

Development of Social Economic Education Materials through Powerpoint

Yanto Bandje^{1*}, Wa Ode Eli², Azan³, Irman Matje⁴, Jufri Agus⁵

^{1,2,3}Fakultas Ekonomi, Universitas Dayanu Ikhsanuddin, Indonesia

^{4,5}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Buton, Indonesia

ABSTRACT

Socio-economic education plays an important role in shaping students' understanding of social realities and economic dynamics in society. However, learning is often still conventional, making it less interesting and less maximizing the potential of students. This activity aims to develop socio-economic learning materials by utilizing PowerPoint media as an interactive and interesting visual aid. The activity method used is a development approach through several stages, namely: needs analysis, material planning, PowerPoint media design, limited trials, and evaluation of results. This activity was carried out in an elementary school involving teachers and fifth grade students as trial subjects. The results of the activity showed that the use of PowerPoint was able to increase students' interest in learning, understanding of the material, and active participation in the learning process. The material presented in the form of visuals, animations, and systematic flows proved to be easier for students to understand than the usual lecture method. In conclusion, the development of socio-economic education materials through PowerPoint is an effective innovation in improving the quality of learning, and can be used as an alternative teaching media that is in accordance with current learning needs.

Keywords: Material Development; Education; Socio-Economic; Powerpoint

1. Introduction

Socio-Economic Education is an integral part of the elementary to secondary school curriculum that aims to shape students to have a critical understanding of social life, economy, and the surrounding environment. In this dynamic era of globalization, the challenge in understanding socio-economic concepts does not only come from the content of the material, but also from the way it is presented. Therefore, interesting and interactive teaching methods are needed to increase students' interest and understanding (Movitaria & Shandra, 2020). In learning practices, teachers often face obstacles in delivering abstract socio-economic material, such as social inequality, sustainable economy, or market systems. If not presented in an interesting way, students tend to be passive and have difficulty understanding the material in depth (Santi, 2023) (Rivoltella, 2021) (Tembang et al., 2020). This encourages the need for innovation in learning media that is able to convey these concepts visually, dynamically, and easily digested. One effective solution in overcoming these challenges is to use PowerPoint media as a presentation aid. PowerPoint allows the delivery of structured material, supported by text, images, audio, and animations that can increase students' attention and memory (Alvarado & Ward, 2021). This media also allows teachers to present illustrations of real socio-economic cases in a more contextual and interactive way, which brings the material closer to students' daily lives (Erlisnawati et al., 2021).

The development of learning materials through PowerPoint can also help teachers in designing a more creative and enjoyable learning process. With the available multimedia features, teachers can facilitate more participatory and reflective learning, encouraging students to think critically about the socio-economic phenomena around them (Nivetiken et al., 2024). This is certainly in line with the 21st century learning approach that emphasizes collaboration, communication, creativity, and problem solving. Thus, the development of Socio-

Korespondensi: Yanto Badje, Email: yantobadje0921@gmail.com

Economic Education materials through PowerPoint is an urgent need to support the effectiveness of learning (Sharimova & Wilson, 2022) (Cahyani & Liansari, 2023) (Chitapa Moffat, 2021). This media innovation not only improves students' conceptual understanding, but also helps them relate learning materials to the socio-economic realities they face. Through this approach, it is hoped that students will not only understand the theory, but also have social awareness and analytical thinking skills in dealing with real-life problems.

The learning process of Socio-Economic Education (PSE) in elementary schools still finds a gap between traditional teaching methods and the needs of students who live in the digital era. PSE materials tend to be delivered through monotonous textbooks and lectures, making them less interesting and less contextual to the socio-economic realities of students. In fact, students are currently more responsive to visual and interactive learning that is able to combine text, images, and animations, such as those provided by PowerPoint media (Ramayenda, 2020). This gap hinders the process of internalizing socio-economic concepts that should be instilled early on. Another problem that arises is the low effectiveness of delivering PSE materials which results in students' minimal understanding of socio-economic issues in their environment (Shostya, 2024) (Camara & Diallo, 2020) (Yuniarti et al., 2024). Teachers often have difficulty in developing interesting learning media, due to limited training and mastery of technology. As a result, the teaching and learning process runs conventionally and is unable to stimulate students' interest in learning. This causes learning to be one-way and less likely to foster active student participation in understanding the socio-economic realities that occur in everyday life (Dema et al., 2023).

