REVITALIZING ISLAMIC LEARNING: EXPLORING THE EFFECTIVENESS OF POWERPOINT IN IMPROVING STUDENT LEARNING ACHIEVEMENT

Adiyono Adiyono[1], Arum Putri Rahayu[2], Murni Murni[3]
[1]STIT Ibnu Rusyd Tanah Grogot, Indonesia
[2]STAI Ma'arif,, Indonesia
[3]STIT Syamsul Ma'arif Bontang, Indonesia
Email: adiyono8787@gmail.com[1], arumputri@gmail.com[2], murni12@gmail[3]

Abstract:
This study is important to conduct with the aim of knowing the implementation and effect of using PowerPoint media on student learning outcomes. This learning media produces an active and focused atmosphere. This type of research is a pre-experimental design using a one-group pretest-posttest with a quantitative approach. The research population used 36 students of class XI Software and Game Development (PPLG) 1 SMK Negeri 1 Tanah Grogot. Data collection techniques in the form of tests and non-tests, data analysis techniques using validity test, reliability test, normality test, Z test and N-Gain. The conclusion is that there is an implementation of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot with an N-Gain increase value of 0.8317 or equivalent to 83% of the high category. There is an effect of increasing the use of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot with Z_{count} 0.189 < Z_{tabel} 1.96. For further researchers, it is expected to examine more sources and references used related to the effect of using PowerPoint media on student learning outcomes so that the research can be better and more complete, further researchers can also develop research by examining the latest version of PowerPoint as a material consideration to further deepen further research either on other subjects or on other aspects.
Keywords: *PowerPoint media, Student learning outcomes, Revitalizing Islamic Learning, Improving student learning achievement*

INTRODUCTION

Islamic Religious Education is one of the subjects that has an important role in shaping students' character and morals (Komalasari & Yakubu, 2023). The use of technology in the learning process, such as PowerPoint media, has become a trend in an effort to improve teaching effectiveness (Abdulrahaman et al., 2020). In today's digital era, the use of PowerPoint media can provide variety in the presentation of material and facilitate student understanding in a more interesting and interactive way (Monahan et al., 2008). Therefore, research on the effect of using PowerPoint media on student learning outcomes in Islamic Religious Education subjects has significant relevance.

One effort to improve learning effectiveness is to utilize technology (Daugherty et al., 2022; Wu et al., 2023). PowerPoint media has become a commonly used tool in teaching across various subjects (McClain & North, 2021). Its interactive and visual use can help students understand and remember the material better (Eick & King, 2012; Sahin, 2018). However, the effect of using PowerPoint media in the context of Islamic Religious Education still needs to be studied further.

Media to attract students' interest in learning in education is not only print

media, but computer media has great potential to improve the quality of learning g(Mustika, 2015). One of the things that can be done to achieve learning success is by using PowerPoint (Musa & Aldersi, 2013). The use of PowerPoint media is one of several components that underli the realization of learning (Peterson-Ahmad et al., 2018). One of the efforts to improve learning effectiveness is utilizing technology (Mantik et al., 2022). PowerPoint media has become a commonly used tool in teaching in various subjects (Asela et al., 2020). Its interactive and visual use can help students better understand and remember the material (Asela et al., 2020). However, the effect of using PowerPoint media in the context of Islamic Religious Education still needs to be studied further. SMK Negeri 1 Tanah Grogot, as one of the secondary education institutions in the region, strives to improve teaching methods to enhance the quality of education continuously. In order to achieve this goal, the use of PowerPoint media as a learning aid has been introduced in the 2022/2023 academic year. However, no research has specifically investigated the impact of using PowerPoint media on students' learning achievement in Islamic Religious Education subjects at this school.

Dian & Lestari (2022), was conducted on SKI subjects in grade IV. The similarities between the two studies show that PowerPoint media has the potential to improve student learning outcomes in any subject, both at the elementary and secondary school levels. The differences between the two studies show that the effect of using PowerPoint media on student learning outcomes can be influenced by several factors, including the subjects taught, the number of research subjects, and the N-Gain improvement value. Based on the results of previous research, it can be concluded that PowerPoint media is an effective learning media to improve student learning outcomes (Adiyono et al., 2023). However, it is necessary to pay attention to several things in using PowerPoint media, such as the quality of PowerPoint media, student characteristics, and student learning styles (Winarto et al., 2020).

