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Use of Interactive Presentations to Improve the Presentation and Learning Interest of Integrated Islamic Elementary School Students

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ABSTRACT
Teachers in elementary schools tend to teach in a watching style. Even though there are more effective ways to use so that students quickly understand the lesson, for example using interactive presentations. The purpose of this study is to determine the improvement of teaching and learning interest in Integrated Islamic Elementary Schools by using interactive presentations. This study uses a quantitative method using a survey model and in-depth interviews to the audience. The survey used in this study is online based. The results of this study show that students' interest in learning increases after teachers implement interactive presentations in learning. The conclusion of the study explains that the use of this learning model is very helpful for teachers of Integrated Islamic Elementary Schools in teaching and learning, so that students' interest in learning increases. Therefore, the limitations of this study, the researcher only conducted research on the use of interactive presentations to increase the learning interest of Integrated Islamic Elementary School students. The researchers hope that future researchers can use this method to improve junior high school students and also high school students.

Keywords: *Integrated Islamic Interactive Presentations, Learning Interest*

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INTRODUCTION

Technological developments in Indonesia are currently developing rapidly (Wang et al., 2020). Since the time the covid 19 pandemic hit this country, the learning process that can usually be carried out fully *offline* is now divided into 50% online and 50% offline (Cucinotta & Vanelli, 2020). But entering 2022, the learning process has gradually returned to normal, namely teaching and learning is again carried out face-to-face in the classroom (Cipolla et al., 2018). Teaching and learning activities in the classroom by students do not always run effectively and reasonably (Mishra et al., 2020). During learning, students will receive and digest the material given by the teacher (H. Chen et al., 2018). And of course, the understanding of each student is different, some immediately understand what the teacher says and some still have to explain repeatedly to be able to understand it.

The understanding of each of these different students must be overcome by the teacher well and provide the right solution according to the difficulties that cannot be overcome by the students themselves (Mekki et al., 2019). A teacher can read or explain again to students who still do not understand (Benjamin et al., 2020). And it can also be done by explaining it through digital technology, such as through the use of presentations using *in-focus* which can be seen and understood by being transmitted to the classroom wall (Frank et al., 2019). So that teachers can explain through the points conveyed in the presentation and students can also understand this two-way conversation (Fernández-Ruiz et al., 2020, p. 19). And can also teach it well.

The teaching and learning process in a school must run well, in an orderly manner and as it is (Zhang & Nouri, 2019). And it requires expertise, creativity, and tenacity from teachers when carrying out the teaching and learning process at school (Wilson et al., 2021). A teacher, in teaching, must prioritize the interests of his students, what this means is that the teacher must first understand/understand the material that he will convey to his students (Gliński & Stępniewski, 2018). He must study the material appropriately so that later there will be no mistakes in explaining it in front of his students (Rafiqah et al., 2021). Teachers must also think about and practice teaching styles that are not just the same (Théry et al., 2018). For example, teachers can invite their students to play while learning by using the IQ test found on the counter in the presentation.

The use of presentations like this is very understandable by students, teachers can also use interactive presentations that benefit two-way conversations, namely from teachers and students (Benjamin et al., 2020; Challis et al., 2020). Interactive presentations mean two-way conversational interactions between *presenters* and *audiences* (Nguyen, 2020; Song et al., 2018). By using this presentation, students can be more excited and also more focused in understanding the lesson during the presentation done by the teacher in front of the class (Seley-Radtke & Yates, 2018). Students can also easily store the information conveyed rather than just listening to the teacher speak.

Interactive presentations implemented in schools have a very efficient impact on students, for example such as the display of power points in class (De' et al., 2020; Kahu & Nelson, 2018). Students tend to prefer to pay attention to something interesting and colorful (Boulkenafet et al., 2017; X. Chen et al., 2019). And usually something that moves, pictures, and colors, as well as one that has audio is easier to understand and understand than just based on print media such as textbooks, because most textbooks are not equipped with pictures and are often only white (Belkin et al., 2019; J. P. Higgins et al., 2019). Students tend to become lazier to learn, let alone study and follow the normal learning process (Tang et al., 2019; Xu et al., 2020). Students will only play more in the classroom than listen to their teacher explain in front of the class.

