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## Powerpoint Media as an Effort to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 1 Harau

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using powerpoint media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that powerpoint media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle increased to 89.66%. Thus, the use of powerpoint media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Powerpoint media, learning outcome, islamic education.

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### INTRODUCTION

Education is guidance or coaching that is consciously provided by educators to students to develop their physical and spiritual towards maturity. The ultimate goal is to shape the personality of a Muslim, as explained by Ahmad D. Marimba (1962:28). The process of forming a good personality cannot be achieved in a short time but through several stages. In this process, learning plays an important role in changing people from not knowing to knowing, as well as from bad behavior to better. Every individual, from birth, continues to strive and strive for a better life. One of these efforts is to study.

Through learning, a person can get to know the family, the environment, the creator, and the guidance of his life. Allah SWT himself commands His people to learn, as the first revelation was revealed to the Prophet Muhammad PBUH in QS. Al-Alaq verses 1-5: Meaning: "Read (say) the name of your Creator God. He had created a human being from a clot of blood. Read, and your Lord is the Most Merciful, who teaches (humans) through the intercession of kalam. He teaches man what he does not know." (QS. Al-Alaq: 1-5). This verse emphasizes the importance of reading as part of learning. In Islam, learning is an

obligation as explained in the verse. The learning process can be considered as a system whose success is determined by the various components that make up it. These components include internal factors that are directly related to learning to external factors that affect indirectly (Wina Sanjaya, 2016:3).

The success of education is greatly influenced by educators, students, facilities, media, and learning models used. Among these factors, educators have a very important role. An educator must be able to create a conducive classroom atmosphere so that learning can take place well. Education is a conscious and planned effort to create a conducive learning atmosphere, so that students can develop their potential optimally. In the educational process, the success of learning is greatly influenced by various factors, including teaching methods, media used, and active involvement of students in learning. One of the media that can be used to increase the effectiveness of learning is technology-based media, such as Microsoft PowerPoint (PPT). Islamic Religious Education (PAI) has a strategic role in shaping the character of students who are religious and have noble character. This subject not only aims to improve cognitive understanding, but also to instill spiritual and moral values in daily life.

However, in practice, PAI learning often faces various obstacles, such as monotonous learning methods and a lack of variety of teaching media. As a result, students become less motivated to learn, which has an impact on their low learning outcomes. Based on the results of observations in class X of SMA Negeri 1 Harau, it was found that PAI learning is still dominated by the lecture method with little use of media. This makes the classroom atmosphere less interactive and students become passive. The data on the results of daily tests shows that the level of student learning completeness in PAI subjects is still low. In semester 1 of the 2024/2025 school year, the average student completeness score only reached 54.28%, which is below the minimum completeness standard (SKM) set. One solution that can be applied to overcome this problem is the use of PowerPoint media in learning. This media has the advantage of presenting material visually, interestingly, and interactively, so that it can increase students' attention and motivation. In addition, PowerPoint allows teachers to present material with a combination of text, images, graphics, and animations, which can help students understand abstract concepts more easily.

Previous research has shown that the use of PowerPoint media can improve students' understanding and learning outcomes, especially in subjects that require concept visualization. With this background, the author feels the need to conduct classroom action research (PTK) to assess the effectiveness of the application of PowerPoint media in improving student learning outcomes in PAI subjects in class X of SMA Negeri 1 Harau. This study aims to identify the extent to which PowerPoint media can help students understand the material, increase their involvement in the learning process, and achieve better learning outcomes according to minimum completeness standards. Based on this description, the author is interested in conducting a class action research with the title: "The Application of PowerPoint Media in an Effort to Improve Student Learning Outcomes in Islamic Religious Education Subjects in Class X Phase E 1 SMA Negeri 1 Harau Academic Year 2024-2025." "

## **METHODS**

This research is a Classroom Action Research (PTK), which aims to improve and improve the learning process in the classroom directly. This research is focused on the application of PowerPoint media to improve student learning outcomes in Islamic Religious Education subjects in class X of SMA Negeri 1 Harau. The approach used in this study is a qualitative approach with a Classroom Action Research (PTK) design. This approach was chosen because the researcher aims to improve and improve learning practices in the classroom directly with the application of PowerPoint media. In this study, there are two main variables that are the focus of the analysis; 1) Independent Variable (Variable Given

Treatment) Application of PowerPoint Media in Islamic Religious Education Learning. This variable refers to the use of PowerPoint media as a tool in delivering PAI material to students in class X of SMA Negeri 1 Harau.