The impact of these problems is the low critical thinking, social awareness, and analytical thinking skills of students towards economic problems in their environment. Students become less trained to connect theory with real conditions, and do not have sufficient provisions in facing socio-economic challenges in the future (Yuanyuan & Shen, 2020). Therefore, innovation is needed in the development of PSE learning materials, one of which is through the use of interactive and contextual PowerPoint media (Hagen, 2024) (Stipić, 2022). This media is expected to be able to bridge the gap between theory and practice and improve the quality of PSE learning at the elementary school level.

The impact of the less than optimal presentation of conventional Socio-Economic Education (PSE) materials is very much felt in the low interest in learning and students' understanding of socio-economic concepts. Students tend to be passive, not critical in responding to social issues around them, and have difficulty linking theory to the realities of life. This has the potential to create a generation that is not sensitive to socio-economic issues and lacks the ability to think analytically and solve real problems in society. To overcome this problem, one of the solutions produced is to develop PSE materials through interactive and contextual PowerPoint-based learning media (Jiménez-Silva et al., 2021). This media not only presents text, but also enriches the delivery of materials through images, animations, videos, and graphics that support students' visual understanding. PowerPoint allows teachers to organize materials systematically and attractively, so that it can increase students' attention and make it easier for them to understand abstract concepts in PSE.

The long-term solution that needs to be taken is teacher training in the development of digital learning media, especially in using PowerPoint effectively and creatively. By increasing teacher competence in learning technology, it is hoped that the delivery of PSE materials can be more adaptive to the needs of 21st century students. The integrated use of PowerPoint media in the teaching and learning process will have a positive impact on improving learning outcomes, active student participation, and their awareness of socio-economic issues in their surrounding environment.

2. Methods

This activity method begins with the planning stage, where the teacher or facilitator prepares relevant socio-economic learning materials according to the curriculum and the needs of students (Cahyani & Liansari, 2023). These materials are selected based on important topics such as production, distribution, consumption, social inequality, and economic development (Tembang et al., 2020). After that, the materials are systematically organized into PowerPoint slide format with a thematic approach. This stage also includes identifying supporting visual elements, such as images, graphs, diagrams, and animations, which aim to clarify concepts and attract students' interest.

Development stage, teachers start creating PowerPoint with effective and interactive visual designs. Slides are arranged with the principle of suitability between content and learning objectives, and pay attention to the logical structure of information delivery. The addition of interactive features such as navigation buttons, mini quizzes, or clickable illustrations is an important part of this stage (Rosalina, 2022). Content arrangement uses the principle of multimedia learning, namely presenting short texts, images, and sounds that complement each other, in order to increase student retention and understanding. Visual design also pays attention to color and font consistency so that the presentation looks professional and easy to follow. The implementation stage is carried out in class using an LCD projector or digital learning platform for students who follow online. Teachers present the material by following the PowerPoint flow, while involving students through discussions, questions, and interactive activities provided in the slides. This activity also includes formative evaluations such as interactive quizzes that students answer directly, as a form of quick feedback on their understanding (Tocco, 2023). Two-way interaction between teachers and students is the main focus in creating a fun and meaningful learning experience. After implementation, an evaluation stage is carried out by comparing student learning outcomes before and after using PowerPoint. Pretests and posttests are given to measure the effectiveness of the media developed. The results showed a significant increase in the understanding of socio-economic concepts, as seen from the increase in students' average scores. The evaluation also included feedback from students regarding learning comfort, interest in the material, and ease of understanding the topic through PowerPoint media. This data is used to make improvements or adjustments to the material design if necessary. The final stage is reflection and follow-up (Fabian, 2021). The teacher analyzes the effectiveness of the methods and media used, and formulates further development strategies. This reflection also considers how PowerPoint can continue to be refined to support hybrid or online learning more optimally. In addition, the teacher shares the results of this development with colleagues as a form of dissemination of best practices. It is hoped that this approach will become an innovative model in delivering socio-economic material and can be applied in other learning contexts at the elementary education level.