Through an undirected interview with the Islamic Religious Education teacher, the condition of students in class XI of SMK Negeri 1 in PAI subjects which are generally taught with the lecture method, shows that students are less enthusiastic in receiving lessons and cause student boredom. When learning in class, some students understand and some who only pretend to know what the teacher explains. In addition to this, distractions in the classroom when the lesson takes place, student attention is also low because in the teaching and learning process sometimes students are sleepy and quickly bored with the monotonous learning process. This is homework for educators to be more creative in teaching. Based on the above facts, it is necessary to make improvements in learning activities so that student learning outcomes increase. Learning outcomes are changes in student behavior due to learning (Kauffman, 2015). Learning outcomes refer to changes in student behavior that occur as a result of learning, including changes in knowledge, skills, understanding, attitudes, and actions (Ardoin et al., 2020). Every learning affects changes in behavior in certain domains in students, depending on the desired changes that occur in accordance with educational objectives (Wouters et al., 2013). One solution is the use of learning media. Al-Quran verses about learning media are QS. Surah Al-Alaq verses 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ٥

The above verse explains that in carrying out the teaching and learning process, Allah SWT explains that Allah *Ta'alla* provides *Qalam* (pen) as a tool and becomes part of the media that helps in the learning process so that writing becomes a link between humans even though they are far apart. As they relate to the tongue, *qalam* is a solid object that cannot move but is used as a medium of information and communication. So humans are created to utilize the Qalam to become a medium for the teaching and learning process. This study aims to investigate the effect of using PowerPoint media on student learning outcomes in Islamic Religious Education subjects in class XI of SMK Negeri 1 Tanah Grogot in the 2022/2023 learning year. The results of this study are expected to provide valuable insights for schools and teachers in developing more effective learning methods. In addition, this research can also contribute to the literature regarding the use of technology in the context of Islamic education.

RESEARCH METHODS

This research is based on its approach, namely quantitative research. Thus quantitative research methods can be used to research certain populations or samples, data collection using research instruments, and data analysis is quantitative/statistical, with the aim of describing and testing predetermined hypotheses (Sugiono, 2015). Research-based on its objectives, where the author uses Experimental research, namely one group pretest-posttest design. This design is a development of pre-experimental. Experimental research is the only research method that can truly test hypotheses regarding causal relationships (Remler & Van Ryzin, 2021).

The form of Pre-experimental Design used in this research is One-Group Pretest-Posttest Design, this research design looks at differences in pretest and posttest results in the class and in this study did not use a control class. The description of the One-Group Pretest-Posttest Design is as follows.

This research was conducted at SMKN 1 Tanah Grogot which is located at Jl. Ki Hajar Dewantara Kec. Tanah Grogot, Paser Regency. This research was conducted in the odd semester of the 2022/2023 school year. The following is an approximate schedule for conducting the research:

Research	Experimental Class	
	Day/Date	Times
Pretest	Tuesday/07-02-2023	08.00-10.00 WITA
The treatment	Wednesday/08-02-2023	08.00-10.00 WITA
Posttest	Thursday/09-02-2023	08.00-10.00 WITA

Table 1. Research Implementation Schedule

In this study, the research population taken was all students of class XI PPLG 1 SMKN 1 Tanah Grogot. It can be seen that the total population is 36 with a classification of 23 male students and 13 female students. The total number of PPLG 1 class XI students is 36 students or respondents and researchers also conduct experimental research. In this study because the population was less than 100, the entire population was sampled, namely 36 students.

Class	Male	Female	Total
XI PPLG 1	23	13	36

Table 2. Number of Population and Sample Members

As an experimental class in this study, class XI PPLG (Software and Game Development) 1 where the first day has not received treatment, students only observe and the second day is given a pretest question and the next day gets treatment, namely using PowerPoint media and at the end of learning students are again tested using posttest questions to determine the effect of the treatment given.

This research began in February-April 2023, which began with visiting SMK Negeri 1 Tanah Grogot to submit a research permit to the principal. Then meet the Islamic Religious Education subject teacher and students of SMK Negeri 1 Tanah Grogot to conduct unstructured interviews related to the situation and conditions of students using the 2019 version of PowerPoint. This research was conducted in class XI PPLG 1 SMK Negeri 1 Tanah Grogot with the aim of knowing the effect of using PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot.

