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**THE USE OF ICT IN TEACHING AND ITS INFLUENCE ON LEARNING
OUTCOMES: A CASE STUDY AT AN ISLAMIC INTEGRATED
PRIMARY SCHOOL IN KARAWANG**

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Abstract

This study stems from the growing need to integrate Information and Communication Technology (ICT) into teaching as a way to enhance educational quality in the digital era. One practical application is the use of PowerPoint as a learning medium in Civics Education (PPKn). The research aims to explore how PowerPoint integration supports student learning outcomes at an Islamic Integrated Elementary School in Karawang. Using a descriptive qualitative approach, data were collected through interviews, classroom observations, and document analysis. Participants included one Civics teacher and three fifth-grade students with different cognitive abilities. The findings reveal that PowerPoint serves as an integral tool for delivering course content, making lessons more engaging, interactive, and systematically organized. The use of visuals such as images, maps, and videos significantly improves students' focus, participation, and comprehension. Teachers also experience greater efficiency in planning and structuring lessons. Both interviews and observations indicate measurable improvements in learning outcomes formative and summative as well as enhanced social skills through group activities. Overall, integrating PowerPoint proves effective in supporting Civics instruction. This study highlights the potential of ICT, particularly PowerPoint, as an innovative teaching strategy to boost student engagement and achievement.

Keywords: Information and Communication Technology, PowerPoint, Learning Outcomes.

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A. INTRODUCTION

Knowledge and technology have become the driving forces behind transformation in today's world, especially in the field of information and communication. Information and Communication Technology (ICT) encompasses a wide range of methods for creating, transmitting, distributing, storing, and accessing information through platforms such as the internet, wireless networks, computers, mobile phones, and social media.⁴ ICT consists of two main components: information technology, which focuses on managing and processing data, and communication technology, which enables data exchange between devices.⁵ Its positive impact is visible in the ease of obtaining information beyond spatial and temporal limits, supporting more efficient collaboration, and boosting productivity in multiple sectors, including education.⁶ In the educational context, ICT plays an increasingly strategic role as students' learning needs evolve in the modern era.

Technology-driven learning environments have been shown to improve academic achievement from primary to higher education.⁷ However, despite its urgency, the actual use of ICT in classrooms often remains limited. Observations by F. A. Rahma et al., reveal that many students find traditional teaching methods monotonous, with some lessons delivered entirely without any media support. This reliance on conventional lecture-based teaching diminishes students'

⁴ Faturachman Alputra Sudirman, "Teknologi Informasi Dan Komunikasi (TIK) Dan SDGS : Review Literatur Sistematis," *Jurnal Ilmu Komunikasi UHO : Jurnal Penelitian Kajian Ilmu Komunikasi Dan Informasi* 8, no. 2 (April 2023), <https://doi.org/10.52423/jikuho.v8i2.56>.

⁵ Maulitha Rahma et al., "PEMANFAATAN TEKNOLOGI INFORMASI DAN KOMUNIKASI UNTUK MENGEMBANGKAN KOMPETENSI PEDAGOGIK GURU," *EduScience : Jurnal Ilmu Pendidikan* 6, no. 2 (April 2021), <https://doi.org/10.47007/edu.v6i2.4142>.

⁶ Euis Mukaromah, "Pemanfaatan Teknologi Informasi dan Komunikasi dalam Meningkatkan Gairah Belajar Siswa," *Indonesian Journal of Education Management & Administration Review* 4, no. 1 (October 2020).

⁷ Toto Sugiarto et al., "Efektivitas Penggunaan Media Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi Terhadap Hasil Belajar: Metaanalisis," *Edukasi: Jurnal Pendidikan* 21, no. 1 (June 2023), <https://doi.org/10.31571/edukasi.v21i1.5419>.

engagement and signals that the full potential of ICT in learning has yet to be realized.⁸

Technology itself can be understood as the application of knowledge to solve problems or develop useful tools. In education, technology provides an avenue for more effective and innovative learning experiences. As Sutrisno argues, ICT underpins the effectiveness of teaching and learning activities not only by easing access to information but also by enabling diverse and interactive learning methods.⁹ In today's globalized environment, educators are expected to keep pace with technological advances to deliver learning experiences that match students' evolving needs.¹⁰ When applied thoughtfully, technology allows teachers to design engaging learning experiences that improve student outcomes.