3. Findings and Discussions

The development of socio-economic education materials through PowerPoint is an innovation in learning strategies to improve students' understanding of socio-economic concepts by utilizing interesting and interactive digital technology. In the midst of today's advances in information technology, the use of learning media such as PowerPoint is a solution to create visual, easy-to-understand learning that is able to attract students' interest. Complex socio-economic materials, such as wealth distribution, economic development, and social inequality, can be simplified through visualization of images, graphics, animations, and short narratives in presentation slides. The use of PowerPoint also supports technology-based learning that is in accordance with the Merdeka Curriculum which emphasizes creativity and the use of digital media. PowerPoint allows teachers to organize materials systematically and convey information gradually, making it easier for students to absorb lessons. In addition, the

integration of multimedia elements can foster conceptual understanding and increase student information retention, especially in the context of online learning or hybrid learning.

Effective PowerPoint Design

The systematic and thematic arrangement of teaching materials using PowerPoint has been proven to have a positive impact on the learning process. A regular presentation structure helps students to understand the flow of the material more easily and efficiently. Each part of the information presented becomes clearer because the sequence follows good learning logic. Thematic design in PowerPoint not only strengthens the visual appearance, but also creates a more interesting and interactive learning atmosphere. Visualizations that are consistent and relevant to the content of the material can increase students' interest in paying attention and being actively involved in the learning process. This also has an impact on increasing students' motivation and concentration in learning.



Figure 1. Effective PowerPoint Design

The alignment between PowerPoint materials and curriculum objectives is an important component in ensuring the effectiveness of learning. PowerPoint designed with attention to basic competencies and learning indicators allows teachers to deliver materials according to the expected direction of achievement. This helps to achieve educational goals more optimally. Overall, the use of PowerPoint that is arranged systematically and thematically is an effective strategy in improving the quality of learning in the classroom. By combining a logical material structure, attractive visual design, and alignment with the curriculum, PowerPoint not only functions as a presentation medium, but also as a learning aid that can significantly improve student understanding and learning outcomes.

Unveiling the Power of Interactive Displays

The student learning experience also becomes more comprehensive and enjoyable. With interactive displays, learning materials are presented visually and contextually, making them easier to understand and remember. Interactivity helps students build connections between theory and practice, strengthening their understanding. In addition, interactive displays can accommodate various student learning styles, whether visual, auditory, or kinesthetic. Features that allow for independent exploration, virtual experiments, or live quizzes provide space for students to learn in their own way. This encourages equal participation in the classroom. Overall, interactive displays act as innovative media that connect teachers, materials, and students more effectively. When used properly, this tool can create a more engaging, dynamic, and meaningful learning environment, and support the achievement of optimal learning outcomes.



Figure 2. Unveiling the Power of Interactive Displays

Interactive displays can increase students' interest in learning by arousing their curiosity and motivation. When students are faced with interesting and responsive media, their attention is more easily focused on the learning material. This creates a more lively and less boring learning atmosphere. The use of interactive displays is also effective in reducing boredom that often occurs in traditional learning methods. Animation, attractive colors, and other visual elements can break up the boredom in class. Students become more enthusiastic about following lessons because they feel directly involved in the process.

