



## Implementation of Interactive PowerPoint Media on Collaborative Skills in Madrasah Ibtidaiyah

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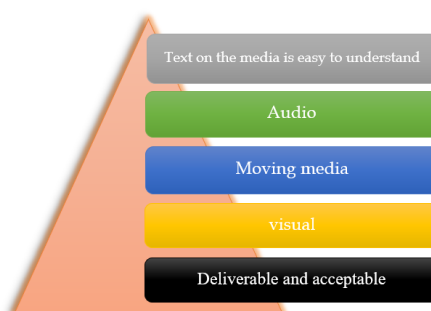
**Abstract:** This study aims to analyze whether this interactive PowerPoint presentation can improve students' ability to collaborate with their friends in class. Data collection techniques used were observation, interviews, and documentation. Data analysis used in this research is the Miles & Hiberman model, which consists of stages 1) data reduction, 2) data presentation, and 3) conclusion drawing and classification. This study found that there are still some teachers who rarely apply technology-based learning media, such as interactive PowerPoint media, in the learning process in the classroom, causing boredom and a lack of enthusiasm for learning. However, with the application of interactive PowerPoint media, students are increasingly excited and interested in the learning process, so it has a good impact on learning activities, which is characterized by an increased sense of student responsibility for the tasks assigned and fluency in communication. The application of interactive PowerPoint media by the homeroom teacher of grade 4 SDN Simoketawang in the learning process is able to improve the collaborative attitude of students in the classroom in accordance with collaborative indicators. The achievement of collaborative indicators in students has implications for the increase in student scores, which were originally below the minimum completeness criteria (KKM) to an average above the minimum completeness criteria (KKM).

**Abstrak:** Penelitian ini bertujuan untuk menganalisis apakah power point interaktif ini mampu meningkatkan kemampuan siswa dalam berkolaborasi bersama temannya di kelas. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Analisis data yang digunakan pada penelitian ini yaitu model Miles & Hiberman yang terdiri dari tahapan 1) reduksi data 2) penyajian data 3) penarikan kesimpulan dan klasifikasi. Penelitian ini memperoleh hasil bahwa masih terdapat beberapa guru yang jarang menerapkan media pembelajaran berbasis teknologi seperti media power point intreraktif dalam proses pembelajaran di kelas sehingga menimbulkan dampak kebosanan dan kurangnya antusias dalam belajar. Namun, dengan adanya penerapan media power point interaktif siswa semakin bersemangat dan tertarik dalam proses pembelajaran sehingga memberikan dampak yang baik dalam kegiatan belajar ditandai dengan meningkatnya rasa tanggung jawab siswa terhadap tugas yang diberikan serta lancar dalam berkomunikasi. Adapun penerapan media power point interaktif yang dilakukan guru wali kelas 4 SDN Simoketawang dalam proses belajar mampu meningkatkan sikap kolaboratif siswa di dalam kelas sesuai dengan indikator kolaboratif. Tercapainya indikator kolaboratif pada siswa berimplikasi naiknya nilai siswa yang semula dibawah kriteria ketuntasan minimum (KKM) menjadi rata-rata diatas kriteria ketuntasan minimum (KKM).

## A. Introduction

Education is very important in life. As has been written in the Law of the Republic of Indonesia No. 20 of 2003 article paragraphs 1 and 2, everyone must be educated. With education, a person will be able to develop and become better in life. One of the educators who has an important role is the teacher (Sanjani, 2020). Where teachers must be able to create active, innovative, creative, and collaborative learning (Alpian et al., 2019; Rafikasari et al., 2021). To carry out learning that is "PAIKEM (active, innovative, creative, effective, and fun learning)," teachers are required to be able to develop their abilities, especially in the field of technology-based learning media (Monalisa, 2023) (Kanza et al., 2021; Maujud et al., 2022). Learning media is a means used as a distributor of material or information and ideas related to the learning process in the classroom (Suryadi, 2020; Nurdyansyah & Aini, 2020; Nurdyansyah et al., 2021) One of the technology-based learning media that can be used by teachers such as interactive PowerPoint media. Powerpoint is a specially designed application program that is used as a presentation tool for the delivery of meetings and interesting learning materials; it does not require high costs and is easy to make (Regianti & Nurdyansyah, 2023).