Recent studies have explored various models of technology-enhanced learning. Jaya et al., examined technology-based learning models to improve student motivation and performance; Adam focused on audiovisual and Powtoon media for Islamic Religious Education; and Utami & Asidiqi analyzed technology use in Social Studies in the disruption era. These studies highlight how technology enriches student engagement and comprehension but also point to a gap in research on ICT's impact on learning outcomes across subjects.¹¹

This study seeks to address that gap by examining how ICT particularly the use of projectors and PowerPoint presentations supports learning outcomes at an Islamic Integrated Elementary School in Karawang. PowerPoint is chosen for

⁸ Febrizka Alya Rahma, Hary Soedarto Harjono, and Urip Sulisty, "Problematika Pemanfaatan Media Pembelajaran Berbasis Digital," *Jurnal Basicedu* 7, no. 1 (February 2023), <https://doi.org/10.31004/basicedu.v7i1.4653>.

⁹ Herlina Herlina et al., "Pengaruh Media Pembelajaran Berbasis Komputer Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran TIK," *Jurnal Teknik Informatika Dan Teknologi Informasi* 2, no. 2 (September 2022), <https://doi.org/10.55606/jutiti.v2i2.380>.

¹⁰ Kuntum An Nisa Imania et al., "Pengembangan E-Modul Berbasis Flipbook Pada Materi Aplikasi Perkantoran Mata Pelajaran Informatika Di SMPN 6 Garut," *Petik: Jurnal Pendidikan Teknologi Informasi Dan Komunikasi* 11, no. 1 (2025).

¹¹ Asman Jaya et al., "Transformasi Pendidikan: Meningkatkan Minat Dan Prestasi Belajar Siswa Melalui Integrasi Model Pembelajaran Berbasis Teknologi," *Edum Journal* 7, no. 1 (July 2024), <https://doi.org/10.31943/edumjournal.v7i1.167>; Vina Dewi Utami and Deby Fauzi Asidiqi, "INTEGRASI TEKNOLOGI DALAM PEMBELAJARAN IPS SD PADA ERA DISRUPSI ABAD 21," *JURNAL PENDIDIKAN DASAR SETIA BUDHI (JPDS)* 7, no. 1 (November 2023): 21.

its flexibility, interactivity, and ability to present content visually, making it easier for students to grasp complex material. Beyond displaying content, PowerPoint allows teachers to incorporate images, animations, and videos to make lessons more appealing and interactive.

By focusing on this integration, the research aims to provide deeper insights into ICT's role in enhancing educational quality. Teachers who can effectively master and implement technology are better positioned to create engaging, relevant, and student-centered learning experiences, ultimately supporting improved learning outcomes.

B. METODOLOGY

This study adopts a qualitative research design aimed at exploring and deeply understanding social phenomena and the challenges experienced by individuals. As Waruwu notes, qualitative research is both descriptive and analytical: it seeks to portray and explain events and social situations while also interpreting, comparing, and finding meaning within the data.¹² Creswell defines qualitative research as an inquiry process that investigates social phenomena and human issues.¹³ It is a flexible and holistic approach that prioritizes quality over quantity, uses multiple techniques, and presents findings narratively (Sidiq & Miftachul Choiri, 2019).¹⁴ Through this approach, the study seeks to uncover patterns that provide richer insights into the events or situations under investigation.

Participants included one PPKn (Civics) teacher and three fifth-grade students at SD IT Al Jannah in Karawang. The teacher was selected purposively to explore how PowerPoint is implemented in Civics instruction and its impact on student outcomes, while the three students were chosen based on their

¹² Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (April 2023), <https://doi.org/10.31004/jptam.v7i1.6187>.

¹³ Eko Murdiyanto, "Metode Penelitian Kualitatif," Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN Veteran Yogyakarta Press, 2020, <https://scholar.google.com/scholar?cluster=9068809643515974402&hl=en&oi=scholar>.

¹⁴ Sidiq Umar and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

involvement in PowerPoint-supported learning. Purposive sampling, according to Sugiyono, involves selecting participants intentionally based on criteria relevant to the research focus an appropriate method when populations are small or specific.¹⁵

Data were collected through interviews, classroom observations, and documentation, allowing the researcher to capture the context, experiences, and perspectives of those involved.¹⁶ In line with Arikunto, data collection was conducted systematically to answer the research questions.¹⁷ To ensure data credibility, triangulation was applied combining multiple methods to examine phenomena from different perspectives.¹⁸ Methodological triangulation, for instance, involved cross-verifying information obtained from interviews, observations, and documentation.¹⁹

The interviews explored how the teacher used PowerPoint in Civics teaching and how students perceived its impact on their learning. Classroom observations captured the real-time dynamics of PowerPoint-supported instruction, including student engagement, while documentation (lesson slides, teaching records, and student work samples) provided concrete evidence to support the findings.

