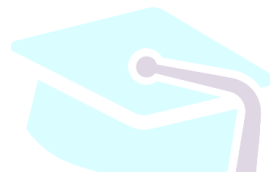


Improving Learning Outcomes in Islamic Education Learning Using Power Point Media at SMA Swasta Darul Iman

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Abstract: This research aims to improve student learning outcomes in learning Islamic religious education by using power point media. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are high school students. The data of this research was obtained with test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with research success indicators. The research results show that power point media can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the precycle 46.71%, the first cycle 79.39% and in the second cycle it increased to 89.96%. Thus, the use of power point media can be used as an alternative to improve student learning outcomes in Islamic religious education.

Keywords: Powerpoint media, learning outcomes, Islamic religious.

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INTRODUCTION

In the line of life, no exception is made in the implementation of education, the current technological development is all digital and modern. This gives a significant influence on the development progress of a nation and country. A country is said to be advanced when the quality of human resources (HR) is good. In creating quality human resources, there are of course several things that need to be done, including improving the quality of education itself. In the country of Indonesia, which is a large country with cultural and cultural diversity and the majority of the population is Muslim, they hold science in high regard and can follow the current of the times.

The use of technology in education is an alternative activity to improve the quality and quantity of learning. Islamic Religious Education is one of the important learnings and is taught in formal education starting at the Primary School level. The purpose of studying Islamic Religious Education is to develop a generation that is civilized and has good manners and character. However, there are some things that need to be observed in the learning process considering that there are some Islamic Religious Education materials that cannot be explained or explained verbally so that a teacher must use tools or media in

learning so as not to create different definitions for students. In addition, the impact of teachers using only verbal explanations will make it easy for students to forget them. Therefore, teachers are required to master learning media in order to be able to convey educational messages and information to students properly.

The learning done by the researcher so far, especially in class X of Darul Iman Private High School, has started to be IT-based, but there are still using the lecture method where the teacher explains and the students tend to just listen without any variations such as the use of media and so on. As a result of these conditions, the learning outcomes of students, especially in PAI learning, are not optimal. This is proven from the results of the students' daily repetition of the Salat material. Based on the data obtained, there are still many students who get a score below the Minimum Completion Criteria (KKM) according to the school's regulations, which is 75. Out of 25 students, only 9 students (36%) obtained a score equal to or above the KKM, while another 16 students (64%) obtained a score below the KKM.

Media plays an important role in achieving the desired learning goals. Media comes from the Latin *medius* which literally means "middle", "intermediary" or "introductory"². Media also means an intermediary or something that is used to deliver, deliver or bring something³. Gerlach and Ely in Asyar say that media when understood broadly is a benefit, material or event that creates conditions that make students able to acquire knowledge, skills and attitudes⁴. While Suparno in Ismawati explains that, "media is a tool used as a channel to deliver a message or information from a resource (resource) to the recipient (receiver)"⁵. From some of these opinions, it can be concluded that the media is generally a communication tool that is used as an intermediary or intermediary between the source and recipient of the information.

While the learning media is an intermediary between the teacher and the learner in conveying the knowledge or material that will be given. More broadly, learning media can be interpreted as everything that can be used to convey messages that can stimulate students' thoughts, feelings, attention and abilities so as to encourage the learning process in students⁶. The learning media used in learning affects the effectiveness of learning. Learning media is also a tool that can help the teaching and learning process and serves to clarify the meaning of the message being delivered, so that learning goals can be achieved better and perfectly. Thus it can be concluded that learning media is a tool that can be used to convey knowledge from teachers to students so that it can grow students' interest and motivation in thinking and the achievement of learning goals effectively. The learning media developed in this research is power point media in learning PAI material about the exemplary story of Wali Songo.

The low learning outcomes of these students are due to the lack of teachers in providing learning variations so that learning only takes place in one direction and students are less actively involved. In order to overcome this, a solution is needed so that the learning outcomes of students increase. One of the efforts of the researcher to solve is to use learning media that can help teachers in delivering PAI material so that it is more practical. In addition, the use of learning media can stimulate the mindset of the participants in the study as an effort development in the learning and teaching process to be more varied. The learning media used is Power Point.

