Innovation of PowerPoint Media in Islamic Religious Education Learning

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ABSTRACT

This study aims to describe the use of PowerPoint learning media, the obstacles faced by teachers and the solutions taken, as well as the learning outcomes. This study uses a descriptive qualitative approach and method. The results of the study show that Islamic Religious Education teachers at SDN Glingangan III, Pacitan Regency have tried to implement innovations in choosing to learn media. One of them is technology-based learning media using PowerPoint media. Powerpoint media is not only limited to displaying material in the form of text or copy material in student books, but can also be developed in the form of illustrated stories (derivatives of the nursing literacy-based curriculum), animations, and also short videos. It has relevance to the developmental stage of students who are at the concrete operational level. The obstacles faced by teachers in applying power point media (technical constraints and packaging materials) can basically be overcome by self-development, namely through training and continuous learning. Student learning outcomes using PowerPoint media are able to achieve classical completeness up to 78% with an average of 87. With this media, students are enthusiastic and active in learning, by listening, asking, and answering questions from the teacher.

INTRODUCTION

Technology plays a big role in the digital age. Rapid technological advances can be seen in all aspects of human life, one of which is in the field of education. The world of education, as the birthplace of technology, naturally also uses technology to facilitate the implementation of learning. From here, comes the term educational technology. Educational technology is a systematic method for planning, using, and assessing all teaching and learning activities by paying attention to both technical and human resources and the interaction between them, to obtain a more effective form of education (Lestari, 2018).

The use of technology in education includes: (1) as a learning medium (Parikesit et al., 2021); (2) as an administrative tools (Lestari, 2018); and (3) as a learning resource (Anshori, 2017). Learning media can briefly be stated as something (can be a tool, material, or situation) that is used as an intermediary for communication in learning activities (Miftah, 2013). Kemp and Dayton (1985) explain that there are very important contributions to the use of media in the learning process, namely: (1) Delivery of learning messages can be more standardized, (2) Learning can be more interesting, (3) Learning becomes more interactive with the application of learning theory and accepted psychological principles in terms of student participation, feedback, and reinforcement, (4) The implementation time of learning can be shortened, (5) The quality of learning can be improved,

(6) The learning process can take place whenever and wherever needed, (7) The positive attitude of students towards learning materials and the learning process can be improved, (8) The role of the teacher changes in a positive direction (Aghni, 2018).

One of the learning media that can be used is PowerPoint. Microsoft PowerPoint is a presentation application on a computer that is easy to use, because this PowerPoint program can be integrated with other Microsoft programs such as Word, Excel, Access, and so on. PowerPoint is also one of the programs under Microsoft Office, a computer program displayed on the screen using the help of an LCD projector. Learning to use PowerPoint media is designed for interactive learning, where the PowerPoint presentation media is designed and equipped with a controller that can be operated by the user and choose what they want for usage instruction, materials, and practice questions (Andriani & Wahyudi, 2016). Powerpoint media has relevance in learning at the elementary school level which is at the concrete operational stage (Candrawati, Uzima, Asrori, 2016). At the elementary level, several subjects are taught, namely integrated thematic (Astuti, 2017; Machali & Astuti, 2018), mathematics, physical education, sports and arts, and Islamic education (Sunhaji, 2016).

The topography of Pacitan Regency (as a coastal area surrounded by mountains) has a society and an educational climate that are less proficient in utilizing technology. Based on observations in several elementary-level educational institutions in Pringkuku District, it was found that more than 50% of existing institutions did not have adequate technology-based educational facilities (especially computers, LCDs, laboratories, etc.). The lack of technology-based educational facilities is influenced by several factors, namely: (1) difficulty of access to educational institutions; (2) lack of funding at the agency; (3) the mindset of people who tend to be traditional (students), so they have less interest in technological developments.

