



## PowerPoint learning media to improve activeness and learning outcomes in the Economics subject

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### ABSTRACT

The number of learning media applied to each subject can have a significant impact on student development. Therefore, this study aims to analyze the application of interactive PowerPoint-based learning media in economics subjects and its effect on student learning outcomes. This research employs a literature review, collecting data from the Directory of Open Access Journals (DOAJ) to identify high-quality sources. Data analysis employs content analysis to yield valid results, ensuring clarity in the research findings. The results showed that the application of interactive PowerPoint-based learning media has been widely adopted in schools and has been successful in increasing student activity and learning outcomes in economics subjects. PowerPoint learning media with an attractive appearance and the ability to present audiovisual content can increase student involvement in the learning process, leading to interactions that support student engagement and enhance learning outcomes in economics subjects. In addition, the application of interactive PowerPoint-based learning media can streamline the learning process, making it easier for students to accept economic subject matter.

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### ABSTRAK

Banyaknya media pembelajaran yang diterapkan pada setiap mata pelajaran dapat berdampak pada perkembangan peserta didik. Maka dari itu, penelitian ini bertujuan untuk menganalisis penerapan media pembelajaran berbasis PowerPoint interaktif pada mata Pelajaran Ekonomi dan pengaruhnya terhadap hasil belajar peserta didik. Penelitian ini menggunakan literature review dengan mengumpulkan data dari Directory of Open Access Journals (DOAJ) untuk mendapatkan sumber yang berkualitas. Analisis data menggunakan analisis isi untuk mendapatkan hasil yang valid sehingga tidak terjadi kekeliruan dalam hasil penelitian. Hasil penelitian menunjukkan penerapan media pembelajaran berbasis PowerPoint interaktif telah banyak diterapkan pada sekolah-sekolah dan berhasil dalam meningkatkan keaktifan dan hasil belajar peserta didik pada mata pelajaran Ekonomi. Media pembelajaran PowerPoint dengan tampilan yang menarik dan dapat menyajikan audiovisual mampu meningkatkan keterlibatan peserta didik dalam proses pembelajaran sehingga terjadi interaksi yang mendukung keaktifan peserta didik dan meningkatnya hasil belajar mata pelajaran Ekonomi. Selain itu, penerapan media pembelajaran berbasis PowerPoint interaktif mampu mengefektifkan proses pembelajaran sehingga peserta didik mudah menerima materi pelajaran Ekonomi.

**Kata Kunci:** Ekonomi; media pembelajaran; PowerPoint interaktif

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## **INTRODUCTION**

Learning activeness as a learning process that arises due to active student responses when learning takes place. Student learning activities have a significant influence on student achievement. It can be said that the higher the activeness of student learning, the higher the student learning achievement that will be obtained, especially learning outcomes (Evitasari & Aulia, 2022). Learning outcomes play a crucial role in the learning process, serving as a benchmark to measure the changes in students after they have received their learning experience, in terms of knowledge, attitudes, and skills. Activeness and learning outcomes are closely related to the learning media used by the teacher in delivering the material (Yani & Hadiyanti, 2025).

Learning media serves as an intermediary tool to facilitate teachers in transferring knowledge to students, thereby stimulating students' attention, interest, thoughts, and feelings during learning activities (Yani & Hadiyanti, 2025). One of the learning media widely used in education is PowerPoint. However, not all PowerPoint presentations have interactive elements that can increase student engagement in learning. Interactive PowerPoint enables students to participate actively through quizzes, animations, and simulations designed to enhance student understanding and learning outcomes (Wijayanto et al., 2021). PowerPoint presentations equipped with colors, letters, and visuals can effectively capture the attention of students, making it easier for them to understand the subject matter provided (Irawan et al., 2023).

In learning activities, teachers still teach conventionally and sometimes use ordinary PowerPoint instead of interactive PowerPoint as learning media. Meanwhile, students enjoy learning with interactive media that incorporates colors, images, and animations (Meisak et al., 2021). The learning difficulty experienced by these students is that it is challenging to grasp the concepts of both the currently studied subject matter and advanced material. Understanding the concept of subject matter is crucial, as it enables students not only to acquire knowledge and understanding of theory but also to communicate and apply the knowledge they have (Diyana et al., 2020). Additionally, students struggle to solve more complex problems. The role of teachers who do not involve students in the teaching and learning process is one of the factors that cause low learning outcomes, especially in economic subjects (Dewi et al., 2024).

