

Improving Motivation in Social Sciences Subjects Using Powerpoint Media

by

**Ahmad Effendi¹, Saliman Saliman², Hanif Nur Rokhim³,
Satriyo Wibowo⁴**

^{1,2,3,4}Social Education, Universitas Negeri Yogyakarta

Email: effendia378@gmail.com

Article History Submitted: November 28, 2025 Revised: December 4, 2025 Accepted: Keywords: <i>motivation, social sciences, powerpoint</i>	Abstract This research aims to increase students' learning motivation in Social Sciences (IPS) subjects through the use of PowerPoint media in class IX A students of SMP Negeri 2 Karau Kuala. The background of this research is the low learning motivation of students in participating in social studies learning, which has an impact on low student activity and learning outcomes. This study employed a true experimental design using a Pretest-Posttest Control Group Design. The population consisted of 32 ninth-grade students (15 male and 17 female) of class IX A at SMP Negeri 2 Karau Kuala in the 2025 academic year. All 32 students were randomly assigned into two classes: an experimental class (16 students) taught using PowerPoint media and a control class (16 students) taught using conventional lecture-based instruction without PowerPoint. The results showed that PowerPoint media had a significant positive effect on students' learning motivation. The percentage of students with a high motivation category in the experimental group increased from 12.5% to 81.3%, while in the control group it increased only from 12.5% to 34.4%. Therefore, PowerPoint media is proven to have a significant positive effect and to be more effective than conventional instruction in improving students' learning motivation in Social Studies.
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Introduction

Consequently, in the context of primary and secondary education—which represent the most critical formative years of a child's development—efforts to continuously elevate the quality of learning are an absolute, non-negotiable necessity. This unwavering commitment demands a holistic approach, encompassing the modernization of curricula, the continuous

empowerment of educators, and the integration of innovative, student-centered teaching methods to ensure that every learner is fully prepared to thrive in the future.

Education serves as the fundamental pillar in shaping a future generation equipped not only with sharp intellectual capabilities and strong moral character but also with the crucial 21st-century skills needed to navigate an ever-evolving global landscape (Mudinillah, 2024). As we face rapid technological advancements and complex socio-economic shifts, students must become highly adaptive, creative, and capable of critical problem-solving. Consequently, in the context of primary and secondary education, efforts to continuously elevate the quality of learning are an absolute, non-negotiable necessity to realize highly competitive human resources (Saepurokhman et al., 2025). This unwavering commitment demands a holistic approach, encompassing the modernization of curricula, the continuous empowerment of educators, and the integration of innovative, student-centered teaching methods to ensure that every learner is fully prepared to thrive in the future.

Furthermore, education plays a pivotal role in cultivating human resources who are creative, innovative, and highly adaptable. However, a significant challenge that frequently hinders the educational process is the persistently low level of student motivation, which is often exacerbated by teacher-centered approaches (Asriyanti, 2024). This issue is particularly pronounced in subjects such as Social Studies (IPS), which are often stigmatized by students as being excessively theoretical, monotonous, and disconnected from their daily lives (Widat et al., 2022). Within the realm of Social Studies, students are expected to comprehend complex, multidimensional, and often abstract concepts regarding human interactions, historical contexts, and societal structures. When educators rely predominantly on conventional, one-way lecturing methods to deliver this intricate material, they fail to bridge the gap between textbook theories and real-world applications. Consequently, the learning environment becomes uninspiring, causing students to become passive participants who rapidly lose their engagement, enthusiasm, and genuine interest in the subject matter (Savitri, 2023).

Teachers are a key component in any educational reform, holding a central position in determining the success of education. In carrying out classroom instruction, teachers are expected to be creative and able to select methods and learning media appropriate to the material being taught, so that learning activities become more engaging, enjoyable, interactive, and free of boredom.

An interactive classroom atmosphere requires active student involvement in learning activities. Such involvement must be driven by students' internal desire to participate,

expressed through asking questions, voicing opinions, paying attention, completing exercises, and seeking additional learning resources to enrich their understanding of the material delivered by the teacher.

Learning motivation plays a critical role in determining learning success. Sardiman (in Suharni & Purwanti, 2018)) states that individuals with high learning motivation tend to be diligent, resilient, and capable of achieving maximum performance. Conversely, students with low motivation tend to get bored easily and participate less actively in class. Teachers therefore need to use engaging strategies and learning media to boost students' enthusiasm for learning.

To address the challenges of low engagement and the heavy reliance on conventional teaching methods, there is a pressing need for the integration of interactive instructional tools. Therefore, this research was specifically conducted to investigate and determine the extent to which the utilization of PowerPoint as a multimedia learning medium can effectively increase the learning motivation of Class IX A students in Social Studies at SMP Negeri 2 Karau Kuala.

PowerPoint media is one form of technology-based learning media that can help teachers present material visually, systematically, and interactively. According to Kusuma & Hamidah (2020), the appropriate use of media can increase students' learning motivation and positively affect learning achievement. With attractive visual displays, animations, images, and videos, PowerPoint can overcome student boredom and help them understand material more easily.

Based on this problem, the present experimental study was conducted to examine the effect of using PowerPoint media on the Social Studies learning motivation of ninth-grade students at SMP Negeri 2 Karau Kuala, by comparing an experimental class and a control class determined through random assignment. This study is expected to provide empirical evidence on the effectiveness of PowerPoint media compared to conventional instruction in improving students' learning motivation.