The lack of availability of technology-based educational facilities also has an influence on the achievement of learning objectives carried out in educational institutions. This is what happened at SDN Glingangan III, Pacitan Regency. Based on the results of interviews with Islamic Religious Education teachers (Mrs. Rini Sri Rejeki, S.Pd.I), until 2020 learning in Islamic Religious Education subjects still uses conventional learning models, with learning outcomes that tend to stagnate. Moreover, the increasingly complex content of the material becomes a heavier learning burden for students. Students' knowledge of learning technology is also very lacking, even some students do not understand the function of technology in learning. In response to this, in line with an appeal from the Headmaster of SDN Glingangan III, Pacitan Regency, Mr. Suprapto, S.Pd) stated that slamic Religious Education learning began to be implemented using technology-based learning media (namely powerpoints).

Based on the description above, this research is focused on explaining: (1) how is the use of PowerPoint learning media in Islamic Religious Education subjects?; (2) what are the obstacles faced and the solutions taken in the use of PowerPoint learning media?; (3) how are student learning outcomes after using PowerPoint learning media in Islamic education subjects?

Several previous studies that are relevant to this research are;

Research conducted by Mufti Ma'rifah and Sumadi in 2016 under the title The Effect of PowerPoint Media Application in Physics Learning on Learning Achievement in Dynamic Electricity Principal Physics, shows the results that there is a very significant difference in physics learning achievement of class X students between those taught using PowerPoint learning media without PowerPoint learning media (Ma'rifah & Sumadi, 2016). In line with that, a study conducted by Nursyaida and Hardiyanti in 2020 under the title Effectiveness of Using PowerPoint Media on Social Studies Learning Outcomes to Class V SD 128 Turungan Beru, Herlang District, Bulukumba Regency, explained the results that the use of Powerpoint Media was effective and had an impact on improving social studies learning outcomes. Grade V SD 128 Turungan significantly (Nursyaida & Hardiyanti, 2020). Novelty in this study with previous research is that this research looks at the use of PowerPoint media in Islamic Religious Education learning in elementary schools. The previous research used a quantitative approach, while this study used a qualitative approach.

METHOD

This research is qualitative (Cresswell, 2013), namely by analyzing the quantity in the field to be presented in a qualitative form (Mulyana, 2018). The method used in this research is descriptive qualitative (Nurmalasari & Erdiantoro, 2020; Subandi, 2011). Respondents in this study were determined by purposive sampling technique (Bungin, 2011), which consisted of Islamic Religious Education teachers and fifth-grade elementary school students. The research location was at SDN Glingangan III. The data collection was carried out through interviews (Sugiyono, 2014), observation (Hasanah, 2017), and documentation (Suwandi, 2008). Interviews were conducted to obtain all the information needed by researchers. The respondents in the interview were Islamic Religious Education Teachers and Class V students at SDN Glingangan III Pacitan. Observation activities were carried out by researchers during the learning activities, which consisted of the learning media used by teachers and student responses. Meanwhile, documentation activities are carried out to collect data on learning outcomes so that researchers can explain the extent to which learning outcomes have been achieved from the media used by teachers. This research was conducted for 2 months. Data analysis was carried out using data reduction techniques, data presentation, drawing conclusions, and data verification (Rijali, 2018). The results of the analysis will be tested for validity using the data triangulation method (Bachri, 2010; Sugiyono, 2013)

FINDINGS

1. The use of PowerPoint learning media in Islamic Religious Education subjects

Islamic education is one of the compulsory subjects given to students at SDN Glingangan III, Pacitan Regency. Based on the results of interviews, observations, and documentation studies, the following results were obtained:

a. Planning

Before starting the process of learning Islamic Religious Education in class V, the teacher always makes preparations. The preparations made are:

1) Develop a Learning Implementation Plan. The Learning Implementation Plan is a teacher's guide in teaching in the classroom, to assist him in teaching in accordance with the Competency Standards and Basic Competencies on that day. In the context of Islamic Religious Education learning, the teacher prepares a Learning Implementation Plan which contains a description of activities and classroom conditioning, learning materials and learning media to be used, as well as a technical description of the evaluation to be taken. The learning implementation plan is always prepared by the teacher at least 1 week before the lesson starts so that it is more optimal. An example of learning media that will be used is Powerpoint.