Powerpoint is one of the software designed specifically to be able to present multimedia programs in an interesting way, easy to make, easy to use and relatively cheap, because it does not require raw materials other than tools to store data¹. Powerpoint is also a presentation media which in its use requires special planning and is designed in such a way that it can be used. In using this media requires special expertise in its use in order to be able to design the message well, so that the display can foster the interest of students in learning and students can learn easily.

METHODS

The form of research used in this research is Class Action Research (CAR) or Classroom Action Research (CAR). Class action research (CAR) is research carried out by the class teacher or in the school where he teaches with an emphasis on improving or improving the learning process and praxis¹⁹. Wiraatmaja revealed that Classroom Action Research is how a group of teachers can organize the conditions of learning practice and learn from their own experience, can try an idea of improvement in their learning practice, and see the real effect of that effort²⁰. Dwitagama also stated that CAR is a form of reflective research conducted by the teacher himself and the results can be used as a tool for the development of teaching skills. Based on the opinions of some of the experts, it can be concluded that CAR is a research conducted by class teachers that aims to improve their performance as teachers so that learning outcomes increase. In this research, the researcher used the CAR model developed by Kemmis and Mc Taggart in Kusumah and Dwitagama which is an extension of Kurt Lewin's model. However, the action component with observation is made as a unit because both are inseparable actions that occur at the same time, When the action is implemented, so is the observation. Kemmis and Taggart, divided the action research procedure into four stages of activity in one rotation (cycle), namely: planning-action- observation-reflection.

According to Arikunto what is meant by research data source is the subject from which the data is obtained²³. Data in this research means information or facts obtained through observation or research in the field to obtain the information sought. The types of data sources used in the implementation of this research include: 1) Observation results during the research process; 2) Learning outcomes of students on the subject of understanding Gratitude. The techniques used by the researcher in collecting data for this research are as follows: 1) Observation is done to observe activities in the class during learning activities. This activity is intended to find out if there is compatibility between planning and implementation of actions as well as to collect data on student activities. This observation is carried out at the time of action by using power point media in understanding Gratitude; 2) The test technique is done to find out the learning results before and after using power point media on PAI subjects in class X as a form of evaluation. The test is conducted after learning using power point which is used to measure students' understanding of the material presented. The test used is a written test in the form of multiple choice questions; 3) This technique is used to obtain data on the ins and outs of the learning process of PAI subjects, for example RPP, student name lists and Student Observation Sheets and photos and other documentation to support during learning.

The instrument used in this research is to use test instruments and observation sheets of teacher and student activities. Sanjaya stated that the test is a data collection instrument to measure the cognitive ability of students or the level of mastery of learning material²⁴. Individual test is a test that is done to students individually. This test is given when the teacher wants to find out the influence of the action taken on the ability of certain students. Observation is the activity of observing the results of an action carried out against the students being studied. Observation is also a method of collecting data on teacher performance and student activities during learning. Observation is done by observing the activities done by teachers and students during the learning process by using power point.

Data analysis is done in a research to draw conclusions from all the data that has been obtained. The data analyzed is the result of observing the activities of teachers and students, and the results of student tests. Data in the form of observations of teacher and student activities are analyzed in the form of descriptions in the form of drawing conclusions. Student test result data is analyzed with numbers. Each student's answer

sheet will be evaluated, so first set the score evaluation standard with the intention of avoiding the element of subjectivity. Scoring is adjusted to the number of questions given to students so that the total score given is calculated accurately. To calculate the percentage of the total number of students who have completed or have met the KKM in PAI subjects which is 75, it is formulated as follows: Through observation activities, the researcher collected data about the activities of teachers and students during the learning process using power point media.

