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USE OF POWERPOINT APPLICATIONS TO LEARNING ISLAMIC RELIGIOUS EDUCATION IN INCREASING STUDENT LEARNING MOTIVATION

Penggunaan Aplikasi Power Point pada Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Motivasi Belajar Siswa

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ABSTRAK

Sifat pelatihan atau sifat mengajar dipengaruhi oleh beberapa elemen mengingat dampak tingkat pembelajaran terhadap sekolah. Salah satu karakteristik sifat belajar dapat mempengaruhi prestasi siswa. Penggunaan media dalam latihan pembelajaran dapat menghadirkan suasana belajar yang sangat indah dan dapat digunakan untuk meningkatkan semangat dan inspirasi belajar siswa dalam memanfaatkan media aplikasi power point. Penelitian ini bertujuan untuk mengetahui fokus pemanfaatan daya dalam pembelajaran Pendidikan Agama Islam (PAI) dan untuk meningkatkan inspirasi siswa di SMP IT Wildan Mamuju. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (CAR). Area eksplorasi ini berlokasi di SMP IT Wildan Mamuju dengan 10 siswa dari kelas IX sebagai mata pelajaran. Instrumen yang digunakan adalah lembar persepsi yang terkait dengan inspirasi pembelajaran dan lembar persepsi tentang penerapan titik kontrol. Kemudian, prosedur logis yang digunakan dalam penelitian eksploratif ini adalah strategi mengkaji informasi observasional terkait inspirasi belajar. Dari konsekuensi ujian yang telah dijelaskan, cenderung masuk akal bahwa tingkat inspirasi pembelajaran siswa kelas IX terhadap mata pelajaran PAI telah berkembang secara mendasar dari satu siklus ke siklus lainnya melalui penggunaan poin gaya dalam mengembangkan pengalaman. Penggunaan aplikasi power point dapat meningkatkan semangat dan inspirasi belajar bagi siswa kelas IX SMP IT Wildan Mamuju.
Kata Kunci : Motivasi Belajar, PowerPoint, Media Pembelajaran

ABSTRACT

The nature of the training or the nature of teaching is influenced by several elements considering the impact of the level of learning on the school. One of the characteristics of the nature of learning can affect student achievement. The use of media in learning exercises can

present a very beautiful learning atmosphere and can be used to increase the enthusiasm and inspiration of students' learning in utilizing the power point application media. This study aims to determine the focus of the use of power in learning Islamic Religious Education (PAI) and to increase student inspiration at SMP IT Wildan Mamuju. The type of research used is Classroom Action Research (CAR). This exploration area is located at SMP IT Wildan Mamuju with 10 students from class IX as the subject. The instrument used is a perception sheet that is linked to learning inspiration and a perception sheet about the application of control points. Then, the logical procedure used in this exploratory research is the strategy of examining observational information related to learning inspiration. From the consequences of the exams that have been described, it tends to be reasonable that the level of inspiration for the learning of class IX students towards PAI subjects has developed fundamentally from one cycle to another through the use of style points in developing experiences. The use of the power point application can increase the enthusiasm and learning inspiration for class IX students of SMP IT Wildan Mamuju.

Keywords: Learning Motivation, PowerPoint, Learning Media

A. INTRODUCTION

Islamic Religious Education (PAI) subjects are very important in conventional training ranging from elementary school (SD) to middle to high school levels. The substance of these subjects can guide students to be ready to face the difficulties of the times which are undeniably complicated so that PAI subjects become one of the fields of study that must be followed by every student in school.

Illustration of Islamic Religious Education (PAI) is a conscious and coordinated effort in planning students to see, understand, live faith, piety, and noble character in practicing Islamic religious lessons according to their main sources, especially the Qur'an and Hadith, through directives educational exercises. According to (Ismail, 2013), learning is given to students with full

intention to make them confident and have a respectable personality. If seen from the picture, that not all students are stimulated to concentrate on PAI subjects. This can be seen from the number of subjects with low interest and inspiration (Khadijah, 2014), this is marked by the mentality of students who generally will be quiet and latent in participating in learning exercises (Sawitri, 2020), even students are less ready to tell the Koran, busy with different exercises. He cannot distinguish the guidelines of understanding and requires joy in remembering (Fitriani, 2017).

