



Strategies for Developing Interactive PowerPoint Teaching Materials in Islamic Religious Education

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ABSTRAK

Pengembangan bahan ajar digital menjadi kebutuhan penting dalam pembelajaran Pendidikan Agama Islam karena materi keagamaan sering memerlukan penyajian yang jelas, menarik, dan mudah dipahami. Artikel ini bertujuan mengkaji strategi pengembangan bahan ajar PowerPoint interaktif dalam pembelajaran Pendidikan Agama Islam. Metode yang digunakan adalah studi pustaka dengan menelaah buku, artikel jurnal, dan hasil penelitian terdahulu yang relevan dengan bahan ajar digital, media pembelajaran, PowerPoint interaktif, dan pembelajaran Pendidikan Agama Islam. Hasil kajian menunjukkan bahwa pengembangan bahan ajar PowerPoint interaktif perlu memperhatikan kesesuaian isi, keterbacaan, tampilan visual, interaktivitas, dan kemudahan penggunaan. Strategi pengembangannya dapat dilakukan melalui analisis kebutuhan, penyusunan alur materi, perancangan storyboard, pengembangan slide, penambahan unsur interaktif, dan peninjauan akhir. Bahan ajar PowerPoint interaktif dapat membantu guru menyajikan materi secara lebih sistematis, komunikatif, dan partisipatif.

ABSTRACT

The development of digital teaching materials has become an important need in Islamic Religious Education learning because religious content often requires clear, engaging, and understandable presentation. This article aims to examine strategies for developing interactive PowerPoint teaching materials in Islamic Religious Education. This study used a literature review method by examining books, journal articles, and previous studies relevant to digital teaching materials, learning media, interactive PowerPoint, and Islamic Religious Education learning. The findings indicate that the development of interactive PowerPoint teaching materials should consider content suitability, readability, visual design, interactivity, and ease of use. The development strategy can be carried out through needs analysis, material flow arrangement, storyboard design, slide development, integration of interactive elements, and final review. Interactive PowerPoint teaching materials can help teachers present learning content more systematically, communicatively, and participatively.

1. INTRODUCTION

Islamic Religious Education instruction in the digital era requires teaching materials that do not merely deliver content, but also create learning experiences that are engaging, systematic, and easy for students to understand. Islamic Religious Education materials often contain concepts, values, and examples of behavior that need to be presented concretely so that learning does not stop at verbal explanation. In this context, instructional media help communicate religious messages in a way that students can more easily receive (Manshur & Ramdlani, 2019). PowerPoint can be developed into an engaging learning tool because it is able to combine text, images, animation, and other supporting

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features (Nuraini et al., 2020). In Islamic Religious Education, the use of PowerPoint helps transform initially abstract material into more concrete forms through images and videos (Indriarti et al., 2023). Based on these views, the development of interactive PowerPoint teaching materials is important to examine as a strategy for creating Islamic Religious Education instruction that is more visual, communicative, and aligned with students' needs.

This ideal condition, however, has not been fully reflected in classroom practice. Teaching materials are still often dominated by textbooks, oral explanations, or simple PowerPoint slides that contain only summaries of the material. Such practices mean that PowerPoint has not yet functioned as interactive teaching material, but rather as a one-way presentation aid. Less engaging media can make students become bored easily and hinder their understanding of the material (Rosmawatee, 2023). Low learning outcomes may also be related to the lack of teacher innovation in developing instructional media (Sari et al., 2023). In the context of Islamic Religious Education, PowerPoint designed in an attractive, systematic manner and supported with visuals has been shown to have a positive effect on students' learning motivation (Abdurrofi et al., 2025). The main issue is not the existence of PowerPoint as an application, but the limited understanding and strategy among teachers in developing it into interactive teaching material that supports student engagement and comprehension.