The data analysis performed on the results of this observation is a qualitative data analysis accompanied by the calculation of the percentage of achievement. The formula for calculating the implementation of learning is: Then the percentage that has been achieved is determined based on the category. Here is the interpretation table of the implementation of the learning model. The criteria for success in this research are as follows: a) Completion of learning classics is achieved if 80% of students reach the KKM that has been determined by the school, which is 75; b) Learning outcomes can be said to increase if the assessment results obtained by students experience an increase from before the class action research was conducted with the guided inquiry model and after the previous research was conducted the students obtained less than the KKM and then reached the KKM determined by the school.

RESULTS

In this chapter the researcher will present the results of the class action research that the researcher has done. The results of the data obtained from the results of this research include the results of the observation of the teacher's activities, the activities of the participants and the results of the written test after the action has been taken, which is using power point learning media. The results of this research consist of three cycles in which each cycle describes several stages, namely learning planning, learning implementation consists of preliminary activities, core activities, and closing activities, observation and reflection. This research was carried out in the 10th class of Darul Iman Private High School with a total of 20 students. Learning planning is the initial activity of class action research. At this stage the researcher prepares: 1) Compiles the Learning Implementation Plan (RPP-1) cycle I with Basic Competence (KD) 3.21 Understanding Gratitude and Competency achievement indicators namely 3.21.1 Characteristics of Gratitude to Allah Swt which uses power point media in the learning steps; 2) Compile the students' learning results test for cycle I; 3) Prepare learning materials in power point; 4) Prepare an observation sheet for teacher and student activities; 5) Execution. Action cycle I is carried out on Monday 13 October 2022 at 08.05 - 09.15 WIB with a time allocation of 2 x 45 minutes. At this meeting, the researcher acted as the leader of the learning activities while the researcher's colleague, Mrs. Dra. Sariatien is on duty as an observer during the learning activities.

The implementation of learning is done with three stages, namely preliminary, core and closing activities. The preliminary activity begins with preparing the class, saying greetings and praying led by the class leader. Before starting the researcher's learning together with the students, they read selected short letters in a classical way. Next, the researcher asked the students' condition, followed by checking the students' attendance. Then the teacher explained to the students about the existence of the other teacher sitting behind and prepared the teacher and student activity observation sheet instrument to be filled in by the observer. The teacher conveys the learning objectives that are indicated along with the learning stages as well as the evaluation system that is carried out. The teacher divides the students into 5 groups, each group consists of 5 students. The teacher prepares the power point learning media used.

The core activity, the teacher showed slides of power point material about Gratitude, students were asked to observe and understand the explanation teacher. Then the students asked questions about the material that was shown. Then the teacher asked the

students in the group to appoint one person as the group leader to discuss the things that need to be analyzed from the Nikmat Syukur material. Students are also asked to make a summary of the results of the group discussion about Gratitude, each student should record the conclusion of the group discussion. In turn, group spokespersons present the results of their group discussions. While the other group gave feedback. Learners deliver rebuttals and responses to the presentation of a specific group's spokesperson. Students make conclusions helped and guided by the teacher.

To find out the level of student understanding of the learning process, the researcher conducted a test at the end of the I cycle. The test was given in the form of multiple choice with a total of 10 questions. The teacher gives 15 minutes to the students to work on the test individually. Once completed, the test is collected at the teacher's desk to be graded. Before the learning ends, the teacher provides reinforcement of the material. The teacher does reflection by asking students questions or responses about Gratitude, the teacher plans follow-up activities by giving tasks to be done correctly at home individually. The teacher conveys a moral message to the students to always repeat the material Gratitude for Pleasure. The teacher presents the learning plan at the next meeting. The teacher closes the learning by asking to pray together led by one of the students and ends with salam. Observation is carried out to see and learn about the teaching and learning process that occurs during cycle I. The teacher's attitude in teaching and the students' attitude in learning are evaluated during the implementation of learning using power point learning media. As a result of the observation of the teacher's activities in cycle I based on the observer's observations, the teacher has implemented the learning well according to the learning implementation plan such as greeting, praying, conditioning the class, preparing the students and checking the attendance of the students. It's just that when the teacher conveys the purpose of the learning, it is not clear, as well as in raising the students' enthusiasm for learning, the teacher does not do as much as possible so that the enthusiasm of the students to follow the learning is not so visible even though there have been changes from the pre-cycle.