Teaching and learning activities in schools, especially in elementary level secondary schools, need motivation so that students can be motivated in participating in the learning process. As stated by Fitriani (2017) that learning

motivation can be influenced by factors including: (1) characteristics of students' readiness to learn, and (2) teacher characteristics such as teaching methods that are less varied and monotonous. According to Widiasworo (2015) that motivation is a change in energy in a person's personality which is characterized by the emergence of affected attitudes and reactions to achieve goals. Keller in Tseng and Walsh (2016) developed aspects in measuring the level of student motivation called ARCS (Attention Relevance Convidence Satisfaction). ARCS is grouped into four aspects, namely: Attention (attention), relevance (relevance), confidence (confidence), and satisfaction (satisfaction).

So far, the techniques used by educators in learning and practicing Islamic Religious Education subjects actually have to fluctuate considering that they only use talk and question and answer strategies, although the search for information about students must cover their faculties in general (Sardi, et al., 2017). Especially in times like today, it is very possible for educators to develop learning and utilize different media with the use of data and correspondence innovation (ICT). The application and use of innovation media, data and correspondence, significantly influences work on the nature of learning and makes it easier for educators to convey examples to students.

There are many types of learning media that can be used by teachers. PC-based learning media that are simple, feasible, and productive, for example, are power point-based learning media. Microsoft office power point is a program that is intended to display media in an attractive, simple and can be used in various learning introductions. It is stated that the mixed media is an impression that utilizes a mixture of text, sound, image, static, movement, activity, and video media (Munir, 2012). In fact, if seen from the hypothesis of Edgar Dale (Arsyad, 2013) that the achievement of student learning outcomes through the sense of sight is around 75%, through the sense of hearing 13%, and through various other senses about 12%.

Regarding the results observation what the researcher did, it was found that information that the motivation to learn Educational subjects Islam to participants educate class IX SMP IT Wildan Mamuju still not as expected. One of the factors that make students do not understand the material delivered is because of the lack of use of learning media. It is especially building Junior

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High School IT Wilderness including still new and facility not yet adequate. When making observations in class, students' attention is focused on to the teacher who is delivering the material but when teacher ask to participant educate they confusion to answer questions that given by teacher dan they are less enthusiastic in following the process teaching and learning activities, this can be proven by the lack of motivation in paying attention to the explanation of the material by the teacher (Sardi, et al., 2022), it is easy bored and if already start bored condition class already no conducive again.

Educational experience using power point media can make students more challenged in realizing it, where this is due to the reasonableness of the execution methodology from desire to execution cycle (Nursyaida & Hardiyanti, 2020). Based on the clarification above, it is important to direct the research on homeroom activities in expanding the inspiration to study Islamic Religious Education subjects through power point learning media for class IX students of SMP IT Wildan, Mamuju Regency. This article will answer the problem plan about how to involve the application of power point in learning Islamic Religious Education

in expanding the inspiration of students to study at SMP IT Wildan Mamuju?

B. METHOD

This investigation is a Classroom Action Research (CAR). This study room activity research is a perception made during the method concerned with educational and learning exercises that occur and cause activities simultaneously. In this CAR contains exercises to pay attention to students while completing exercises on how to educate and learn the most common in the class being considered and provide directed activities. The activities provided in this CAR are through learning through power guide media to increase student learning inspiration.

The Research Field for Homeroom Activities (PT) was completed at the IT Wildan Middle School, Mamuju Regency, with 10 students in class IX. The instruments used were learning inspiration perception sheets and power point media perception sheets. The perception instrument to see student learning inspiration during the time spent carrying out Islamic Religious Education subjects was compiled based on the hypothesis of parts of learning inspiration (Keller, 2016). The following instrument is the perception of power point media. In this review, the scientists used the

model proposed by Kurt Lewin. Exploration of Kurt Lewin's model should be repeated, not just once. In addition, the scientific strategy used in researching homeroom activities in class IX SMP IT Mamuju is testing information on perceptions of learning inspiration.