PowerPoint media is expected to improve the quality of learning, make the material more interesting, and facilitate the understanding of abstract concepts contained in PAI subjects. Independent Variable Indicators; 1) Use of PowerPoint in each learning session; 2) Student involvement in activities presented through PowerPoint; 3) Diversity and quality of PowerPoint slide design (text, images, animations, and videos); 3) The use of PowerPoint in presenting material with a contextual and relevant approach; 2) Dependent Variable (Variable Expected to Increase) Student Learning Outcomes in Islamic Religious Education Subjects. This variable measures the level of student learning achievement after the application of PowerPoint media in learning. This learning outcome includes cognitive aspects, namely students' knowledge and understanding of PAI materials, as well as affective aspects, namely students' attitudes towards more interesting and interactive PAI learning. The population in this study is all students in class X of SMA Negeri 1 Harau in the 2024/2025 school year who take the subject of Islamic Religious Education (PAI).

Based on the available data, the population can include all students in class X at the high school. This population is the target of the application of PowerPoint media in PAI learning. Research Population; 1) Grade X students of SMA Negeri 1 Harau, who participated in Islamic Religious Education learning during the 2024/2025 school year; 2) The total number of students in class X of SMA Negeri 1 Harau can reach more than one class, but the focus of this research is on a specific class. The sample of this study was taken from one of the X classes at SMA Negeri 1 Harau with a saturated sample technique. This means that all students in the selected class will be the subject of the research, without any further selection or grouping. This sample will represent the learning conditions of PAI in class X of SMA Negeri 1 Harau and will be the object for the application of PowerPoint media. Research Samples; 1) Class, Class X Phase E 1 SMA Negeri 1 Harau (or other specified classes; 2) Number of Students, All students registered in the class. The number of students in class X Phase E 1 is 30 people, and the research will include all students involved in learning PAI using PowerPoint media. In this study, data sources are divided into two main categories: primary data sources and secondary data sources; 1) Primary Data Sources: Primary data sources obtained directly from research subjects through observation and direct interaction with students and teachers; 1) Students, data on student learning outcomes, involvement in learning, and student responses to the use of PowerPoint media in PAI learning; 2) Teachers, Data on planning, implementation, and reflection on the use of PowerPoint media in PAI learning.

Secondary Data Sources: Data sources that support research, such as documents, archives, and reports related to the previous learning process; 1) School Documents, Data on the syllabus, lesson plans (RPP), and records of the results of the previous students' daily exams; 2) Literature, textbooks, scientific articles, or other references that support an understanding of the application of PowerPoint media in learning. To obtain the data required in this study, several data collection techniques will be used; 1) Observation; 2) Learning Outcome Test; 3) Documentation. This research instrument in Classroom Action Research (PTK) is used to collecting data related to the application of PowerPoint media in Islamic Religious Education (PAI) learning in class X of SMA Negeri 1 Harau. This instrument is designed to measure the effectiveness of the use of PowerPoint media in improving student learning outcomes, as well as to observe the learning process that takes place is a free test and a fost test. In this study, the data obtained will be analyzed qualitatively and quantitatively to provide a comprehensive overview of the application of PowerPoint media in PAI learning and its impact on student learning outcomes. Qualitative data obtained from observations, interviews, and reflections will be analyzed using descriptive analysis techniques to describe in depth the learning process, student and teacher interactions, as well as students' experiences and perceptions of the use of PowerPoint media. The steps of qualitative analysis are; 1) coding; 2) interpretation; 3)

drawing conclusions. Quantitative data obtained from learning outcome tests and measurable observations will be analyzed to see significant changes in student learning outcomes before and after the implementation of PowerPoint media; 1) statistical descriptive; 2) comparative analysts; 3) Normal test.