Some reasons for Islamic Religious Education teachers in grade V at SDN Glingangan III, Pacitan Regency in choosing power points are: (1) the availability of educational facilities in the form of laptops and LCD in the classroom; (2) the knowledge and skills of data processing on the computer possessed by the teacher; (3) through power point media it will make it easier to complete materials that are more difficult; (4) the teacher can use writing, pictures, sound and video in delivering the material.

2) Prepare learning materials for Islamic Religious Education. At the fifth grade level, the material for Islamic education is juxtaposed with the material for Budi Pekerti. There are five subjects in Islamic Religious Education lessons during the second semester, namely: (1) QS. Al-Ma'un and QS. Al-Fill; (2) Faith in Allah's Apostle; (3) The story of the companions of the prophet; (4) Praiseworthy Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab; (5) Fasting in Ramadan. In the context of this research, during the research process, the fifth-grade students were studying the 4th subject, namely the Praised Behavior of Caliph Abu Bakar and Khaliafh Umar Bin Khattab.

The material is prepared by the teacher by referring to the teacher's book which contains competency standards and basic competencies. The material is prepared as well as possible with the hope that it can be easily understood by students.

3) Prepare Learning Media. The learning media used by Islamic Religious Education teachers is Powerpoint. The learning materials that will be delivered by the teacher are well packaged in PowerPoint slides, including elements of writing, pictures, sounds, and even short videos.

In making power points, Islamic Religious Education teachers have their own references to be able to attract the attention of students, namely (1) the presentation slides are made as simple as possible so that they are easy to understand; (2) using an attractive cover; (3) the teacher only writes one message in one presentation slide; (4) use writing with clear text colors and easy for students to see; (5) use a little animation to make it interesting; (6) put up pictures that can provoke curiosity from students; (7) using an orderly and structured flow; (8) Using a theme/template that is in accordance with the material; and (9) pasting short videos that match the learning theme.

4) Prepare evaluation materials. In the subject of Islamic Religious Education in class V SDN Glingangan III, Pacitan Regency, evaluation activities are always given by the teacher to students at the end of the material discussion. Evaluation is packaged in the form of daily assessment questions. There are 30 questions with details of 15 multiple choices, 10 short entries, and 5 descriptions. This evaluation is given by Islamic Religious Education teachers with the aim of measuring how far the level of achievement of learning objectives by students in each subject. In addition, it is also a reflection for the teacher to make improvements in the next learning session.

b. Implementation

Learning Islamic Religious Education in class V SDN Glingangan III, Pacitan Regency, lasts 4 hours face-to-face, with an accumulation of 140 minutes per week. In the context of this research, during the research, the teacher presented Islamic Religious Education material on the Praiseworthy Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab using PowerPoint learning media.

The implementation of the PAI learning process in class V runs normally like the previous learning. The implementation of learning refers to the lesson plans that have been prepared previously. The teacher carries out three stages of learning, namely opening, core activities, and closing. The media used is PowerPoint. To support the effectiveness of learning, the classroom has provided an LCD and also a laptop. Before starting the lesson, the teacher has prepared the material in the form of a PowerPoint that is ready to be broadcast.

In the opening activity, the teacher greeted the students and asked how the students were doing. The teacher also conveyed the material to be studied on that day, namely about the Praiseworthy Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab. The material will be provided for 2 weeks. The teacher does not forget to check student attendance. After that, the teacher prepares the material by turning on the laptop and connecting it to the LCD so that it can be displayed on the presentation screen.

In the core learning activities, as written in the lesson plan, the teacher explains the material in front of the class. The teacher explains the material to students with the support of a slide show on the screen. The material presented through power point presentation slides consists of core material packaged in the form of short stories, and pictures and some also contain short videos. During the activity, the teacher also observes the activity of students as a form of affective and psychomotor evaluation.

In the closing activity, the teacher closed the activity by giving a brief summary of the material that day. In the first session, the teacher did not directly provide a written evaluation, but only delivered an oral evaluation. This is done because the material will be continued in the following week. Meanwhile, in the following week, the teacher continues to repeat the summary of the material that has been presented in the previous week. Then the

activities continued with daily assessments. The test questions in this daily assessment are not printed by the teacher but are shown directly through presentation slides.