C. FINDINGS AND DISCUSSION

The results of the Class Action Research (CAR) using the Kurt Lewin model were completed in three cycles. Each cycle has four phases, namely special preparation (arranging), activity (activity), perception (noticing), and reflection (reflecting). In researching the activities of this study center, researchers used IT-based learning media (Information Technology) power point on the material "Hajj and Umrah".

Information needed for review is obtained through perception and documentation. To get information about the expansion of inspiration, it was obtained from completing the persuasive perception sheet which was completed after carrying out the cycle action. Meanwhile, the provision of information regarding the use of force point-based IT learning media (Information Technology) was also obtained through perception sheets.

Presentation and Assessment Cycle I

In the implementation of the primary cycle has 4 stages, namely special preparation (arranging), implementation (activity), perception (perception), and reflection (reflection). At the preparation stage, the expert designs an activity to be completed in cycle I. The exercises that are arranged include:

a. Develop a Learning Implementation Plan (RPP); Researchers set learning steps that are tailored to the material to be delivered by utilizing power point-based IT (Information Technology) learning media.

b. Power Point Based IT (Information Technology) Learning Media Planning; Scientists prepare power point-based IT (Information Technology)-based learning media that will be used while educating and adding experience about Hajj and Umrah materials.

c. Developing Learning Motivation Observation Instruments.

In the implementation of the first cycle, there were 3 exercises starting with the primary exercise, then at that time the middle exercise and ending with the closing exercise.

a. Initial activity

1) The teacher conditions the class by planning, pleading.

2) Educators encourage students.

3) Educators do apperception.

4) Educators convey learning objectives or signs of achievement of abilities.

5) Educators deliver learning exercise diagrams.

6) Educators check / see students' ability to base training center.

7) The teacher shows the correct understanding of the material.

8) Educators demonstrate abilities accurately

b. Core activities

1) Educators show a positive attitude towards learning materials.

2) Educators present learning materials sequentially.

3) Educators present learning materials in a coordinated manner.

4) Educators show the suitability of learning materials with reality.

5) Educators present findings that combine information about materials, teaching methods, and innovations (TPACK) and other related methodologies.

6) Educators present learning efforts in accordance with the punctuation of the model or technique/procedure chosen.
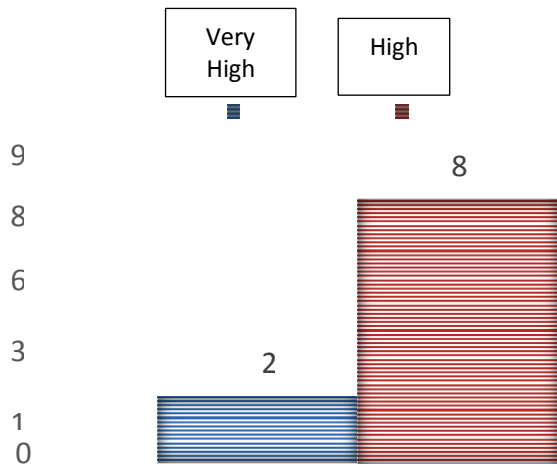
7) Educators direct the evaluation of learning as well as assessment as learning.

8) Educators provide material systematically.

Figure 1. Cycle I . Core Activities

c. Final Activities

1) Educators assess learning outcomes.

2) Educators close learning outcomes.

3) Educators think about developing experiences with students*) (Reflection of educational experiences with students is complete assuming learning is eye-to-eye (disconnected). Assuming learning exercises are completed on the web; educators are reminded that in learning will reflect.