Meanwhile, interactive can be interpreted as interactions carried out from a few or many directions between teachers and students (Nafisah, 2021). Based on the above understanding, it can be concluded that interactive PowerPoint is a program that is made easily, low cost, and attractive, which is able to create an exchange of ideas between teachers and students, students and students, and students with learning media so that the class becomes active and students are able to collaborate. Some indicators of Interactive PowerPoint are as follows:

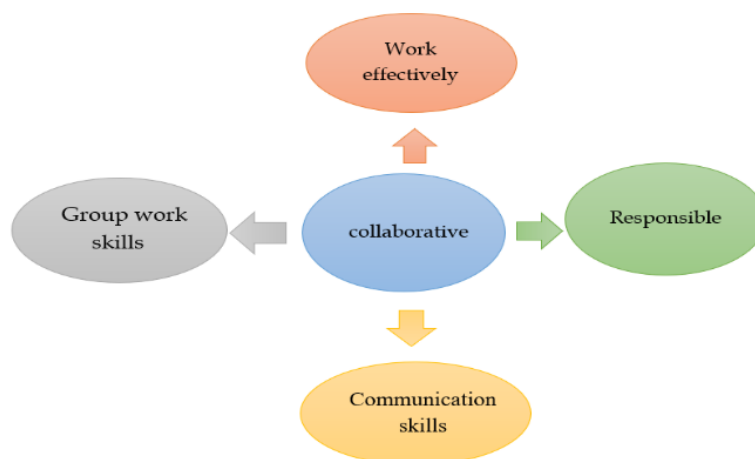


**Figure 1.** Interactive PowerPoint Indicators

Based on Figure 1, it can be explained that according to Sanjaya, there are six indicators of interactive PowerPoint presentations, namely, 1) students easily understand the text on the media. Text on learning media is recommended to contain 25 words in one PowerPoint slide. This is done so that the slides do not saturate students with much writing. 2) audio that focuses on audio or sound effects, background, and music. 3) moving media can be in the form of animation or movies. 4) visuals that must be considered include layout design, typography, and colors that can attract students'

attention.5) can be delivered and received in this case. Namely, the conversation is in accordance with the message conveyed, which is able to be delivered and received in accordance with the objectives or targets (Wicaksana & Rachman, 2019).

The student profile of Pancasila has the aim of creating students with character who also apply the values of Pancasila. In this, Pancasila values are so broad that when students apply Pancasila values consistently (Sulastris et al., 2022), it is believed that students will participate in realizing social welfare (Irawati et al., 2022; Jamaludin et al., 2022). The Pancasila student profile has six elements, one of which is creating a cooperative character, which describes the collaborative attitude between students. The collaborative attitude, in this case, is an attitude of cooperation and mutual assistance to achieve the same goal in finding a way out of existing problems, being able to give opinions and accept one's opinion well, and being able to collaborate between students and students, student groups with student groups, and student groups with teachers in accordance with collaborative indicators (Saleh, 2020). The indicators used by the author are as follows:



**Figure 2.** Indicators of Collaborative Learning

Indicators of collaborative character in this study have four elements that must be achieved with different aspects, namely: 1. They are working effectively. In working effectively, students are expected to be able to provide opinions and ideas in solving problems together 2. Responsible. Being responsible in this indicator includes being responsible for the state of the group, being responsible for the completion of the tasks given in a timely manner, and having communication skills. The aspects of communication skills that must be achieved in this indicator are that students are able to discuss with groupmates in completing tasks 4. The skills of working in groups include daring to ask friends when finding problems, being active in assignments, and completing tasks according to the SOP (Dewi et al., 2020). The application of student skill indicators is

adjusted to the objectives of the researcher, such as being active in working, being responsible, helping each other, being productive, and respecting each other's opinions.

