in learning ICH. Silmi et al., (2025) argue a significant relationship between the use of interactive learning media and students' interest in learning ICH subjects, with a correlation coefficient of 0.556 and a significance of 0.000. Rangkuti et al., (2025) also state that an interactive approach in ICH learning can increase students' activeness in aICHng questions, persistence, and enthusiasm. However, research that specifically examines the use of interactive Power Point to arouse interest in learning ICH at MA Sabilul Muttaqin Trimulyo Guntur Demak is still limited, so this study has a relevant study space.

Based on previous research, interactive media has been widely studied in ICH, PAI, and digital-based learning, but studies that specifically discuss the use of interactive Power Point to stimulate interest in learning ICH at MA Sabilul Muttaqin Trimulyo Guntur Demak are still limited. This is the research gap in this study. The novelty of this research lies in the focus on the use of interactive Power Point as a simple media, easy for teachers to use, but directed to stimulate student interest in learning ICH subjects at the Madrasah Aliyah level. This research is expected to provide theoretical contributions to the development of ICH learning media as well as practical contributions for teachers in creating more interesting, active, and meaningful learning.

From the explanation of the background of the problem above, the purpose of this study is to examine the use of interactive PowerPoint media in the Islamic Cultural History (ICH) subject at MA Sabilul Muttaqin Trimulyo, Demak, and to determine student responses and engagement during the learning process involving this media.

METHOD

This study employed a qualitative method with a descriptive approach. This approach aims to describe phenomena systematically, factually, and accurately based on data obtained in the field. Data were analyzed in narrative form through observations and informant statements, thus providing an in-depth overview of the implementation of interactive PowerPoint media in Islamic Cultural History (ICH) learning.

The data sources in this study consisted of primary and secondary data. Primary data were obtained from key informants, namely the madrasah principal, deputy head of curriculum, an Islamic Cultural History teacher, and 12 students at MA Sabilul Muttaqin Trimulyo Guntur Demak. Meanwhile, secondary data came from various supporting literature such as books, journals, and scientific articles relevant to the research topic.

Data collection techniques included non-participant observation, semi-structured interviews, and documentation. Observations were used to observe the planning, implementation, and evaluation processes of the interactive PowerPoint media and its implications for student learning interest. Interviews were conducted flexibly with informants to gather information related to the media's implementation. Documentation was used to supplement the data, including archives, notes, and relevant learning tools.

Data validity was tested through source triangulation and member checking techniques to ensure the validity of the information. Data analysis employed a descriptive analytical model, encompassing the stages of data collection, data reduction, data presentation, conclusion drawing, and verification. This process was conducted continuously to produce credible findings regarding the implementation and implications of the interactive PowerPoint media in increasing student learning interest in the Islamic Cultural History (ICH) subject.

RESULTS

The use of interactive PowerPoint media in the Islamic Studies (ICH) subject at MA Sabilul Muttaqin Trimulyo Guntur Demak was motivated by the need to address

learning that tends to be monotonous, memorization-based, and uninteresting for students. This media was chosen because it can present material more concretely through the integration of text, images, audio, video, animation, quizzes, and icebreakers. Its use aims to increase student interest, focus, and active response to learning, thereby making the learning process more enjoyable, communicative, and meaningful.

The implementation of interactive PowerPoint media is carried out through three main stages: planning, implementation, and evaluation. In the planning stage, teachers determine learning materials such as the history of the development of Islam in Indonesia and illustrations of Islamic civilization. They then systematically compile the media in the form of slides containing learning objectives, concept maps, visualizations of figures and events, and prompt questions. The media is designed not only to be text-based but also to include visual and interactive elements to accommodate students' easily bored characteristics.

In the implementation stage, interactive PowerPoint media is used as the primary means of delivering the material. Teachers display various visual and audiovisual elements, such as pictures, maps, and historical videos, to help students understand the context more concretely. Furthermore, quizzes and topic choices provide space for active student participation, enabling two-way learning. The inclusion of icebreakers also plays a role in maintaining student focus and enthusiasm throughout the learning process.

The evaluation phase was conducted through quizzes, Q&A sessions, and observations of student engagement. The implementation results showed an increase in student attention and participation in learning. Students became more confident in responding to questions, focused more on the material, and were able to follow the learning flow better. The integration of various media in PowerPoint also helped students understand the material more comprehensively.

Overall, the use of interactive PowerPoint media had a positive impact on student learning interest. 88% of students stated that learning became more interesting and easier to understand, and no longer boring. Students also felt more motivated to

learn because the material was presented in a varied and contextual manner. Thus, this media has proven effective in improving the quality of the ICH learning process, both in terms of student engagement and understanding. The following table shows the implications of learning interest from the use of interactive PowerPoint media.