4) The teacher submits a follow-up task after the learning action

The next stage of observation, observations are mentioned using objective fact sheets to inspire student learning during the most common ways and learning

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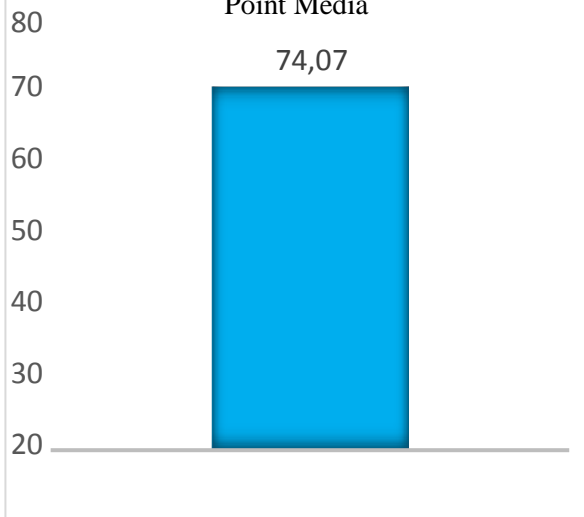exercises occur to convey accompanying information.

Figure 2. Recapitulation of Learning Motivation

Judging from the information on the value of motivational observations in Figure 2 above, there are 2 students out of 10 students who get very high scores and more than 8 students who get high scores, with a normal value of 76.66. In addition, seen from Figure 3 above, the highest culmination rate is 100 percent. From the estimates above, it can be concluded that the level of learning inspiration for grade IX students is high. Since the typical incentive for learning inspiration is still 77.66, it is important to improve again during the evolving experience of the persuasive survey pricing information above.

The results of this study are also in accordance with the results of the research of (Wiyoko et al., 2019) that the use of power point media can support student learning motivation. Likewise (Arjuna et al., 2021) suggested using media power point in learning could increase motivation and performance study. As with Rohendi et al. (2016) that there is an increase in learning motivation students through power point media. Including research conducted Adiko (2019); Anas (2019); Hamzah (2019) that there is an increase in learning motivation student by using media power point.

After carrying out the process of the most common learning activities in the first cycle, the specialist does reflection to find out certain things that have been added and not expanded to be done again in the next cycle, so that what can be reflected is: (1) Student considerations in the educational experience are still not adequate 8 students. (2) The importance or significance of the initial ability is sufficient in understanding the examples given, there are still 2 students. (3) The typical courage of students is still

adequate, both in asking, answering, in the educational experience. (4) The fulfillment of students in dealing with a given problem is also still adequate (Ermawati, et al., 2021). Thus, it can be said that power point media as a learning media as a whole is very reasonable with its use which is considered normal to work in a real (Ahmad, A.K., et al., 2022) and productive manner so that learning objectives will be achieved ideally.

Presentation and Assessment Cycle II

Referring to the implementation cycle II has 4 stages that is planning (planning), implementation (actions), (observations), and reflection (reflection). On In the planning stage, the researcher makes a plan of action to be taken on cycle 2, that is: Arrange Plan Implementation Learning (RPP), Prepare Media Learning Based on IT Power points, Arrange Instrument observation Motivation Study.

In the implementation of cycle 2 there are 3 activities that begin with preliminary then activity core and ended with closing activities.

a. Initial Activities
1) The teacher conditions the class.
2) Educators persuade students.
3) Educators do apperception.
4) Educators convey learning objectives or signs of achievement of abilities.
5) Educators convey the importance of skills that must be achieved.
6) The teacher conveys the framework of the learning exercise.
7) Educators check/really look at students' abilities.

b. Core Activities
1) The teacher shows the correct understanding of the material.
2) Instructors demonstrate abilities accurately.
3) Educators show a positive attitude towards learning materials.
4) The instructor presents the learning materials sequentially.
5) Educators present learning materials in a coordinated manner.
6) Educators show the suitability of learning materials with reality.
7) Educators present findings that consolidate information about materials, teaching methods, and innovations (TPACK) and other applicable methodologies.
8) The teacher presents the learning effort shown by the language structure of the model or technique/procedure.
9) Educator leads evaluation for learning or assessment of potential as learning.

Figure 4. Core Activities of Cycle II

c. Final Activities

1) Educators assess learning outcomes.

2) Educators complete learning outcomes.