The good and effective learning outcomes of PPKN in elementary schools cannot escape the role of a teacher. Therefore, teachers are required to be able to master learning media so that learning is fun, active, and innovative and so that students will not feel bored or bored in learning and the learning process. This is confirmed by Q.S an-Nahl verse 44 (Rahimi, 2021). The use of interactive PowerPoint media is very influential in the effective learning process in the classroom. This interactive PowerPoint media is very helpful for teachers to convey material in learning (Nurfadillah et al., 2021). Interactive PowerPoint learning media connects the elements of sound, image, or video so that it can adjust to the ability of children's learning styles, whether visual, auditory, or visual-auditory (Arsyad & Ifianti, 2022). However, in reality, some less advanced schools are almost unable to use interactive PowerPoint media as a support to form students who have collaborative characters. A lack of sufficient economic resources causes the problem, with many teachers being less able to operate technology and having incomplete facilities and infrastructure equipment.

In previous research, several inhibiting factors were found that caused less active, effective, and innovative learning, which hindered the process of collaborative skills in students. The lack of teacher ability in the use of electronic media such as interactive PowerPoint learning media, the absence of student interest in the material presented by the teacher so that learning becomes very monotonous and passive, teachers who always use the lecture method without the help of any media because teachers lack understanding and knowledge about various kinds of learning media. The results of this study show that PowerPoint media are very helpful in the learning process, which, initially, students are not active enough to be active (Prasinto, 2022). The lack of effective PowerPoint slide media development in learning is mostly on PowerPoint slides, only in the form of writing that describes a description in a book, so students get bored with the appearance of the PowerPoint slides. That. The results of this research show that Microsoft PowerPoint can attract student interest and attention (Pratiwi & Siswanto, 2020). Research on analyzing the need for developing interactive PowerPoint media as a learning medium obtained the results of the teacher's lack of ability to be creative in developing PowerPoint media, making students less interested (Zain & Pratiwi, 2021). The results of this research show that Microsoft PowerPoint can attract student interest and attention (Pratiwi & Siswanto, 2020). Research on analyzing the need for interactive PowerPoint media development as learning media obtained the results of the lack of teachers' ability to be creative in developing PowerPoint media so as to make students less (Zain & Pratiwi, 2021).

Interactive PowerPoint media can be used as an effective way of learning. From several previous studies, there are some that provide relevant results on the use of PowerPoint media that can improve students' thinking skills that are suitable for use. The hope of developing this learning media is to increase student understanding, especially in civic education (PPKN) learning, and to make students reason critically in the learning

process so that it will foster a collaborative nature in students. This PowerPoint media has a role as a message distributor and a teacher tool to convey important information to students in a more thorough, clear, and interesting way. This PowerPoint media is considered suitable for elementary school children who are still curious about something new, so to meet the needs of these students, teachers must be able to design, create, and use creative and innovative media. Power point learning media also has several disadvantages, such as having to be able to operate PowerPoint points to create interesting designs and ideas, being time-consuming in preparation for its use, only being operated with windows, and a small part of some materials that cannot be described in PowerPoint.

The urgency of this research is to improve the ability to collaborate in lessons and daily life. This research can also be used as a basis by teachers to find out the ability to collaborate with their friends in solving problems so that when this happens, the teacher can guide students who have not been able to better able to develop their cognitive, affective, and psychomotor thinking in accordance with the objectives of P5, especially in the character elements of critical thinking and cooperation with the hope of being able to create critical and collaborative reasoning students in accordance with the application of Pancasila values. Therefore, the researchers implemented interactive PowerPoint media on collaborative abilities in civic education lessons. The media is used to create a PAIKEM learning atmosphere. This study aims to analyze whether this interactive PowerPoint is able to improve students' ability to collaborate with their friends in class and the implications of implementing interactive PowerPoint media on collaborative abilities.