An alternative that can be offered is a study of strategies for developing interactive PowerPoint teaching materials. Such a study is important because PowerPoint has considerable potential to be developed into digital teaching material that is easy to use, familiar to teachers, and does not require complex software. The development of interactive PowerPoint teaching materials can be carried out through material analysis, preparation of the learning flow, selection of visual design, use of interactive features, and arrangement of its implementation in learning. The hyperlink feature in PowerPoint can create interaction between students and instructional media (Laili & Sholihah, 2022). Octaviana, Sutomo, and Sahlan (2022) showed that interactive PowerPoint can be used in Islamic Religious Education because it presents material in a more engaging and understandable way. In addition, interactive PowerPoint can facilitate learning and increase user engagement (Ningrum et al., 2024). These findings make the discussion of interactive PowerPoint teaching material development strategies relevant for strengthening the use of simple technology in Islamic Religious Education instruction.

Previous studies have discussed the use of PowerPoint in Islamic Religious Education, whether as interactive media, learning multimedia, or a tool for increasing students' interest and motivation. Theoretically, multimedia-based learning can help students understand material when verbal and visual information is organized in an integrated manner (Mayer, 2021). This principle is in line with the use of interactive PowerPoint, which combines text, images, audio, animation, navigation, and learning activities in one digital teaching material. In the context of Islamic Religious Education, Kurnia et al. (2023) developed digital-based interactive PowerPoint and showed that the product received positive evaluations from media and material experts. Arvindo et al. (2024) also developed PowerPoint-based multimedia for Islamic Religious Education and found it valid and practical for learning. Meanwhile, Sodikin and Surami (2023) found that interactive PowerPoint multimedia influenced students' interest in learning Islamic Religious Education, while Faizah, Mukammal, and Mahzumi (2024) showed that interactive PowerPoint media could improve motivation, focus, understanding, and participation. Nevertheless, most of these studies have focused on the development of a particular product or on measuring the effect of PowerPoint on students' interest, motivation, and understanding. Studies that specifically formulate strategies for developing interactive PowerPoint teaching materials in Islamic Religious Education still need to be deepened, especially those that discuss principles, development steps, usefulness, implementation, and limitations in an integrated manner.

The novelty of this article lies in the formulation of a conceptual framework for developing interactive PowerPoint teaching materials in Islamic Religious Education through a literature review. This article does not aim to produce a specific product or test the effectiveness of PowerPoint in the field. Rather, it examines various sources in order to formulate how PowerPoint can be developed as interactive teaching material. Unlike previous studies that often position PowerPoint as presentation media, a development product, or a variable tested for its effect, this article positions PowerPoint as digital teaching material that needs to be developed through systematic principles and steps. Thus, this article is expected to provide a theoretical contribution in the form of a strategy for developing interactive PowerPoint teaching materials, as well as a practical contribution for Islamic Religious

Education teachers in designing, using, and evaluating digital teaching materials more creatively, systematically, and in accordance with learning needs.

2. METHOD

This article used a literature review method with a conceptual review approach. This method was chosen because the article does not aim to produce a specific product or test the effectiveness of PowerPoint in the field, but to examine various sources in order to formulate strategies for developing interactive PowerPoint teaching materials in Islamic Religious Education. Creswell and Creswell (2018) explain that a literature review can be used to build a conceptual foundation and understand the development of previous research. In line with this, Snyder (2023) states that a literature review functions to map, interpret, and synthesize existing knowledge so as to produce a new understanding of a topic.

The data sources in this article consisted of academic books, national journal articles, international journal articles, and previous research findings relevant to teaching materials, interactive PowerPoint, digital instructional media, and Islamic Religious Education instruction. The literature was selected based on its relevance to the focus of the study, its connection to the development or use of PowerPoint in learning, and its contribution to the discussion of digital teaching materials. Most of the literature used was prioritized from publications within the last ten years to align with developments in educational technology.

Data were collected through literature searches and reviews using keywords such as “interactive PowerPoint teaching materials,” “instructional media for Islamic Religious Education,” “interactive PowerPoint,” “digital teaching materials,” and “interactive PowerPoint learning media.” The literature obtained was selected by reading the titles, abstracts, discussions, and conclusions. Booth, Sutton, and Papaioannou (2016) explain that a literature review needs to be carried out through source searching, literature selection, relevance assessment, and synthesis of review findings.