3) Educators consider educational experiences with students.

4) The teacher submits a follow-up task after the learning movement.

Figure 5. Closing Activities of Cycle II

At the observation stage, using objective fact sheets from the inspiration of student learning during education and developing experiences occurred to convey the accompanying information.

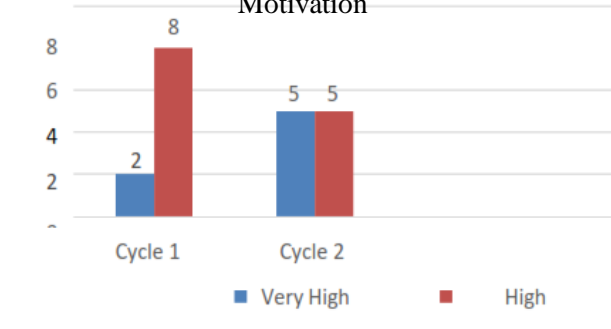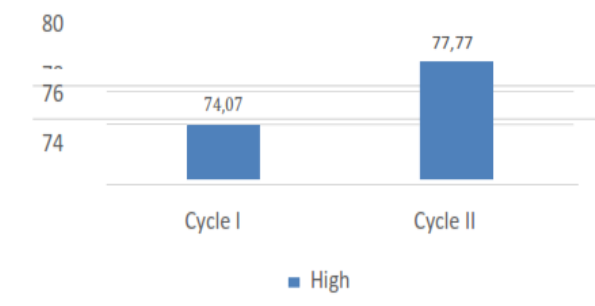Figure 6. Comparison of Students' Learning Motivation

Figure 7. Comparison of the Use of Power Point Media

Looking at Figure 6 above, it is known that there are students from 10 students who get very high scores and more than 5 students who get high scores, with a normal score of 79,166. Based on the information above, the highest compliance rate is 100 percent. In addition, the estimation results in Figure 10 above can be said that the level of learning inspiration for class IX students is high. This is because the typical incentive for learning inspiration is still 79,166. Therefore, it is still important to improve during the teaching and experience of Islamic Religious Education with power point learning media.

The consequence of this research is according to research directed by Andina

(Widhayanti and Mubarak, 2015) that power point media can expand student learning inspiration. In line with that (Arjuna et al., 2021) that the focus on the use of strengths in learning can build student learning inspiration. The results of this study are also in accordance with the results of (Mahsus, 2021) research that the use of force point media can support student learning inspiration. Similarly, (Achmadi et al., 2014) that the use of power point media in learning can expand inspiration and learning achievement. Like (Winarsih et al., 2020) that there is an expansion of student learning inspiration through power point media including research led by (Hendra et al., 2016) that there is an expansion of student learning inspiration by utilizing power point media.

After carrying out the most common teaching and learning activities in the next cycle, the analyst does reflection to find out certain things that have been strengthened and have not been added to be done later in the third cycle. in expanding student learning inspiration because it can affect student practice in learning. (2) Power point media as a learning medium is in full accordance with its use which is considered reasonable to run well and effectively so that learning objectives can be achieved ideally.

Presentation and Assessment Cycle III

In the implementation of the next cycle has 4 stages, namely preparation (arranging), implementation (activity), perception (perception), and reflection (reflection). At the preparation stage, the scientist completes a plan of activities that will be carried out in the activity cycle which planned that is included:

a. Develop a Learning Implementation Plan (RPP) Researchers develop learning steps that are tailored to the material to be delivered using Power Point learning media.

b. Researchers plan power point learning media that will be used during learning and add experience to the material for Hajj and Umrah.

c. Making Learning Motivation Observation Instruments

In the implementation of cycle 3 there are 3 activities that begin with the following activities: preliminary then activity core and ended with closing activities.

a. Initial Activities
1) The teacher conditions the class.
2) Teacher raises students.
3) Educators do apperception.
4) Educators convey learning targets or signs of achievement of abilities.
5) Educators convey the importance of skills that must be achieved.

6) Educators deliver learning exercise diagrams.