## B. Method

Based on the issues raised in this study, the authors used descriptive qualitative research methods. The descriptive qualitative research method is research conducted by collecting data, critically analyzing the data, and concluding what happened in the field. The flow of descriptive qualitative data collection in the figure below is as follows :



**Figure 3.** Descriptive Qualitative Data Collection Flow

The object of this research is the implementation of Interactive PowerPoint Media to improve collaborative skills at SDN Simoketawang. The data subjects used are interviews for grade IV teachers and 35 grade IV students at SDN Simoketawang. Secondary data is data obtained through documentation images in the form of worksheet images before and after the application of interactive PowerPoint media and images of the application of PowerPoint media applied by teachers.

The data collection technique used is a structured observation technique, namely observations that have been systematically designed. So, by observing researchers using research instruments, researchers can assess whether or not the implementation of interactive PowerPoint presentations is relevant to improving students' collaborative abilities.

An interview is a method of meeting two people to exchange information and ideas through questions and answers that are tried in a structured manner so that it can help researchers create the objectives of their research.

Documentation is a way to obtain data and information in the form of documents, photos in the form of reports, and information that can support research. Documentation obtained from this study includes teaching module data, photos of activities, and teachers' use of PowerPoint media. Descriptive qualitative research does not have a formula for processing and analyzing data. Descriptive qualitative research is a more descriptive and appropriate narrative based on reality in the field.

The data analysis technique is carried out to prove that the research is really done using source triangulation and method triangulation. The data analysis technique used is the Miles & Hiberman model, which consists of stages: 1) data reduction is a process that includes selecting, centering, and simplifying all data collected during the collection and preparation of research reports. 2) data presentation is a collection of information collected narratively before and after the application of PowerPoint media. 3) conclusion drawing and classification. For data validity in this study, triangulation was carried out, and the results of the interviews were compared with the results of the direct observations of researchers during the application of interactive PowerPoint media (Sulistiyani & Deviana, 2019).

## C. Result and Discussion

### Result

Interactive PowerPoint is a slide show that has a menu and is arranged in an interactive manner that is able to provide programmed reciprocity. This interactive PowerPoint presentation is equipped with text, graphics, video, sound, and related objects. Even in this interactive PowerPoint, several features can add beauty and aesthetic value related to the material, so interactive PowerPoints aim to attract students' interest in learning (Nafisah, 2021). It is hoped that this interactive PowerPoint media can help teachers in the learning process in the classroom.

The implementation of learning media in the classroom is very important in an active, creative, innovative, and collaborative learning process. Learning media is a means that makes it easier for students to learn because, with the media, abstract things can become concrete (Magdalena et al., 2021). The importance of learning media in the teaching and learning process and understanding that without learning media, the learning process will be monotonous less effective, and students will be easily bored. This is certainly important for a teacher to realize (Wulandari et al., 2023). The implementation

of learning media applied at SDN Simoketawang is very diverse, one of which is interactive PowerPoint media. The application of interactive PowerPoint media at SDN Simoketawang can run smoothly and interestingly, of course, with the support of adequate facilities and infrastructure as well as the knowledge of teachers who are always updated on the progress of digitalization in accordance with the times. However, the implementation of learning media at this school has not been applied in every learning process, but in one month, there were only a few meetings.

In the results of interviews, observations, and documentation, researchers found that the implementation of interactive PowerPoint media on collaborative skills is very relevant. The application of interactive PowerPoint media is very helpful to the learning process. The implementation of interactive PowerPoint media is very interesting and certainly able to liven up the classroom atmosphere. However, in reality, the application of interactive PowerPoint learning media is still rarely done because of several obstacles faced by teachers, such as a. requiring a long time in the process of making interactive PowerPoint media, b. lack of insight into technology that is increasingly advanced in accordance with the times. Implementation of interactive PowerPoint media by teachers of SDN Simoketawang in class IV. Researchers found that interactive PowerPoint media was able to assist teachers in improving students' collaborative attitudes. In the collaborative activities of students, researchers will also apply the help of Crossword puzzles abbreviated as TTS in the mention. This is evidenced by the achievement of indicators in collaboration, which include the following: 1 – working effectively 2. Responsibility 3. Communication 4. Group work.