## **RESULTS**

The researcher conducted an initial ability test, which was with an average score of 61% with a completion percentage of 30%. While the learning content value is 70%, from the data above the learning completeness is below the percentage, it means that it is in the low category. The lowest score obtained by students is 40, while the highest score is 90. The students who obtained a score below completeness were 14 people, and those who obtained a score above completeness were 6 people out of a total of 20 students. From the results of the pre-test above, the ability of students to answer the questions given by the teacher is still very low. From the table above, it shows that the teacher's activities in learning Islamic Religious Education in the material on Q.S Al-Isra/17:32 (Prohibition of Promiscuity and Adultery) by using medel problem based learning (PBL) group discussion method with the use of PowerPoint media in the good category with an average score of 76.19. From the table above, it shows that student activities in learning Islamic Religious Education in the material about Q.S Al-Isra/17:32 (Prohibition of Promiscuity and Adultery) by using medel problem based learning (PBL) group discussion method with the use of PowerPoint media in the good category with an average score of 75.56.

The application of PowerPoint media in Islamic Religious Education (PAI) learning in class X E4 SMA Negeri 1 Harau shows a significant impact on improving student learning outcomes. PowerPoint as a visual medium is considered very effective in presenting information in a more systematic and interesting way, so that it can increase students' understanding of the material being taught. In general, PAI material is often considered a difficult topic to understand, especially for students who are more familiar with a more visual and practical approach to learning. Therefore, the use of PowerPoint media provides a solution in presenting material in a more interactive and interesting way for students. Before the implementation of PowerPoint media, most students in class X E4 had difficulty understanding PAI material. The use of conventional lecture methods is considered less effective, because students are more passive and less involved in learning. This has an impact on their low learning outcomes, where the average score before the implementation of PowerPoint is below the standard of completeness. Therefore, the introduction of PowerPoint media aims to overcome this problem by presenting material that is more varied, interesting, and easy to understand. During the application of PowerPoint media, teachers present PAI material using images, diagrams, short videos, and animations related to the topic discussed. The visualization of this material makes concepts that were previously difficult to understand clearer and easier for students to digest. For example, when discussing the basic concepts of faith or stories in the Qur'an, the use of relevant images or illustrations helps students to better appreciate and remember the material.

PowerPoint also allows teachers to organize the material systematically, with points that are structured and easy for students to follow. The evaluation results after the implementation of PowerPoint showed a significant improvement in student learning outcomes. Student grade points average increased significantly, with many students who previously did not achieve completeness, now able to meet the set standards of completeness. The data showed that the average score of students increased from 70 to 85, and the learning completion rate increased from 60% to 90%. This improvement illustrates that PowerPoint media is effective in making learning more interesting and helping students understand the material better.



In addition to improving learning outcomes, the use of PowerPoint also has an impact on increasing student participation in class. With a more attractive and interactive display, students are more interested in following the lesson and paying full attention during the learning process. The use of this media also encourages students to be more active in asking and discussing the material being taught, thereby creating a more dynamic and participatory learning atmosphere. Thus, the application of PowerPoint media not only improves student learning outcomes, but also creates a more enjoyable and meaningful learning experience.

## **DISCUSSION**

The application of PowerPoint media in an effort to improve learning outcomes in Islamic Religious Education (PAI) subjects in class X E4 SMA Negeri 1 Harau in 2024 has a very positive impact on student understanding and learning outcomes. PowerPoint media is an effective tool in presenting PAI material in a more structured, systematic, and attractive manner. This is in line with the learning theory which states that the use of visual media can increase students' attention, which in turn contributes to a better understanding of the material being taught. In general, PAI subjects contain more abstract concepts and require a more creative approach in delivering material. Before the implementation of PowerPoint, most of the PAI learning in class X E4 was carried out using the traditional lecture method. Although lectures can provide information directly, this method is less actively involved in the learning process. This condition causes students to be less interested, so they find it difficult to absorb the material optimally. In addition, the tendency of students to more easily lose focus on explanations that are only delivered verbally is also an obstacle to learning. Through the application of PowerPoint, PAI material is presented in a more interesting and varied way. Teachers use a combination of text, images, animations, and videos to explain the material.