¹⁵ Jilhansyah Ani, Bode Lumanauw, and Je Tampenawas, "Pengaruh Citra Merek, Promosi Dan Kualitas Layanan Terhadap Keputusan Pembelian Konsumen Pada E-Commerce Tokopedia Di Kota Manado," *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 10, no. 1 (January 2022), <https://doi.org/10.35794/emba.v10i1.38279>; Ika Lenaini, "Teknik Pengambilan Sampel Purposive Dan Snowball," *Historis : Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah* 6, no. 1 (June 2021), <https://doi.org/10.31764/historis.v6i1.4075>.

¹⁶ Ardiansyah, Risnita, and M. Syahran Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (July 2023), <https://doi.org/10.61104/ihsan.v1i2.57>.

¹⁷ Annisa Rizky Fadilla and Putri Ayu Wulandari, "Literature Review Analisis Data Kualitatif: Tahap Pengumpulan Data," *Mitita Jurnal Penelitian* 1, no. 3 (2023), <https://scholar.google.com/scholar?cluster=14731609023649673037&hl=en&oi=scholar>.

¹⁸ Muhammad Wahyu Ilhami Wiyanda Vera Nurfajriani, "Triangulasi Data Dalam Analisis Data Kualitatif," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 17 (September 2024), <https://doi.org/10.5281/ZENODO.13929272>.

¹⁹ Miksi Hardianto, Agus Zainal Rachmat, and Suardi Jasma, "Manajemen Pemberdayaan Bidang Ekonomi Di Masjid Baitul Atieq," *Journal Of Lifelong Learning* 4, no. 2 (November 2021), <https://doi.org/10.33369/joll.4.2.126-132>.

Data analysis employed Braun and Clarke's thematic analysis framework. As Junaid explains, qualitative data analysis involves reducing, organizing, and interpreting data to identify patterns.²⁰ Following Braun and Clarke the process began with familiarizing with the data, coding meaningful units related to PowerPoint use, clustering codes into overarching themes, and then interpreting their interrelationships in light of existing theories and literature. Triangulation across interviews, observations, and documentation ensured consistency and validity.

This thematic approach offered a systematic way to examine the patterns of meaning surrounding PowerPoint's role in Civics learning at SD IT Al Jannah, providing deeper insights into how technology-supported instruction shapes student engagement and learning outcomes.

C. RESULT AND DISCUSSION

According to the results of an interview with a Civics Education (PPKn) teacher, identified as MIM, at an Islamic Integrated Elementary School (SD IT) in Karawang, the integration of PowerPoint media in learning has a significant impact on student engagement and learning outcomes. Teacher MIM explained that PowerPoint serves as the main tool for delivering material in a more structured, visual, and interactive manner through the use of images, maps, and videos, which help students stay focused and interested in the material. In line with this, teachers must adjust their learning strategies to align with the characteristics of the digital generation, who prefer the use of technology over traditional methods.²¹

1. Integrating PowerPoint in Civics Education

This study explores how PowerPoint is integrated into Civics (PPKn) instruction at SD IT Al Jannah. Data were collected through interviews with a

²⁰ Fifi Febriandiela Fifi, Azmi Fitriasia, and Ofianto, "Implementasi Thematic Analysis Melalui Langkah Coding Dalam Penelitian Kualitatif Pada Ilmu Sosial," *FisiPublik: Jurnal Ilmu Sosial Dan Politik* 8, no. 1 (May 2023), <https://journal.uwgm.ac.id/fisipublik/article/view/2244>.

²¹ Muslim Muslim, "Internalising Digital Technology in Islamic Education," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 3 (December 2024), <https://doi.org/10.37680/scaffolding.v6i3.6309>.

Civics teacher (identified as MIM), three students with differing cognitive levels (high, medium, and low), and direct classroom observations.

During an interview on April 15, 2025, the Civics teacher explained that PowerPoint has become an essential part of lesson delivery. The medium allows lessons to be presented more attractively, interactively, and concretely by incorporating images, maps, and videos. According to the teacher, these visual elements make abstract concepts easier for students to grasp and help sustain their focus. Students were also more interested, asked more questions, and participated more actively compared to lessons relying solely on textbooks.

The teacher further noted that PowerPoint has reshaped their teaching style. Lessons are now organized more systematically, the instructional flow is clearer, and classroom time is used more efficiently because writing on the board is minimized. While traditional methods are still used occasionally, PowerPoint is seen as an effective way to strengthen structured delivery.

Student perspectives supported the teacher's account. Based on interviews, Fadil (low cognitive ability), Azmi (medium), and Rizki (high) all acknowledged that PowerPoint is frequently used in Civics instruction and helps them better understand the material. Researcher observations also confirmed this, showing consistent PowerPoint use paired with relevant visuals.