2. Constraints faced and solutions are taken in the use of PowerPoint learning media

Based on the results of observations and interviews, several obstacles were found in the use of PowerPoint learning media, namely:

a) The occurrence of technical problems. The success of learning to use PowerPoint media is influenced by the availability and quality of adequate equipment, both in terms of computers and LCD. The technical obstacles experienced by teachers when using PowerPoint media in learning Islamic education are: (1) unstable power supply of electric current so that LCD and laptops cannot be used; (2) The LCD cannot be directly connected to a laptop and the teacher must replace it first; (3) it takes a long time to turn on the laptop, thus triggering a crowd in the classroom.

b) Limited skills of teachers. The teacher's ability to operate computers is also a determinant of the smooth use of PowerPoint media in learning. The situation experienced by Islamic Religious Education teachers in operating power point as a learning medium is still not proficient. Moreover, when the LCD used has problems, the teacher's focus can be divided.

c) Unavailability of loudspeakers. Some material in PowerPoint features short videos. When compared with the size of the room, the sound in the video cannot be heard by students properly. This is exacerbated by the conditions outside the classroom which are crowded with children. The small volume of sound in the video displayed via PowerPoint makes children less focused, even though some of them prefer to play alone.

Effective measures to address these problems include::

a) To minimize technical problems, the teacher checks the learning devices (tools) consisting of LCD and laptops early. The teacher also ensures that the supply of electrical energy is sufficient, by turning off some electrical equipment and lights that are used. The teacher also prepares a spare USB cable, so that it can be used if the cable attached to the LCD does not work properly.

b) Regarding the teacher's skills in operating learning devices, the teacher always tries to continue learning and practicing operating a laptop or LCD.

c) Unavailability of loudspeakers, so far the teacher has proposed to the school to be able to provide loudspeakers in every classroom. Meanwhile, the teacher is trying his best to condition the class so that it is not crowded so that voices can be heard clearly.

d) The teacher will continue trying to take the time and prepare the material in PowerPoint more optimally, by using a variety of template themes.

3. Student learning outcomes after using PowerPoint learning media in Islamic education subjects

Learning innovation using PowerPoint media has an influence on student learning outcomes at SDN Glinggangan III, Pacitan Regency in learning Islamic Religious Education. Based on the results of the documentation study conducted by researchers, it can be explained that student learning outcomes in learning Islamic Religious Education material on the Complimentary Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab have reached classical completeness of up to 78%. This is evidenced by the value of 7 students (out of 9 students in one class) has been above the Minimum Completeness Criteria (its 79). The average value of the class is 87. This average is higher when compared to learning outcomes that do not use PowerPoint media.

Based on the results of the researcher's observations, student activities during Islamic Religious Education learning are very good. Students look very enthusiastic during the learning

process. Students try to listen to the material presented by the teacher through power points. When the teacher displays a picture and a story, students listen and ask questions about things they don't understand. Students actively ask questions and also answer questions from the teacher in turn. Even the students asked the teacher to use PowerPoint at the next meeting.

DISCUSSION

Learning media is a tool used by teachers to support the delivery of learning materials to students. One of the learning media that can be used by Islamic Religious Education teachers at SDN Glingangan III, Pacitan Regency is PowerPoint media. PowerPoint media is an innovative learning media. Apart from being a tool for delivering subject, it also functions as a medium to introduce students to the digital era. With this, it is hopefully students will be able to adapt to existing technological developments.

The PowerPoint media used by Islamic Religious Education teachers at SDN Glingangan III, Pacitan Regency provides a new nuance in learning. Its use is not limited to just text display. The PowerPoint used to deliver the material has been combined with elements of text, images, animations, and short videos. The teacher also applies the concept of numeracy-based learning to the subject matter, by presenting short stories. At the end of each subject, the teacher also displays daily evaluation/assessment questions through presentation slides.