In the core activities, the learning process is seen as less conducive, this is beginning to be seen from the various activities of the students that disrupt the learning process. During the explanation of the material, the teacher is also seen to be quick to explain so that there are some students who are not clear with the material given, plus the presentation of the material in the power point presented by the teacher has not yet attracted the attention of the students. In addition, when the division of groups in the class atmosphere becomes crowded, the teacher is less than optimal in managing the class well. Seeing the class conditions that were not conducive, the teacher immediately calmed the class down by giving reprimands to the rowdy students. During the group discussion, there were some students who were busy with their own activities, some were just waiting for the answers of their group mates and some looked confused to do their discussion tasks. The teacher is also seen guiding the group by coming to the group one by one to give instructions, guidance and motivate the students so that they can express their opinions and ideas about the issues discussed. Little by little the students began to understand and were able to express their opinions. At the time of the final activity, the teacher invited the students to conclude the learning material that had taken place.

From the table above it is known that the total implementation of teacher activities in using powerpoint is 10 out of 13 indicators observed with a percentage of learning implementation of 76.92%. An indicator that is not done is to evaluate the results of the group's work, awarding the group with the best results and assigning tasks related to the next material. This is due to time constraints. From the table it is known that the number of student activities implemented in cycle I is 8 with a total of 12 indicators. The percentage of implementation is 66.67% with good interpretation. As for some of the indicators that were not done, it was because only 1 or 2 students did the action, so the observer thought that the action was not done. Many students in cycle I are not actively writing down the subject matter, not active in asking questions and not active in

submitting ideas. At the time of learning, the enthusiasm of the students is also not visible due to the lack of optimal presentation of the material by the teacher.

Based on the table above it is known that the average learning result obtained in cycle I is 68.4 with the number of students who completed KKM 75 as many as 12 and the percentage of classical completion is 48%. The results obtained have already experienced an increase from the pre-cycle but have not yet reached the success indicator so that the next improvement is necessary. This reflection is done to find out if the actions of Cycle I should be repeated or if they have achieved success. From the results obtained, it can be concluded that there are some deficiencies in the Ise cycle that need to be improved in the next cycle.

Cycle II action is carried out on Monday 27 October 2022 at 08.05 - 09.15 WIB with a time allocation of 2 x 30 minutes. At this meeting, the researcher still acts as the leader of the learning activities, while the researcher's colleague, Mrs. Dra. Sariaten, is on duty as an observer during the learning activities. The implementation of learning is still like cycle I with three stages, namely introductory, core and closing activities. The preliminary activity begins with preparing the class, saying greetings and praying led by the class leader. Before starting the study, the researcher together with the students read classically selected short letters. Further, the researcher asked about the condition of the students followed by checking the presence of the students, checking the neatness of clothes, positions and seats adapted to the learning activities. Then the teacher asks questions about the previous lesson. Delivering the basic competence and goals to be achieved, that is, students can analyze about Gratitude. Delivering stages of activities that include observing, asking, exploring, association, and communicating back. The teacher instructs the students to sit in the groups that have been formed. The teacher prepares the learning media that will be used.

The core activity, the teacher showed a power point slide material about Gratitude for Pleasure. Students were asked to observe and understand the teacher's explanation. Then the students asked questions about the material that was shown. Then the teacher uses a picture card of Wali songo and a description of his role model which is distributed to each group. In the group discuss about the things that need to be done from the behavior of Gratitude. Students were also asked to make a summary of the results of the group discussion about thanksgiving. Each student must also record the conclusion of the group discussion. In turn, group spokespersons present the results of their group discussions. While the other group gave feedback. Students present rebuttals and responses to the presentation of the spokesperson of a particular group. Students make conclusions helped and guided by the teacher.