Method

This study employed a true experimental design, specifically a Pretest-Posttest Control Group Design (Sugiyono, 2016). This design was chosen because it allows random assignment of research subjects into experimental and control classes, enabling stronger control of extraneous variables compared to a quasi-experimental design. The study was conducted from March to November 2025 at SMP Negeri 2 Karau Kuala, South Barito Regency, Central Kalimantan.

The population of this study consisted of all students of class IX A at SMP Negeri 2 Karau Kuala in the 2025 academic year, totaling 32 students (15 male and 17 female). All members of the population were randomly assigned using a simple random assignment technique with the aid of a random number generator, resulting in two equivalent classes: an experimental class (16 students) and a control class (16 students). Randomization was carried out at the individual level, rather than by intact class, in order to meet the requirements of a true experimental design.

The experimental class received treatment in the form of Social Studies instruction using interactive PowerPoint media (containing text, images, animations, and videos) over six meetings. The control class received Social Studies instruction using the lecture method with conventional media (whiteboard) covering the same material and time allocation. Both classes were taught by the same teacher in order to control for the teacher variable.

The research instrument was a learning motivation questionnaire measuring 10 aspects: attention, activeness, participation, enthusiasm, discipline, responsibility, consistency, interest in media, persistence, and internal motivation. The instrument was tested for validity and reliability, and all statement items were declared valid and reliable (Cronbach's Alpha = 0.89). The questionnaire was administered to both classes before treatment (pretest) and after treatment (posttest).

Prior to hypothesis testing, prerequisite tests were conducted, namely a normality test (Shapiro-Wilk) and a homogeneity test (Levene's Test), to ensure the data met the assumptions for parametric statistics. Hypothesis testing was carried out using an independent sample t-test to compare posttest scores between the experimental and control classes, and a paired sample t-test to examine pretest-posttest differences within each class. The magnitude of the effect (effect size) was calculated using Cohen's d. The success criterion for this study was set as a significant difference in learning motivation ($p < 0.05$) between the experimental and control classes at posttest, with the experimental class scoring higher.

Result and Discussion

The results of the study on 32 students of class IX A at SMP Negeri 2 Karau Kuala showed a clear difference in the increase of learning motivation between the experimental and control classes from the pretest to the posttest stage, as presented in the following table.

Table 1. Analysis Test

Stage	Mean	Description
Experimental Pretest	16.8	Low
Experimental Posttest	33.6	Very High
Control Pretest	17.0	Low
Control Posttest	21.4	Moderate

The normality test showed that the motivation score data for both classes were normally distributed ($p > 0.05$), and the homogeneity test showed homogeneous variance ($p > 0.05$), so the analysis proceeded with the t-test.

At the pretest stage, the average motivation score of the experimental class was 16.8 (low category) and that of the control class was 17.0 (low category). The independent sample t-test on the pretest data showed no significant difference between the two classes ($t = 0.21$; $p = 0.834$), confirming that the randomization process produced equivalent classes prior to treatment.

After six meetings of treatment, the average motivation score of the experimental class increased markedly to 33.6 (very high category), while the control class increased only to 21.4 (moderate category). The paired sample t-test showed a significant increase in both the experimental class ($t = 18.42$; $p = 0.000$) and the control class ($t = 4.17$; $p = 0.000$), although the magnitude of the increase was far greater in the experimental class.

The independent sample t-test on the posttest data confirmed a significant and positive difference in learning motivation between the experimental and control classes ($t = 9.84$; $p = 0.000$), with a Cohen's d effect size of 2.45, classified as very large. In terms of percentage, the number of students in the high motivation category in the experimental class rose from 12.5% (pretest) to 81.3% (posttest), while in the control class it rose only from 12.5% to 34.4%. These findings demonstrate that the use of PowerPoint media produced a substantially greater and clearly positive effect on the improvement of learning motivation compared to conventional instruction. This is consistent with the findings of (Ariyanti, 2024) and (Laia, 2024), who found that the use of PowerPoint in Social Studies instruction significantly improved motivation and learning outcomes compared to conventional methods.

The increase in motivation observed in the experimental class occurred because PowerPoint has strong visual and affective functions. (Sanaky, 2009) notes that visual media can capture attention, foster interest, and help students understand abstract concepts more easily. Attractive slide displays combining text, images, and animation stimulate students'

visual senses and generate enthusiasm for learning, as reflected in the significant score difference compared to the control class, which received only lecture-based instruction.

In addition, the use of PowerPoint in the experimental class also enhanced teacher-student interaction. Learning became more participatory as students were able to contribute by answering questions, interpreting images, and completing exercises displayed on screen, a condition that occurred far less often in the control class. This is in line with (Hardiansyah & Mas'odi, 2022), who argue that active and enjoyable learning can change students' perceptions of subjects they consider difficult or boring.

Conclusion

Based on the results of the experimental study conducted to examine the effect of PowerPoint media on Social Studies learning motivation among ninth-grade students at SMP Negeri 2 Karau Kuala, it can be concluded that the use of PowerPoint media has a significant positive effect on students' learning motivation. The experimental class, which received instruction using PowerPoint media, showed a substantially greater increase in learning motivation than the control class, which received conventional instruction, as evidenced by the independent sample t-test results and the large effect size. These results confirm that PowerPoint media is effective in improving Social Studies learning motivation and in creating an engaging, interactive, and enjoyable learning atmosphere, and that it is clearly superior to conventional lecture-based. Recommendations: 1. Teachers are encouraged to integrate PowerPoint media creatively and interactively into Social Studies instruction. 2. Schools need to support the use of instructional technology facilities to improve the quality of the learning process. 3. Future researchers may develop similar experimental studies by adding other variables, such as learning outcomes or students' social competence, and by expanding the sample size.

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