Recapitulation of Pretest-Posttest Results of Knowledge Aspects of Class XI SMK Negeri 1 Tanah Grogot

No	Data Size	*Pretest*	*Posttest*
1	Data Size	36	36

2	Lowest Score	22	80
3	Highest Score	70	100
4	Average	44,45	90,65
	Predicate Range	Need guidance	Good

Table 3. Recapitulation of Pretest Posttest Results

The table above shows that the average posttest knowledge score with a score of 90, 65 is above the average pretest knowledge score, which goes up to 44.45. The highest score on the posttest knowledge aspect scored 100, while the knowledge aspect on the pretest only got 70. So, in terms of knowledge, it can be said that the posttest score is better than the pretest score.

Data analysis from the table shows a significant development in students' knowledge. The average knowledge score on the posttest was 90, which was higher than the average knowledge score on the pretest of 65. In addition, the highest score on the posttest for the knowledge aspect reached 100, while the pretest only reached 70. These results illustrate that using learning methods involving PowerPoint has positively impacted student understanding (Chou et al., 2015).

This finding reinforces the idea that learning approaches using PowerPoint media can improve learning effectiveness (Asriningsih et al., 2018). In the context of this study, a better posttest score than the pretest indicates that students are able to master the material better after using PowerPoint as a learning tool (Chin et al., 2014; Irdalisa et al., 2020).

In addition, it should be noted that the average increase in value (N-Gain) of 0.8317 or equivalent to 83% in the high category indicates that the application of PowerPoint media greatly contributes to improving students' understanding in Islamic Religious Education subjects. This result underscores the importance of technology integration in the learning process to achieve better results. Using PowerPoint in Islamic learning can effectively revive the Islamic learning process in such school (Komalasari & Yakubu, 2023).

This study aims to determine the implementation of the use of PowerPoint media and the effect of the use of PowerPoint media on student learning outcomes in Islamic religious education class XI SMK Negeri 1. The objectives of this study can be achieved 2 formulations of the problem posed, namely: (1) the implementation of the use of PowerPoint media on student learning outcomes in Islamic education class XI SMK Negeri 1, (2) the effect of the use of PowerPoint media on student learning outcomes in Islamic education class XI SMK Negeri 1 Tanah Grogot.

This research begins with preliminary research, namely making observations in the learning process, looking at student learning outcomes in the knowledge aspect that is already available from the class teacher's data. After conducting a preliminary study, a pretest was conducted to determine the initial ability of students first before applying PowerPoint learning media. At this stage students only focus on existing material without any explanation from the teacher, so that students at this stage only learn by themselves by reading material exploration or summaries. After enough time to read and understand the material, students work on questions.

In this step, students worked on pretest questions totaling 15 items, consisting of 10 multiple-choice questions and 5 essay questions containing PAI learning. Each item already contains learning objectives for student learning success that have been validated. With the duration of working on pretest questions for 30 minutes. In this study, the material to be delivered is the material of strengthening Iman by maintaining honor, sincerity, shame and zuhud. In the learning process, the teacher uses PowerPoint media to make it easier to explain and attract students' attention in listening to the teacher's explanation. PowerPoint allows teachers to present information with a clear structure and engaging visual elements, helping students understand the learning material (Baker et al., 2018).

At this stage, the teacher entered the classroom and greeted the students. All students and researchers prayed together, followed by attendance. Furthermore, the

teacher explained that he would provide the material that had been determined according to the learning schedule. At this stage students are still difficult to organize. There were students who did not listen when the teacher delivered the introduction to the material. Then, the teacher prepares the LCD/Projector to use PowerPoint media. Then, the teacher explains the content of the material using PowerPoint media, and all students listen and pay attention to every explanation from the teacher At this stage the teacher often throws questions from what the teacher has explained. Then at this stage the teacher distributes groups to students to conduct discussions related to the material that has been given by the teacher using PowerPoint media. At this stage, students were very enthusiastic in learning. The implementation of using PowerPoint shows that students are more enthusiastic and more focused in listening to the explanation from the teacher. Students' reactions also seem to be better. The use of PowerPoint in learning has a positive impact on student engagement and attention in the learning process (Ardiansyah, 2018).

The posttest was given after students received treatment using PowerPoint media in learning to see the level of student learning outcomes after treatment. There were 15 posttest items, namely 10 multiple choice items and 5 essay items. The learning objectives in the posttest questions are the same as the learning objectives in the pretest student learning success. The posttest took 30 minutes after the test began.