Deeper Understanding of Socio-Economic Concepts

Socio-economic reality reflects the real processes that occur in everyday life, such as production, distribution, and consumption. Production refers to the process of creating goods and services, while distribution relates to how those goods and services reach consumers. Meanwhile, consumption is the activity of using goods and services to meet human needs. These three processes show how economic theory is applied in real contexts. By understanding the relationship between theory and practice, students or individuals can develop a complete understanding of socio-economics. They not only know the concept abstractly, but are also able to relate it to the real conditions they face in society. This understanding is important for forming critical, caring citizens who are able to make wise economic decisions in everyday life.

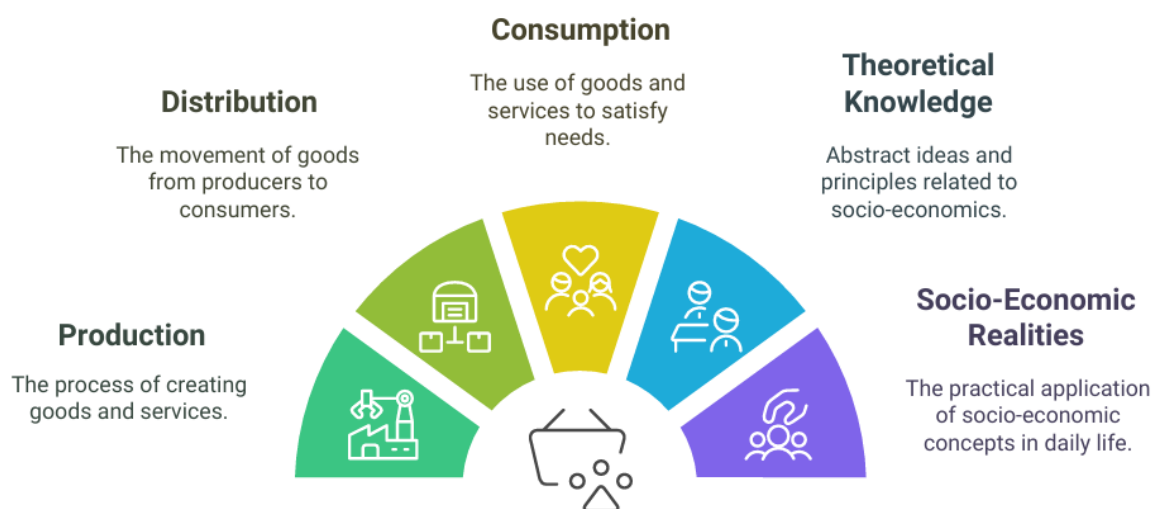


Figure 3. Socio-Economic Understanding

The figure illustrates a framework for a deeper understanding of socio-economic concepts, which consists of three main components: theoretical knowledge, socio-economic reality, and practical application in everyday life. These three components are interconnected and form an important foundation in understanding the dynamics of economic activities in society, from production to consumption. Theoretical knowledge includes abstract ideas and principles that form the basis for thinking in the socio-economic field. This includes an understanding of how human needs are met, how the economic system works, and how wealth is distributed in society. This knowledge is the foundation for individuals to analyze economic phenomena more critically and systematically.

Enhancing Student Learning Outcomes with PowerPoint

The use of PowerPoint in learning has a visual power that can attract students' attention. Visual elements such as images, colors, and attractive layouts can increase the appeal of the material so that students become more focused. This visual appeal also strengthens understanding because the material is not only delivered verbally, but also visually, making the concept easier to digest. PowerPoint also supports the use of repetition and interactive elements in the learning process. With structured repetition, important material can be repeated to strengthen students' memory. In addition, interactive features such as quizzes, navigation buttons, or animations allow students to actively participate, creating higher engagement. In addition to being a visual aid, PowerPoint also plays a role in increasing the clarity of learning content through systematic information arrangement. The gradual delivery of material with important points displayed in a structured manner makes it easier for students to follow the learning flow. This helps reduce confusion and increases students' focus on the core of the lesson. When the material is presented in a logical order and supported by visual elements, students understand the concept more quickly and are able to relate it to previously acquired knowledge, so that more optimal learning outcomes are achieved.

