The Implementation of Interactive Google Slides–Based Learning Media in Enhancing Students' Learning Participation at Nurud Dzolam Alassumur Islamic Elementary School

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https://doi.org/10.61987/jpai.v4i4.0000

ABSTRACT

The integration of digital learning media has become increasingly important in supporting active learning at the elementary school level. Student participation is a key indicator of effective learning, particularly in Madrasah Ibtidaiyah, where students require visually supported and interactive instruction. This study aims to examine the use of interactive Google Slides–based learning media in improving students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. This study employed a qualitative descriptive approach. Data were collected through classroom observations, in-depth interviews, and documentation involving the school principal, the vice principal for curriculum affairs, the Islamic Education (PAI) teacher, and students. The data were analyzed thematically to explore the implementation process, challenges encountered, and the impact of interactive Google Slides on students' learning participation. The findings indicate that interactive Google Slides effectively create an engaging and student-centered learning environment. The use of visual elements, animations, and interactive questions increased students' attention, enthusiasm, and active participation during classroom activities. Students became more confident in responding to questions, including those who were previously passive. However, challenges were identified related to preparation time and limited technological facilities.This study concludes that interactive Google Slides–based learning media are effective in enhancing students' learning participation at the Madrasah Ibtidaiyah level and can serve as a practical instructional strategy to support active learning in Islamic elementary education.

INTRODUCTION

The rapid development of educational practices in the twenty-first century has encouraged teachers to adopt innovative learning strategies that emphasize student-centered learning, active participation, and meaningful engagement

(Sholeha & Sofa, 2025). Learning media play a crucial role in facilitating effective instruction, particularly at the elementary school level, where students are in the concrete operational stage of cognitive development (Muzdalifah & Sofa, 2025). At this stage, students tend to understand learning materials more effectively when they are presented through visual, interactive, and technology-supported formats rather than through abstract verbal explanations alone (Hakiki & Sofa, n.d.)

In the context of Islamic elementary education, Madrasah Ibtidaiyah serves as a foundational institution for developing students' academic abilities as well as their religious and moral values (Wijaya & Sofa, 2025). However, classroom learning in madrasah settings often faces challenges related to students' limited attention span and passive learning behaviors (Qomariyah & Sofa, 2025). Traditional teacher-centered approaches may reduce students' opportunities to actively participate in learning activities, which can affect their engagement and learning outcomes (Sofa et al., 2025). Therefore, integrating interactive digital learning media becomes essential to create an engaging learning environment that encourages students to participate actively in the learning process (Sita & Sofa, 2025)

One of the key challenges faced by teachers at the elementary level is maintaining students' learning participation during classroom instruction. Active participation is an important indicator of effective learning, as it reflects students' involvement in asking questions, responding to instructions, completing tasks, and interacting with learning content (Zaini & Sofa, 2024). Without appropriate learning media, students may become easily distracted and less motivated to engage in learning activities. Consequently, teachers need instructional media that are visually appealing, easy to use, and capable of supporting interactive learning experiences (Faishol et al., 2025).

Interactive Google Slides have emerged as a practical digital learning medium that can be easily accessed and designed to support student participation. Through the integration of images, animations, hyperlinks, quizzes, and interactive tasks, Google Slides allow teachers to present learning materials in a more dynamic and engaging manner (Sofa, 2024). This interactive format enables students to actively respond to questions, make choices, and participate in learning activities rather than passively receiving information. Moreover, the visual and interactive features of Google Slides align with multimedia learning principles, which suggest that students learn more effectively when information is presented through multiple modes of representation (Yunus et al., 2025).

Previous studies have shown that the use of digital and interactive learning media can enhance students' motivation, attention, and participation in classroom learning (Hanafi & Sofa, 2024). However, research focusing specifically on the use of interactive Google Slides in Madrasah Ibtidaiyah settings remains limited. Most existing studies tend to focus on secondary education or general subjects, leaving a research gap regarding how interactive

digital media can support learning participation among elementary-level madrasah students, particularly in Islamic school contexts (Romli & Sofa, 2025)

Based on these considerations, this study examines the use of interactive Google Slides–based learning media to improve students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan (Agustini & Sofa, 2024). This research aims to analyze the implementation of interactive Google Slides in classroom instruction, identify challenges faced by teachers in their application, and explore their impact on students' learning participation. Through this study, it is expected that the findings will contribute to the development of effective and innovative digital learning media for Madrasah Ibtidaiyah, supporting active learning and meaningful student engagement in the classroom (Firdausiyah & Sofa, 2025).

