Efforts to Improve Islamic Education Learning Outcomes by Using Power Point Media and the Cooperative Script Learning Model at SD Negeri Keulembah

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Abstract: This research aims to improve the learning outcomes of Islamic Religious Education in Asmaul Husna's material through the use of PowerPoint media and the Cooperative Script learning model at SD Negeri Keulembah. The problem faced is the low learning outcomes and student involvement in Asmaul Husna's learning. This study uses the classroom action research method (PTK) with two implementation cycles. Each cycle includes planning, implementation, observation, and reflection. PowerPoint media is used to present material visually and attractively, while the Cooperative Script model is applied to improve interaction and cooperation between students. The results of the study showed a significant increase in learning outcomes and student activities after the implementation of the two media. The average score of students increased from 73.47 in the pre-cycle to 83.91 in the second cycle, with classical completeness reaching 91.30%. In addition, student activities in participating in learning also experienced an increase as seen from observations during the learning process. This study concludes that the combination of PowerPoint media and the Cooperative Script learning model is effective in improving the learning outcomes of Islamic Religious Education, especially Asmaul Husna material at SD Negeri Keulembah. Therefore, it is recommended for teachers to integrate the use of visual media and cooperative learning models in the teaching and learning process.

Keywords: PowerPoint, Cooperative Script, Asmaul Husna

INTRODUCTION

Education is one of the most fundamental aspects in the development of quality human resources. In the Indonesian context, education is expected to be able to create a superior generation that is ready to face the challenges of the times. This is in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System, which affirms that education is the right and obligation of every citizen to improve the quality of superior and competitive human resources (Law of the Republic of Indonesia No. 20, 2003). Therefore, the learning process in schools is the most important part in realizing these educational goals.

The learning process should ideally be carried out in an interactive, inspiring, fun, and challenging manner so that it can motivate students to actively participate (Government Regulation No. 19 of 2005 concerning National Education Standards). In addition, learning must also provide space for students' creativity, initiative, and

independence that matches their talents, interests, and physical and psychological development. This shows that education not only emphasizes the cognitive aspect, but also the development of students' character and attitude as a whole (Slameto, 2010).

The role of teachers as professionals is very crucial in the learning process. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, teachers function as learning agents who are responsible for improving the quality of national education through effective and quality learning (Law of the Republic of Indonesia No. 14, 2005). Teachers are not only the presenters of the material, but also as facilitators who guide students to be able to develop their potential optimally (Hamalik, 2012).

According to the National Education System Law No. 20 of 2003, learning is the process of interaction between students and learning resources in a conducive environment (Law of the Republic of Indonesia No. 20, 2003). However, in practice, various obstacles are often found that affect the quality of learning. For example, in Islamic Religious Education materials, especially Asmaul Husna learning, the average score of students is still relatively low. In fact, Asmaul Husna is an important part of religious learning that not only needs to be understood cognitively, but also internalized in daily attitudes and behaviors (Nasution, 2011).

The low learning outcomes of Asmaul Husna's material show the need for a more effective and interesting learning approach. Teachers as the spearhead of learning must be able to choose the right methods, strategies, and media so that students can more easily understand the material presented (Arsyad, 2011). But in reality, there are still many teachers who teach using the lecture method in a monotonous manner without utilizing learning media. In fact, the use of learning media can help significantly increase student understanding (Mulyasa, 2013).

One of the learning media that can be used is PowerPoint. This media is very helpful for teachers in presenting the material visually and interactively so that it can make it easier for students to understand the concepts taught (Sadiman et al., 2010). PowerPoint media allows the delivery of material in the form of interesting and professional presentation slides so that learning becomes more effective and enjoyable (Arsyad, 2011).

In addition to the use of media, learning methods also play an important role in improving student learning outcomes. One method that can be applied is Cooperative Script, where students work in pairs and take turns overcoming parts of the material that have been learned orally (Slavin, 2011). This method not only encourages students' active engagement, but also develops communication skills and understanding of the material in a more in-depth way (Johnson & Johnson, 2009). However, various problems are still found in the learning process, such as students' lack of motivation to learn, disinterest in the subject matter, and lack of attention during learning. This condition can be caused by less varied learning methods and the dominance of boring lecture methods so as to create a learning atmosphere that is less conducive and interactive (Djamarah & Zain, 2010).