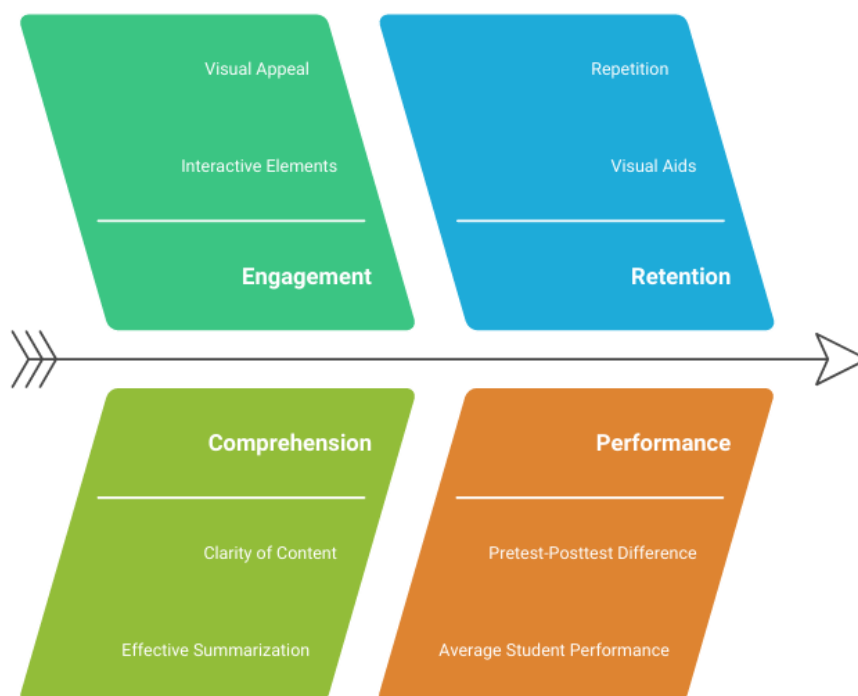


Figure 4. Enhancing Student Learning Outcomes with PowerPoint

This media also improves information retention and students' comprehension of the material. Visual aids such as graphs, diagrams, and videos clarify abstract concepts, which in turn strengthens understanding. Content that is presented clearly and structured encourages students to more easily remember and apply the knowledge in other learning contexts.

Improved learning outcomes can be measured through differences in pretest and posttest scores that indicate the effectiveness of PowerPoint media. An effective summary at the end of the presentation helps students remember important points, while the average student performance shows an increase in understanding and achievement. Thus, PowerPoint is not only a visual aid, but also a learning strategy that can improve the overall quality of learning.

Maximizing Educational Impact

Time efficiency in delivering material is one of the key elements in improving the quality of education. By maximizing the impact of education through the right strategies, teachers or instructors can provide in-depth understanding in a limited time. This approach emphasizes the importance of delivering material thoroughly but efficiently, without sacrificing the depth of content. Enhanced learning can only be achieved if the material is delivered in an effective and structured manner. This includes the use of targeted teaching methods and supporting media. When the material is presented in an organized and concise manner, students find it easier to understand and remember information, which ultimately speeds up the learning process.



Figure 5. Maximizing Educational Impact

Concise and focused content also plays a significant role in time efficiency. By avoiding repetitive or irrelevant information, teachers can maintain students' concentration and direct their attention to the core of the lesson. This encourages active engagement and faster mastery of the material. Good time management in learning allows for optimal use of teaching time. Teachers can allocate time for discussion, practice, and evaluation without sacrificing the main body of the lesson. In addition, efficient time management allows for reinforcement and remediation if needed. Finally, streamlined material for clarity is an integral part of this strategy. When material is not overloaded with confusing information, the teaching process becomes smoother. Teachers can say more with fewer words, and students are able to absorb it more effectively, making the learning process more productive and meaningful.