Difficulties in understanding lessons will be experienced by students and students will also experience boredom that makes them lazy to learn (Z. Chen et al., 2020; Mafarja et al., 2019). Because what he learns every day is just a pile of plain white books without color (Diro & Chilamkurti, 2018; Rafiqah et al., 2021). And it will not be

interesting anymore if the student is already bored, then the use of interactive presentations can further improve the presentation and students' interest in learning (Curtis et al., 2018; Ghadri et al., 2018). Especially the use of this interactive presentation for students of integrated Islamic elementary schools (Sanneh, 2018; Yezli et al., 2019). Elementary school students also prefer to see and pay attention to something colorful. And catch lessons faster by reading, paying attention, understanding the interesting learning.

Interactive presentations can be made in various educational applications such as Quizziz, where they can be equipped with questions that will stimulate the brains of students, especially students of integrated Islamic elementary schools (Butler et al., 2018; George Kerry et al., 2018; Mishra et al., 2020). And there are also presentations equipped with virtual audio that can be more interactive for presenters and audiences who see and listen to the presentation (Harter et al., 2018). So that the learning process will not feel monotonous and also feel more lively because of the appearance of the audio-visual presentation (Afouras et al., 2019; Pouyanfar et al., 2019). And students also become more eager to receive lessons from their teachers at school. Students are also more interested in showing themselves to be more confident in the classroom and more confident to be able to appear in public.

This study aims to determine the development of the use of interactive presentations to improve presentations and learning interests of integrated Islamic elementary school students. The use of this interactive presentation can be applied by all teachers to teach in schools, because with this presentation teachers can attract more attention to students to understand the lesson more easily and can also increase students' enthusiasm and interest in learning and avoid boredom while learning in class. Teachers can interact more freely with their students to provide subject matter and find out the understanding received by their students after the use of interactive presentations is implemented in schools.

RESEARCH METHODS

The research taken by the researcher uses quantitative methods (Askuri & Kuipers, 2018; Poor et al., 2019). Which contains percentage figures regarding what is researched by researchers. The survey used in this study is online-based. This study focuses on the use of interactive presentations to increase presentation and learning interest in integrated Islamic elementary school students, the researcher disseminates a questionnaire to conduct research so that it can be filled out and can be known from the opinions of the audience about this research (Hendren et al., 2020; Shi et al., 2020). And given questions that can be answered according to the learning development of the integrated Islamic elementary school students. The researcher was able to conduct this research very well so that the results of the audience response were satisfactory.

The research uses an in-depth survey and interview model to the audience (Shi et al., 2020, p. 4). The researcher hopes that the audience can understand this research, first, by filling out a questionnaire sent online by the researcher and filled out properly,

second, conducting a trial using this research material, namely using an interactive presentation and applied in several schools, especially in all integrated Islamic elementary schools. The interview conducted by the researcher was to find out more about the development of the research taken. And interviews were conducted online to teachers who teach directly at the Riyadhoturrohman Integrated Islamic Elementary School.

The data analysis method in this study uses a quantitative descriptive data analysis method. Quantitative descriptive data analysis techniques were carried out by researchers to compile and process data obtained from the results of trials conducted on integrated Islamic elementary schools. The experiment has been carried out by the researcher on students studying in integrated Islamic elementary schools. Then the students are differentiated/grouped based on the students' understanding of this research. And observations are made to the students to find out whether the students can use this research material well and are accompanied and taught directly by their teachers. Students practice directly what they get from the teacher. And students can also explain back to their friends who feel that they still do not understand the material through this interactive presentation. And those students can also learn together about this learning.

