

The Use of Powerpoint As An Instructional Media in Elementary Schools

Safrina Harahap¹ dan Ibu Eka Sustri Harida²

^{1,2}UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Email: safrnaharahap@gmail.com¹, ekasustri@uinsyahada.ac.id²

Correspondence Authors: safrnaharahap@gmail.com

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ABSTRACT

Instructional media is a crucial learning tool that every teacher must consider when implementing the teaching and learning process. The absence of media development in instruction can lead to monotonous and unengaging lessons, potentially causing student disinterest and reluctance to participate. Such a situation undoubtedly signifies a failure in the educational process. In facing the digital era and technological advancements, a teacher must be proficient in utilizing various multimedia for instruction. In this era, teachers should employ technology-based instructional media, such as the internet or Microsoft PowerPoint, when delivering material to students. Thus, the appropriate use of instructional media can enhance student motivation and learning effectiveness.

Keywords: Instructional Media, PowerPoint, Elementary School

I. INTRODUCTION

Science and technology have permeated all aspects of modern life including education. One example is the integration of technology into teaching activities such as using digital devices to make lessons more accessible. Every individual is expected to possess education encompassing high intellectual intelligence and practical abilities, including technical skills and creativity. Over time, education will continue to adapt to advancements in the era and undergo rapid transformations, for instance, from traditional methods to online learning. Technological innovations have been discovered to play a crucial role in supporting and enhancing the quality of education, such as learning applications and e-learning. Therefore, teachers must innovate the learning process by developing teaching materials that suit student needs. This step is necessary to make learning activities engaging, non-monotonous, and non-boring, thereby not hindering the educational process. The role of teaching materials in learning is vital, as they can make learning more interesting, varied, and engaging by providing visuals and interactions that capture student attention.

Teachers in the 21st century face the challenge of integrating information technology into learning activities. The learning process utilizing teaching materials is often monotonous and lacks variety, which can reduce students' motivation. Therefore, learning objectives must be combined with technology through the creation of innovative teaching materials for students and teachers, for example, multimedia elements. Teaching materials are tools used to convey information to message recipients so that they can understand the message well, aiding faster comprehension of concepts. Teaching materials can support the learning process, making the conveyed message's meaning clearer, and enabling educational goals to be achieved effectively and efficiently by reducing the time needed to explain complex material.

The use of educational media can assist teachers in delivering practical lesson materials. Furthermore, instructional media can stimulate student thought patterns and serve to develop more varied teaching and learning processes. This also encourages students to think critically and creatively, making learning not just passive, but also active and enjoyable.

One instructional medium that utilizes technology in learning is PowerPoint, which allows for dynamic and easily customizable presentations. PowerPoint is a presentation medium originating from computer software (computer-based), and has become a standard tool in many educational institutions. In the world of education, PowerPoint can be used as a tool to convey information to students with the ability to display data visually. PowerPoint allows the placement of text objects, graphics, video, audio, and other objects on one or several individual pages called "slides," facilitating material organization. With various advantages and features that can be developed in PowerPoint-based instructional media, this article explains the basic concepts, benefits, applications, and obstacles of using PowerPoint as instructional media in elementary schools, including tips for overcoming limitations such as teachers' technical skills.

Definition of Instructional Media

In the learning process, communication occurs between teachers and students. The teacher acts as the sender of the information, while the student acts as the receiver. This process will succeed if both parties interact smoothly, where the teacher can convey information effectively to students and students have the ability to receive that information well. To perfect communication between the sender and receiver of information and create effective communication, a communication tool or medium is required.

The word 'media' originates in Latin, literally meaning an intermediary or conductor. From a teaching and learning perspective, media is the conductor of information from teachers to students to achieve effective learning. Instructional media is an oral and written communication tool used in the educational and learning processes. Instructional media function to convey messages and can stimulate the thoughts, feelings, and will of learners, thereby facilitating the learning process. Essentially, instructional media is a means of conveying information from the communicator (teacher) to the communicant (student) as the receiver. If the learning environment is designed systematically, learning objectives can be optimally achieved.

Several characteristics must be present in instructional media. The first is its Fixative Property. This characteristic describes the media's ability to record, store, preserve, and reconstruct an event or an object. With this fixative property, the media allows the recording of an event or object that occurs at a specific time to be transported across time. For example, events such as tsunamis, earthquakes, and floods have been documented through video recording. This fixative characteristic is important for teachers because events or objects recorded or stored in existing media formats can be used at any time.