Seeing that the learning outcomes are still below average in Asmaul Husna's material which has a fairly wide scope of material, the use of PowerPoint media is expected to be a solution to improve students' understanding and learning outcomes. With this media, teachers can present material in a more interesting and systematic manner so that students are more motivated and easily understand the content of the lesson (Rusman, 2012).

In the context of Islamic Religious Education learning, the development of appropriate learning media and the application of appropriate methods are very important to overcome existing learning problems. Through the right approach, it is hoped that there will not only be an increase in academic scores, but also the formation of good attitudes and behaviors in accordance with the religious values taught (Huda, 2014). Therefore, this study tries to examine the use of PowerPoint media using the Cooperative Script method in Asmaul Husna's learning in grade II of SD Negeri Keulembah. This research aims to improve students' understanding and learning outcomes and create a more interesting and interactive learning atmosphere. It is hoped that the results of this

research can provide practical recommendations for teachers in optimizing the learning process of Islamic Religious Education and fostering students' interest in learning effectively.

METHODS

This study uses the type of Classroom Action Research (PTK) as the main method. PTK is a very relevant research approach for teachers who want to directly improve the learning process and outcomes in their classrooms (Kemmis & McTaggart, 2014). Through PTK, teachers can reflect on their teaching practices, then design systematic and sustainable improvement actions so that students' learning outcomes can be improved (Mills, 2011). The main goal of PTK is to improve the quality of learning so that students not only understand the material better, but can also significantly improve learning outcomes (Burns, 2010). In other words, PTK allows teachers to identify learning problems, implement solutions, and conduct evaluations in repetitive cycles (Ary, Jacobs, & Sorensen, 2010).

In this study, the observed variables consisted of three main types, namely input, process, and output variables. Input variables include students' initial knowledge, learning materials to be taught, and teachers' skills in managing learning (Creswell, 2012). This variable is described in general based on the results of initial observations in the classroom. Furthermore, the process variable refers to the implementation of remedial learning in Asmaul Husna's material in the subject of Islamic Religious Education, including the teacher's efforts in delivering the material effectively using learning media (Gay, Mills, & Airasian, 2012). These process variables are measured through observation of teachers' performance during learning and documented in the form of scores and descriptions. Meanwhile, the output variable is the final result of learning activities that show the quality of learning after the action cycle is implemented. This quality is measured based on the improvement of students' understanding and learning outcomes (McNiff & Whitehead, 2011).

The population in this study is all grade II students at SD Negeri Keulembah in the 2024/2025 school year, with the focus of the research sample on the class in Woyla District, West Aceh Regency. The selection of this sample was based on practical considerations and the relevance of the data to see the effectiveness of the use of PowerPoint learning media in improving learning outcomes (Sugiyono, 2018). In data collection, the type of research chosen is a classroom action research with several main characteristics, namely diagnostic, participant, experimental, and experimental (Kemmis & McTaggart, 2014). As a diagnostic research, the actions taken are directed at solving existing learning problems. This research is also a participant, because the researcher is directly involved in the learning process and data collection from the beginning to the preparation of the research report. Experimentally, this study tested the effectiveness of learning media in the teaching and learning process. Meanwhile, from the experimental side, the research tries to apply learning techniques and strategies that are believed to improve learning outcomes effectively and efficiently (Ary et al., 2010).

The data sources used include students as the main subject to obtain data on the development of their understanding in each learning cycle (Creswell, 2012). In addition, teachers as learning implementers are also a source of data in assessing the level of students' ability in the material taught using PowerPoint media. No less important is the involvement of collaborators or peers as external observers who provide a comprehensive evaluation of the development of students' understanding and the effectiveness of the learning media used (McNiff & Whitehead, 2011).