This hypothesis testing is a data analysis test to an. The hypotheses in this study include (1) the implementation of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMKN 1 Tanah Grogot, (2) the effect of using PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMKN 1 Tanah Grogot. Data from pretest and posttest results will later be used to be tested. Before testing the hypothesis, it is necessary to conduct a normality test as a requirement test to fulfill the assumption of normality in the data.

Uji Normality

The normality test aims to determine whether the sample data may or may not be normally distributed. Testing the normality of data in this study using SPSS 24 according to the Kolmogorov Smirnov method. The test results using SPSS. The results of the normality test of the pretest and posttest scores can be seen in the following table:

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	0.140	35	0.080	0.944	35	0.075
Posttest	0.092	35	0.200[*]	0.984	35	0.890
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 4. SPSS Result of Normality Test of Pretest Posttest Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	22	70	44.45	11.046
Posttest	35	80	100	90.65	7.340
Valid N (listwise)	35				

Table 5. Statistical Description Data Pretest Posttest

The conclusion of the normality test for pretest and posttest data can be seen in the following table:

A lot of data	Average	Significance Value	Criteria	Description
35	44,45	0,080	0,080 ≥ 0,05	Normal

Table 6. Pretest Data Normality Test Analysis

Based on the calculation of data normality using the SPSS 24 application, the average pretest score of 35 students in class XI PPLG 1 SMK Negeri 1 Tanah Grogot is 44.45. With a meaning value of 0.080 with a significance level of 5% or 0.05. Then it can be concluded that the pretest value of student learning outcomes in class XI PPLG 1 SMK Negeri 1 Tanah Grogot is normally distributed.

A lot of data	Average	Significance Value	Criteria	Description
35	90,65	0,200	0,200 ≥ 0,05	Normal

Table 7. Posttest Data Normality Test Analysis

Based on the calculation of data normality using the SPSS 24 application, the average posttest score of 35 students in class XI PPLG 1 SMK Neegeri 1 Tanah Grogot is 90.65. With a meaning value of 0.200 with a significance level of 5% or 0.05. Then it can be concluded that the posttest value of student learning outcomes in class XI PPLG 1 SMK Negeri 1 Tanah Grogot is normally distributed.

Uji Z Dua Sampel Dependen

This test is used to determine whether there is a difference in student learning outcomes before and after using the PowerPoint learning method. This test uses the Z test for two dependent samples carried out on the pretest and posttest. After completing the normality test, then the data is tested with parametric statistics, namely the Z test for two dependent samples. The results of the Z test analysis for the two dependent samples can be seen in the following table:

Z_{hitung}	Z_{tabel}	Description
0,189	1,96	H_0 Rejected

Table 8. Z Test Analysis Results for Two Dependent Samples

The value of Zhitung<Ztabel, then H0 is rejected. This means that at the 95% level it can be concluded that there are differences in student learning outcomes before and after using PowerPoint learning media.

N-Gain Test of Improvement in Student Learning Outcomes

To determine the magnitude of the increase in student learning outcomes in class XI PPLG 1 using the N-Gain test. This test is used to find the increase in learning outcomes of PPLG 1 grade XI students after using PowerPoint. The N-Gain test was conducted using SPSS 24. The results of the N-Gain test can be seen in the following table:

Descriptives				
			Statistic	Std. Error
Ngainscore	Mean		0.8317	0.02397
	95% Confidence Interval for Mean	Lower Bound	0.7830	
		Upper Bound	0.8804	

5% Trimmed Mean		0.8409	
Median		0.8400	
Variance		0.020	
Std. Deviation		0.14180	
Minimum		0.46	
Maximum		1.00	
Range		0.54	
Interquartile Range		0.24	
Skewness		-0.644	0.398
Kurtosis		-0.104	0.778

Table 9. SPSS N-Gain Results of Student Learning Outcomes

N-gain	N-gain Criteria
0.8317	Higher

Table 10. Analysis of Improvement in Student Learning Outcom

Based on table 10. shows that the N-Gain value of class XI PPLG 1 shows an increase in student learning outcomes with a value of 0.8317. Based on the division of the gain score, this result means that the increase is in high criteria. While how much the improvement of student learning outcomes in class XI PPLG 1 can be seen in the following table:

Criterion	Number of Students	Presentase
Higher	29	83%
Medium	6	17%
Low	0	0

Table 11. Analysis of the magnitude of improvement in student learning outcomes

Based on table 11. it can be seen how much the improvement in student learning outcomes with the highest score of 83% with 29 students, moderate 17% with 6 students, and low 0. From this, it can be concluded that there is an increase in the learning outcomes of PPLG 1 class IX students after using PowerPoint learning media

RESULTS AND DISCUSSION
Analysis of the Effect of Student Learning Outcomes Before and After Using PowerPoint Learning Media

From the results of data collection and processing obtained by researchers from the test technique, the results show that there is an influence on student learning outcomes. The test technique starts from the first test of the data is the pretest test, which is the test of student learning outcomes before getting the PowerPoint learning media treatment, then the posttest test which is used to get student learning outcomes after getting the PowerPoint learning media treatment. So the treatment that uses PowerPoint learning media reaps results that have differences in accordance with the technological theory of child development, humans are influenced by environmental conditions, namely by interaction with nature or the environment in each individual will cause reciprocity. The most important thing about this theory is that if the discussion of child development is from any system substance, it will focus on children, in the sense that the child's life knowledge is considered the main driver for the evolution of his characteristics and habits. This means that the characteristics of children's knowledge of the surrounding environment by using technology can make a difference and even increase student learning outcomes (Mukhlisin et al., 2023).

From the data obtained, the researcher will test whether there is an influence before and after using PowerPoint learning media. This test uses the Z test of two paired dependent samples using the Microsoft Excel 2019 application. Learning using

PowerPoint media begins with working on pretest questions to determine students' initial abilities and ends with posttest questions to assess students' abilities after treatment (Setiyani et al., 2020). The facts of the pretest and posttest scores were then tested to determine the difference in student learning outcomes before and after using the treatment. Based on the Zcount obtained is 0.189 then compared with the Ztabel obtained is 1.96, it can be said that Zcount < Ztabel, namely 0.189 < 1.96, then H0 is rejected and Ha is accepted. It can be concluded that they influence student learning outcomes before and after using PowerPoint learning media.

Results of Reliability Analysis of Pretest Posttest Essay Questions

Case Processing Summary		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	0.0
	Total	20	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
0.090	10

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal_1	10.95	16.366	0.248	-0.088[a]
Soal_2	12.00	20.842	-0.078	0.146
Soal_3	10.95	17.313	0.166	-0.022[a]
Soal_4	11.85	21.292	-0.124	0.178
Soal_5	11.85	25.082	-0.382	0.321
Soal_6	10.95	15.418	0.336	-0.162[a]
Soal_7	10.50	15.632	0.405	-0.181[a]
Soal_8	12.00	21.789	-0.152	0.188
Soal_9	12.15	24.134	-0.329	0.267
Soal_10	11.55	15.418	0.336	-0.162[a]
a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.				

Table 12.
Results of Reliability Analysis of Pretest Posttest Essay Questions   The application of PowerPoint learning media causes an influence between pretest and posstest results. The level of student learning outcomes after getting treatment is higher than before getting treatment. The average score of students in class XI PPLG 1 after receiving treatment was 67.10% better than before receiving treatment which was only achieved 32.90%. Based on this average, it is known that after one treatment, the average score of students in class XI PPLG 1 increased by 34.19%. So that learning outcomes after using PowerPoint learning media are better than before.

Average score of students in class XI PPLG 1

after treatment 32.9%

before treatment 67.1%

increased by 34.19%
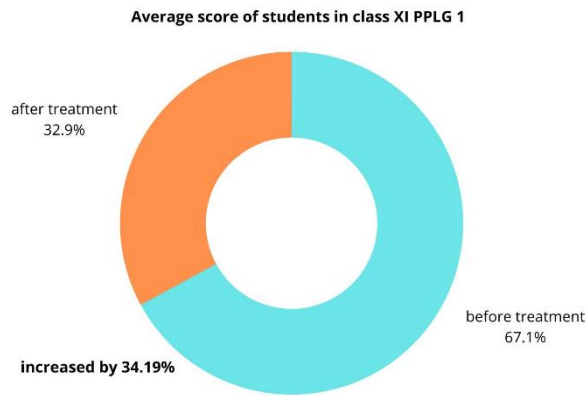
Picture 1. Application of PowerPoint learning media

From the results of hypothesis testing and data analysis, it can be said that the effect of student learning outcomes before and after using PowerPoint learning media is due to differences in treatment at the stages of learning and the process of delivering material. PowerPoint learning media emphasizes student activeness and accuracy in solving problems, while not using PowerPoint media usually only emphasizes listening to the material (Rahim et al., 2022).