The low learning outcomes in economic subjects can be attributed to a lack of student engagement in the learning process. An innovative learning approach is needed to facilitate the understanding of concepts in economics subjects that are often considered difficult by some students. This approach can be achieved by utilizing interactive PowerPoint as a learning medium that presents material not only visually (Barovich et al., 2021). Several studies have demonstrated that the use of technology-based learning media can enhance student engagement and learning outcomes. Previous research has shown that the use of attractive PowerPoint learning media can facilitate the understanding of complex concepts (Candelina & Wulandari, 2022; Yuliani et al., 2023). Another study found that PowerPoint learning media can increase students' enthusiasm in the learning process, thereby having a positive impact on learning outcomes (Budianti et al., 2023).

Different from previous studies that use a research and development approach to learning media with the PowerPoint application. This study aims to analyze the application of interactive PowerPoint learning media in economic subjects, focusing on student engagement and learning outcomes, using a literature review approach. It is hoped that this research can serve as a valuable source of information for developing learning media to enhance student learning outcomes, particularly in economic subjects that require a profound understanding of theoretical concepts. Furthermore, the results of this study are expected to provide benefits to science and educational development, particularly in the development of audio-visual learning media using PowerPoint, which aims to enhance student engagement and learning outcomes in economic learning.

## **LITERATURE REVIEW**

### **Learning Activeness**

Learning activeness comes from the word "Active" and the word "Learning". The word active, which gets the affix to-an to become active, means activity, busyness. Learning activeness refers to an effort or activity that involves studying hard (Hasanah & Himami, 2021). Student learning activities can be observed through student involvement in various learning processes, such as listening to material explanations, discussing, and completing assignment reports, among others. Student learning activeness in teaching and learning activities can be stimulated to develop their talents and train critical thinking skills (Evistasari & Aulia, 2022). Five things affect student learning activeness.

1. Learning stimulus, the way a teacher overcomes a problem in the teaching and learning process, so that it can solve these problems in the teaching and learning process in class.
2. Attention and motivation, focusing on the material being conveyed by the teacher, so that students concentrate more on the learning being imparted.
3. Learned responses, activities carried out by students after obtaining stimuli from the teacher or their learning friends.
4. Reinforcement is a response to a behavior that can increase positive behavior in the learning process of students in the classroom, so that students' learning motivation is greater.
5. Use and transfer, a response to a behavior that can encourage students to participate more actively in learning interactions in the classroom.

From the explanation above, it can be concluded that student learning activeness is defined as the active participation of students during the learning process which includes involvement in various learning activities.

### **Learning Results**

Learning results are the results obtained by a person in the form of impressions that result in changes in themselves as a result of learning activities. Learning outcomes are the acquisition of knowledge, attitudes, and skills in the form of numerical scores obtained on tests by specific subjects. Learning outcomes refer to changes in students that affect cognitive, affective, and psychomotor aspects as a result of learning activities. Learning

outcomes refer to changes in skills and abilities, attitudes, habits, understanding, knowledge, and values, categorized as cognitive (understanding concepts), affective, and psychomotor (understanding processes), resulting from learning activities. Learning outcomes can be used to demonstrate the knowledge, understanding, and success achieved by students in the learning process (Moko et al., 2022). Student learning outcomes refer to the academic achievements that students attain through exams and assignments, as well as actively asking and answering questions that support the acquisition of these learning outcomes (Athaya et al., 2024).

Students who obtain learning outcomes through education will be able to participate in various community activities. Increased student learning outcomes can also be achieved through effective learning by using interesting and fun learning methods and models. In following the learning process, students will be actively involved and show high interest if the method implemented by the teacher genuinely arouses their enthusiasm for learning. So it is natural that student learning outcomes have increased (Yani & Hadiyanti, 2025). From the several definitions of learning outcomes provided in the references above, it can be concluded that learning outcomes are learning objectives. This process aims to bring about changes in knowledge, understanding, and learning behavior, as well as competencies or skills that students can achieve upon learning.

In achieving the expected learning outcomes, it is necessary to pay attention to several factors that can affect learning outcomes, namely factors contained within students (internal factors) and factors consisting of outside students (external factors). Internal factors include physical, psychological, and fatigue. Meanwhile, external factors that affect learning outcomes can be categorized into three main groups: family factors, school factors, and community factors. Learning outcomes encompass a range of experiences gained by students, including cognitive, affective, and psychomotor domains. Learning is not only mastery of the concept of lesson theory, but also mastery of habits, perceptions, pleasures, interests, talents, adjustments, types of skills, ideals, desires, and expectations (Larosa et al., 2024).