METHOD

This study employs a qualitative method with a descriptive approach, aiming to provide an in-depth depiction of the implementation of interactive Google Slides–based learning media in improving students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. The qualitative descriptive approach was selected to gain a comprehensive understanding of classroom learning practices, teacher–student interactions, and students' participation experiences within a natural learning setting.

The research was conducted at Nurud Dzolam Alassumur Islamic Elementary School, located in Alassumur, Kraksaan District, Probolinggo Regency, East Java Province, Indonesia. The research site was purposively selected because the school has begun integrating digital learning media, particularly interactive Google Slides, into classroom instruction at the elementary level. This characteristic makes the school a relevant and appropriate setting for examining the use of interactive digital media to enhance students' learning participation in madrasah education (Hasanah & Sofa, 2025).

Data were collected using three main techniques: classroom observation, in-depth interviews, and documentation. Classroom observations were conducted to examine the teaching and learning process, the implementation of interactive Google Slides during instruction, and students' responses and participation throughout learning activities. In-depth interviews were carried out with classroom teachers and selected participants to obtain deeper insights into instructional strategies, challenges faced in using Google Slides, and the perceived impact of interactive media on students' learning participation. Documentation was used to support the data, including lesson plans, Google Slides learning materials, screenshots of interactive activities, and photographs of classroom learning processes (Shalawati & Sofa, 2025)

The collected data were analyzed using thematic analysis based on the model proposed by Braun and Clarke. This analytical process involved several stages, including data familiarization, initial coding, theme identification, theme review, theme definition, and interpretation. To ensure the validity and

credibility of the data, triangulation of data sources and techniques was applied by cross-checking findings obtained from observations, interviews, and documentation. The overall process of data collection and analysis is illustrated in the following diagram (Ilahi et al., 2025).
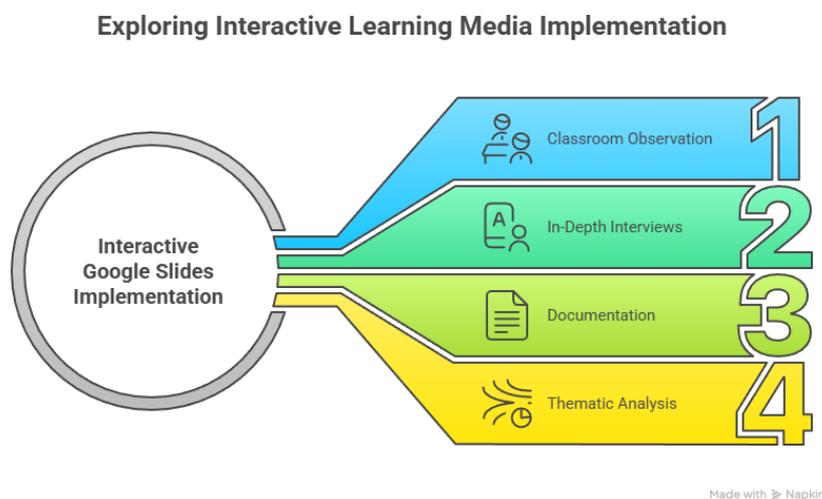
Exploring Interactive Learning Media Implementation

Diagram 1. Flow of Data Collection Techniques

The diagram illustrates the data collection techniques employed in this study, which consist of observation, interviews, and documentation. Observation was conducted to directly examine how learning activities were implemented using interactive Google Slides in the classroom. This included observing how the teacher presented learning materials, integrated interactive elements such as questions and tasks, and facilitated student participation during the learning process.

Interviews were conducted with classroom teachers, the school principal, and several students to obtain in-depth information regarding their experiences in using interactive Google Slides, the challenges encountered during implementation, and the influence of the media on students' learning participation. Documentation was utilized to collect supporting data in the form of photographs of learning activities, samples of Google Slides content, and records related to instructional planning.

Data analysis was carried out thematically using Braun and Clarke's Thematic Analysis model. The analysis process began with data familiarization, which involved reading and comprehensively understanding all observation notes, interview transcripts, and documentation. Subsequently, initial coding was conducted to identify relevant data segments related to the research focus, such as the implementation process of interactive Google Slides, challenges faced by teachers and students, and the impact of the media on students' learning participation. These codes were then organized into broader themes representing patterns of meaning within the data.

The identified themes were reviewed to ensure their consistency with the field data and refined to accurately reflect the research findings. Each theme was

clearly defined and named according to its core meaning. The final stage involved compiling a thematic report in the form of a descriptive narrative based on the established themes.

Through the application of this method, the study is expected to provide a comprehensive and factual depiction of the use of interactive Google Slides–based learning media in improving students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. In addition, the study aims to identify challenges encountered during implementation and analyze the impact of interactive digital media on students' engagement and participation in the learning process.