Analysis of Improvement and Magnitude of Improvement in Student Learning Outcomes

The second and third data tests are tests to improve student learning outcomes and the amount of improvement in student learning outcomes after using PowerPoint media. This test uses N-Gain, which is the difference between the value after testing and the value before testing divided by the difference between the ideal maximum value and the pretest value. Based on the results of the pretest and posttest student learning outcomes obtained a value of 0.8317. This shows an increase in student learning outcomes with high criteria. However, only 0 out of 35 students in class XI PPLG 1 SMK Negeri 1 Tanah Grogot got a score with a percentage of 0 and 6 out of 35 students got a medium score with a percentage of 17% and high scores consisted of 29 out of 35 students with a percentage value of 83%. It can be concluded that there is an increase in student learning outcomes in class XI PPLG 1 using PowerPoint media in the high category with a large increase of 83%.

Improved learning outcomes using Power Point media
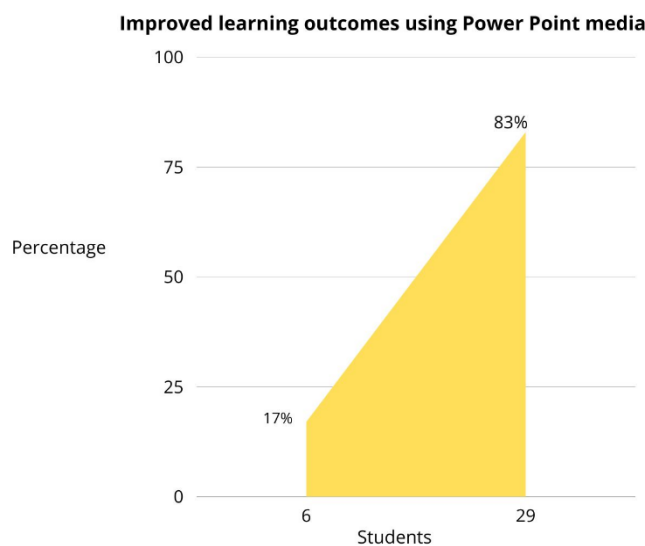
Picture 2. Improvement in Student Learning Outcomes

Results of N-Gain Analysis of Learning Outcome Improvement

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Ngainscore	35	97.2%	1	2.8%	36	100.0%

Descriptives			Statistic	Std. Error
NGainscore	Mean		0.8317	0.02397
	95% Confidence Interval for Mean	Lower Bound	0.7830	
		Upper Bound	0.8804	
	5% Trimmed Mean		0.8409	
	Median		0.8400	
	Variance		0.020	
	Std. Deviation		0.14180	
	Minimum		0.46	
	Maximum		1.00	
	Range		0.54	
	Interquartile Range		0.24	
	Skewness		-0.644	0.398
	Kurtosis		-0.104	0.778

Table 13. Results of N-Gain Analysis of Learning Outcome Improvement

1) 0.8317 (Std. Error 0.02397): This value is the N-Gain or Gain Normalized Index. It indicates that there is an improvement in student understanding or learning outcomes, and a value of around 0.83 indicates that this improvement is quite significant. 2) 0.7830: This value is the average or median of some other data that is not available in the quote. Without further context, it is difficult to interpret the exact meaning of this value. 3) 0.8804: Like the second value, it may also be the average or middle value of other data not listed. 4) 0.8409: Just like before, this is probably the middle value of the other data. 5) 0.8400: This value may also be related to the average or center value of other data. 6) 0.020: This value could be a certain limitation or threshold in the context of the research. For example, it could be a threshold of statistical significance. 7) 0.14180: Without further context, it is difficult to interpret the exact meaning of this value. It may be a particular value relevant to the research. 8) 0.46: This value may also be related to certain parameters in the study. Without more context, it is difficult to interpret the exact meaning. 9) 1.00: This value may be the maximum value or a specific indicator that achieved the most favorable results in the study. 10) 0.54: Just like the others, this value may be related to the research parameters. 11) 0.24: This value may also have a relationship with certain parameters or results in the study. 12) -0.644 (Std. Error 0.398): This value may be a specific statistical result that indicates a negative relationship or impact in the study. Std. Error indicates the extent to which this result is reliable. 13) 0.104 (Std. Error 0.778): Like the previous one, it is also possible that this is a statistical result that shows a negative relationship or impact in the study, with the level of reliability given by the Std. Error.