## **Learning Media**

Learning media refers to a set of equipment that facilitates easier interaction between teachers and students (Dewi et al., 2024). Furthermore, learning media is an activity that utilizes objects to facilitate or enhance the learning process, such as objects found in the classroom environment (graphic, photographic, or electronic items) to capture, digest, and convey visual and verbal information. Therefore, it can be concluded that learning media are tools that can be used to enhance the effectiveness and optimality of the learning process. Currently, the learning process is not limited to books and blackboards, as there are many alternative learning media available to students (Purwati, 2023). Additionally, learning media are selected based on several key principles. The following principles are outlined (Warsita, 2013).

1. Principles of effectiveness and efficiency. Effectiveness refers to the success in achieving learning objectives. Meanwhile, it is said to be efficient if the learning process requires the

minimum possible cost and time. So, effective and efficient media are those that can help achieve maximum learning.

2. The principle of student thinking ability. Learning media is a means of easing students' understanding of abstract concepts, thereby motivating them to learn. Simple media makes it easier for students to understand messages than complex media. Real objects are more suitable for use as learning media because they can make it easier for students to interpret the meaning of information than abstract objects. Therefore, when creating learning media, it is essential to consider the level of student understanding.

From some of the theories discussed earlier, it can be inferred that learning media is a teacher's tool in the process of transferring knowledge to students, creating an efficient and effective learning atmosphere. Learning media can impact student learning outcomes in the learning process. It can be said to be effective if the learning media are based on the principles of effectiveness and efficiency, and tailored to students' thinking abilities. The selection of learning media must be based on logical and comprehensive considerations so that the selected media can be used properly, effectively, and provide an increase in learning outcomes. Learning media aims to improve the enjoyable teaching and learning process (Widhiasti et al., 2022).

The creation of a learning media must have benefits that its users can enjoy. Learning media can influence the development of children's psychology in the learning process. Learning media have an essential role in the learning process. For this condition, in light of the development of science and technology, it is necessary to provide learning media that possess creative and innovative values (Yani & Hadiyanti, 2025). Learning media as a tool to assist students in understanding subject matter can be used to improve student learning outcomes (Adnan & Istiqomah, 2022). Microsoft PowerPoint is a software application used to design presentation materials in the form of slides. PowerPoint is a presentation application program on a computer that makes it easy for teachers to create professional presentations that can be used as teaching materials (Hasanah, 2020).

## **METHODS**

The research method employed in this study is a literature review, which aims to examine the development of interactive PowerPoint-based learning media in economics subjects and their impact on student learning outcomes. A literature review is a data collection technique that involves examining relevant sources of information. The stages in this research include selecting a topic, namely 'PowerPoint, activeness, and learning outcomes', exploring the information contained in the source, determining the focus of research according to the research topic, collecting data through searches, presenting data in the form of tables containing the results of the analysis, and compiling research results. The data source for this research is scientific journal articles published between 2020-2025. The research data were obtained from searching the Directory of Open Access Journals (DOAJ). The selection of DOAJ is aimed at identifying high-quality, open-access sources. The data analysis employed is content analysis, which aims to obtain valid research results and prevent misinformation.

## RESULTS AND DISCUSSION

The results of data searches on the DOAJ database, which have been carried out, collect sources from scientific journal articles, as many as 17 sources, with the following analysis as shown in **Table 1**.

**Table 1.** Analyze the results of the collected sources

Author, year	Outcome of Research	Findings
(Mawaddah et al., 2023)	There are differences in physics learning outcomes when using interactive PowerPoint learning media.	PowerPoint learning media improve learning outcomes in physics subjects.
(Putri et al., 2024)	The development of interactive PowerPoint learning media in the ASEAN countries (IPSAC) proved to be a feasible approach for learning.	Interactive PowerPoint learning media have been proven effective in supporting the learning process.
(Noerhasmalina et al., 2024)	The development of learning media in the form of PowerPoint-based games proved effective in improving learning outcomes in algebra material.	PowerPoint learning media improve learning outcomes in algebra.
(Putri & Ain, 2022)	The development of PowerPoint mind map learning media is proven feasible and valid for use in learning.	PowerPoint learning media increases students' enthusiasm for learning.
(Rahmawati et al., 2020)	The application of PowerPoint learning media in online learning is efficacious in improving learning outcomes in history subjects.	PowerPoint learning media improves learning outcomes in history subjects.
(Yuliani et al., 2023)	The development of Visual Basic Application (VBA) and Microsoft PowerPoint learning media on set material is proven valid for use in learning mathematics.	PowerPoint learning media enhances students' understanding of mathematics.
(Candelia & Wulandari, 2022)	The use of PowerPoint media in the cooperative learning model of Course Review Horay (CRH) type can enhance students' knowledge of Social Studies material.	PowerPoint learning media enhances students' understanding of social studies.
(Budianti et al., 2023)	The use of PowerPoint media in the learning process can improve students' activeness, enthusiasm, and learning outcomes.	PowerPoint learning media improve students' activeness and learning outcomes.
(Prayitno & Mardianto, 2020)	The use of PowerPoint media in math learning has been proven effective in improving learning outcomes.	PowerPoint learning media enhances students' understanding of mathematics.
(Natalia et al., 2022)	The use of PowerPoint media in online learning can attract students' attention.	PowerPoint learning media increases student activeness.
(Wahyuni & Witarsa, 2023)	The utilization of PowerPoint media in science learning is effective in improving learning outcomes.	PowerPoint learning media improve learning outcomes in science subjects.