RESULTS AND DISCUSSION

RESULTS

The results of this study are in the form of interactive presentations that are very useful for teachers as presenters to teach in schools and also for students as audiences who listen and pay attention to their teachers who explain lessons in the classroom and school. And the learning materials contain important points that can be learned by students. And the results of surveys and interviews conducted online show that *the audience* strongly agrees with the use of this research so that it can be applied in schools, especially in integrated Islamic elementary schools. The following are the results of the research researched by researchers:

Table 1. Results of Research on Teachers Who Teach Using Interactive Presentations

No.	Research aspects	Strongly Agree	Agree	Disagree	Disagree	information
1.	Is presentation at school required?	80%	20%	0%	0%	Strongly agree
2.	The use of interactive presentations in schools has a great influence on students' interest in learning	65%	35%	0%	0%	Strongly agree
3.	With interactive presentations, students	90%	10%	0%	0%	Strongly agree

	can interact and ask questions freely that they do not understand to the teacher					
4.	Interactive presentations can be a place for students to express their own opinions	50%	50%	0%	0%	Strongly agree, agree
5.	Does using interactive presentations help students understand the subject matter more quickly?	45%	55%	0%	0%	Agree
6.	Learning at school can still run smoothly without a presentation	35%	75%	0%	0%	Agree
7.	It takes a teacher's skills to be able to teach using interactive presentations	95%	5%	0%	0%	Strongly agree
8.	Interactive presentations can be applied at all levels of education	75%	25%	0%	0%	Strongly agree
9.	Students can receive input from their teachers regarding the material by using interactive presentations	80%	20%	0%	0%	Strongly agree

From the results of this study, teachers strongly agree to implement the use of interactive presentations in schools because it can attract students' interest in learning and better understand the content of the material presented in front of the class.

Table 2. Results of Online Interview Survey by Filling Out a Questionnaire

No.	Research Aspects	Strongly Agree	Agree	Disagreement	Disagree	Information
1.	Is presentation required at school?	63,6%	31,8%	4,5%	0%	Strongly agree
2.	The use of interactive presentations in schools has a great influence on	9,1%	90,1%	0%	0%	Agree

	students' interest in learning					
3.	With interactive presentations, students can interact and ask questions freely that they do not understand to the teacher	36,4%	54,5%	4,5%	0%	Agree
4.	Interactive presentations can be a place for students to express their own opinions	36,4%	63,6%	0%	0%	Agree
5.	Does using interactive presentations help students understand the subject matter more quickly?	18,2%	81,8%	0%	0%	Agree
6.	Learning at school can still run smoothly without a presentation	9,1%	86,4%	0%	4,5%	Agree
7.	It takes a teacher's skills to be able to teach using interactive presentations	9,1%	50%	36,4%	4,5%	Agree
8.	Interactive presentations can be applied at all levels of education	31,8%	59,1%	9,1%	0%	Agree
9.	Students can receive input from their teachers regarding the material by using interactive presentations	9,1%	62,2%	22,7%	0%	Agree

From the data above, the audience agreed to use this interactive presentation to support students' learning interests. Because it can be easier to understand than just listening to the teacher explain in front of the class using a package book. And the use of interactive presentations is also more practical and easy to understand. And the audience also strongly agrees that in increasing learning effectiveness, the use of this presentation can support learning and make students better understand the subject matter.

The positive impact that can be caused by the use of this presentation affects the cognitive and affective development of students. Students get an increase in interest in learning. And increase students' insight and ability to process learning materials. Students often have to be highly insightful and broad in order for them to develop through their own understanding. Students can also interact well with each other and can also teach lessons they understand to friends who do not understand the same time.

The negative impact caused by the use of this interactive presentation, according to researchers, is almost non-existent because the use of this presentation can very much change the laziness of students in listening to the subject matter to be fun. The drawback is that perhaps only in the use of this interactive presentation, not all schools have applied it, especially in the integrated Islamic elementary school that the researcher has chosen to research.

DISCUSSION

The use of interactive presentations is a way that can change the thinking of the nation's children with presentations. By showing him that interactive presentations benefit everyone, both teachers and students. Interactive presentation is a learning media that contains videos, texts, sounds, and moving images, the purpose of which is to facilitate the teaching and learning process in the classroom. And interaction presentations can also be interpreted as teaching materials that contain media that benefits two-way relationships between students and their students. Where the advantage is a deep understanding of the material by students and smoothness in the teaching process by teachers. Teachers also become happy to teach in the classroom and students can also be more enthusiastic in pursuing knowledge.

