

Improving Islamic Education Learning Outcomes Through the Use of AI-Based Power Point AI-Based Media at State Senior High School 2, Bukik Barisan District

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Abstract: This study aims to improve Islamic education learning in Islamic religious education learning by using power point media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational 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 research success indicators. The results of the study indicate that power point 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 56.78%, the first cycle 63.87% and in the second cycle it increased to 70.19%. Thus, the use of power point media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: AI, power point, Islamic education, learning education, learning outcomes.

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INTRODUCTION

In today's advanced modern era, education has become a basic need for every individual. The government has even set an obligation for its citizens to get education for 12 years, with the recommendation to continue it higher. In general, education is a tool for a person to be free from ignorance. The high level of a person's education is usually directly proportional to the level of knowledge they have acquired. Based on Law No. 20 of 2003, education is defined as an effort that is carried out consciously and planned to create a learning atmosphere and learning process that allows students to develop their potential. The goal is for students to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills that are useful for themselves, society, nation, and state. The education system in Indonesia covers various levels, ranging from basic education to tertiary education.

Law No. 20 of 2003 concerning the National Education System stipulates that religious education is a mandatory part of the curriculum, both at the primary and secondary education levels. This law is more progressive than the previous regulation, because it ensures that students at every level of education have the right to receive

religious education according to their beliefs, which are conveyed by educators of the same religion. In the preparation of the curriculum, aspects of faith, piety, and noble morals are the main focus that need to be considered. Religious education aims to provide knowledge, shape attitudes, personalities, and skills of students in practicing their religious teachings. This is regulated in Article 1 Paragraph 1 of Government Regulation No. 55 of 2007 concerning Religious Education and Religious Education. Article 5 Paragraph 7 states that the implementation of religious education must be carried out in an interactive, inspiring, fun, challenging way, as well as encouraging the creativity and independence of students, as well as motivating them to achieve success. To achieve the goals of religious education, especially Islamic Religious Education (PAI), innovation is needed in the teaching process. Teachers must be able to create a creative learning atmosphere, while students are encouraged to be more active, both through independent exploration and collaboration with others. The interactions that occur during learning play a very important role in improving students' understanding of the material being taught. Based on the author's experience as an educator, there are still many challenges faced, including low motivation of students in learning Islam. This can be seen from the lack of enthusiasm of students when attending lessons, the absence of student activity, to the tendency of some students to leave the classroom for a long time. According to Warsita (2010), learning is defined as the process of conveying ideas and ideas in a structured and meaningful manner through instructional interaction.

Zuhairini explained that Islamic Religious Education aims to form the personality of students systematically so that they can live a life according to the teachings of Islam, for happiness in this world and the hereafter. Learning is a process in which teachers play a role in encouraging students to learn in order to achieve the desired educational goals. Teaching strategies include methods and procedures that emphasize the active involvement of students in teaching and learning activities. Learning is a process that results in behavioral changes in students, both in attitude, social, and emotional aspects. Aristo defines learning as a person's interaction with their environment to change their behavior. Student learning outcomes that are not optimal are often related to the role of teachers as motivators and facilitators. Therefore, a teacher is expected to be able to develop creative and innovative learning to encourage active student involvement in the educational process at school. With the above problems, researchers need to conduct research with the title "Improving Student PAI Learning Outcomes with the Use of Power Point Media at SMAN 2 Kec.

METHODS

This study uses the Classroom Action Research (PTK) method with a qualitative approach to describe learning phenomena that cannot be explained quantitatively. PTK consists of four stages, namely planning, action, observation, and reflection, which aims to improve the quality of learning in the classroom. The variables in this study include independent variables in the form of the use of AI-based PowerPoint media and bound variables in the form of students' Islamic Religious Education (PAI) learning outcomes. The research was conducted in class X.E1 SMAN 2 Kec. Bukik Barisan with a sample of 15 students. The research data consists of quantitative data in the form of test results and qualitative data obtained through observation, interviews, and documentation. Data collection techniques include observation of student activities, tests in the form of pre-test and post-test to measure the improvement of learning outcomes, and interviews with students and teachers regarding the effectiveness of learning media. Data analysis was carried out descriptively and used percentages to identify trends in learning. The assessment criteria used the Likert scale, with a minimum limit of 75 learning goal achievement. The results of the study are expected to provide an overview of the effectiveness of using AI-based PowerPoint media in improving student learning outcomes.