To find out the level of student understanding of the learning process carried out, the researcher conducted a test at the end of cycle II as was the case with cycle I. The test was given in the form of multiple choice with a total of 10 questions. The teacher gives 15 minutes to the students to work on the test individually. Once completed, the test is collected at the teacher's desk to be graded. Before the learning ends, the teacher gives reinforcement of the material. The teacher does a reflection by asking students questions or responses about gratitude. The teacher plans follow-up activities by giving tasks to be done correctly at home individually. The teacher conveys a moral message to the students so that they can apply gratitude in their daily lives. The teacher presents the learning plan at the next meeting. The teacher closes the learning by asking to pray together led by one of the students and ends with salam.

The observer observes what the researcher does in the learning process, checks its suitability with the learning activity plan that has been made in advance and then gives an assessment on the observation sheet that has been prepared. Observations in this research are still carried out by observers who are peers. This observation is carried out in accordance with the attached observation guidelines. If there are important things that happen in learning and are not in the observation sheet, then they are included in the field notes. From the table it is known that the number of student activities implemented in

cycle II is 10 with a total of 12 indicators. The percentage of implementation is 83.33% with a very good interpretation. Daritable above it can be seen that only 2 activities are not done, namely actively asking and actively proposing ideas. When learning in cycle II, in general, the learning activities are as expected but not perfect. In addition, during cycle II learning, the students' enthusiasm in learning has been seen because in cycle II the teacher used pictures and descriptions of Gratitude to make it easier for students to discuss it in groups. Based on the above table it is known that the average learning result obtained in cycle II increased to 78.10 with the number of students who completed KKM 75 as many as 19 people and the percentage of classical completion was 76%. The results obtained have been increased to reach a success indicator of 90%.

DISCUSSION

The use of PowerPoint in Islamic Education (PAI) has proven to be a highly effective strategy to improve learning outcomes among students. PowerPoint allows teachers to present complex Islamic concepts in a clear and engaging manner. With its multimedia capabilities, including the integration of images, videos, animations, and sound clips, PowerPoint can make abstract concepts more concrete and accessible to students. By breaking down content into visually appealing and organized slides, PowerPoint facilitates better comprehension and retention of key Islamic teachings such as the pillars of Islam, the biography of Prophet Muhammad (PBUH), and important historical events in Islamic civilization. One of the significant advantages of using PowerPoint in PAI lessons is the ability to cater to different learning styles. Students are diverse in how they process information—some are visual learners, others are auditory, and some may learn best through interactive or kinesthetic methods. PowerPoint accommodates all these learning styles by integrating visual elements (such as diagrams, charts, and images), auditory elements (such as voice narration and sound clips), and interactive elements (such as quizzes and links to external resources). This multimedia approach helps to engage students more fully, ensuring that each learner can connect with the material in a way that works best for them.

Another important benefit of PowerPoint is its ability to increase student engagement and participation. Traditional methods of teaching Islamic Education, such as lecturing or using textbooks, can sometimes make students passive recipients of information. However, PowerPoint allows for a more dynamic and interactive classroom experience. For instance, teachers can embed questions within the slides that prompt students to reflect and discuss, turning a lecture into an interactive session. The use of multimedia elements also helps to maintain students' attention, reducing the risk of boredom and disengagement during lessons. Moreover, PowerPoint makes the organization and delivery of Islamic Education content much more structured and systematic. Teachers can easily break down a lesson into smaller, manageable parts, presenting one key idea at a time. This logical progression of information not only helps students follow the flow of the lesson but also allows them to better connect different aspects of Islamic teachings. For example, a lesson on the life of Prophet Muhammad (PBUH) can be structured into slides that focus on different stages of his life, making it easier for students to understand and remember the key events.