Presentation contains the meaning of communicating, speaking, conveying ideas and main ideas in public places as the presenter. The presentation must also be delivered correctly and according to the facts so that it can also attract the attention of the audience to listen/listen to the material presented in front of the class. The components of the presentation are the audience, the material, and the teacher. In each component, it must achieve its own goals. As in a presentation, if there is no material, what will be read and explained by the teachers to help the smooth running of education. And if there is no audience or listener of the material, there will be no use for the material to be conveyed. Because there is no listener, it will be useless to use that component.

And the last thing is that if there is no teacher, then no one will teach the material to the students. And students cannot possibly understand the subject matter by themselves without being taught first. There are indeed some students who can learn the existing material that is given to them by themselves without having to use a teacher to teach them, but not all students

can do such things either. Some people also have the disadvantage of understanding material quickly and on time. Things like this can be anticipated by using this research as a teaching material. As a tool that can be used in learning, iteractive presentations can be one of the many options available.

Teachers who teach have a thousand roles for the world of education. Teachers are also not only a tool for transferring material to their students but also as transferring value to students and also as an example for those who can be imitated as a demonstration of the morals and manners of the students. Through the teacher's upbringing, students can change their bad manners into good manners. The teacher is essentially a gugu and can be imitated by his students in various ways. Teachers are also required to have several competencies that must be possessed by every professional teacher. The first is pedagogical competence, professional competence, social competence, and personality competence which are good and support the smooth running of a teacher to teach in all schools.

The goal is that having each of these competencies in a teacher can help the development of learning goals can be achieved in accordance with the plan that has been designed since the beginning of the semester, namely when entering the classroom for the first time, the teachers will provide several rules that must be followed by each student. Of course, these regulations must first be approved by both parties. Namely teachers and students. Where the rules made by the teacher and agreed upon by this group do not have an element of coercion carried out by the teacher to his students and the students do not feel burdened by the existence of these regulations. The regulation must also be a regulation that can make students disciplined and not be arbitrary to their teachers, and will respect their teachers as teachers are our parents in schools.

This quantitative research method aims to collect and compile the percentage of audience choices regarding the advantages, advantages, and advantages of the application of the use of interactive presentations to improve classroom presentations and students' learning interests, especially in the students of the Integrated Islamic Elementary School, namely the Integrated Islamic Elementary School foundation in Pidoli Lombang called Riyadhoturrohman Integrated Islamic Elementary School. If you look at the percentage of online interviews conducted by researchers to find out the results of this study, it can be concluded that the dominant teachers strongly agree to implement this presentation in schools. The use of this presentation is also very useful in assisting teachers in teaching, especially conducting trials on every student who learns in class and conducting tests such as students' understanding of the use of this interactive presentation. There are some students who are suitable for using this method because they immediately understand the content of the material using this method, and there are also students who still have to be explained again by the teacher to understand the content of the material applied in this interactive percentage, and there are also students who do not understand at all from the beginning to the end of the lesson.

The solution that can be taken to overcome this problem is the availability of teachers who teach to be able to adjust to students who have different understandings of the lessons given and can provide the best solution to all problems that each student has. Teachers must prioritize the interests of their students rather than their own egos, which is to demand that they

must be able to complete the study design on time during their time as teachers. Teachers in the past tended to only read the contents of the book in front of the class, which can make students feel bored and unenthusiastic in the teaching and learning process. So, teachers must be more creative in teaching in the classroom. Teachers can provide something that attracts students' attention to learn.

Actually, the use of interactive presentations is very suitable for use at all levels of education ranging from elementary school, junior high school, high school, and in college. But many of them have not used it in their schools. In fact, if all levels of education use this presentation method, it can guarantee that the improvement of education will experience a high increase. This can be proven by the understanding that most students are easier to understand by using this iteractive presentation at school. Although not all of them guess the lesson quickly using this presentation, the understanding of students who understand it has a fairly high percentage.