RESULT AND DISCUSSION
Result

This section presents the research findings regarding the use of interactive Google Slides–based learning media to improve students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. The data were obtained through classroom observations, in-depth interviews, and documentation involving the school principal, the vice principal for curriculum affairs, the Islamic Education (PAI) teacher, and a student. All findings were analyzed using a descriptive qualitative approach and enriched with Dual Coding theory to explain how interactive visual media influence students' participation and cognitive engagement. The discussion focuses on three main aspects: the implementation of interactive Google Slides, the challenges encountered during implementation, and the impact of the media on students' learning participation.

Implementation of Interactive Google Slides–Based Learning Media

Based on classroom observations, the use of interactive Google Slides in learning activities at Nurud Dzolam Alassumur Islamic Elementary School was implemented in a structured and interactive manner. The PAI teacher, Ustadz Fawaid, prepared Google Slides learning materials that incorporated images, animations, guiding questions, and interactive tasks to support student engagement and participation.

During the learning process, the teacher displayed the slides using a projector and guided students through the material by posing questions such as *"What do you see on this slide?"* or *"Who wants to answer?"* These strategies encouraged students to respond actively and participate throughout the lesson. Observation results showed that students were enthusiastic, frequently raised their hands, and responded to the teacher's prompts. This condition is illustrated in Figure 1.

Figure 1: **Illustrates Students' Active Participation and Focus During The Learning Process Using Interactive Google Slides**

Ustadz Fawaid explained in the interview: *"When learning uses interactive slides, the students are more enthusiastic. They are more active in answering questions and paying attention."* The school principal, Suryani, S.Pd, emphasized that interactive visual media are highly effective in supporting elementary students' understanding and participation. She stated: *"Students at the elementary level need visual learning. With Google Slides that contain pictures and interaction, they become more focused and involved in learning."*

Similarly, the vice principal for curriculum affairs, Ika Setyaningsih, highlighted that the use of interactive Google Slides helps create a more engaging learning atmosphere. She explained: *"Learning is no longer monotonous. Students are more active, and even those who are usually quiet begin to participate."* A student, Hidayat, also expressed positive responses to learning using interactive Google Slides. He stated that learning became more enjoyable and easier to understand when pictures and questions appeared on the screen.

These findings align with Dual Coding theory, which explains that learning becomes more effective when information is presented through both visual and verbal channels. In this context, Google Slides serve as visual representations, while the teacher's explanations function as verbal reinforcement, enabling students to process information more actively and meaningfully.

Challenges Faced in the Use of Interactive Google Slides

Despite the positive implementation, several challenges were identified during the use of interactive Google Slides. From the teacher's perspective, one of the main challenges was the time required to design interactive learning materials. Ustadz Fawaid stated that preparing slides with appropriate visuals and interactive elements requires careful planning and additional effort.

Limited technological facilities also posed challenges. Ika Setyaningsih explained that the availability of projectors and stable internet access was sometimes inconsistent, which could disrupt the learning process. Technical issues occasionally affected the smooth delivery of interactive content.

Classroom management challenges were also observed. Some students

became overly enthusiastic when interactive slides were displayed, leading to increased noise and competition to answer questions. While this enthusiasm reflected high participation, it required the teacher to manage classroom conditions carefully.

From the perspective of Dual Coding theory, these challenges indicate that the effectiveness of interactive visual media depends on the teacher's ability to integrate visual elements with clear verbal explanations. If visual media are not well-designed or not properly supported by explanations, their effectiveness in enhancing learning participation may be reduced.

Impact of Interactive Google Slides on Students' Learning Participation

The findings indicate that the use of interactive Google Slides had a significant positive impact on students' learning participation. Observations showed that students were more attentive, actively involved, and confident in responding during lessons.

Ustadz Fawaid stated: *"When I use Google Slides, the students focus more. They are eager to answer and participate in class activities."* Suryani, S.Pd, also noted that interactive slides encourage students to express their opinions and become more engaged in learning: *"Students are more confident to speak and participate because learning feels more interesting."* Students themselves experienced the benefits directly. Hidayat mentioned that the use of pictures and animations helped him remember the lesson more easily, indicating improved memory retention.

These results support Dual Coding theory, which emphasizes that visual information strengthens cognitive processing and memory formation. The combination of visual stimuli from Google Slides and verbal explanations from the teacher provides multiple pathways for information processing, leading to increased participation and deeper understanding.