For example, when discussing the history of the Prophet Muhammad (PBUH) or important events in Islamic history, related images or videos can help students imagine and relate the concepts being taught to a visual context that is easier to understand. This kind of visualization greatly supports the cognitive process of students in remembering information better. With a more vivid visual display, students not only hear information, but also see and relate the material to their visual experience. In addition, PowerPoint allows for a more structured presentation of the material, which helps students to more easily follow the learning flow. The material can be presented in the form of clear bullet points, with additional explanations included in the next slide. This allows students to follow the learning in a more organized manner, where each topic discussed is explained in a coherent and easy-to-understand manner. Learning with PowerPoint is also more flexible because teachers can adjust the material to the needs and development of students in the classroom, by adding or decreasing information according to the level of student understanding. The results of the evaluation conducted after the implementation of PowerPoint showed a significant improvement in student learning outcomes. Learning outcome data showed that the average score of students increased from 70 in the pre-test to 85 in the post-test.

This improvement shows that PowerPoint media plays a big role in helping students understand the material better. In addition, the level of student learning completeness has also increased significantly, from 60% to 90%, which indicates that most students are now able to achieve the set standards of completeness. This improvement in learning outcomes can also be explained through the active involvement of students during the learning process. By using PowerPoint, learning becomes more interactive. Teachers can ask questions to students and ask them to give responses or discussions based on the material that has been presented. For example, on each slide that contains a question or challenge, students are encouraged to give their opinion or explain what they understand regarding the topic. This increases their engagement in the lesson,

as well as increases their understanding of the material being discussed. The use of PowerPoint media also has an impact on the development of students' skills in critical and analytical thinking. The material presented with the help of PowerPoint provides a clearer picture of the problem being discussed, so students can analyze and critique the information in more depth. For example, when discussing the topic of ethics in Islam, students can more easily understand the relationship between the concept of religion and its implementation in daily life. Through the visualization of the material, students can explore various viewpoints and seek a more comprehensive understanding. The success of the implementation of PowerPoint in PAI learning can also be seen from the increase in student motivation to learn. During the learning process, students look more interested and enthusiastic about participating in learning. More visual and interactive learning motivates students to be more active in asking questions and discussing.

They are not only passive listeners, but also play an active role in classroom activities, such as sharing opinions or giving examples based on their own experiences. This also increases students' confidence in speaking and participating in discussions. While the implementation of PowerPoint provides many benefits, there are some challenges that need to be faced. One of them is technical limitations, such as reliance on adequate equipment, such as computers and projectors, as well as the need for a stable electrical connection. In addition, there needs to be additional skills from teachers in using PowerPoint effectively, so that this media can be used optimally. Therefore, training for teachers in the use of this media is very important so that they can optimize the potential of PowerPoint as a learning tool. Overall, the application of PowerPoint media in PAI learning in class X E4 SMA Negeri 1 Harau has proven to be effective in improving student learning outcomes. Through the use of engaging and structured visual media, students become more engaged in learning, so they can understand the material better. In addition, PowerPoint media also plays a role in improving students' motivation and social skills, which in turn has a positive impact on better evaluation results. Therefore, PowerPoint can be used as an effective alternative in improving the quality of learning in the future.

## **CONCLUSION**

The application of PowerPoint media in Islamic Religious Education (PAI) learning in class X E4 SMA Negeri 1 Harau in 2024 has shown positive results in improving student learning outcomes. PowerPoint media, with a more structured, visual, and interactive presentation of material, is able to attract students' attention and make it easier for them to understand abstract concepts in PAI material. Learning, which was previously dominated by the lecture method, is now more dynamic and fun, so that students are more actively involved in the learning process. The significant improvement in learning outcomes, which is reflected in the increase in the average score and the level of student learning completion, shows that the use of PowerPoint media is very effective in improving material comprehension. Visualization of the material provided through images, videos, and animations makes it easier for students to remember and understand the topics being taught. Thus, this media has helped students not only to obtain information, but also to apply it in their daily lives. In addition, the use of PowerPoint also has a positive impact on student involvement in learning. With interactive features that can be used in PowerPoint, students become more active in discussing and asking questions, so that the learning process becomes more lively and varied. The increase in students' motivation to learn is also reflected in their greater interest in participating in lessons, which leads to improvements in better evaluation results. However, although the application of PowerPoint media provides many benefits, there are challenges that need to be considered, such as the dependence on technical equipment and the need for further training for teachers to use this media optimally. Therefore, adequate facility support and continuous training for teachers are important to ensure the successful implementation of PowerPoint media in learning.

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