### **1. Indicators of Effective Collaborative Work**

Based on the results of research in collaborative indicators, working effectively obtained student results showed a high increase. The assessment criteria that researchers analyze in working effectively include 1. being able to provide opinions, 2. being able to provide ideas in groups, and 3. being able to collaborate to solve problems together. According to Sutrisno, elements of effective work include timeliness in completing tasks, achieving goals, and real changes (Nurani & Nugraha, 2022). Of course, these changes can be concluded when researchers have conducted field observations until the last stage.

In comparison, before the application of interactive PowerPoint learning media, researchers found that students were at a low level. This is evidenced by the fact that, at the time of analysis, researchers found many students who still did not meet the standard criteria.

Researchers in collaborative indicators work effectively. Many students still have difficulty conveying ideas and opinions when in groups and presentations, and there are difficulties when solving problems given by the teacher. These problems, such as delays in solving problems in collaboration in the sense that they are not on time and the lack of communication between students where this communication is dominant, are only done by students who are considered achievers in the class. Of course, it can mean that the

learning objectives have not been fully achieved. Shofiana said that someone can be said to be effective if someone carries out activities that have an impact or effect on achieving the goals of what he does (Syam, 2020).

According to Widiawati, quoting the theory from Abidin, learning effectiveness is a standard of educational quality in teacher learning to achieve learning objectives. Of course, this can be seen after the effectiveness of learning (Widiawati & Jamaludin, 2023). To achieve learning objectives, a medium is needed as a means of transferring knowledge from teachers to students. The media can provide a real experience and have many positive impacts on students (Wahid, 2018). However, in the reality found by researchers in the field, there is still little application of media by teachers. Sometimes, teachers only apply media in a month of four to five meetings. Of course, this has an impact on learning objectives that are not maximally achieved because many students feel bored.

Based on the theory and reality that researchers found in the field after the application of interactive PowerPoint media, researchers found the results of grade 4 students of SDN Simoketawang being able to convey ideas in collaborating with their groupmates in solving quiz questions on interactive PowerPoint slides 20 to 32 where when collaborating students were able to work together and exchange opinions in a good and orderly manner and were able to convey ideas in collaboration. Students' self-confidence began to appear when between groups discussed and refuted opinions when presenting. Students smoothly discuss and communicate, and most students have improved in communication. With the increase before and after the application of interactive PowerPoint media to students, it can be said that the implementation of interactive PowerPoint media is able to improve students' collaborative attitudes in the indicator of effective work.

## 2. Indicators of Collaborative Responsibility

According to Riga Z.N., responsibility is a behavior that must be owned by individuals where responsibility is a very important moral value in life. There are good and bad consequences for an action, both individuals and groups (Nurani & Nugraha, 2022). However, based on the results of the researcher's observations in the field, there are still some students who are less aware of their sense of responsibility, and there are still students who are late in entering class and completing the assignments given by the teacher.

The benefits of responsibility include: 1. Other people will give full trust 2. Will be respected and respected 3. Provide an impact on yourself with increased self-confidence. With responsibility, a person will not be easily fragile in responding to existing problems but will become stronger and provide a way out of the problems faced. Someone who has a sense of responsibility will be careful in completing tasks, dare to admit mistakes, and provide better improvements, which is the key to success (Ratnawati & Haryanto, 2020).