The data collection techniques applied in this study are varied and comprehensive so that the data obtained is valid and reliable. First, observation is carried out directly on the learning process that takes place using PowerPoint media. This observation aims to observe teacher activity and student responses during learning (Gay et al., 2012). Second,

the test is carried out to measure students' learning outcomes quantitatively, so that it can be known the extent of their understanding of Asmaul Husna's material after being given learning treatment using the media (Sugiyono, 2018). Third, documentation is used to collect data in the form of evaluation results, learning recordings, and observation notes that support the analysis of research data (Ary et al., 2010).

The data analysis in this study was carried out using qualitative and quantitative approaches. Qualitative data was obtained from observations and documentation which were then reduced and presented to provide a comprehensive picture of the learning process, attitudes, and motivation of students during learning (Creswell, 2012). Meanwhile, quantitative data is obtained from the results of student tests that are analyzed statistically descriptively, such as calculating average grades, percentage of learning success, and distribution of student scores (Gay et al., 2012). With this analysis, the researcher can determine whether the use of PowerPoint media and the Cooperative Script method succeeds in improving students' understanding and learning outcomes in accordance with the standards that have been set in the curriculum.

The hypothesis in this study is proposed with the assumption that the use of PowerPoint media combined with the Cooperative Script method can increase students' understanding of Asmaul Husna's material and significantly improve their learning outcomes (Slavin, 2011). The success of this action is measured by the success of students in achieving the Minimum Completeness Criteria (KKM) score that has been determined, which is 70. If the percentage of students who achieve such grades increases after the action, then the hypothesis is considered proven (Mills, 2011). Thus, the methodology of this research not only focuses on data collection, but also on the cycle of actions that include continuous planning, implementation, observation, and reflection. This cycle allows researchers to evaluate repeatedly and make improvements at each stage to produce more effective and meaningful learning (Kemmis & McTaggart, 2014).

RESULTS

In the pre-cycle preparation stage, the researcher coordinates with the school and teachers to determine the time of the research and the classes to be observed. Furthermore, the researcher prepared learning tools in the form of lesson plans, student worksheets (LKPD), and observation sheets for teacher and student activities. This stage is important to ensure the smooth implementation of learning and data collection during the research. Initial observations were made to find out the learning conditions of Islamic Religious Education in Asmaul Husna's material. The previous learning process used lecture and question and answer methods, but the use of learning media is still rare. From the results of the daily test on the material, the average score of students was 73.47 with a learning completion percentage of only 39.13%. This data shows that students' abilities are still relatively low and there is a need to improve learning methods so that learning outcomes can improve.

Based on the results of the initial observation, the researcher planned the implementation of learning using powerpoint media equipped with a cooperative script learning model. This learning plan involves dividing students into small groups to make learning interactions more active and effective. Teachers also prepare teaching modules and learning materials that are in accordance with the Islamic Religious Education and Ethics curriculum for grade II. The powerpoint media prepared contains material about Asmaul Husna and its meaning, accompanied by assignments in the form of group work which includes preparing cards about Asmaul Husna, making calligraphy, and solving written problems.

The implementation of learning in the first cycle is carried out in one meeting for 4 hours of lessons. The teacher starts by providing motivation and perception to students about the importance of understanding Asmaul Husna in daily life. Next, students observed a powerpoint presentation that explained Asmaul Husna and its meaning and

how to practice it. After that, the teacher invites students to discuss through questions and answers and give group assignments to improve student understanding. This process ended with the collection of assignments, the conclusion of the material by the teacher, and a question and answer session to check the students' understanding.

Observations during the first cycle of learning showed an increase in student learning activities, although it was still limited. Some students showed quite high enthusiasm for learning activities, especially in group work and questions and answers. However, the activity of demonstrating the material is still relatively low, indicating that some students are not fully active in the learning process. The activity of students who enjoy participating in the learning process reaches around 74%, while those who are active in group work are 65%. This indicates that the use of powerpoint media and cooperative scripts is starting to have a positive impact on the learning process.

The results of learning assessments in the first cycle also increased. Classical learning completeness increased from 39.13% in the pre-cycle to 60.87% in the first cycle. The average score of students increased from 73.47 to 79.13, showing that the learning approach applied is starting to be effective in increasing students' understanding of Asmaul Husna's material.