Table 1. Implications of Learning Interest in Using Interactive Power Point Media

Aspects of Learning Interest	Before Using Interactive Power Point	After Using Interactive Power Point	Implications
Interest in ICH	Students perceived ICH as a boring history lesson that required a lot of memorization.	Students found ICH more engaging because the material was presented through images, videos, audio, animations, and quizzes.	Student interest in ICH learning increased.
Understanding the Material	Students struggle to grasp the historical context because the material is primarily presented orally and textually.	Students find it easier to understand the history of the development of Islam in Indonesia and concrete illustrations of Islamic civilization.	Visual media helps students understand the flow of history more clearly.
Learning Focus	Students' focus easily decreases when learning is limited to lectures.	Students' visual focus on the projector increases throughout the lesson.	Interactive PowerPoint presentations can maintain students' attention throughout the lesson.
Student Activeness	Students tend to be passive and simply listen to the teacher's explanations.	Students actively choose topics, answer quizzes, and respond to teacher questions.	Learning has become two-way and more participatory.
Learning Enthusiasm	Students lacked enthusiasm because the learning felt monotonous.	Students became more enthusiastic during quizzes, icebreakers, and interactive sessions.	Students' enthusiasm for learning increased.
Feelings of Enjoyment	Students did not enjoy the ICH learning because the presentation lacked variety.	Students expressed enjoyment and stated that ICH was "no longer boring."	There was an increase in feelings of enjoyment and interest in learning.
Motivation for Independent Learning PowerPoint.	Students' motivation to learn ICH independently remains low.	Students feel more motivated to learn ICH independently after learning using interactive	Interactive media encourages the growth of students' intrinsic motivation to learn.

Teacher Response	Students' responses to teacher questions are still limited.	The frequency with which students answer and respond to teacher questions has increased.	Teacher-student interactions have become more lively.
Connectedness to the Material	Students felt less connected to the history material because it was presented in an abstract manner.	Students felt more connected to the material because of the illustrations, audio, video, and visual examples.	The ICH material became more meaningful and easier to visualize.
Perceptions of ICH Learning	History lessons are often considered boring.	The phrase that ICH lessons are boring is no longer heard.	Students' perceptions of ICH have changed to become more positive.
Results of Student Response	Not many students showed a high level of interest in ICH.	88% of students stated that ICH learning was more interesting and easier to understand.	Interactive PowerPoint presentations were shown to have a positive impact on student interest and understanding.

Based on the table, it can be seen that the use of interactive PowerPoint media has positively impacted students' learning interests. Before the media was used, students tended to be passive, lacked focus, and found the ICH boring. After the media was implemented, students became more active, focused, enthusiastic, and enjoyed learning, and found it easier to understand the material on the History of the Development of Islam in Indonesia.

DISCUSSION

The use of interactive PowerPoint media in the Islamic Cultural History (ICH) subject at MA Sabilul Muttaqin Trimulyo Guntur Demak is a pedagogical response to ICH material that is often considered heavy, narrative, and memorization-oriented. The finding that students easily get bored when learning only uses lectures is in line with studies that state that ICH learning is often monotonous, too cognitive, and synonymous with memorization and lectures (Marfiyanto et al., 2022). Therefore, the use of visual media, audio, video, animation, quizzes, and icebreakers can help transform ICH learning into a more concrete, engaging, and easy-to-understand one.

In the context of learning, teachers also need intermediaries to convey material to students so that the learning message can be received more clearly. These intermediaries can be learning media, such as images, videos, visual aids, or digital media, one of which is interactive PowerPoint media. Through interactive PowerPoint, material such as Islamic Studies (IS) that is historical, narrative, and sometimes difficult to understand can be presented in the form of text, images, videos, animations, quizzes, and icebreakers. Thus, the use of interactive PowerPoint helps teachers convey Islamic Studies material in a more concrete, interesting, and easy-to-understand manner, so that students are more focused, active, and interested in participating in learning Islamic history.

During the planning stage, the teacher demonstrated an awareness that instructional media must be designed based on the material's needs and student characteristics. The selection of material on the History of the Development of Islam in Indonesia and illustrations of Islamic civilization was appropriate because historical material requires visual aids to enable students to see the relationship between figures, places, times, events, and exemplary values. The preparation of slides containing learning objectives, concept maps, images of figures, illustrations of the spread of Islam, videos, and prompt questions demonstrates that the teacher not only prepared the presentation but also the students' thought processes. This aligns with the principles of multimedia design, which emphasize that learning is more meaningful when words and images are processed in an integrated manner, rather than presented as simply long texts (Mayer, 2023).