4. Conclusion

Based on the results and discussion of the activities, it can be concluded that the use of PowerPoint as a learning medium in the development of socio-economic education materials has a significant positive impact on the quality of learning. This media is able to simplify complex socio-economic concepts through attractive, interactive, and systematic visual displays. By compiling structured materials that are in accordance with the curriculum, students find it easier to understand the learning flow, increase concentration, and strengthen

their memory of the lesson content. Visual elements and interactive features in PowerPoint also succeeded in increasing student engagement in the learning process, both in direct and online learning. In addition, PowerPoint has proven effective in improving student learning outcomes. This can be seen from the increase in pretest and posttest scores which indicate a better understanding after using the media. Thus, PowerPoint is not only a presentation tool, but also an innovative learning strategy that can strengthen students' conceptual understanding and maximize the achievement of educational goals.

References

- Alvarado, M., & Ward, C. (2021). Leading the Transformation of Higher Education Institutions Through Social Justice, Equity, and Inclusion. In *Advances in Higher Education and Professional Development* (pp. 39–55). IGI Global. <https://doi.org/10.4018/978-1-7998-7152-1.ch004>
- Cahyani, D. M. N., & Liansari, V. (2023). Interactive PowerPoint Learning Media on Beginning Reading Skills of Grade 2 Elementary School Students. In *Indonesian Journal of Education Methods Development* (Vol. 18, Issue 1). Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.21070/ijemd.v21i.717>
- Camara, I., & Diallo, I. (2020). Financial Sector Development and Economic Growth: The Case of ECOWAS Countries. In *Advances in African Economic, Social and Political Development* (pp. 135–154). Springer International Publishing. https://doi.org/10.1007/978-3-030-46482-0_8
- Chitapa Moffat, T. (2021). Study on Gender Inequality Vis-À-Vis Culture and the Role of Women in Socio-economic Development. In *New Horizons in Education and Social Studies Vol. 10* (pp. 140–150). Book Publisher International (a part of SCIENCEDOMAIN International). <https://doi.org/10.9734/bpi/nhess/v10/3278d>
- Dema, Tashi, & Gyeltshen, K. (2023). Community Based Sustainable Tourism and Its Impact on Socio-Economic Development of Phobjikha Valley. In *Asian Journal of Education and Social Studies* (Vol. 46, Issue 4, pp. 12–44). Sciencedomain International. <https://doi.org/10.9734/ajess/2023/v46i41008>
- Erlisnawati, E., Alim, J. A., Marhadi, H., Hermita, N., Guslinda, G., & Riyantama, M. Y. (2021). Effectiveness of PowerPoint Media Through Blended Learning to Improve Higher Order Thinking Skills (HOTS) of Elementary School Students. In *2021 Universitas Riau International Conference on Education Technology (URICET)* (pp. 466–470). IEEE. <https://doi.org/10.1109/uricet53378.2021.9865951>
- Fabian, M. (2021). DevSim: A PowerPoint-Based Choose-YourOwn-Adventure Game for Teaching Economic Development. In *Journal of Economics Teaching* (pp. 95–105). Journal of Economics Teaching. <https://doi.org/10.58311/jeconteach/bdfda3147dc90d3efb3848d659e1c0768e0a6558>
- Hagen, I. (2024). How Can Social Expectations and Related Stress among Adolescents and Young Adults Be Better Coped with through Practicing Yoga? In *Education and Human Development*. IntechOpen. <https://doi.org/10.5772/intechopen.113961>
- Jiménez-Silva, M., Coughlin, A., & Mercado, M. G. (2021). Transforming Social Studies For English Learners Through Intentional Professional Development. In *Multicultural Curriculum Transformation in Social Studies and Civic Education* (pp. 287–298). Published by Lexington Books. <https://doi.org/10.5040/9781978722873.ch-013>
- Movitaria, M. A., & Shandra, Y. (2020). Improving Teachers 'Abilities In Video Based Learning By Using Microsoft Powerpoint Application Through Workshop. In *Jurnal Basicedu* (Vol. 4, Issue 4, pp. 1423–1428). Universitas Pahlawan Tuanku Tambusai. <https://doi.org/10.31004/basicedu.v4i4.557>