These findings echo Suharti et al., who emphasize PowerPoint's role in making teaching more visual and interactive.²² This reinforces the view of PowerPoint as more than just a visual aid but as a teaching strategy that accommodates diverse learning styles.²³

2. Impact of PowerPoint Integration on Student Learning Outcomes

The Civics teacher reported that student learning outcomes improved after PowerPoint was incorporated. Approximately 90% of students completed

²² Suharti Suharti et al., "Media Interaktif Dan Power Point Terhadap Motivasi Dan Hasil Belajar Anatomi Fisiologi Mahasiswa," *Jurnal Keperawatan Silampari* 5, no. 2 (March 2022), <https://doi.org/10.31539/jks.v5i2.3466>.

²³ Uci Maulidya Dwi Lestari and Heri Suryaman, "Pengembangan Media Pembelajaran Animasi Menggunakan Power Point Pada Kompetensi Perhitungan Volume Pekerjaan Pondasi," *Jurnal Kajian Pendidikan Teknik Bangunan* 8, no. 2 (September 2022), <https://doi.org/10.26740/jkptb.v8i2.49228>.

assignments successfully, both individually and in groups. PowerPoint also fostered psychomotor skills through group work, increasing student motivation, focus, and enthusiasm.

Formative assessments such as daily tasks and quizzes showed improved student understanding. Structured and visual materials made students more prepared for evaluation, and reflective questions embedded in the slides allowed for ongoing comprehension checks. Even in summative assessments, average scores tended to rise after PowerPoint-supported lessons.

Student survey responses reflected these gains, though with variation. Fadil reported a slight improvement, Azmi noted clearer comprehension and better grades, while Rizki already confident with the material felt little change. This suggests that students with moderate cognitive abilities benefited the most.

Researcher observations confirmed that most students could explain the lesson content after PowerPoint presentations, indicating that the medium effectively supported comprehension.

These results align with Dimiyati and Mudjiono, who define learning outcomes as the scores achieved after instruction. PowerPoint helps students master material before evaluation, thereby improving results.²⁴ Consistent with Bloom's framework, PowerPoint also supports psychomotor and affective domains, such as collaboration, responsibility, and creativity.²⁵

In short, integrating PowerPoint not only enhances students' cognitive understanding but also develops their social skills and positive attitudes. Its blend of text, visuals, audio, video, and animation creates lessons that are systematic, engaging, and enjoyable.²⁶

²⁴ Sukezi Sukezi, "Upaya Meningkatkan Hasil Belajar Tematik Menggunakan Media Power Point Interaktif Di Kelas V SD Negeri 2 Penanggungan Tahun Pelajaran 2020/2021," *Social, Humanities, and Educational Studies (SHES): Conference Series* 3, no. 3 (December 2020), <https://doi.org/10.20961/shes.v3i3.57013>.

²⁵ Ulfah Ulfah and Opan Arifudin, "PENGARUH ASPEK KOGNITIF, AFEKTIF, DAN PSIKOMOTOR TERHADAP HASIL BELAJAR PESERTA DIDIK," *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan* 2, no. 1 (January 2021), <https://ojs-steialamar.org/index.php/JAA/article/view/88>.

²⁶ Fajri Farhan Fajri et al., "Pengembangan Media Pembelajaran PPT Interaktif Untuk Meningkatkan Pemahaman Siswa Dalam Mata Pelajaran PKN Di Sekolah Dasar," *Garuda: Jurnal*

D. CONCLUSION

Based on the findings, integrating PowerPoint into Civics (PPKn) lessons at SD IT Al Jannah has proven to be an effective strategy for improving the quality of teaching and learning. PowerPoint is not merely a visual aid but is embedded throughout lesson planning, content delivery, and classroom interaction. With this integration, the teacher is able to present material more systematically, engagingly, and interactively, helping students stay focused, grasp abstract concepts more easily, and participate more actively in discussions. It also reflects a shift toward a more structured and efficient teaching style compared with traditional methods.

In addition, PowerPoint integration has shown a positive impact on students' learning outcomes across cognitive, psychomotor, and affective domains. Most students demonstrated better understanding, greater participation, and improved academic performance once PowerPoint-based instruction was introduced. Its combination of appealing visuals, text, audio, and video boosted learning motivation as well as social skills such as collaboration, responsibility, and creativity. Taken together, these findings suggest that PowerPoint can serve as a comprehensive learning medium that supports the achievement of educational goals in a more holistic and sustainable way.

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