7) The teacher checks/really looks at the student's ability to base it on.

b. Core Activities

1) The teacher shows the correct understanding of the material.

2) Educators demonstrate abilities accurately.

3) Educators show a positive attitude towards learning materials.

4) Educators present learning materials sequentially.

5) Educators present learning materials in a coordinated manner.

6) Educators show the meaning of learning materials with reality.

7) Educators present findings that combine information about materials, learning methods and innovations (TPACK) and other related methodologies.

8) Educators present learning efforts which are indicated by punctuation of models or techniques/procedures.

9) Educators direct the assessment of learning as well as evaluation as learning.

Figure 8. Core Activities of Cycle III

c. Closing Activities

1) Teachers assess learning outcomes.

2) The teacher closes the learning results.

3) Teachers think about educational experiences with students that are completed face to face/disconnected.

4) The instructor submits a follow-up task after the learning action.

Figure 9. Closing Activities of Cycle III

At the observation stage, using objective fact sheets from student learning inspiration during teaching and developing experiences occurred to create accompanying information.

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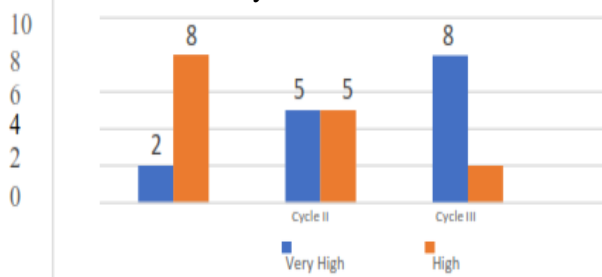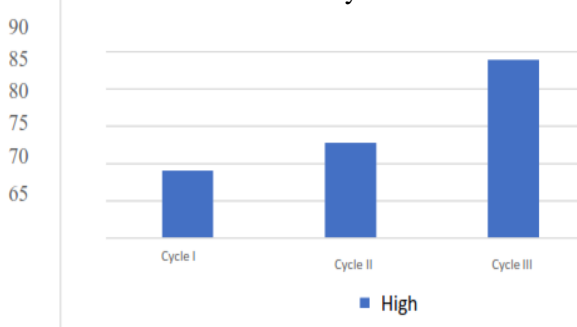Figure 10. Recapitulation of Student Motivation Cycle III

Figure 11. Comparative Recapitulation of Media Use in Each Cycle

Judging from the information related to motivational observations in Figure 10 above, there are 8 students out of 10 students who get very high scores and 2 students who get high scores, with a normal 83.33. In Figure 11, the highest compliance rate is 100 percent. Looking at the estimates above, it tends to be assumed that the level of learning inspiration for grade IX students is very high (Sardi, A & Mujahidah, 2020). Nevertheless, it is still important to improve during the learning and experience of Islamic Religious Education with power point learning media.

The results of this study are in accordance with the results of research directed by Suwartini (2021) that the use of power point media can increase learning inspiration. The same thing was also expressed in the results of the examination led by (Mutmainah, et al., 2018) and Ayudhityasari (2021) that the use of power point media can expand student learning inspiration.

After carrying out the most common learning and teaching process in cycle III, the analyst does reflection to find out certain things that are encouraged and have not been developed to be developed later in cycle III, so that what can be reflected is: (1) Learning exercises using power point media declared very successful, high in expanding student learning inspiration because it can affect student practice in learning (Sardi, et al., 2022). (2) Power point media as learning media is very appropriate with its use which is considered normal to work seriously and productively so that learning objectives will be achieved ideally.

D. CONCLUSION

All in all, referring to the data description and discussion results study which put forward, it, therefore, could concluded that motivation study participant educate Class IX in the subject of Islamic Religious Education has increased from cycle to cycle by significant through media power point in learning. It can be stated that by using the media power point can increase students' learning motivation in class students IX

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Junior High School IT Wilderness Regency Mamuju. Furthermore, this study implies that teachers can use power point media on the teaching and learning implementation at Islamic Religious Education lessons to increase participants' learning motivation.

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