This study uses an experimental method with a quantitative approach to test the effectiveness of the use of AI-based PowerPoint media in improving the learning outcomes of Islamic Religious Education (PAI) students at SMAN 2, Bukik Barisan District. The research design used is the pre-test and post-test of the experimental group. Before the research begins, a pre-test is carried out to determine the level of students' understanding of the PAI material to be taught. After that, students were treated with the use of AI-based PowerPoint media in learning, and a final test (post-test) was carried out to measure the improvement of student understanding. In this study, the experimental group was given PAI learning using PowerPoint media equipped with AI-based features, such as automatic narration voices, dynamic visualization, and interaction that allows students to choose the material they want to learn further. This media is designed to present material in a more engaging and interactive way, with the aim of increasing student attention and engagement in the learning process.

The use of this technology also provides a more personalized and adaptive learning experience, as it can be adjusted to the level of student understanding. The research subjects consisted of grade XI students at SMAN 2 Bukik Barisan District. As a research sample, two classes were selected, namely an experimental class using AI-based PowerPoint media and a control class that uses conventional methods in PAI learning. Both classes were taught the same material on Islamic teachings during the same period. A comparison between the pre-test and post-test results in the two groups was used to measure the effectiveness of AI-based PowerPoint media in improving student learning outcomes. In analyzing the data, descriptive and inferential statistical analysis techniques are used. The t-test was conducted to compare the results of the pre-test and post-test between the experimental group and the control group, to find out if there was a significant difference in student learning outcomes after the application of AI-based PowerPoint media.

This research was carried out at SMAN 2 Kec. Bukik Barisan in class XE1 with the aim of improving student learning outcomes on the material "Avoiding Attitude to Liver Disease" using AI-based PowerPoint media. This research consists of three cycles, each lasting for one meeting with a duration of 2x45 minutes. Before the implementation of the cycle, the researcher made initial observations to find out the learning outcomes of students without using AI-based PowerPoint media. The observation results showed that the level of student understanding was still low. In the pre-cycle stage, learning was carried out by the lecture method, and the assessment results showed that out of 14 students, only one student obtained very good scores, while some others still got enough and low scores. Based on these results, the researcher designed actions in the first cycle using the Problem Based Learning (PBL) model and AI-based PowerPoint media. The results of the first cycle showed an increase in learning outcomes, but did not meet the 85% success target, so improvements were made in the next cycle. In cycle II, researchers improved the learning method with more interaction through group discussions and the use of additional media such as learning videos. The test results in cycle II showed improvement, with 2 students getting very good grades and 9 students getting good scores.

Observations also show an increase in student and teacher activity, although some aspects still need improvement. Cycle III is focused on optimizing the use of learning media and student involvement in discussions and group assignments. The results of the evaluation showed a significant improvement, with 6 students achieving the excellent category. Observations showed that both researchers and students had achieved the category of both engagement and participation in learning, although there was still one student who scored enough. Based on the reflection from cycle III, this study shows that the use of AI-based PowerPoint media is effective in improving student learning outcomes, although there is still room for further improvement to achieve more optimal results.