Forms of responsibility can be shown by the behavior of students who are on time in solving problems and following the learning process to completion, both in working

individually and in groups (Prasrihamni et al., 2020). In reality, in the field with existing theories, researchers found several similarities, including some students who completed assignments on time, listened to the teacher's explanation, followed the learning process to completion, were able to be disciplined in the time management given by the teacher (Prasrihamni et al., 2020). However, researchers also found that 15 out of the 35 total students at SDN Simoketawang were less responsible for the learning process. Students do not complete their assignments, especially on group assignments, and students still pay less attention when the teacher explains in class. This is due to boredom in the learning process carried out by the teacher without any media as a learning aid, and some students rely on their friends to collaborate. So, it can be said that students' responsibility is still lacking.

The results obtained by researchers in responsible indicators show a high quality of value increase after the application of interactive PowerPoint learning media. The improvement made by students of SDN Simoketawang grade IV after the application of interactive PowerPoint media is 1. Able to complete tasks properly and on time. In collaborative activities carried out by students in quiz questions on interactive PowerPoint media, they are able to complete quizzes on time and in an orderly manner and get average results above KKM with honesty, cooperation, compactness, and enthusiasm in helping their group members answer quiz questions. 2. Grade IV students of SDN Simoketawang are able to collaborate with their respective group situations, as evidenced by each member having a sense of responsibility in completing tasks in the form of question-and-answer questions.

In the observation results, researchers found a highly collaborative attitude, helping each other among group members, supporting each other, and helping one of their group members who did not understand by explaining well so that collaborative activities in the question and answer questions given could be completed in a timely manner. This collaborative indicator is also shown by students in completing the TTS task given by the teacher. Students are able to complete it enthusiastically and seriously, and each group is compact in collaborating; for example, when one of their group members cannot answer the questions given, other members are ready to help in answering to help their group answer the question.

### **3. Collaborative Communication Indicator**

In this third indicator, students are expected to be able to master communication skills. Communication skills are communication skills, such as voicing thoughts, ideas, knowledge, and new information conveyed to others in the form of writing, speech, images, numbers, graphics, and so on (Hariko, 2024). In the observation, the researcher found several students who still lacked confidence and felt shy in communicating. However, some students are proficient in communicating. Some of the factors that influence the lack of confidence in communicating include students' delay in reading ability and understanding learning materials, so when collaborating, students lack

confidence and only interact a little. According to Desi D.P., communication is a process that has reciprocity between those who convey and those who receive messages with a specific purpose. The process can be in the form of forming, delivering, receiving, and processing messages between individuals or groups (Pohan & Fitria, 2021).

According to communication theory, it can run effectively if the information carrier is able to convey the information well (Mahadi, 2021). the message can be conveyed according to the target, and the recipient of the information is able to understand what is conveyed, able to convey the message well in processing words and smoothly in delivery and attract attention (Julianto & Agnanditiya Carnarez, 2021). At the stage of the collaborative process, when completing the TTS task given by the teacher, students show different attitudes toward collaboration. Moreover, there are 20 students actively communicating, ten students rarely, and five students are not active in communicating with their group mates.

There are several rules in effective communication called REACH. Namely, respect is an attitude of mutual respect between the messenger and the recipient of the message, either individually or in groups. Empathy is an attitude of being able to place oneself according to conditions and understand the existing circumstances so that the message will be more easily conveyed. Audible is a message that is conveyed that can be understood or heard properly. Clarity means Clarity where the messenger must be clear in conveying messages or information to individuals or groups so as not to cause different meanings. Humbleness is a friendly and humble attitude that is related to the first point (respect), with the hope that the messenger and recipient of the message are able to respect each other (Febrianto, 2021).

In reality, there is still a difference between the theory above and the field situation where grade 4 students of SDN Simoketawang, some students still have weaknesses in effective communication. Some students still feel shy in coordinating with their friends in the group, and there is still a lack of confidence in individual students, so it can be said that they have not been able to apply REACH in collaborating fully. In conveying ideas or opinions, there are still students who stammer in communication. The absence of media as an intermediary in delivering messages or material information makes it difficult for students to understand this. Before the application of interactive PowerPoint media, students still had a lack of confidence in presenting both collaboratively and individually in telling stories in front of the class, stuttered in processing words, and were less able to support and answer their friends' questions.