Despite the increase, the reflection of the learning results in the first cycle shows that the results have not been maximized. Student activities still do not reach the category of many as a whole, especially in terms of questions and answers and material demonstrations. Therefore, it is necessary to take corrective actions in the second cycle to further improve students' ability and activeness in learning. In the second cycle, learning planning is more focused on increasing student participation in discussions and questions and answers. Teachers re-prepare more challenging teaching modules, materials, and assignments to encourage students to be active individually and in groups. The learning material continues from the first cycle, focusing on Asmaul Husna Al-Alim and Al-Khabir. Assignments remain in the form of group work and individual tasks in the form of calligraphy and written questions.

The implementation of the second cycle of learning began with the delivery of learning results in the first cycle to students to provide an overview of the achievements that have been achieved and motivate students to be more excited. Learning is carried out with a cooperative script model that facilitates active discussion and question-and-answer between students and teachers. Teachers give appreciation to students who are active and able to do their assignments well. Learning concludes with a written test to measure students' understanding individually. Observations in the second cycle showed a significant increase in student activities. Most students show high enthusiasm, actively ask questions, discuss, and work together in groups. Activities to demonstrate learning materials have also increased, with 74% of students actively explaining Asmaul Husna's material correctly. Overall, almost 91% of students are happy and enthusiastic about the learning process, which indicates a conducive and effective classroom atmosphere.

The assessment of learning outcomes in the second cycle showed a very significant increase. The average student score increased to 83.91 with a classical completion percentage of 91.30%. The number of students who have not completed has been drastically reduced to only 2 people, indicating that almost all students have succeeded in achieving the minimum completeness criteria (KKM) set. This proves that the use of powerpoint media combined with the cooperative script model is very effective in improving student learning outcomes in Asmaul Husna's material.

The final reflection of the second cycle reveals that the implementation of this innovative learning method has a significant positive impact on students' ability to understand and practice Asmaul Husna's material. Increased student learning activities show that the cooperative script learning model is able to encourage active participation and better interaction between students. In addition, powerpoint media as a material visualization helps students understand the concepts taught more easily and interestingly.

This research shows that a learning approach that combines technology and cooperative learning methods can be an effective solution to improve the quality of Islamic Religious Education learning, especially Asmaul Husna material at the elementary school level. The application of powerpoint media allows complex material to be delivered more clearly and systematically, while cooperative scripts provide opportunities for students to learn from each other and collaborate in groups, increasing student engagement and understanding.

In conclusion, the results of the study prove that the use of powerpoint media and the cooperative script learning model significantly improves student learning outcomes and activities in learning Islamic Religious Education material Asmaul Husna. This is evident from the increase in students' average scores, an increase in the percentage of learning completeness, and an increase in student learning activities during the learning process. It is suggested that Islamic Religious Education teachers can adopt this method to improve the quality of learning in their classrooms.

Several supporting studies also show that the use of visual media and cooperative learning methods is able to increase student motivation and learning outcomes (Arends, 2014; Johnson & Johnson, 2009). Interesting learning media such as powerpoint can help students understand abstract material to be more concrete and easy to understand (Mayer, 2009). The cooperative script model allows students to actively learn and build knowledge together (Slavin, 2011). Thus, this study is in line with previous findings that emphasize the importance of using interactive media and learning methods to improve student learning outcomes.

DISCUSSION

Effective Islamic Religious Education learning is highly dependent on the methods and media used by teachers in delivering material. This study shows that the use of powerpoint media combined with the cooperative script learning model is able to improve learning outcomes and student activities in Asmaul Husna's material. This improvement is in line with modern learning principles that emphasize the importance of active student engagement as well as the use of visual media to clarify abstract concepts. The use of powerpoint media in learning makes it easier for teachers to present material in a systematic, interesting, and interactive manner. Mayer (2009) stated that the use of learning multimedia can improve students' understanding because it is able to combine verbal and visual information so as to facilitate cognitive processes. In the context of Asmaul Husna's learning, material that tends to be abstract and heavy can be explained with visual help in the form of text, calligraphy images, and illustrations of meaning, so that students can more easily remember and understand the message conveyed (Clark & Mayer, 2016).