The implementation of learning in Islamic Religious Education subjects using PowerPoint learning media has the same structure as conventional learning. The difference between the two is in the use of learning media, which in this session uses power point while in the previous session still uses conventional learning techniques (lectures). The implementation of learning refers to the lesson plan that has been prepared by the teacher, which consists of opening activities, core activities, and closing activities. To support the effectiveness of Islamic religious education learning in basic education institutions, the government has set an accumulated number of hours of Islamic Religious Education lessons as much as 4 hours of lessons or 140 minutes per week.

If studied more deeply, basically the use of PowerPoint learning media also has relevance to the stages of student development, namely at the concrete operational stage (Astuti, 2018). At this stage, students will easily understand the learning material if given concrete operational examples/descriptions. In contrast to conventional learning techniques without media, it will make it difficult for students to understand. Thus, the PowerPoint is very relevant to be used as a medium in learning Islamic Religious Education at the elementary level, namely class V SDN Glingangan III, Pacitan Regency.

The innovation of using PowerPoint media in Islamic Religious Education learning in the 5th grade of SD Glinggangan III is in the packaging of learning materials that are not limited to text descriptions or copying text from books. However, in this context, the teacher tries to be creative by displaying elements of pictures, stories, animations, and even short videos. This is intended to provoke students' motivation to be more enthusiastic in participating in learning, and creative in thinking. In addition, it is also expected that student learning outcomes in Islamic Religious Education subjects can be above the minimum completeness criteria.

The success of using PowerPoint media is influenced by several factors, including the availability of equipment, electricity, teacher skills in operation, and teacher creativity. The obstacles that are often faced by teachers, especially in the material on the Praiseworthy Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab in Islamic Religious Education include (1) technical obstacles in LCD and Laptops; (2) unstable electric power supply; (3) the skills of Islamic Religious Education teachers who are still lacking in responding to technical obstacles in operating LCD and Laptops when there is a device disconnection; (4) unavailability of loudspeakers so that the sound coming out of the Laptop cannot be heard clearly.

These obstacles can be overcome by several steps, including (1) checking and preparing all the tools that will be used properly before learning begins. So that the teacher can ensure that the equipment will not have problems when used in learning; (2) reduce the burden of electricity consumption by turning off lights or electrical equipment that is not used; (3) teachers must be diligent in attending training and also trying to develop their competence in using learning equipment/technology. Through this, teachers will have shrewdness in using technology; (4) the school must seek the availability of loudspeakers in every class.

Based on the data and information that has been analyzed by researchers, learning innovation using power point media has an influence on student learning outcomes at SDN Glinggangan III, Pacitan Regency in learning Islamic Religious Education. This is manifested in the achievement of student learning outcomes in the Islamic Religious Education subject matter of Complimentary Behavior of Caliph Abu Bakar and Caliph Umar Bin Khattab which has reached classical completeness of up to 78%. That is the value of 7 students (out of 9 students in one class) has been above the Minimum Completeness Criteria (ie 79). The average value of the class is 87. This average is higher when compared to learning outcomes that do not use PowerPoint media in previous periods.

In addition, student activities during Islamic Religious Education learning are considered as very good. Students look very enthusiastic during the learning process. Students try to listen to the material presented by the teacher through power points. When the teacher displays a picture and a story, students listen and ask questions about things they don't understand. Students actively ask questions and also answer questions from the teacher in turn. Even the students asked the teacher to use PowerPoint at the next meeting.

CONCLUSION

Innovation in determining the learning media for Islamic religious education is very important. One of them is technology-based learning media using PowerPoint media. PowerPoint media is not only limited to displaying material in the form of text or copy material in student books, but can also be developed in the form of illustrated stories (a derivative of nursing literacy-based curriculum), animations, and also short videos. PowerPoint media has relevance to the developmental stage of students who are at the concrete operational level. Implementation of Islamic Religious Education learning in fifth-grade SDN III Glingangan refers to the learning implementation plan, which consists of opening, core activities, and closing. The obstacles that arise are technical constraints, availability of tools, and teacher skills. The obstacles faced by teachers in applying power point media can basically be overcome by self-development, namely through continuous training and learning. Student learning outcomes using powerpoint media are able to achieve classical completeness up to 78% with an average of 87. With this media students are enthusiastic and active in learning, by listening, asking, and answering questions from the teacher.

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