The use of PowerPoint also helps in reinforcing key concepts. Teachers can highlight important terms, definitions, and ideas on each slide, ensuring that students are constantly reminded of the core material. In Islamic Education, where certain terms like "Shahada," "Salah," and "Zakat" are central to the curriculum, PowerPoint allows teachers to emphasize these concepts with clarity and repetition. This reinforcement helps solidify students' understanding and retention of important Islamic teachings, making it easier for them to recall the material later in assessments or discussions. Furthermore, PowerPoint allows for more efficient use of class time. Instead of spending time on manual preparation of teaching materials or writing on the board, teachers can quickly display and modify

content as needed. This gives them more time to focus on facilitating discussions, answering questions, and engaging students in interactive activities. The ability to present clear and organized slides also ensures that the lesson flows smoothly, without unnecessary interruptions or confusion. This efficient use of class time leads to a more productive and effective learning environment.

In terms of assessment, PowerPoint offers teachers the ability to easily incorporate quizzes and formative assessments within the lesson. This allows for immediate feedback on students' understanding of the material. For example, after discussing the five pillars of Islam, teachers can include a multiple-choice quiz or a short reflection activity to assess whether students have grasped the key concepts. This instant feedback helps to identify areas where students may need further clarification, ensuring that learning gaps are addressed before moving on to more complex topics. Lastly, the use of PowerPoint in Islamic Education supports a more inclusive learning environment. In classrooms where students have varying levels of prior knowledge, PowerPoint provides a flexible tool for differentiation. Teachers can adapt their presentations by adding additional explanations, images, or videos for students who may need extra support. For more advanced students, they can provide supplementary content to encourage deeper exploration of the subject. This ability to tailor lessons to the individual needs of students ensures that all learners are given the opportunity to succeed. In conclusion, the integration of PowerPoint media into Islamic Education significantly improves both student engagement and learning outcomes. By presenting content in a more structured, interactive, and visually stimulating manner, PowerPoint helps students better understand and retain key Islamic concepts. It also provides teachers with the flexibility to cater to different learning styles, assess student progress in real-time, and create a more inclusive classroom environment. As such, PowerPoint is a powerful tool for enhancing the effectiveness of Islamic Education and ensuring that students gain a deeper and more meaningful understanding of the subject.

In recent years, there has been a growing recognition of the importance of using technology to enhance the learning experience in the classroom. One of the most effective tools that educators can use is multimedia presentations, particularly through applications like PowerPoint. In the context of Islamic Education (PAI), this technology has the potential to significantly improve the learning outcomes of students, especially in the 10th grade at Darul Iman Private Senior High School. Islamic Education is an essential subject in the curriculum of Indonesian schools, especially in private institutions like Darul Iman. It aims to provide students with not only the theoretical knowledge of Islam but also to instill moral values and practical teachings that can guide their daily lives. However, one of the challenges faced by teachers is maintaining students' interest and engagement in a subject that some may find less interactive or challenging.

The use of PowerPoint as a medium of instruction can help address these challenges. PowerPoint presentations allow teachers to present information in a visually engaging format. The combination of text, images, animations, and videos can captivate students' attention, making abstract or complex Islamic concepts more accessible and easier to understand. In the case of Darul Iman students, PowerPoint can serve as a bridge between traditional learning methods and more modern, interactive educational tools. PowerPoint's ability to incorporate multimedia elements like images, videos, and sound clips enhances the learning experience. For example, during the teaching of Islamic history or the life of Prophet Muhammad (PBUH), teachers can integrate pictures, maps, and historical documents that help contextualize the lessons. These multimedia elements not only make the subject more relatable but also support different learning styles, such as visual and auditory learners.

Moreover, PowerPoint allows for the integration of quizzes and interactive elements within the presentation itself. These interactive features can serve as formative assessments, enabling teachers to gauge the students' understanding of the material in real time. This immediate feedback helps to reinforce learning and allows teachers to

adjust their teaching strategies accordingly. In the context of Darul Iman, where students come from diverse backgrounds and learning abilities, the use of PowerPoint media offers a more inclusive learning environment. Students who may struggle with reading or writing can still engage with the material through images and videos, while those who excel in visual learning can benefit from the visual appeal of PowerPoint presentations.