The second is the Manipulative Property. Transformation of an event or object is possible because the media possesses manipulative characteristics. Events that take days or even months can be presented to learners in a shorter time of five to ten minutes. For example, the process of performing a Hajj pilgrimage can be recorded and shortened to five ten minutes. In addition to being accelerated, an event can be slowed down by replaying a video recording. For instance, the process of an earthquake, which lasts less than a minute, can be slowed down to make it easier for learners to understand how it occurred.

The third is the Distributive Property. The distributive characteristics of media allow an object or event to be transported across space and simultaneously presented to a large number of learners with relatively similar experiential stimuli regarding the event. Examples include video or audio recordings distributed via flash drives or links accessible via the internet. Once information is recorded in any media format, it can be reproduced any number of times and is ready for simultaneous use in various places or repeated use in one location. The consistency of the recorded information is guaranteed to be the same or nearly the same as that of the original information.

Instructional media have essentially become a part that can provide meaningful experiences in the learning process. Generally, instructional media function as a communication aid in the learning process. Instructional media can fulfill three main functions when used by individuals, groups, or large audiences.

The first function motivates an interest or action. Instructional media can be realized through drama or entertainment techniques. The expected outcome was to generate interest and stimulate learners to take action. The second function is to present the information. Instructional media can be used to present information to learners. The content and form of the presentation are very general, serving as an introduction, summary report, or background knowledge. Presentations can also take the form of entertainment, drama, or motivational techniques. The third function was the learning objective. Instructional media function for learning objectives, where the information contained within must engage learners both mentally and in real activities so that learning can occur. The materials must be systematically designed from the perspective of learning principles to prepare for effective learning. In addition to being enjoyable, instructional media should provide pleasant experiences and meet learners' personal needs.

Types of Instructional Media

Instructional media encompasses everything used to assist in conveying matters related to the teaching-learning process. Through instructional media, it is hoped that the knowledge taught will reach the participants in the teaching-learning process, who can then comprehend and understand that knowledge. With the advancement of time, knowledge, and technology, instructional media has evolved and progressed. This means that instructional media now have many types and variations in line with the development of the era and advances in knowledge and technology. This has led to the emergence of classification, grouping, or categorization of instructional media. The classification, grouping, or categorization of instructional media is very useful for educators and teachers in selecting the media they will use for the teaching-learning process. The selection of media will certainly be adjusted to the objectives, materials, abilities, and characteristics of the learners in the teaching-learning process, with the hope of achieving efficiency and effectiveness in the process and outcomes of the learning activities.

There are various methods and perspectives for categorizing media types. According to Rudy Bretz in Hasan, media types are identified based on three main elements: sound, vision, and motion. Based on these three elements, Bretz classified media into eight groups: audio media, print media, still visual media, motion visual media, audio semi-motion media, semi-motion media, still visual media, and audio-visual motion media.

Many other experts have expressed opinions on the grouping of instructional media based on the various foundations used for that grouping, with the goal of facilitating others who study it. The use of instructional media types should already be appropriate for student needs and technological development. One is Information and Communication Technology (ICT) instructional media. ICT instructional media serve as a learning aid in both classroom and out-of-classroom learning processes. The ICT devices referred to in this study are mobile phones, computers, laptops, LCDs, and the Internet.

Computers and other ICT devices can not only be used to present instructional materials but also to evaluate the mastery of previously set learning outcomes by the teacher. One form of ICT-based instructional medium is PowerPoint.

PowerPoint as Instructional Media

The learning process often involves abstract materials that do not align with students' daily experiences, creating difficulties for educators in teaching and for learners to understand it. For example, concepts such as gravity or ecosystems may be difficult to imagine without visual aids, which can cause students to feel frustrated or less interested. One effective solution is to use visualization to make abstract concepts more concrete, such as through flat images or three-dimensional models. In today's information technology era, visualization has advanced significantly in the form of audiovisual presentations known as multimedia, which are typically delivered via computer software. Many computer applications adopt multimedia concepts through presentations, with multimedia displays generated by programs such as PowerPoint. This allows teachers to combine the dynamic elements that make learning more engaging and accessible.