We can see the shortcomings in this interactive presentation from two aspects, namely, one is the understanding of students as explained above and the second is the level of teacher attention to these students, which means that teachers must pay attention again to students who have difficulty understanding this interactive presentation. Teachers must be able to provide creative and innovative ways of delivering lessons in front of the class to their students. Teachers can give a little leeway in terms of studying or doing assignments in class. For example, allowing students to study together in groups. Free his students to solve their own learning problems together and keep supervising the learning progress of their students. Even though they are only supervising, teachers must also be ready to help and answer their students' questions if there is something they do not understand.

Besides that, there are also many advantages of using this interactive presentation. As we can see, the use of this presentation is easier to use. And the learning process is also easier for students to understand. Students become more inspired and enthusiastic in pursuing knowledge. In the world of education, students must play an active role in learning to pursue education. And also this presentation greatly benefits its students and adds insight from its students especially in terms of using ideas to develop in this interactive presentation. Students can group important points in the presentation. Students can develop the intent of those key points and explain them back in front of the class.

Faktor pendorong penggunaan presentasi interaktif ini banyak hal menarik yang dapat dikembangkan dalam presentasi ini. Mulai dari *template* presentasi nya yang menarik. Penyampaian nya juga menarik dan tidak mudah bosan di buatnya dalam kelas. Penyampaian materi melalui presentasi interaktif ini ini sangat berguna untuk memupuk interaksi yang baik antara guru dan siswa-siswanya. Siswa menjadi lebih terbuka kepada guru nya dalam belajar dan tidak segan untuk bertanya kepada gurunya mengenai pelajaran yang tidak di pahaminya. Dan guru juga dapat mengajak siswa-siswanya untuk mendiskusikan bersama solusi yang tepat yang bisa menjawab setiap permasalahan-permasalahan dari siswanya. Dengan interaksi seperti ini juga dapat menjaga hubungan baik dan keharmonisan dari guru dan juga siswa.

The inhibiting factor of the use of interactive presentations is the lack of application of interactive presentations at all levels of education, the ignorance of teachers is also one of the

reasons. Most teachers still do not know and understand about interactive presentations that can provide benefits and benefits for both parties, such as it is beneficial for teachers to teach and beneficial for students to understand the lesson well and also understand it faster. Using interactive presentations can also save teaching and learning time. With that, there will be no time wasted and can also be used to ask the teacher about the teacher's delivery that is still clear and also the understanding of students who still do not understand enough of the lessons taught.

CONCLUSION

The conclusion of this study is that the use of interactive presentations in an integrated Islamic elementary school can contain interesting lessons and subject matter and are very easy to accept by students, especially students of integrated Islamic elementary schools, because the use of interactive presentations in schools can attract students' interest in learning. The meaning of presentation is public speaking in front of many people to convey an idea and ideas as a presenter/resource person. While interactive is a two-way beneficial communication that contains mutual relationships between people who are active in communicating together. So it can be concluded that an interactive presentation is a person who conveys ideas or ideas that he has and conveys them in public for beneficial communication in both directions who are active in communicating. And adjusted to the data that has been recorded and compiled by the researcher in accordance with the answers that have been collected from the results of the survey through questionnaires that have been disseminated online-based. And in-depth online interviews conducted with teachers in integrated Islamic elementary schools. And the teachers there also strongly agree with the use of interactive presentations in integrated Islamic elementary schools because it can help them as teachers to attract more students' interest in learning.

SUGGESTION

Based on the results of this study, the researcher hopes that it can be applied in schools and can also spread to all levels of education the benefits of using interactive presentations because the use of interactive presentations can be more profitable in the world of education. It can have a long-term impact on the world of education in the future. And later it can also provide rapid development in future education. And provide mutual benefits later between teachers and students at all levels of education. The researcher hopes that this research can also be a support for teachers and students in developing and increasing students' interest in learning. And this research is also relevant to be used in all schools. In increasing the level of learning desire of students, teachers in schools can use this research to teach.

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