N-Gain Analysis Results of Individual Learning Outcome Improvement

No	Name	Pretest Score	Posttest Score	Postttest -Pretest	Ideal Score- Pretest	N- Gain Score	Criteria
1	A L	50	85	35	50	0.7	Higher
2	A F F	34	80	46	66	0.7	Higher
3	A V			0			
4	A A	39	90	51	61	0.84	Higher
5	A K S	29	80	51	71	0.72	Higher
6	A N M	57	85	28	43	0.65	Medium
7	A W	50	97	47	50	0.94	Higher
8	A E B Y	48	90	42	52	0.81	Higher
9	A	42	92	50	48	0.86	Higher
10	A N H J	22	100	78	78	1	Higher
11	C W I S H	43	82	39	57	0.68	Sedang
12	D R	58	98	40	42	0.95	Higher
13	D R O	58	81	23	42	0.55	Medium
14	E D Y	53	100	47	47	1	Higher
15	F R A G	62	100	38	38	1	Higher
16	H A S	32	94	62	68	0.91	Higher
17	I	36	98	62	61	0.97	Higher
18	I W	53	90	37	47	0.79	Higher
19	L B	53	100	47	47	1	Higher
20	L A	45	95	50	55	0.91	Higher
21	M U	44	97	53	54	0.95	Higher
22	M F	30	90	60	70	0.86	Higher
23	M G R	44	90	46	56	0.82	Higher
24	M H R F	37	84	47	63	0.75	Higher
25	M R P	50	100	50	50	1	Higher
26	M S M	36	96	60	64	0.94	Higher
27	M S R	30	80	50	70	0.71	Higher
28	N Q K	50	92	42	50	0.84	Higher
29	N S	49	100	51	51	1	Higher
30	R R A F	63	80	17	37	0.46	Medium
31	R	35	80	45	65	0.69	Medium
32	R R Y	44	80	36	56	0.64	Medium
33	R F B	34	90	56	66	0.85	Higher
34	S D L	38	89	51	62	0.82	Higher
35	T N P L	38	88	50	62	0.81	Higher
36	W O R	70	100	30	30	1	Higher

Based on the table of N-Gain Analysis Results of Increasing Individual Learning Outcomes, 29 students who get high criteria from N-Gain Score 0.7-1 and 6 people who get medium criteria from N-Gain Score 0.46-0.69 and 1 person does not get the

criteria. The increase is due to the learning process received by some students previously using conventional models or still using the lecture method that does not use any media and is not adapted to innovative learning methods. PowerPoint learning media invites students to participate more actively in the learning process (Hussain et al., 2019). In addition to fostering students' courage to express opinions. Students can also learn to solve problems on their own and work together between students in groups. Students are more focused in listening to the explanation of the material from the teacher so that students more easily understand the material presented. The percentage increase that occurs shows that the application of PowerPoint learning media with the aim of improving student learning outcomes finds a good and formative response for students of class XI PPLG 1 SMK Negeri 1 Tanah Grogot.

CONCLUSION

Based on the research conducted, the results and discussion of exploring the effect of using PowerPoint learning media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot are explained as follows:
1) There is a revitalization of the implementation of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot with an N-Gain increase value of 0.8317 or equivalent to 83% high category. 2) There is an effect of increasing the use of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot with Zhitung 0.189 < Ztabel 1.96.

Suggestions from researchers for research on the effect of PowerPoint media on student learning outcomes in Islamic Religious Education class XI SMK Negeri 1 Tanah Grogot as follows: 1) Students of SMK Negeri 1 are expected to always be actively involved in the learning process so as to gain new knowledge through personal experience and develop self-confidence that affects student learning outcomes. 2) Teachers must be more responsive to learning by applying PowerPoint learning media in every lesson so that students are more active every day. 3) For further researchers, it is expected to examine more sources and references used related to the effect of using PowerPoint media on student learning outcomes so that the research can be better and more complete, further researchers can also develop research by examining the latest version of PowerPoint as a material consideration to further deepen further research either on other subjects or on other aspects.

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