PowerPoint is a presentation application included in the Microsoft Office suite that is specifically designed to create presentations that can be utilized as learning aids. This application is easy to use even for beginners with drag-and-drop features that facilitate slide arrangement without requiring high technical skills. These presentations allow the delivery of information or explanations on various topics summarized in slides, enabling the audience to understand more easily through visual elements such as text, illustrations or graphics, audio, and video. PowerPoint functions as a presentation medium that integrates various multimedia components, including text, sound, images, video, animation, and other elements, which are strategically arranged to support its role as an educational tool. Thus, the presentation not only conveys information, but also stimulates students' senses, such as hearing and sight, to reinforce understanding.

The use of Microsoft PowerPoint media in learning must be aligned with the desired objectives, making it important to choose relevant methods before implementation to maximize its benefits. For example, if the learning objective is to understand history, slides with animated timelines may be more effective than static presentations. Utilizing PowerPoint make the teaching-learning process easier for students, which can ultimately improve their learning outcomes. Additionally, this media helps reduce the dominance of verbal explanations, makes materials clearer, and makes teaching more interesting, thereby encouraging student learning motivation. In practice, teachers can tailor classroom presentation to achieve optimal results.

Obstacles for Teachers in Utilizing PowerPoint as Instructional Media

Media plays a significant role in improving the quality of learning. Increased learning quality will certainly impact the enhancement of educational quality. The use of media in the learning process should already be common practice for teachers, regardless of its form and type. Instructional media is a component of learning, whose role cannot be overlooked. Most teachers already feel comfortable teaching using conventional methods, leading them to be reluctant to use media. However, using media not only helps teachers and students facilitate the learning process, but is also a necessity, as it is a mandate from the government regulated by law.

In the current era of globalization, progress has developed quickly and rapidly. The utilization of information and communication technology (ICT) in education seems to have become a necessity to create dynamic and competitive learning. Some ICT media frequently used by teachers in the learning process include PowerPoint media.

Evidence shows that teachers still rarely use the PowerPoint program as instructional media. Various inhibiting factors have been found regarding why teachers do not utilize the PowerPoint program as an instructional medium. There are several reasons why teachers are reluctant to utilize media in the learning process: (1) using media is troublesome, (2) media is sophisticated and expensive, (3) inability, (4) unavailability, and (5) the habit of enjoying lectures.

Another underlying reason for the lack of media utilization is that teachers feel that they cannot. Technological anxiety affects teachers. Teachers feel less capable and fearful of operating the electronic equipment. Teachers find it troublesome, complicated, and feel that it would inconvenience others in their operations. The unavailability of equipment is also a reason why teachers do not use media. The unavailability of instructional media at school. However, teachers should not give up easily. Teachers must act professionally, be creative and innovative, and take many initiatives.

Teachers' efforts to utilize technology in the learning process are hindered by several factors. There are several constraints causing ICT to not yet be optimally used in Indonesia. Some of these constraints are (1) lack of availability of human resources mastering technology, (2) technology transformation, (3) regulatory legal frameworks (government policies), and (4) high operational costs. These obstacles also hinder the utilization of PowerPoint media by elementary school teachers. The utilization of PowerPoint media is part of the utilization of information and communication technology in education, specifically the utilization of ICT by teachers in the learning process.

II. CONCLUSION

Media plays a very important role in learning activities, as it functions as a means of conveying messages from teachers to learners. Through media, information and lesson material can be received more easily by students, thereby fostering interest and attention and encouraging them to engage actively in the learning process. Therefore, the selection and appropriate use of instructional media are important steps in creating an effective and enjoyable learning process.

To improve the quality of both the process and outcomes of learning, teachers need to optimize various available media types, especially by leveraging continuously advancing technology. Powerpoint is a popular and easy-to-use media application in the classroom. This program allows teachers to present material in a more attractive and structured display, thereby helping students to understand the lesson content more deeply.

The utilization of PowerPoint in learning can also vary learning activities. Visual displays, text, and images arranged systematically helped the students focus on the material presented. Furthermore, this media also provides space for teachers to develop creativity in teaching, adjusting material presentations to the needs and characteristics of learners. Thus, the use of PowerPoint as an instructional medium can be an effective strategy for improving the quality of learning in the classroom and encouraging student learning motivation.

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