DISCUSSION

Based on the results of the research conducted, the use of AI-based PowerPoint media in Islamic Religious Education (PAI) learning at SMAN 2 Bukik Barisan District shows a significant improvement in student learning outcomes. This media provides a more engaging and interactive learning experience. AI-based features, such as automated narration and dynamic visualization, make the material delivered more understandable and more engaging for students. With the use of this media, students not only get information passively, but also directly engage in the learning process through the choice of materials that suit their interests and level of understanding. During the study, the experimental group that used AI-based PowerPoint media showed a greater improvement compared to the control group that used conventional learning methods. The use of technology in learning allows students to access information in a more flexible and enjoyable way, which contributes to their improved understanding of PAI material.

With the interactive features provided by the media, students find it easier to understand religious concepts that were previously considered difficult or less interesting. The use of AI-based PowerPoint media also plays a role in increasing student learning motivation. Students are more interested and enthusiastic in participating in learning because this media provides a more varied and less monotonous experience. With the presence of visual and sound elements, students feel more connect with the material being taught. This can reduce boredom and improve students' concentration during the learning process. More motivated students tend to be more active in asking questions, discussing, and completing assignments, which ultimately positively impacts their learning outcomes. However, while AI-based PowerPoint media provides significant benefits, there are some challenges found during its implementation.

One of them is the limitation of infrastructure and the accessibility of adequate devices for each student. Not all students have devices that can support the optimal use of AI-based media. In addition, it takes more time to prepare teaching materials that are in accordance with this technology. Therefore, the success of the use of this media is highly dependent on the readiness of facilities and support from schools and teachers in making good use of technology. Overall, the results of this study show that the application of AI-based PowerPoint media can improve the learning outcomes of PAI students at SMAN 2 Bukik Barisan District. This media has a positive impact in terms of material understanding, learning motivation, and student involvement in learning. Although there are several challenges, such as limited equipment and preparation time, the use of this technology has great potential for wider use in learning, especially for materials that require a deeper understanding and engaging visualizations.

CONCLUSION

Looking at the test results in the initial study, then continued to improve cycle I, cycle II, cycle III and cycle IV, it can be seen that each cycle has increased. In this case, the application of AI-based powerpoint media in Islamic Religious Education subjects with materials to avoid liver disease can make student learning outcomes increase, it is a sign that the AI-based powerpoint media used by researchers has a great influence. This proves that learning using AI-based powerpoint media strongly supports completeness, learning outcomes and student activities. Mastery of learning materials is easy and quick for students to master so that student learning outcomes are increasing.

Based on the results of research that has been conducted at SMAN 2 Bukik Barisan District, it can be concluded that the use of AI-based PowerPoint media in Islamic Religious Education (PAI) learning can significantly improve student learning outcomes. The application of this media allows students to be more active and involved in learning, which has a direct impact on improving their understanding of PAI material. AI-based

features, such as automated narration and dynamic visualizations, help students to understand the material in a more engaging and interactive way, making learning more receptive. Students who use AI-based PowerPoint media show better improvements in terms of material comprehension when compared to students who follow learning using conventional methods. This medium provides a different and more adaptive learning experience, as students can learn according to their individual pace and learning style. The interactivity offered by this media also allows students to focus more and not feel bored during the learning process. In addition, the use of AI-based media also increases students' motivation to learn. With attractive visual displays and automated narration, students become more interested in participating in lessons and more enthusiastic in understanding PAI concepts.

This is reflected in the increase in student activity during learning and test results which show significant improvements after the application of this media. Students feel more challenged and interested in digging deeper into the material taught. However, there are several obstacles in the application of AI-based PowerPoint media, such as the limitations of supporting devices and the time required to prepare technology-based teaching materials. Not all students have access to adequate devices, and this becomes a challenge in spreading the use of AI-based media evenly. Therefore, further support is needed from schools and the government to ensure that the technology infrastructure in schools can support the implementation of this media optimally. Overall, this study shows that AI-based PowerPoint media can be a very effective alternative in improving PAI learning outcomes at SMAN 2 Bukik Barisan District. With the use of this media, students can gain a better understanding of the material, increase their motivation to learn, and increase their involvement in learning. Therefore, this AI-based medium is worth considering to be applied more widely in other learning in the future.

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