



THE USE OF POWER POINT LEARNING MEDIA IMPROVES THE LEARNING OUTCOMES OF AL-QURAN

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Abstract:

PTK Research Classroom Action Research was conducted at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo in the subjects of Al-Qur'an Hadith class VII B which amounted to 24 female students. The purpose of the study is to improve student learning outcomes. The focus of this research is improvement in the use of learning media. Learning improvement is carried out in two improvement cycles, from these two improvement cycles researchers design learning plans using power point media. In pre-cycle learning activities, there were 52.17% of students who did not complete or scored below 70 (KKM) and only 47.83% of students had scored 70 and above. In the first cycle, there were 34.78% of students who were incomplete and 65.22% of students who had completed. In this first cycle of learning improvement, student learning completeness increased by 14.72% from learning carried out in the pre-cycle. In this second cycle of learning improvement, the increase in learning outcomes has increased significantly and completeness has reached 95.65%. The results of the implementation of the second cycle of learning have improved well and have reached the expected completeness criteria with the level of completeness of student learning outcomes reaching 95.65%.

Keywords: *learning outcomes, completeness, media, power point*

INTRODUCTION

In the rapidly evolving digital age, technology has played an increasingly important role in all aspects of human life. One area where the influence of technology is particularly significant is in education. The development of technology as a learning medium has opened the door to new opportunities in a more effective, interesting, and inclusive learning process. The use of technology as an alternative in the world of education to improve the quality and quantity of results and processes, where teachers and students are required to actively use technology.

The role of technology as a medium in the learning process is very important, this is the basis for the government to channel funds to schools throughout Indonesia to be managed in providing all learning media. This is a step or effort to improve the quality of education. This is in accordance with the mandate of the constitution that the government is obliged to finance basic education to advance science and technology for the advancement of civilization and human welfare (The 1945 Constitution and GBHN, 2008).

Meanwhile, according to Daryanto, the use of educational media in the teaching and learning process can help the smoothness, effectiveness and efficiency of achieving learning objectives. Educational media is one component that can be ignored in developing a successful teaching system, teaching materials that are manipulated in the form of teaching media and make students learn while playing and working. With the use of an educational media in learning, it will be more fun for students and of course teaching will be really meaningful. Media is anything that can be used to channel messages from sender to receiver so that it can stimulate the thoughts, feelings,

attention, and interest and attention of students, thus, the teaching and learning process occurs (Daryanto, 2012).

Media itself is a tool, method and technique used in order to more effectively communicate and interact between teachers and students in the process of education and learning in schools. Meanwhile, according to Yunus Nasma, educational media is a communication tool (means) such as newspapers, radio, television, films, posters, banners and others that can be used as an intermediary liaison in education, both based on science education or faith-based education, in this case Islamic Religious Education (PAI) (Namsa and M. Yunus, 2006).

The structure of subject groups based on Islamic Religious Education (PAI) one of them is the Qur'an Hadith which has the characteristic of emphasizing the ability to read through the theories of tajweed and the ability to write the Qur'an and hadith properly and correctly. Memorizing short surahs in the Qur'an, simple recognition of their meaning or meaning and hadiths about praiseworthy morals to be practiced in everyday life through example and habituation.

The subjects of the Qur'an-Hadith aim to provide the ability to students in reading, writing, familiarizing, and liking to read the Qur'an and hadith, providing understanding, understanding, appreciation of the content of the verses of the Qur'an-hadith through example and habituation and fostering and guiding the behavior of students based on the content of the Qur'anic verses and hadith. The Qur'an Hadith is an important part of Islamic religious education. However, there are still some challenges in the process of learning Quran Hadith, including the lack of interest of students. There is also a lack of effective learning methods (Salmah Fa'atin, 2017).

The condition of grade VII B MTs students Riyadlus Sholihin Rejing-Tiris-Probolinggo is not much different from most schools which are generally taught with a direct learning model, especially the lecture method. The lecture method often causes boredom and boredom because students only become passive listeners without the opportunity to be actively involved in the learning process and become less enthusiastic in receiving lessons when learning in class, some students know and some also only pretend to know what is explained by the teacher. That way, drowsiness and quickly bored with the monotonous learning process causes students' attention to the material delivered is relatively low.

Based on the information above, there is undoubtedly a need for a breakthrough improvement in the learning process. The goal is for student learning outcomes to improve. One solution is the use of learning media. The media used can attract students to the spirit of learning. Learning media seen from its types are many that can be used by teachers, one of which is power point media that can be used to support the learning process.