In addition, powerpoint media helps teachers in organizing the learning flow in a structured manner so that learning time can be used optimally. This is in line with the opinion of the Multimedia Principle of Mayer (2009) which states that the presentation of information gradually can improve students' focus and understanding. The use of this media also increases students' learning motivation because of the attractive appearance and non-monotonous variety of delivery (Roblyer & Doering, 2013).

The cooperative script learning model applied in this study also makes an important contribution in improving student activities and learning outcomes. Cooperative script is a cooperative learning model that encourages students to exchange information in small groups in turns (Slavin, 2011). In this way, students not only passively receive information but also actively explain the material that has been learned back to their classmates. This process helps improve students' comprehension and recall as they have to structure and deliver the material independently.

Johnson and Johnson (2009) state that cooperative learning enhances social interaction and a sense of responsibility between students, which ultimately contributes

to better learning outcomes. The cooperative script model that requires students to discuss and correct each other strengthens the understanding of Asmaul Husna's concept in depth and prevents misunderstandings. This is in accordance with the theory of constructivism which emphasizes that knowledge is built through social interaction and direct experience (Vygotsky, 1978). Increased student activity during learning is an indicator that this model has succeeded in creating a conducive and engaging learning environment. Students become more enthusiastic about learning, dare to ask questions, and actively participate in group discussions. According to Slavin (2011), active student involvement is the key to the success of cooperative learning, which has been proven to significantly increase student motivation and learning outcomes.

The increase in average scores and student learning completeness after the application of this method showed the effectiveness of the combination of powerpoint media and cooperative scripts. The average score that increased from 73.47 to 83.91 and the classical completeness which increased to 91.30% are proof that this method is able to improve students' understanding of the material taught. This is in accordance with the results of previous research which showed that the use of visual media and cooperative learning can improve learning achievement (Arends, 2014; Slavin, 2011).

However, keep in mind that the effectiveness of these media and learning models is also influenced by the teacher's ability to manage the classroom and present the material. Teachers must be able to facilitate discussions effectively and motivate students to be actively involved in the learning process (Hattie, 2009). The use of technology such as powerpoint must be combined with the right learning strategy so that it is not only a presentation tool, but also a medium that really supports the teaching and learning process. In addition, cooperative script learning also requires students to have good communication and cooperation skills. For this reason, teachers need to provide coaching and training so that students are able to communicate effectively and respect each other's opinions (Gillies, 2016). Thus, the learning process not only improves the cognitive aspects but also the social skills of students.

This media-based learning and cooperative method is also in accordance with the demands of the 2013 curriculum which emphasizes active, creative, and fun learning. Permendikbud Number 22 of 2016 states that teachers are obliged to use scientific approaches and learning methods that encourage students to actively seek, process, and present information (Ministry of Education and Culture of the Republic of Indonesia, 2016). The use of powerpoint and cooperative scripts is a concrete implementation of this approach.

However, this research has limitations, including a short implementation time and a focus on only one material. Follow-up research can be conducted over a longer period of time and involves a more diverse range of materials to test the sustainability effectiveness of this method. In addition, the use of powerpoint media can be combined with other technologies such as interactive videos or learning applications to increase the appeal and effectiveness of learning (Mayer, 2014). Overall, this study provides empirical evidence that powerpoint learning media combined with the cooperative script model is very effective in improving learning outcomes and student activities in Asmaul Husna's material. The application of this method is expected to be a reference for Islamic Religious Education teachers in improving the quality of learning and student learning outcomes in elementary schools.

CONCLUSION

Based on the findings and data processing that have been stated in the description above, it can be concluded as follows: 1) Learning outcomes using powerpoint media and cooperative script learning models can improve students' learning outcomes in understanding the material about asmaul husna in grade II students of SD Negeri Keulembah, Woyla District, West Aceh Regency.; 2) The use of powerpoint media and the

cooperative script learning model can increase student activities in the teaching and learning process on the material on understanding material about asmaul husna in grade II students of SD Negeri Keulembah, Woyla District, West Aceh Regency.

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