After the implementation of interactive PowerPoint media, fourth-grade students of SDN Simoketawang were able to improve their communication skills in this indicator. During presentations, students become confident in conveying ideas or information obtained from other friends. Able to convey well, smoothly, and straightforwardly. Each group member was able to answer well during the presentation and was able to coordinate well during the question and answer process between groups. In the activity of collaborating to solve problems given by the teacher, researchers found that students were

also able to communicate well with other members and were able to condition the atmosphere in their respective groups.

#### 4. Indicators of Collaborative Group Work

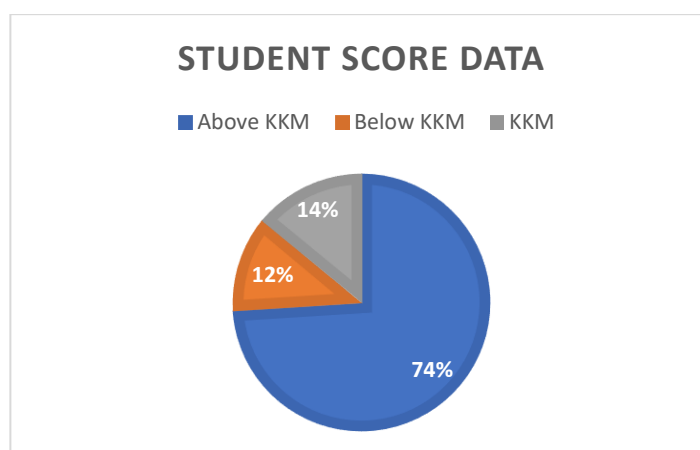
In the observations that researchers made on collaborative indicators of group work, researchers formed students into five groups, and each group consisted of 7 group members. Group work is an activity carried out by two or more people to exchange thoughts, experiences, or ideas with the aim of being able to solve problems easily and precisely. With group work, the work will be easier to do and finish quickly, and it will be able to add insight with many sources that exchange ideas so that the problem will be resolved quickly.

Group work must involve many parties, and each party is expected to be active in working, focused on working, and able to appreciate and help each other in solving problems (Parera et al., 2021). However, the reality in the field, researchers still find some differences in the implementation process where students still lack focus when the teacher explains the material, play with their friends during the learning process, pay less attention to the teacher when the teacher gives instructions in groups so that during the group work process students become less active in exchanging opinions and the work has not been completed.

With the problems that researchers encountered in the field, the researchers experimented by forming students into five groups, each of which consisted of 7 group members. In group work activities, students are given problems in the form of TTS questions that must be solved within a predetermined period. In working in groups, what must be met as a standard for achieving a good group work process in this study is that each member is active in their opinion, able to coordinate well, able to solve the problems given in a timely manner, and able to cooperate well.

In this fourth indicator, the researcher found that fourth-grade students of SDN Simoketawang were able to collaborate well. The application of interactive PowerPoint media evidences this. Students are able to solve the problem of working on quiz questions on slides 20 to 32 given by the teacher in interactive PowerPoint media properly and thoroughly, and students become active in discussing their groups, able to respond to each other and consider answers to problems given by the teacher. In student group activities during the TTS assignment, students were able to coordinate with each other to divide the tasks of each member, and each member proved to be able to complete their tasks well. As for group members who are not good at completing their tasks, they will be immediately assisted by group members who have completed their tasks so that it can be concluded that the application of interactive PowerPoint media can help students in mastering collaborative indicators of group work.

As for the application of interactive PowerPoint media, it can increase the value of grade IV students of SDN Simoketawang.



**Figure 4.** Data on Student Scores According to the Minimum Completeness Criteria (KKM)

Based on the picture above, after the application of interactive PowerPoint media, students are able to complete the work given by the teacher in the form of questions and answers and quizzes in interactive PowerPoint media, which are carried out collaboratively with their groups, obtaining 83% above KKM, 12% below KKM and 14% equal to KKM, where the standard Minimum Completeness Criteria (KKM) has a value of 75.