Discussion

This study demonstrates that the implementation of interactive Google Slides–based learning media has a significant and positive impact on students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. The findings indicate that interactive Google Slides enhance students' attention, engagement, confidence, and active involvement during classroom learning. The visually appealing design, interactive questions, and animated elements successfully transformed the learning process into a more student-centered and participatory experience.

These findings are consistent with previous studies that emphasize the effectiveness of interactive digital learning media in promoting active learning. Fuadi & Aulia (2025) and Wong & Hughes (2022) reported that digital interactive media increase students' motivation and attention by presenting learning content in a more engaging and meaningful manner. Similarly, Cherif (2025) highlighted that multimedia-based learning tools encourage deeper cognitive engagement compared to traditional teacher-centered instruction. In the context of Madrasah

Ibtidaiyah, such media are particularly effective because elementary students require concrete and visual learning experiences to support their cognitive development.

The positive impact of interactive Google Slides can also be explained through Dual Coding Theory, which asserts that learning is more effective when information is processed through both visual and verbal channels. The results of this study support the findings of Eilam & Gilbert (2014) and Rau (2016), who found that the integration of visual representations with verbal explanations improves students' comprehension, memory retention, and classroom participation. In this study, Google Slides functioned as a visual stimulus, while the teacher's explanations served as verbal reinforcement, enabling students to process information more actively and respond with greater confidence.

Furthermore, the findings align with the study by Sinaga (2024), which emphasized that students' learning participation increases when instructional strategies provide opportunities for interaction and expression. The use of guiding questions and interactive tasks embedded in Google Slides encouraged students to raise their hands, answer questions, and express opinions, including those who were previously passive. This suggests that interactive digital media not only enhance participation but also help create a more inclusive learning environment.

Despite these positive outcomes, this study also identified several challenges, including the time required to design interactive materials, limited technological facilities, and classroom management issues arising from increased student enthusiasm. These findings are in line with Faishol et al (2025) and Wahyudi et al (2024) who reported that teachers often face obstacles related to media preparation and infrastructure when implementing digital learning tools. Some previous studies have even suggested that inadequate technological support and insufficient teacher readiness may reduce the effectiveness of digital media in classroom practice.

However, these challenges do not negate the overall effectiveness of interactive Google Slides. Instead, they highlight the importance of teacher training, institutional support, and adequate learning facilities. Alfiyanto et al (2024), Alfiyanto & Hidayati (2022), and Romli & Sofa (2025) emphasized that successful digital learning implementation in madrasah settings requires synergy between teacher competence, school policies, and technological infrastructure. Therefore, the challenges identified in this study reinforce the argument that interactive media must be supported by systematic planning and professional development to achieve optimal learning outcomes.

Overall, this study confirms that interactive Google Slides are not merely presentation tools but function as effective learning media that promote active participation and meaningful engagement. The findings contribute empirical evidence to the limited body of research on digital interactive media at the Madrasah Ibtidaiyah level and strengthen previous research by demonstrating that, when properly implemented, interactive Google Slides can significantly

improve the quality of learning and student participation in Islamic elementary education.

CONCLUSION

This study concludes that the use of interactive Google Slides-based learning media has a positive and meaningful impact on students' learning participation at Nurud Dzolam Alassumur Islamic Elementary School, Kraksaan. The implementation of interactive Google Slides successfully created a more engaging and student-centered learning environment, encouraging students to actively participate in classroom activities, respond to questions, and maintain focus throughout the learning process.

The findings reveal that interactive Google Slides effectively support students' learning participation through the integration of visual elements and verbal explanations. This integration aligns with Dual Coding theory, which emphasizes that learning becomes more effective when information is processed simultaneously through visual and verbal cognitive channels. The visual features embedded in Google Slides, such as images, animations, and interactive tasks, helped students understand learning materials more easily and stimulated their active involvement during lessons.

Furthermore, the use of interactive Google Slides contributed to increased student enthusiasm, confidence, and willingness to express opinions, including among students who were previously passive. This indicates that interactive digital media can function not only as instructional tools but also as facilitators of meaningful learning interaction at the elementary school level.

Despite these positive outcomes, this study also identified several challenges, including the time required for media preparation, limited technological facilities, and the need for effective classroom management during interactive activities. These challenges highlight the importance of teacher readiness, adequate institutional support, and access to appropriate learning infrastructure to ensure the optimal implementation of interactive learning media.

Overall, this study suggests that interactive Google Slides–based learning media represent an effective and practical approach to enhancing students' learning participation in Madrasah Ibtidaiyah. Future research is recommended to explore the use of interactive digital media across different subjects, grade levels, and research designs to further strengthen the development of innovative and participatory learning practices in Islamic elementary education.

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