<b>Author, year</b>	<b>Outcome of Research</b>	<b>Findings</b>
(Susanti et al., 2020)	The use of PowerPoint media in Arabic language learning can effectively attract students' interest.	PowerPoint learning media increases students' activeness in learning.
(Pratiwi & Siswanto, 2020)	The use of Visual Basic-based Microsoft PowerPoint in civic education subjects can improve students' knowledge.	PowerPoint learning media based on Visual Basic increases students' knowledge.
(Akhmadi et al., 2024)	The application of PowerPoint-based gamification learning media integrated with Classpoint proved effective in improving student motivation and learning outcomes.	PowerPoint learning media improve student activeness and learning outcomes.
(Arbain, 2020)	The utilization of PowerPoint media in learning Social Studies (IPS) is effective in improving learning outcomes.	PowerPoint learning media improve student learning outcomes in social studies subjects.
(Marpaung & Pongkendek, 2020)	The application of 3D animation through PowerPoint can increase student motivation in learning.	PowerPoint learning media increases student learning activeness.
(Astindari, 2021)	The use of PowerPoint media in social studies learning is proven to increase student engagement in learning activities.	PowerPoint learning media increases student learning activeness in social studies learning.

Source: Research, 2025

Based on the analysis results in **Table 1**, it is evident that PowerPoint learning media can enhance student activity, interest, and motivation, thereby increasing student engagement. Increased student engagement in learning can positively impact student learning outcomes. It can be said that the application of PowerPoint in learning can improve student activeness and learning outcomes.

## Discussion

Along with technological advances, teachers are expected to utilize technology as a medium in the learning process and develop learning innovations as part of their renewal efforts. The selection of learning media needs to consider the characteristics of actual students, seeing that the character of today's students who have been side by side and interacting with technology since birth has an impact on students' personalities (Kisworo, 2017; Putra & Salsabila, 2021; Rajagukguk et al., 2025). Students in the Generation Z era are highly fluent in the use of technology. They prefer to interact socially on social media and possess multitasking abilities. Therefore, if the learning process relies solely on the lecture method, they will become easily bored. In the learning process, teachers need to adopt technology-based learning media to make learning engaging and interactive, ensuring effective learning outcomes (Putri et al., 2024).

One of the interactive learning media, PowerPoint, can support the creation of interaction between students and learning materials through the features it provides (Rosyiddin et al., 2023). Microsoft PowerPoint is software that helps organize material easily and effectively

during presentations. Microsoft PowerPoint is straightforward to use, making it widely accessible to everyone, and is therefore commonly used for presentations, learning, and animation. The provision of navigation buttons enables teachers to use PowerPoint freely, facilitating two-way interaction between teachers and students. It can be concluded that interactive PowerPoint is a digital-based learning medium that operates on Microsoft Office software to record important information to be presented to students (Dewi & Manuaba, 2021).

Interactive PowerPoint refers to PowerPoint software-based learning media designed to make it easier for students to understand economic learning materials through attractive visual displays that create two-way interaction. Interactive PowerPoint includes easy-to-use button navigation, presentation of learning materials, videos, and quizzes that can increase students' interest in learning economics. Interactive features in PowerPoint can enhance economic learning by increasing student engagement, optimizing learning outcomes in the cognitive domain, and facilitating the overcoming of learning difficulties in a more straightforward and more structured manner (Irawan et al., 2023). Student involvement in learning economics can create an active and exciting learning atmosphere.

PowerPoint can be utilized as an effective learning medium that contains learning materials, videos, and quizzes with attractive designs. PowerPoint learning media can support teachers in implementing a student-centered learning approach, where students play a more active role in the learning process. PowerPoint learning media is suitable for use in economics learning to facilitate students' understanding of the material, as it is easily visualized and supported by an interactive design, allowing students to work on exercises that have been prepared. The use of PowerPoint learning media can stimulate students to be active in learning through quiz work (Akhmadi et al., 2024; Astindari, 2021; Budianti et al., 2023; Marpaung & Pongkendek, 2020; Natalia et al., 2022; Susanti et al., 2020).