The data were analyzed using content analysis. The selected literature was grouped into several themes, namely the concept of interactive PowerPoint teaching materials, development principles, development steps, usefulness, implementation, and strengths and limitations. The analysis results were then presented descriptively and narratively by linking theories, previous research findings, and the needs of Islamic Religious Education instruction.

3. RESULTS AND DISCUSSION

The Concept of Interactive PowerPoint Teaching Materials in Islamic Religious Education Learning

Interactive PowerPoint can be understood as digital teaching material designed by utilizing Microsoft PowerPoint features to present material in a more structured, communicative, and easy-to-follow manner for students. In this context, PowerPoint does not only function as a presentation aid; it can also be developed into a learning tool containing text, images, audio, video, animation, hyperlinks, navigation buttons, practice questions, and simple quizzes. These elements allow students not only to receive information, but also to follow the learning flow through the menus, questions, and activities provided in the teaching material. Alessi and Trollip (2001) explain that learning multimedia can integrate information, practice, and feedback in one learning environment. This view is relevant to interactive PowerPoint because the application can be directed as digital teaching material that not only displays content but also provides simple learning activities for students.

In Islamic Religious Education, the use of interactive PowerPoint is relevant because the material often relates to concepts, values, scriptural evidence, stories, and examples of behavior that require clear presentation. Material delivered only through lectures or long texts can make it difficult for students to grasp the full meaning of learning. Manshur and Ramdlani (2019) view instructional media for Islamic Religious Education as tools that help convey religious messages so that they can be more easily received by students. In this position, interactive PowerPoint can serve as a bridge between Islamic Religious Education material and a more concrete learning experience.

Interactivity is an important element that distinguishes ordinary PowerPoint from PowerPoint developed as teaching material. Features such as hyperlinks, navigation buttons, option menus, and quizzes provide opportunities for students to follow the learning process more actively. Laili and

Sholihah (2022) explain that the use of hyperlinks in PowerPoint can support interaction between students and instructional media. This means that interactivity is not merely about an attractive appearance, but also about giving students opportunities to choose, respond, and explore the material according to the designed flow.

Interactive PowerPoint in Islamic Religious Education instruction can therefore be understood as a form of digital teaching material that connects content, visual presentation, and learning activities within a single learning flow. With such a design, PowerPoint does not stop as an information-delivery medium, but can be directed into a learning tool that helps students follow material gradually and more independently.

Principles for Developing Interactive PowerPoint Teaching Materials

Developing interactive PowerPoint teaching materials is not simply a matter of transferring content from a book into slides. The material needs to be selected, reorganized, and presented more concisely so that students can follow it easily. In Islamic Religious Education instruction, content relevance is a primary aspect because teaching materials must align with learning objectives, students' characteristics, and the scope of the material being studied. PowerPoint developed with attention to content relevance will be easier to use as teaching material, rather than merely as a visual display.

Readability also needs to be considered. Slides that are too text-heavy, use small fonts, or apply uncomfortable color combinations can interfere with students' focus. Sweller, Ayres, and Kalyuga (2011) emphasize that learning becomes more effective when information is presented in a way that does not overload students' cognitive capacity. In developing interactive PowerPoint, this principle is reflected in the need to avoid overly crowded slides, excessive animation, and displays that distract from learning. Rosmawatee (2023) also shows that PowerPoint development needs to consider attractiveness and ease of use so that the media does not merely serve as a supplement, but genuinely supports students' understanding.

Visual appeal should be understood as part of the presentation strategy, not merely as decoration. Images, icons, illustrations, animations, audio, or video can be used to direct students' attention to important parts of the material. Nuraini et al. (2020) show that PowerPoint can be developed by utilizing text, images, animations, and other supporting features in learning. The use of these elements must remain proportional so that slides do not become overcrowded and the main learning message remains clearly readable.