Furthermore, the flexibility of PowerPoint presentations allows teachers to modify the content to suit the needs of the students. Whether it is simplifying complex concepts or adding supplementary information for advanced learners, PowerPoint provides the versatility needed to accommodate diverse learners. For example, if a student is struggling to understand a particular concept, the teacher can revisit the topic with more visual aids or additional examples. One of the key advantages of PowerPoint is that it allows for organized and structured delivery of lessons. The slides can follow a logical progression, ensuring that the content is delivered systematically. This helps students to follow the flow of the lesson and understand how different topics are connected. In Islamic Education, where lessons often build on prior knowledge, this structured approach is particularly beneficial.

In addition to improving the clarity of lessons, PowerPoint also aids in reinforcing key concepts. By highlighting important points and using bullet points, teachers can help students focus on the most critical aspects of the lesson. This method of emphasizing key takeaways ensures that students retain the most important information and can easily review it later. Moreover, PowerPoint can be used to create a more dynamic and engaging classroom atmosphere. Instead of relying solely on textbooks or lectures, teachers can use animations, transitions, and other visual effects to make the learning experience more enjoyable. This dynamic approach can increase student participation and engagement, making them more likely to retain the information presented.

The incorporation of PowerPoint also allows for greater student involvement. Teachers can encourage students to create their own presentations on Islamic topics, fostering creativity and deepening their understanding of the material. This type of project-based learning encourages collaboration and critical thinking, both of which are valuable skills for students to develop. In the specific context of Darul Iman, the use of PowerPoint media can foster a deeper connection between students and the material. Islamic Education is not only about theoretical knowledge but also about internalizing values and principles. By presenting the material in a visually appealing and engaging way, teachers can create a stronger emotional connection with the content, encouraging students to reflect on their own beliefs and actions.

Additionally, the use of PowerPoint presentations can help to address the issue of limited time in the classroom. In traditional methods, teachers may spend a significant portion of the lesson writing on the board or preparing visual aids. PowerPoint allows for efficient delivery of content, freeing up more time for discussion, reflection, and interactive activities that promote critical thinking. Another benefit of using PowerPoint in Islamic Education is its potential to support flipped classroom models. Teachers can upload their PowerPoint presentations to a learning management system (LMS) or a school website, allowing students to review the material before class. This can create a more interactive classroom environment, where students come prepared with prior knowledge and can engage in deeper discussions and activities during class time.

PowerPoint also offers the advantage of portability. Presentations can be saved and shared easily, allowing for seamless integration into remote learning or blended learning environments. This is particularly beneficial in situations where face-to-face learning may be disrupted, as it ensures continuity in the teaching and learning process. While PowerPoint is an effective tool, it is important for teachers to use it strategically. Over-reliance on slides can lead to disengagement if the material is not presented in an interactive and stimulating way. Teachers must ensure that the presentations are not too text-heavy and that they incorporate a variety of visual and interactive elements that encourage student participation. In conclusion, using PowerPoint as a medium for

teaching Islamic Education in Darul Iman Private Senior High School can greatly enhance the learning experience for students. By integrating multimedia elements, fostering student engagement, and providing a structured approach to content delivery, PowerPoint helps improve both the quality of education and the students' learning outcomes. As technology continues to shape the educational landscape, incorporating PowerPoint into Islamic Education lessons is a step towards creating a more dynamic, inclusive, and effective learning environment.