Power Point is a computer program for presentations developed by Microsoft, in addition to Microsoft word and excel that have been known to many people (Rusman et al, 2013: 300). The power point program is one of the software specifically designed to be able to display multimedia programs interesting, easy to make, easy to use and relatively cheap, because it does not require raw materials other than tools for data storage (Muhammad Yusuf, 2022).

Several previous studies that examined the development of Power Point media: (1) Muhammad Yusuf on the Application of Power Point *Media to Improve Learning Outcomes of PAI Class VI SDIT Darul Fikri North Bengkulu in 2022/2023*, that Power Point learning media is suitable for use in the learning process (Muhammad Yusuf 2022); (2) Eka Putri Deni and Alfurqan *Analysis of Power Point-Based Learning Media on Learning Motivation in PAI Subjects at Sd Negeri 16 Air Freshwater Timur* that this power point media is suitable for use in learning and makes it easier for teachers to deliver material (Eka Putri Deni and Alfurqan 2023); (3) Akbar and Muhammad Irfan *Development of PAI Learning Media for Various Prostration Materials by Maximizing Power Points for Class VIII Students of SMPN 1 Enrekang* (Akbar and Muhammad Irfan 2022).

The latest from this study, researchers conducted the Use of Power Point

Learning Media to Improve Learning Outcomes of Al-Quran Hadith Class VII B at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo with the aim of making learning breakthroughs as a solution to problems and also overcoming challenges in class VII B MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo by utilizing the use of Power Point media.

RESEARCH METHODS

The subject or location of the focus of this research is class VII B MTs students Riyadlus Sholihin Rejing-Tiris-Probolinggo totaling 24 female students. This research was conducted at the school where the researcher was in charge of teaching at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo. The timing of this study takes place in June 2023.

The type of research used in this study is the Classroom Action Research (PTK) method which comes from English *Classroom Action Research*, which means research carried out in a class to find out the consequences of actions applied to a research subject. According to Suhardjono in his explanation, PTK is research conducted by someone in the classroom so that it can improve the learning practices he does (Ani Ramadhani, 2022).

RESULTS AND DISCUSSION

The results of research conducted at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo in class VII B consisting of 24 female students. Before the research activity, the researcher asked permission from the principal and coordinated and discussed with the school community to obtain preliminary data before conducting the research. From the results of the discussion, the research schedule agreement will begin in early June and is scheduled according to the researcher's teaching schedule.

The subjects are the Qur'an Hadith on the legal material of reading Mad Thobi'I, Mad Wajib Muttashil, and Mad Jaiz Munfasil using Power Point learning media. The experimental research process is planned, namely researchers give pretest then give treatment / treatment to students then given posttest. Based on the results of research that has been conducted at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo in class VII B consisting of 24 female students.

Evaluation of learning outcomes at the beginning or before the research cycle describes results that are not in accordance with the target learning outcomes, from 24 students in class VII at MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo in the subject of Al-Qur'an Hadith found the following results:

Table 1. Pre-Cycle Student Learning Outcomes

Value	Pre Cycle	
	Student	%
90-100	2	8,7
70-89	9	39,13
50-69	8	34,78
30-49	5	17,39
10-29	0	0

It can be observed in table 1 above that the success of the student's grades has not yet reached completion. In the first learning there were only 11 students who scored above 70 or only reached 47.83% of students who completed, while in other students, as many as 13 out of 24 students, the data showed that 53.17% of students had not achieved complete scores.

In the next activity, namely improvements in cycle 1 learning, there has been a fairly good improvement. Although it has not achieved competence in accordance with assessment standards. This can be seen in the learning cycle 1 as follows:

Table 2. Student Learning Outcomes Cycle I

Value	Cycle 1	
	Student	%
90-100	5	21,74
70-89	10	43,48
50-69	7	30,43
30-49	2	4,35
10-29	0	0,00

From the results of student learning evaluation in the first cycle, it has been obtained that students who find sufficient ability competence have increased by 15 out of a total of 24 students, or 65.22% of students have achieved competence or completeness scores. Table 2 above can be seen that there are still 8 students who still have not reached completion with results below 70 or 34.78% of students who have not finished in cycle I learning. This is because the teacher factor is still unable to invite students to pay more attention to learning and focus more on the material that already exists on the Power Point media display through the projector screen slide.