The main characteristic of interactive PowerPoint lies in the presence of opportunities for students to be involved in the learning flow. Interactivity can be built through navigation buttons, option menus, practice questions, quizzes, or simple feedback. These features allow students not only to listen to the material, but also to select certain sections, answer questions, and follow the learning process more actively. At this stage, interactivity needs to be designed from the beginning so that PowerPoint does not revert to a one-way presentation.

Ease of use is also an important aspect. Teaching materials that are too complicated can make things difficult for teachers and confuse students. Therefore, navigation buttons need to be clear, usage instructions should be written briefly, and the slide flow should be arranged simply. In Islamic Religious Education instruction, a design that is easy to follow will help teachers present material in a more directed way while providing a more comfortable learning experience for students.

Steps for Developing Interactive PowerPoint Teaching Materials

The development of interactive PowerPoint teaching materials needs to be carried out in a planned manner so that PowerPoint does not become merely a collection of slides, but truly functions as digital teaching material. In Islamic Religious Education, the development process should consider learning objectives, the nature of the material, the presentation flow, the use of visuals, and interactive elements that can help students understand the material more easily. Morrison, Ross, Morrison, and Kalman (2019) explain that instructional development should begin with needs analysis, followed by strategy design, material development, and evaluation of the usability of the teaching material. This framework strengthens the idea that interactive PowerPoint development needs to be systematic, not based solely on visual preference.

Table 1. Stages of Developing Interactive PowerPoint Teaching Materials

Stage	Main Activities	Expected Results
Needs analysis	Identifying learning objectives, students' characteristics, and Islamic Religious Education material to be presented	The direction of teaching material development becomes clearer and more aligned with needs
Material sequencing	Creating concept maps, material order, and division of learning sections	The material is organized coherently and is easy to follow
Storyboard design	Determining the content of each slide, button placement, supporting media, and navigation flow	An initial PowerPoint design is formed before full development
Slide development	Arranging material, images, icons, audio, video, animations, tables, or charts as needed	A draft of the interactive PowerPoint teaching material is prepared
Adding interactivity	Creating the main menu, navigation buttons, hyperlinks, exercises, quizzes, and simple feedback	The teaching material contains interactive elements and does not run in a one-way manner
Final review	Checking content, language, visual design, button functions, hyperlinks, and exercises	The teaching material is ready to use or revise

The needs analysis stage is the initial foundation in developing teaching materials. Teachers need to determine learning objectives, the scope of material, and students' characteristics before beginning to create PowerPoint. In Islamic Religious Education, this step is important because each topic has different characteristics. Topics on creed, worship, morality, and history are not always suitable to be presented using the same pattern. Zahwa and Syafi'i (2022) emphasize that the selection of technology-based media should be adjusted to learning needs so that its use does not stop at visual appearance but supports the achievement of learning objectives.

After learning needs have been identified, teachers can prepare the material flow and storyboard. Concept maps help teachers see the relationships among subtopics, while storyboards provide an initial picture of the content of each slide, the order of presentation, button placement, navigation direction, and supporting media to be used. In the context of Islamic Religious Education, storyboards also help teachers decide which parts need illustrations, scriptural evidence, stories, daily-life examples, or simple exercises. This planning makes the development process more focused and reduces the risk of slides becoming too dense or inconsistent.

The next stage is developing slides according to the design that has been prepared. The material is presented concisely and supported by elements such as images, icons, audio, video, animations, tables, or charts as needed. At this stage, multimedia elements should follow learning functions. Indriarti et al. (2023) show that the use of PowerPoint in Islamic Religious Education receives positive responses when material is presented through displays appropriate to students' characteristics. In slide development, this finding can be understood as a basis for selecting visuals, examples, and supporting media that are close to students' learning experiences, rather than merely following the teacher's design preferences.