## Discussion

Based on the problems given by researchers in the collaborative process, either before or after the application of interactive power points to students in the form of Quiz questions and Crossword puzzles (TTS), show mixed results. Before the application of interactive PowerPoint media, in the sense that it only means the question-and-answer method in delivering material without media, students experienced inactivity in collaboration and learning. This is influenced by students' lack of interest in learning. Learning media that does not support or tend to be boring will have a negative impact on students. This is in line with Busa (2023) opinion. Teachers are expected to be able to liven up the classroom situation so that students become active. The cause of students' inactivity is influenced by the lack of teachers mastering the class, providing motivation, and not being interested in learning media that is not suitable for the material. So, in this case, students are able to achieve collaborative indicators, which include 1 – working effectively 2. Responsible 3. Communication 4. Group work.

To overcome student boredom in learning so as to be able to re-attract student interest in learning, eliminate student boredom, and achieve collaborative indicators, researchers apply technology-based learning media, namely interactive PowerPoint media. The importance of using learning media in the learning process to obtain a positive impact is in line with the view of the teacher (Wulandari et al., 2023). It is suggested that the

teaching staff be interested in the learning process so that students do not become bored, and learning media is the most important part of achieving learning goals.

The application of interactive PowerPoint media has proven to be effective in learning, as it attracts students' attention to the learning process. In line with this view (Munasti & Suyadi, 2022), with the interactive PowerPoint PowerPoint, students became enthusiastic and interested in the learning process, and students became active in learning. Effective learning is able to bring students to a place that is able to achieve collaborative indicators and increase the value of student learning outcomes in accordance with the views of the teacher (Putri, 2023). With the application of interactive PowerPoint media, students are able to get results above the average. Not only that but students are also said to be able to master indicators by showing high-improvement results. For example, most students show a sense of responsibility in groups, complete tasks on time and as well as possible, and are able to communicate smoothly.

The application of interactive power points also shows that students are able to collaborate well in completing Quiz and TTS tasks. Students are said to be able to collaborate with the achievement of the four indicators in this study, such as a. Students are able to exchange ideas or views in solving the problems given b. Responsible for the state of the group c. Able to communicate smoothly when collaborating d. solve problems on time. This view is in accordance with the opinion of Pendapa (Sugianti et al., 2023). states that someone is said to be collaborative when they fulfill a. Able to work effectively b. respect opinions between groups c. responsible.

#### **D. Conclusion**

With the interactive PowerPoint media, students' collaborative abilities increase with the following indicators: 1. Students are able to work effectively by exchanging ideas, opinions, views, and insights with each other. 2. the indicator of student responsibility also shows high development. Students are able to be responsible for the situation of their group. 3. In the communication indicator, students have been able to present and tell stories in front of the class well, smoothly, and straightforwardly. 4. In the last indicator, namely group work, the research results show that students' collaborative abilities with group work indicators have increased. This is evidenced by the existence of problem-solving, which is carried out at a very satisfactory level.

With the achievement of the four collaborative indicators above and the high research results, it can be concluded that the implementation of interactive PowerPoint media can improve students' collaborative abilities. The achievement of these four indicators has positive implications for increasing the dominant student scores above the KKM, where there are students who are able to get scores above 75.

For the next researcher, suggestions that can be given in relation to this observation are expected to be able to add sources related to collaborative indicators. The intended object is able to be broader and not limited so that it is able to compare and obtain better and broader results so that readers are able to gain a broader and more open insight into

knowledge. Researchers also advise teachers on the importance of realizing that appropriate learning media is needed in the learning process, which will have an impact on students both in the learning process and everyday life. Although it is said that the process of making media requires much readiness, the future of the nation's children begins with the services of educators or teachers.

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