Based on the results of the research and discussion in Chapter IV, it can be concluded that the implementation of Islamic Education (PAI) learning in Class X of Darul Iman Private High School using PowerPoint media is not only conducive but also significantly more effective in fostering student engagement and improving learning outcomes. PowerPoint as a teaching medium offers a dynamic and interactive approach that captures the attention of students more effectively than traditional, conventional methods. The integration of multimedia elements such as images, videos, and animations helps break down complex concepts into digestible, visually engaging content, making it easier for students to comprehend and retain Islamic teachings. The positive impact of PowerPoint is evident in the increased student activity observed during lessons. The interactive nature of the PowerPoint presentations encouraged students to actively participate in discussions and activities. For instance, quizzes and discussion prompts embedded in the slides prompted students to engage in critical thinking and apply the knowledge they had gained. In contrast, when conventional teaching methods such as chalk-and-board were used, student activity levels were noticeably lower, as they were merely passive recipients of information. The shift to PowerPoint not only enhanced engagement but also promoted a more learner-centered approach, where students played an active role in their own learning process.

Moreover, the use of PowerPoint media facilitated a more structured and organized presentation of material. Each lesson was logically segmented into slides that helped guide the flow of the lesson, ensuring that students could follow along without feeling overwhelmed by a disorganized presentation of content. The slides' concise bullet points and key concepts served as useful references for students, allowing them to easily review the material at the end of the lesson. This systematic approach was a significant improvement over conventional methods, which often lacked such clear organization, leading to confusion or misunderstanding of core concepts in the subject matter. Another major advantage of PowerPoint in PAI learning at Darul Iman was the increased flexibility it offered. Teachers were able to tailor their presentations to suit the needs of diverse learners in the classroom. For example, visual learners benefited from the use of images, diagrams, and videos that accompanied the textual content, while auditory learners were engaged through the integration of relevant sound clips and voice narrations. Furthermore, PowerPoint's ability to easily modify and adapt content allowed teachers to revisit certain topics or elaborate on specific aspects of Islamic teachings based on students' needs, further improving the overall learning experience.

The results of the study also showed a clear improvement in student learning outcomes, particularly when comparing pre-cycle and cycle II assessments. In the pre-cycle, students exhibited lower levels of mastery over the material, as reflected in the percentage of classical completion. However, by the time cycle II was implemented, there was a noticeable increase in the percentage of students achieving mastery of the subject. The use of PowerPoint media played a pivotal role in this improvement, as students had more engaging and interactive lessons that facilitated better understanding and retention of the material. This increase in learning outcomes also indicates that students were not only more active but also more invested in the learning process, likely due to the motivating and stimulating nature of the media.

The increase in classical completion percentage from pre-cycle to cycle II further suggests that PowerPoint helped bridge learning gaps and addressed the individual needs of students more effectively. While some students may have struggled in traditional

learning environments, the multimedia tools offered by PowerPoint enabled them to approach the material in a way that catered to their individual strengths and learning preferences. This personalized approach to learning likely contributed to the overall increase in academic achievement observed during the research period. In conclusion, the integration of PowerPoint media into Islamic Education (PAI) lessons at Darul Iman Private High School has proven to be an effective tool in both increasing student engagement and improving learning outcomes.

The transition from conventional teaching methods to more dynamic, multimedia-based lessons facilitated a more active and participatory classroom environment, where students were able to engage more deeply with the material. This shift not only resulted in enhanced student activity but also in measurable improvements in academic performance. Therefore, the use of PowerPoint in PAI learning should be encouraged as it has the potential to make a significant positive impact on both the teaching and learning processes, especially in fostering student engagement and achieving higher learning outcomes.

CONCLUSION

Based on the results of the research and the discussion in Chapter IV, it can be concluded that the implementation of Islamic Education (PAI) learning in Class X of Darul Iman Private High School using PowerPoint media was conducted in a conducive manner and proved to be more effective than conventional methods. The use of PowerPoint media significantly enhanced student engagement during the learning process, with students who used this media demonstrating higher levels of activity compared to those who used conventional instructional media. Furthermore, students' learning outcomes showed a marked improvement, as indicated by the increase in the percentage of classical mastery from the pre-cycle to the second cycle. These findings suggest that the appropriate use of instructional media can positively influence both student participation and academic achievement.

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