Interactivity is added after the basic structure of the teaching material has been prepared. Teachers can create a main menu, back button, next button, links to subtopics, practice questions, quizzes, or simple feedback. Hyperlinks are among the important features because they allow movement between slides according to the designed flow. At this stage, interactivity does not need to be complicated; the most important point is to give students room to choose, respond, or revisit certain parts according to their learning needs.

The final stage is review before the teaching material is used. Teachers need to check content relevance, language accuracy, display readability, button functions, hyperlink smoothness, and the alignment of exercises with learning objectives. Feedback from colleagues can also be used to determine whether the teaching material flow is clear and easy to operate. This review helps ensure that interactive PowerPoint is not only visually attractive but also works smoothly and supports Islamic Religious Education instruction in a directed manner.

As an example, interactive PowerPoint teaching material on the topic of Faith in the Angels of Allah can be designed with a flow consisting of an opening slide, main menu, apperception, core material, practice, evaluation, summary, and reflection. This example is not intended as a research product, but as a conceptual illustration of how the strategy for developing interactive PowerPoint teaching materials can be applied to one topic in Islamic Religious Education.

Table 2. Example Design of Interactive PowerPoint Teaching Material on the Topic of Faith in the Angels of Allah

Slide Section	Teaching Material Content	Interactive Form
Opening slide	Topic title and learning identity	“Start” button
Main menu	Learning objectives, material, practice, evaluation, and summary	Navigation buttons to each section
Apperception	Trigger questions about belief in angels	Simple answer choices
Core material 1	Definition of faith in angels	Next and back buttons
Core material 2	Names of angels and their duties	Menu choices of angel names
Core material 3	Wisdom of believing in angels	Brief case illustrations
Practice	Matching the names of angels with their duties	True/false hyperlinks
Evaluation	Multiple-choice quiz	Simple feedback
Summary	Key points of the material	Button to return to menu
Closing	Brief reflection	Reflective question

The example design shows that developing interactive PowerPoint teaching materials is not merely about slide appearance, but also about organizing the learning flow. Each section has a particular function, from building learning readiness and presenting core material to providing practice and directing reflection. With this kind of design, teachers can see the relationship between material, interactive features, and student activities before the teaching material is used in learning.

The Usefulness of Interactive PowerPoint in Islamic Religious Education Learning

Interactive PowerPoint teaching materials have strategic usefulness in Islamic Religious Education because they can strengthen the relationship between material, presentation, and students' learning experiences. Islamic Religious Education material is not always sufficient when delivered only through verbal explanation because some concepts relate to values, meaning, scriptural evidence, stories, and examples of application in life. In this position, interactive PowerPoint can help teachers organize learning messages so that students can receive them more easily.

Its first usefulness is helping clarify material. Conceptual Islamic Religious Education topics, such as faith, the wisdom of worship, Islamic history, or moral values, often require more concrete examples to be understood easily. Nurrita (2018) explains that instructional media play a role in supporting the learning process because learning messages can be presented in forms that students can more easily grasp. In the context of PowerPoint, this function appears when complex Islamic Religious Education concepts are organized through concise text, charts, illustrations, or situational examples, so that students do not merely memorize the material but also understand the relationships among ideas.

The next usefulness is increasing attention and learning motivation. Learning that relies only on teacher explanation often makes students less involved, especially when the material is delivered monotonously. Abdurrofi et al. (2025) found that the use of PowerPoint in Islamic Religious Education had a positive effect on students' learning motivation. This finding indicates that the benefit of PowerPoint does not come only from the existence of the technology itself, but from the way teachers process it into part of an engaging and directed learning strategy.

Interactive PowerPoint teaching materials are also useful for helping teachers arrange the learning flow. Islamic Religious Education material often requires a clear sequence of delivery so that students understand the relationship between concepts, scriptural evidence, examples, and the values being emphasized. In this context, PowerPoint helps teachers build a more coherent learning sequence, from introduction and core material to practice and reinforcement. This organized flow is important

because Islamic Religious Education does not merely deliver information, but also guides students to understand the meaning of the material being studied.

