

The Use of PowerPoint as an Educational Medium in Civics Education Learning at SMP Negeri 2 Tomposo

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ABSTRACT

This study aims to examine the utilization of PowerPoint as an educational medium in Civics Education (PPKn) learning at SMP Negeri 2 Tomposo. The study is motivated by the importance of using engaging and interactive instructional media to improve the quality of the teaching and learning process, thereby preventing students from becoming bored and disengaged during classroom activities. PowerPoint was selected because it can integrate text, images, audio, and animations, which assist teachers in delivering learning materials in a more enjoyable and effective manner. This research employed a qualitative descriptive approach, with data collected through observations, interviews, and documentation of learning activities. The findings indicate that the use of PowerPoint in Civics Education learning enhances students' motivation and active participation in the learning process. Its visually appealing presentation helps students understand the concepts being taught more easily. In addition, teachers reported that PowerPoint supports more efficient classroom instruction by saving time and facilitating the presentation of learning materials. Furthermore, the study encourages educators to be more creative in developing and adapting engaging instructional media that align with students' needs and the specific context of learning. Based on the findings, it can be concluded that PowerPoint is an effective and relevant educational medium for Civics Education learning at SMP Negeri 2 Tomposo, contributing to the creation of an active, creative, and meaningful learning environment.

Keywords: PowerPoint, Educational Media, Civics Education, Learning Process, Student Motivation, Student Participation.

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INTRODUCTION

The era of the Industrial Revolution 4.0 and Society 5.0 has positioned digital technology as an integral component of every aspect of life, including the field of education. In the context of education in Indonesia, Law Number 20 of 2003 concerning the National Education System mandates the development of students' potential so that they become citizens who are faithful and devoted to God, possess noble character, are healthy, knowledgeable, competent, creative, independent, democratic, and responsible. This demand requires innovation in the learning process, one of which is the integration of technology-based media to create an effective and efficient learning environment.

Pancasila and Civic Education (PPKn) plays a crucial role in instilling national values, character, and an understanding of the rights and responsibilities of citizens. However, PPKn at the Junior High School (SMP) level is often considered monotonous or abstract when it is delivered solely through conventional lecture methods. This condition may result in low levels of student motivation, active participation, and learning outcomes (Wulandari, 2022; Sari & Fadilah, 2019). Based on observations, many teachers still enter the classroom merely to explain the material without using any instructional media, making the learning process highly monotonous and causing students to dislike certain subjects because teachers do not adequately facilitate their learning needs. In several schools, many students dislike Civics Education. They consider the subject very boring because much of the material is only slightly different from what they learned in elementary school, while teachers generally deliver the content solely through lecture-based methods.

The Utilization of PowerPoint as an Educational Media Solution is one of the digital presentation media that is most easily accessible to and mastered by teachers, including those at the junior high school level. PowerPoint has great potential to transform Civics Education materials from being primarily textual into more visual, interactive, and contextual content through the combination of text, images, graphics, animations, audio, and video (Wulandari, 2022; Damayanti et al., 2024).

A number of studies have demonstrated the effectiveness of PowerPoint in the learning process. Although the potential of PowerPoint has been generally proven, there is still a need for specific studies at the educational unit level, such as at SMP Negeri 2 Tomposo. This research is important for identifying the extent to which PowerPoint has been utilized by PPKn teachers, how effective it is within the local context and the characteristics of students at the school, and for exploring the challenges or obstacles encountered in its implementation.

The purpose of this study is to identify the advantages and disadvantages arising from the use of PowerPoint in Pancasila and Civic Education (PPKn) learning at SMP Negeri 2 Tomposo. In addition, this study aims to determine students' responses or perceptions regarding the implementation of PowerPoint in the teaching and learning process. Furthermore, this research is intended to analyze the extent to which the use of PowerPoint can assist teachers and students in achieving the objectives of PPKn learning more effectively, attractively, and meaningfully. The findings of this study are expected to provide both theoretical and practical benefits. Theoretically, this study may contribute to the development of knowledge in the field of education, particularly regarding the utilization of technology-based learning media such as PowerPoint in improving the effectiveness of PPKn learning. Practically, this study may serve as a reference for teachers

in enhancing their creativity and ability to manage PowerPoint-based learning media. For students, this study is expected to foster greater motivation, interest, and understanding of PPKn materials. Meanwhile, for schools, the findings may serve as a reference in developing innovative and technology-based learning strategies to improve the overall quality of education.

METHOD

The method used in this study was a qualitative descriptive approach. Qualitative research is defined as a naturalistic research method because the research is conducted in a natural setting and under natural conditions (Sugiyono, 2018). This study aimed to provide an in-depth description of the utilization of PowerPoint as an educational medium in Pancasila and Civic Education (PPKn) learning at SMP Negeri 2 Tompaso.

Data collection techniques were carried out through observation, interviews, and documentation of learning activities. Observation was conducted to directly examine the process of using PowerPoint in the classroom. Interviews were conducted with the teacher and several students to obtain information regarding their experiences and responses to the use of the media. Meanwhile, documentation was used to collect data in the form of photographs, activity records, and learning instruments that supported the research process. The data obtained were then analyzed qualitatively to systematically and factually describe the research findings.

RESULTS AND DISCUSSION

This study was conducted at SMP Negeri 2 Tompaso, focusing on the use of PowerPoint media in Civics Education (PPKn) learning. Data were collected through direct classroom observation and in-depth interviews with the PPKn teacher, Mrs. Henny Mangundap, S.Pd., along with several students. The findings encompass three primary aspects: the strengths and weaknesses of PowerPoint media in the learning process, students' responses toward its use, and the effectiveness of the media in achieving PPKn learning objectives.