Then the evaluation activities for improvements in advanced learning in cycle II. Learning improvement activities in cycle II are carried out by observing and paying attention to the shortcomings obtained from the previous evaluation, namely in cycle 1. Learning activities in cycle 2 as an improvement have been used power point media with a variety of more attractive displays, thus stimulating students to focus more on listening and captivating students' interests to follow the learning material. This second cycle of learning improvement activities took place quite significantly. As a researcher, the author feels comfortable with the situation of such students, so they can invite them to interact regularly. Cycle II in this improvement activity has achieved an increase in the learning outcomes of grade VII B students in the subject of Al-Qur'an Hadith. Of the 24 female students, 22 have arrived at the completion of learning outcomes. The following learning outcomes of cycle II can be seen in table 3 below:

Table 3. Cycle II Student Learning Outcomes

Value	Cycle II	
	Student	%
90-100	15	65,22
70-89	7	30,43
50-69	2	4,35
30-49	0	0,00
10-29	0	0,00

Seen in table 3 above shows that learning activities in the second cycle have obtained the expected level of completeness with student learning outcomes reaching 95.65% of the total number of grade VII B MTs Riyadlus Sholihin students as many as 24 female students. The percentage of completeness of student learning outcomes per cycle can be seen in table 4 below:

Table 4. Percentage of Student Grades

Value	Pre Cycle		Cycle 1		Cycle II	
	Student	%	Student	%	Student	%
90-100	2	8,7	5	21,74	15	65,22
70-89	9	39,13	10	43,48	7	30,43
50-69	8	34,78	7	30,43	2	4,35
30-49	5	17,39	2	4,35	0	0
10-29	0	0	0	0	0	0

In pre-cycle learning activities, there were 52.17% of students who did not complete or scored below 70 (KKM) and around 47.83% of students had obtained scores of 70 and above. In the first cycle, there were 34.78% of students who had not completed and 65.22% of students who had completed. In this first cycle of learning improvement, student learning completeness increased by 14.72% from the learning carried out in the pre-cycle. In this second cycle of learning improvement, the increase in learning outcomes has increased significantly and completeness has reached 95.65%.

Increasing student activeness in learning, from pre-cycle or early learning to the improvement of cycle II learning can be seen in the following table 5:

Table 5. Student Activity Level

No	Learning	Multiple Students	
		Active	Inactive
1	Pre Cycle	11	13
2	Cycle 1	15	9
3	Cycle 2	22	2

Seen in table 5 above proves that student activity in the learning process continues to increase per cycle. Learning using interesting power point learning media has succeeded in increasing student activeness in learning.

After carrying out classroom action research (PTK) researchers as well as teachers to do introspection or self-reflection, this needs to be done because it is to evaluate the shortcomings that occur in the learning process. So that it can be a reference in the next teaching and learning improvement.

Learning improvement is carried out in a number of 2 cycles. Based on cycle I there was an increase in learning outcomes by 14.72%, therefore the level of completeness in cycle I has reached 65.22%. However, the increase has not been quite successful. For this reason, researchers are trying to make improvements and improvements to learning in cycle II by planning cycle II learning by looking at the results of cycle I reflection to correct shortcomings that occurred in previous learning.

The implementation of cycle II learning goes well, student activity in participating in learning is increasing. Students are encouraged and interested as well as interested in following the material that the researcher presents in a power point with a display using a projector screen. Learning conditions in the classroom become more pleasant and teachers are not only the main source of learning. But learning is more in favor of student activity. The results in cycle II improved well and have reached the completeness criteria in accordance with the level of student learning outcomes, amounting to 95.65%.

Thus, what researchers have done from the learning outcomes, from the beginning of the pre-cycle to the improvement and improvement of the second cycle of

learning, it can be concluded that by utilizing the use of power point learning media with an attractive appearance can improve student learning outcomes of Al-Qur'an Hadith class VII B MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo for the 2022/2023 academic year.

CONCLUSION

The study was conducted on VII B MTs Riyadlus Sholihin Rejing-Tiris-Probolinggo totaling 24 women. The timing of this study takes place in June 2023. This learning improvement research uses power point learning media to improve the learning outcomes of grade VII students. Learning improvement is carried out as many as 2 cycles. In cycle I there was an increase in learning outcomes by 14.72% so that the level of completeness in cycle I had reached 65.22%. The results of the implementation of the second cycle of learning have improved well and have reached the expected completeness criteria with the level of completeness of student learning outcomes reaching 95.65%.

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