Another important usefulness is providing space for practice and reinforcement of understanding. Laurillard (2012) explains that learning technology can support the learning process when it is used to help students receive information, practice, obtain feedback, and reflect on their understanding. In the context of interactive PowerPoint, this function can be realized through trigger questions, quizzes, short exercises, and simple reflection. These activities help students check their own understanding, while teachers can identify which parts of the material still need reinforcement.

Implementation of Interactive PowerPoint Teaching Materials in Islamic Religious Education Learning

The implementation of interactive PowerPoint teaching materials in Islamic Religious Education needs to be positioned as part of the learning scenario, not merely as media displayed while the teacher explains the material. Teachers need to determine which parts of learning require visual support, which activities encourage student responses, and what forms of reinforcement are appropriate to the learning objectives. Gagné et al. (2005) emphasize that learning needs to be designed through a series of instructional activities, from gaining attention and presenting material to guiding learning, providing practice, and giving feedback. With this kind of planning, PowerPoint does not merely become an aid for delivering material, but becomes part of a learning strategy that connects teacher explanation, student activity, and reinforcement of understanding.

In the introductory activity, interactive PowerPoint teaching materials can be used to build learning readiness. Teachers can display images, Qur'anic verses or hadith quotations, trigger questions, story excerpts, or simple situations close to students' lives. This section functions to connect the material with students' prior experiences so that learning does not begin abruptly. In Islamic Religious Education, good apperception helps students see the relationship between religious material and daily life.

In the core activity, interactive PowerPoint teaching materials are used to guide students in understanding the material gradually. The material can be presented in smaller sections and then connected with examples, illustrations, questions, or short activities. Octaviana et al. (2022) show that interactive PowerPoint in Islamic Religious Education can support material delivery when teachers use it creatively and according to students' needs. In terms of implementation, this finding indicates that PowerPoint needs to be integrated with learning activities such as questions, discussion, practice, and reflection so that its use does not stop at slide presentation.

Interactive PowerPoint teaching materials can also be used during practice and reinforcement activities. Teachers can insert multiple-choice, true-false, concept-matching, or simple reflection questions according to the material being discussed. These activities provide students with opportunities to check their initial understanding, while teachers can identify which parts of the material need to be clarified again. Abdurrofi et al. (2025) show that the use of PowerPoint in Islamic Religious Education has a positive relationship with students' learning responses. This finding can be interpreted to mean that student engagement is more likely to emerge when PowerPoint is not only used to deliver material, but also gives them opportunities to answer, choose, assess, or reflect on learning content.

In the closing activity, interactive PowerPoint teaching materials can be used to summarize the material and direct reflection. Teachers can display key points, reinforcement questions, or invitations to connect Islamic Religious Education material with daily attitudes and actions. The closing section does not only function to end the lesson, but also helps students reorganize the understanding they have gained. Planned implementation makes interactive PowerPoint easier to use in Islamic Religious Education instruction in a coherent, communicative, and participatory manner.

Strengths and Limitations of Interactive PowerPoint Teaching Materials

Interactive PowerPoint teaching materials have strengths because they are easy to access, familiar to many teachers, and do not require special programming skills. Teachers can arrange material, add visuals, organize navigation, and create simple exercises in one tool that is relatively easy to use. In Islamic Religious Education, this strength is important because teachers can develop digital teaching materials without relying on more complex applications. Illahi et al. (2024) show that interactive PowerPoint can be developed to help junior high school students understand Islamic communication ethics. This finding shows that PowerPoint has the potential to be adjusted to the needs of Islamic

Religious Education material, especially when teachers are able to package learning content visually, purposefully, coherently, and in line with students' characteristics.

Another strength lies in the flexibility of material presentation. Teachers can adjust content, display, and learning flow according to the characteristics of Islamic Religious Education material. Historical material can be presented through timelines and event illustrations, creed-related material can be strengthened with concept maps, and moral material can be connected with simple case examples. This flexibility shows that PowerPoint can be used for various types of material, as long as teachers are able to align the form of presentation with learning objectives and students' needs.