The main strength of interactive PowerPoint in Islamic studies learning lies in its ability to combine visual, verbal, and student-directed elements simultaneously. Mayer and Moreno explain that humans process information through verbal and visual channels with limited capacity, so media design must help students understand the material without overloading their thinking. In this case, images of figures, maps of the spread of Islam, historical videos, and animations can help students build a concrete picture of Islamic historical events. However, these media still need to be designed simply, focused, and not too full of effects so that students' attention is

focused on the content, not just the slide show (Ainiyati, Artharina, & Sulianto, 2023).

The learning implementation shows that interactive PowerPoint can shift Islamic Islamic Studies learning from a one-way pattern to a more communicative pattern. When teachers display images, maps, illustrations of civilizations, and videos, students more easily grasp the context of the entry and development of Islam in Indonesia because the material is no longer presented as an abstract narrative. This finding is in line with the research of Ike Dian Fitri & Fenny Ayu Monia, (2022) who examined the influence of PowerPoint media on Islamic Islamic Studies learning outcomes in the material on the Prophet Muhammad's Hijrah in Medina. This means that the use of PowerPoint in Islamic Islamic Studies has an empirical basis as a medium that can help convey Islamic history material in a more interesting and easy-to-understand manner.

The inclusion of icebreakers in interactive PowerPoint presentations also has strategic value because ICH learning often takes the form of long narratives that can potentially reduce student focus. When teachers use light quizzes or short activities when students begin to lose focus, the media serves as a tool to control the classroom atmosphere. This is in line with research by Silmi et al. (2025) which reveal a significant relationship between interactive learning media and student learning interest in ICH subjects, with interactive media being deemed capable of creating a more engaging and effective learning atmosphere.

The evaluation element in the use of interactive PowerPoint is carried out by teachers to determine the extent to which the media contributes to students' understanding, interest, focus, and activeness in ICH learning. Evaluation is carried out through quizzes available on slides, Q&A sessions after the presentation of material, oral questions, and observations of students' courage in responding to teacher questions. In addition, teachers also evaluate student responses through simple interviews regarding their feelings after participating in learning using interactive PowerPoint. This evaluation is important because teachers not only assess cognitive learning outcomes but also observe changes in learning attitudes, such as attention, enthusiasm, courage to answer, and student engagement during learning

(Johnson & Marraffino, 2020). In multimedia learning, feedback is a crucial element because it can help teachers determine which parts have been understood by students and which parts still need improvement.

The use of interactive PowerPoint media in Islamic Studies (IS) learning at MA Sabilul Muttaqin Trimulyo Guntur Demak has been proven to help teachers create more engaging, concrete, communicative, and participatory learning. Through systematic planning and implementation that integrates visuals, audio, video, quizzes, and icebreakers, students become more focused, active, and easily understand Islamic history material. Evaluation through quizzes, questions and answers, observations, and interviews also shows that this media not only supports cognitive understanding but also increases student interest, enthusiasm, and engagement in learning.

The implications of using interactive PowerPoint media in IS learning are evident in changes in student learning behavior, particularly increased visual focus, increased courage in responding to questions, and engagement in quizzes. These changes demonstrate that the media serves not only as a teacher's aid but also as a trigger for student attention and participation. This situation is relevant to the problem of IS learning, which is often perceived as monotonous, overly cognitive, and synonymous with memorization and lectures, necessitating more engaging media innovations. With the addition of images, audio, video, animation, quizzes, and icebreakers, ICH learning becomes more lively and no longer entirely dependent on verbal explanations from the teacher (Marfiyanto et al., 2022). Therefore, interactive PowerPoint can be understood as a pedagogical strategy to transform ICH learning from passive to more active and communicative.

Based on these findings, the use of interactive PowerPoint media has proven to be a solution to monotonous and uninteresting ICH learning. This media is systematically designed, implemented actively and participatory, and is able to increase student interest, focus, understanding, and courage in participating in learning. The evaluation shows that interactive PowerPoint has a positive impact not only on cognitive aspects but also on students' learning attitudes towards ICH

subjects.

CONCLUSION

Based on the description of the research results and analysis of the results, it can be concluded that the use of interactive PowerPoint media in Islamic Studies learning at MA Sabilul Muttaqin Trimulyo Guntur Demak has proven to be a solution to previously monotonous, passive, and less interesting learning.

This media is designed through systematic planning, implemented interactively through images, videos, audio, quizzes, and ice breakers, and evaluated through quizzes, questions and answers, observations, and interviews. The impact is that students become more focused, active, enthusiastic, brave in responding to questions, and more easily understand Islamic history material. The findings of 88% of positive student responses indicate that interactive PowerPoint is able to increase interest and understanding in learning Islamic Studies.

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