Regarding the first aspect, the PPKn teacher revealed that PowerPoint media offers considerable ease in presenting abstract material in a more concrete and accessible manner for students. When discussing concepts such as democratic values, social justice, or tolerance, the teacher can display images, videos, or excerpts from real-world events, enabling students to connect theoretical content with their everyday lives. This process aligns with the principle proposed by Mayer (2021), which holds that the simultaneous presentation of visual and verbal information facilitates comprehension because the human brain is capable of processing both types of information in parallel. The use of PowerPoint also bears influence on students' learning motivation. Colorful slides accompanied by relevant animations or illustrations can create a more vibrant classroom atmosphere compared to conventional lecture-based instruction. Nurfalah (2023) affirms that visual-based learning media such as PowerPoint have been shown to increase students' interest and engagement throughout the learning process.

Nevertheless, the teacher also acknowledged a number of shortcomings frequently encountered in practice. Technical obstacles are the most recurrent challenge, including power outages, device malfunctions, and presentation files that fail to open. Beyond that, some students tend to lose focus because they become overly fixated on visually appealing slides, causing their attention to drift away from the substance of the material being

delivered. Rizqiani (2022) explains that the greatest challenge in utilizing digital media in the classroom lies in the teacher's capacity to direct students' attention toward lesson content, rather than allowing them to be captivated merely by the aesthetic qualities of the media. To anticipate such constraints, the PPKn teacher at SMP Negeri 2 Tomposo employs backup strategies, including the provision of student worksheets or printed image-based teaching materials when digital devices malfunction. This approach reflects the adaptive principle underscored by Anderson and Krathwohl (2020) in the revised Bloom's taxonomy, namely the importance of maintaining a balance between information delivery and students' cognitive engagement in every learning session.

In terms of students' responses, they generally demonstrated a highly enthusiastic attitude toward the use of PowerPoint in PPKn learning. The majority of students reported feeling more motivated to follow the lessons because the material was presented in an engaging, organized, and memorable format. They also indicated that understanding the core content was easier, as the teacher displayed key points in concise text accompanied by direct verbal explanation. When the teacher presented videos or images related to real-life situations, students appeared more attentive and actively raised questions or shared their views. Some students even engaged in peer discussions about the content of the materials shown. However, a small number of students suggested that learning would be more meaningful if PowerPoint were combined with interactive activities such as group discussions or question-and-answer sessions. This view is consistent with the findings of Romadhoni (2024), who emphasizes that active student participation is a key factor in maximizing the impact of digital media-based learning.

From the standpoint of learning effectiveness, field findings indicate that the use of PowerPoint enabled the teacher to achieve PPKn learning objectives in a more focused and efficient manner. The systematic presentation of material through slides gave the learning process a clearer structure, and available time could be utilized more optimally since the teacher no longer needed to spend time writing content on the blackboard. Suryani and Mahmudah (2023) state that the integration of technology in PPKn instruction not only assists teachers in transferring information but also enhances time efficiency and the precision with which core competencies are attained. Beyond that, classroom observations further revealed that PowerPoint media contributed to the internalization of moral and social values that are at the core of the PPKn subject. When the teacher displayed images or videos on the importance of religious tolerance, for instance, students exhibited empathic responses and spontaneously discussed ways to apply such values in their daily lives. This confirms that PowerPoint does not merely function as a content delivery tool but also serves as a medium that supports the character development of students.

Taken together, the findings of this study reinforce the view that the use of PowerPoint media in PPKn learning at SMP Negeri 2 Tomposo has a notably positive impact on the quality of the teaching and learning process. With appropriate design, responsive classroom management, and teacher preparedness in handling various technical obstacles, PowerPoint media can serve as an effective instructional instrument in shaping students who are intellectually capable, critically minded, and of good character in accordance with the values of Pancasila.

CONCLUSION

This study demonstrates that the use of PowerPoint media in PPKn learning at SMP Negeri 2 Tomposo plays a meaningful role in improving the quality of the teaching and

learning process. The findings confirm that PowerPoint is effective in transforming abstract civic concepts, such as democratic values, tolerance, and social justice, into more concrete and comprehensible material for students. The visual and verbal elements embedded in PowerPoint slides work in tandem to stimulate students' cognitive engagement, which in turn accelerates their understanding of lesson content. In this regard, the media not only functions as a presentational tool but also as a bridge that connects theoretical subject matter to students' real-life experiences, thereby making learning more contextual and purposeful.

Beyond its cognitive benefits, the use of PowerPoint was found to positively influence students' motivation, participation, and character development. Students displayed greater enthusiasm, were more willing to ask questions, and engaged more actively in classroom discussions when the teacher incorporated visual media into instruction. More significantly, the presentation of value-laden content through images and videos stimulated empathic responses among students and encouraged them to reflect on the application of civic values in everyday life. These outcomes suggest that PowerPoint, when used thoughtfully, transcends its role as a mere visual aid and becomes an instrument of affective and character-based learning, which is central to the purpose of PPKn education. Despite recurring technical challenges, the teacher's adaptive strategies, including the preparation of printed backup materials and careful slide design, ensured that learning continuity was maintained.

Based on these findings, it is recommended that PPKn teachers continue to integrate PowerPoint media into their instructional practice while combining it with interactive learning strategies such as group discussions, case-based analysis, and question-and-answer sessions to further maximize student engagement. Schools are also encouraged to strengthen the availability and reliability of digital infrastructure so that technical disruptions no longer pose a significant barrier to technology-based learning. Future researchers may consider examining the comparative effectiveness of PowerPoint against other digital learning media, or exploring its long-term impact on students' civic knowledge and character formation through more rigorous quantitative or mixed-methods designs.

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