On the other hand, interactive PowerPoint still has limitations. The quality of the teaching material depends heavily on the teacher's ability to design content, visual display, navigation, and learning activities. PowerPoint that is too text-heavy, contains too many animations, or lacks a clear flow can disturb students' focus. Yati et al. (2025) emphasize that the quality of Islamic Religious Education PowerPoint media needs to be analyzed in terms of feasibility and suitability for learning needs. This shows that interactive PowerPoint does not automatically become good teaching material; its quality is still determined by appropriate design, content relevance, and ease of use.

In addition, the use of PowerPoint requires supporting devices such as laptops, projectors, speakers, or adequate screens. The available interactivity is also still simple compared with specialized learning applications, so teachers need to be creative in using the existing features. These limitations emphasize that interactive PowerPoint still requires planning, review, and adjustment to classroom conditions before it is used.

Table 3. Strengths and Limitations of Interactive PowerPoint as Digital Teaching Material

Strengths	Limitations
Easy to use and familiar to teachers	Depends on teachers' ability to design teaching materials
Can contain text, images, audio, video, animation, and hyperlinks	Slides that are too dense or crowded can distract students' focus
Can be adjusted to the characteristics of Islamic Religious Education material	Requires supporting devices such as laptops, projectors, and speakers
Enables systematic organization of material	Interactivity is still limited compared with specialized learning applications
Can be used for practice, quizzes, and reinforcement of understanding	Requires time for design and review

These strengths and limitations show that the success of interactive PowerPoint is not determined only by technological features, but especially by the quality of the teacher's pedagogical design. From the TPACK perspective, the success of technology use in learning is not sufficiently determined by mastery of tools, but by the teacher's ability to connect technological, pedagogical, and content knowledge appropriately (Koehler & Mishra, 2009). This view clarifies that the limitations of interactive PowerPoint do not lie only in the application itself, but also in the extent to which teachers are able to design learning experiences appropriate to Islamic Religious Education material and students' characteristics. PowerPoint will be useful when its content, display, flow, and activities are designed to support learning objectives. Conversely, if it is used only as a collection of text slides, PowerPoint will return to being a one-way presentation medium. In Islamic Religious Education, the main value of interactive PowerPoint lies in its ability to help teachers package material in a more directed way while giving students space to understand and respond to the material more actively.

Based on the discussion above, the strategy for developing interactive PowerPoint teaching materials in Islamic Religious Education needs to be understood as a process that combines pedagogical considerations, visual design, material flow, and interactivity. PowerPoint should not be developed merely as display media, but should be designed as digital teaching material that helps teachers deliver content systematically and provides room for student engagement.

4. CONCLUSION

Based on the literature review, interactive PowerPoint teaching materials can serve as a relevant strategy for developing digital teaching materials in Islamic Religious Education. PowerPoint does not only function as presentation media, but can be developed into teaching material that combines content, visualization, navigation, practice, quizzes, and simple learning activities. With appropriate development, this teaching material can help teachers present Islamic Religious Education content more systematically, concretely, and in a way that is easier for students to follow.

The development of interactive PowerPoint teaching materials needs to consider content relevance, readability, visual design, interactivity, and ease of use. The development process can be carried out through needs analysis, material sequencing, storyboard design, slide development, addition of interactive elements, and final review. In its implementation, this teaching material can be used to build learning readiness, present core material, provide practice, strengthen understanding, and direct students' reflection.

Although it has strengths such as being easy to use, flexible, and familiar to teachers, interactive PowerPoint still has limitations, especially in relation to teachers' design skills, availability of devices, and a level of interactivity that remains simpler than specialized learning applications. The success of interactive PowerPoint teaching materials depends strongly on well-directed pedagogical design. This study provides a conceptual framework for Islamic Religious Education teachers in developing digital teaching materials that are more creative, communicative, and aligned with learning needs.

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