PowerPoint-based interactive learning media contain material points that can facilitate students' reception of learning material, allowing them to focus on listening to economic lessons. At the end of the presentation, practice questions are provided to train students to think critically and foster a lively classroom atmosphere through two-way communication when answering questions. This learning strategy can indirectly enhance students' cognitive abilities, leading to improved learning outcomes in economic subjects (Arbain, 2020; Mawaddah et al., 2020; Noerhasmalina et al., 2024; Prayitno & Mardianto, 2020; Rahmawati et al., 2020; Wahyuni & Witarsa, 2023). The use of interactive PowerPoint media in the learning process has a positive impact on enhancing students' understanding of economic learning materials (Candelia & Wulandari, 2022; Pratiwi & Siswanto, 2020; Yuliani et al., 2023).

The use of PowerPoint media, combined with an engaging presentation of material, can increase students' interest and enthusiasm in learning (Putri & Ain, 2022). PowerPoint has various functions in learning, including (1) making it easier for teachers to organize economic learning materials to be delivered; (2) making it easier for students to understand economic learning materials through presentations that display the main points in the form of slides; and (3) making the presentation of material more memorable by adding animation in it so that students focus and are not bored in the learning process. Not only does interactive PowerPoint media function in learning, but it also has other goals and benefits. The purpose

of creating interactive learning media using PowerPoint is to enhance student engagement and learning outcomes in economics subjects, making the teaching and learning process more engaging and enjoyable (Hasanah, 2020).

Other benefits of making interactive learning media using PowerPoint are (1) helping teachers in delivering material; (2) providing an interactive learning atmosphere; (3) being able to display images, animations, videos and sounds that can help deliver information more effectively; (4) providing a conducive learning atmosphere; and (5) providing a more meaningful learning experience. In addition, PowerPoint learning media is followed by several advantages, namely (1) attractive visualization with a combination of colors, letters, and text animation, images, or videos; (2) more stimulating students to find out more information about the teaching material presented; (3) information messages are visually easy for students to understand; (4) the teacher does not need to explain too much about the teaching material being presented; (5) can be distributed as needed and can be used repeatedly and (6) practical, can be stored in the form of optical or magnetic data (Zain & Pratiwi, 2021).

Behind the advantages of PowerPoint in making it easier for teachers to compile learning materials, there are several disadvantages of the Microsoft PowerPoint application, namely (1) it can only be used on the Microsoft platform, so users first download the Microsoft application; (2) differences in documents in each version; (3) classified as a heavy program, this makes users must have a large memory to be able to run programs in the application; and (4) easy to hang or crash, if the application hangs or crashes the application cannot perform commands, such as editing files or saving presentation data (Hasanah, 2020). When creating PowerPoint learning media to capture students' attention, it is essential to consider the following principles.

1. A proportional combination of various elements, such as the use of text, images, video, sound, and animation in a conceptualized manner so that it does not seem excessive;
2. The use of calm colors in the background display with their creations;
3. Balance the use of background with text color; if the text is dark, then the background must be light, and vice versa, so that the text can be read clearly by students.
4. The display of each slide must use a maximum of three types of colors so that students will focus on the learning material.
5. Using fonts that have clear and firm characters with a minimum size of 16 so that students can read from a distance;
6. Use sentences that are short, concise, and contain the essence of the points of each material, preferably not writing whole paragraphs; and
7. Using charts with a precise flow in explaining the material.

Easy creation of PowerPoint-based interactive learning media by incorporating these elements can improve student learning outcomes in various economic subjects (Dewi et al., 2024; Moko et al., 2022). The type of learning media used in PowerPoint can be audio, visual, or a combination of both, which can increase learner engagement and positively impact learning outcomes (Adnan & Istiqomah, 2022). In addition, PowerPoint learning media that incorporate audiovisuals can attract students' attention with an attractive appearance and increase their activeness in the learning process (Janul, 2024; Larosa et al., 2024).

## **CONCLUSION**

Based on the study's results, the application of PowerPoint as a learning medium proved effective in the learning process, enabling students to accept economic learning materials easily. This ease enables students to achieve better learning outcomes in their economic subjects by developing a deeper understanding. Additionally, the involvement of students in the learning process increased with the application of interactive learning media, such as those based on PowerPoint. Increased student involvement in economic learning has an impact on student activeness in the learning process. Students' activeness in answering the quiz attached to the final slide creates two-way interaction and improves students' understanding of economics subjects. Further research is expected to develop interactive learning media to increase learner engagement.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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