- Nivetiken, Desyandri, Montessori, M., & Zainil, M. (2024). Validity of PBL-Based Interactive Multimedia Teaching Material Development Using Powerpoint in Elementary School. In *Jurnal Penelitian Pendidikan IPA* (Vol. 10, Issue 5, pp. 2752–2759). Universitas Mataram. <https://doi.org/10.29303/jppipa.v10i5.7006>
- Ramayenda, N. (2020). Social Emotional Development of Early Childhood Through Traditional Games in PAUD Terpadu Hauriyah Halum City of Padang. In *Proceedings of the International Conference of Early Childhood Education (ICECE 2019)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.200715.003>
- Rivoltella, P. C. (2021). The Change of Paradigm in the System of Education. In *PER-FORMING THE SOCIAL EDUCATION, CARE AND SOCIAL INCLUSION THROUGH THEATRE*. FrancoAngeli srl. <https://doi.org/10.3280/oa-637-7>
- Rosalina, L. (2022). Development of Mathematics Educational Games Through PowerPoint for Early Childhood. In *JOYCED: Journal of Early Childhood Education* (Vol. 2, Issue 2, pp. 93–108). Al-Jamiah Research Centre. <https://doi.org/10.14421/joyced.2022.22-01>
- Santi, E. V. (2023). Forming Character Through Buying and Selling Economic Activities for Grade 4 Elementary School Students at Jali Gayamharjo State Elementary School, Prambanan, Sleman Yogyakarta Academic Year 2022/2023. In *JETISH: Journal of Education Technology Information Social Sciences and Health* (Vol. 2, Issue 2, pp. 859–862). Rayyan Jurnal. <https://doi.org/10.57235/jetish.v2i2.948>
- Sharimova, A., & Wilson, E. (2022). Informal learning through social media: exploring the experiences of teachers in virtual professional communities in Kazakhstan. In *Professional Development in Education* (pp. 1–13). Informa UK Limited. <https://doi.org/10.1080/19415257.2022.2097291>
- Shostya, A. (2024). “Doing economics” through a photographer’s lens: An experiential learning approach. In *The Journal of Economic Education* (Vol. 55, Issue 3, pp. 292–303). Informa UK Limited. <https://doi.org/10.1080/00220485.2024.2341045>
- Stipić, V. V. (2022). The Impact of Corporate Social Responsibility Through Social, Economic, Environmental and Political Responsibility as a Factor in Creating Value Added Companies. In *Lecture Notes in Networks and Systems* (pp. 179–198). Springer International Publishing. https://doi.org/10.1007/978-3-031-17767-5_13
- Tembang, Y., Purwanty, R., Palobo, M., & Kabrahanubun, R. I. (2020). Development of interactive based powerpoint learning media in the class Iv students of merauke basic school. *ACM International Conference Proceeding Series*. <https://doi.org/10.1145/3452144.3452281>
- Tocco, V. J. (2023). Community Building Through “About Me” Introductory PowerPoint Slides. In *Chemical Engineering Education* (Vol. 57, Issue 1). American Society for Engineering Education. <https://doi.org/10.18260/2-1-370.660-128970>
- Verawati, W. O. C., Fazila, N., Safila, D., Sherly, S., Yusnan, M., & Alhasan, S. E. (2023). Orientasi Smart Parenting dalam Membangun Tumbuh Kembang Peserta Didik. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 2(1), 91-94.
- Yuanyuan, W., & Shen, Z. (2020). The Influence of New Economic Form on the Knowledge Development of Vocational Education Teachers. In *Proceedings of the Second International Symposium on Management and Social Sciences (ISMSS 2020)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.201202.145>
- Yuniarti, L., Prasetyo, A., & Lestari, L. (2024). Developing Collaborative Culture: Cultural Change Through Community Collaboration and Economic Growth. In *Advances in Social Science, Education and Humanities Research* (pp. 109–117). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-273-6_14