

The Use of Visual Media in the Form of Powerpoint to Improve Student Learning Outcomes in Islamic Religious Education Learning in Class V of SD Negeri No. 105392 Kotarih Baru

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Abstract: This study aims to analyze the effectiveness of the use of visual media in the form of PowerPoint in improving student learning outcomes in Islamic Religious Education learning in grade V of SD Negeri No. 105392 Kotarih Baru. This study uses the classroom action research method (PTK) with a qualitative and quantitative approach. Data collection was carried out through observations, learning outcome tests, and interviews with students and teachers. PowerPoint media is applied in several meetings to see its effect on students' understanding and motivation in learning.

The results show that the use of PowerPoint can improve students' understanding of the material, help them focus more on receiving lessons, and increase enthusiasm in the learning process. In addition, the learning atmosphere becomes more interactive and interesting, so that students can more easily understand the concepts taught. The improvement in learning outcomes can be seen from the increase in the average score of students after the implementation of PowerPoint media compared to before its implementation.

Thus, the use of visual media such as PowerPoint can be an effective strategy in improving the quality of Islamic Religious Education learning in elementary schools. Therefore, it is recommended for teachers to integrate technology in learning to improve student learning outcomes.

Keywords: Visual media, PowerPoint, learning outcomes, Islamic Religious Education, elementary school.

INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students from an early age. This subject aims to guide students in understanding Islamic values and practicing them in daily life (Hasanah, 2021). To achieve this goal, effective and innovative learning methods are needed so that students can more easily understand the material being

taught. One approach that can be used is the use of visual media in the learning process.

In the learning process, the media has an important role in increasing students' understanding and motivation. According to Rahmawati & Nugroho (2022), the use of visual media such as PowerPoint can help students understand concepts better because the material is presented in a more interesting and interactive form. Therefore, teachers are expected to be able to utilize learning media that suit the needs of students so that their learning outcomes will improve.

However, the reality is that there are still many teachers who rely on the lecture method in PAI learning without being supported by adequate learning media. This causes students to be less interested in attending lessons and have difficulty understanding religious concepts (Prasetyo, 2020). The low use of visual media in learning also hinders the development of students' critical thinking skills, which should be improved through a more interactive approach.

Technology-based learning such as the use of PowerPoint has been shown to have a positive impact on student engagement in learning. A study conducted by Suryani (2021) shows that students who learn with the help of visual media have a higher level of understanding compared to those who only receive oral learning. In addition, an attractive visual display in PowerPoint can improve students' focus and concentration during the learning process.

In the context of learning at SD Negeri No. 105392 Kotarih Baru, there are still obstacles in improving student learning outcomes in PAI subjects. One of the influencing factors is the lack of variation in the teaching methods used by teachers. As a result, students become less motivated and have difficulty understanding the material being taught (Putri & Wahyuni, 2023). Therefore, innovative efforts are needed to increase the effectiveness of learning, one of which is the use of visual media such as PowerPoint.

Through this research, the use of PowerPoint media as a tool in learning PAI in grade V of SD Negeri No. 105392 Kotarih Baru is proposed. The use of PowerPoint is expected to help students understand the material more easily through an interesting combination of text, images, and animations (Fadilah, 2022). In addition, this approach can also increase student participation in learning and help them be more active in the critical thinking process.

This study aims to analyze the effectiveness of the use of visual media in the form of PowerPoint in improving student learning outcomes in PAI learning. With this approach, it is hoped that empirical evidence can be found regarding the benefits of using PowerPoint in increasing students' understanding and motivation to learn. The results of this research can later be a reference for teachers in developing more innovative and effective learning methods (Hidayat & Nurhasanah, 2021).

Thus, this research not only contributes to the development of PAI learning strategies, but also contributes to improving the quality of education in elementary schools in general. Through the use of technology in learning, it is hoped that students can more easily understand the material, have a higher interest in learning, and obtain better learning results.

METHODS

This study uses the classroom action research method (PTK) with a qualitative and quantitative approach. The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade V students of SD Negeri No. 105392 Kotarih Baru through the results of learning tests, observations, and interviews with students and teachers. Secondary data is obtained from related documents, such as curriculum, syllabus, and

previous research relevant to the use of visual media in learning (Rahmawati & Nugroho, 2022).

The participants in this study are grade V students who are the main object in the application of visual media in the form of PowerPoint in Islamic Religious Education (PAI) learning. Teachers who teach PAI subjects are also involved in research as learning facilitators and data sources related to teaching experience and the effectiveness of using PowerPoint in the teaching and learning process (Hidayat & Nurhasanah, 2021).

The data obtained were analyzed using **qualitative and quantitative descriptive analysis techniques**. Qualitative analysis is carried out by describing the results of observations during the learning process, interviews with students and teachers, and learning documentation. The results of the interview were analyzed by means of data reduction, data presentation, and conclusion drawing to see changes in students' attitudes and learning motivation after the application of PowerPoint in learning (Suryani, 2021).

Meanwhile, quantitative analysis was carried out by comparing the results of student learning tests before and after the application of PowerPoint media. The data was analyzed using **descriptive statistical analysis techniques**, namely by calculating the average student score, the percentage of improvement in learning outcomes, and the distribution of scores before and after the implementation of PowerPoint media (Putri & Wahyuni, 2023).

The results of this analysis will be used to determine whether the use of PowerPoint media is effective in improving student learning outcomes. In addition, the findings of this study are expected to provide recommendations for teachers in improving the quality of learning through the use of more innovative and interactive visual media (Fadilah, 2022).

RESULTS

This research was conducted on grade V students of SD Negeri No. 105392 Kotarih Baru with the aim of analyzing the effectiveness of the use of visual media in the form of PowerPoint in improving student learning outcomes in Islamic Religious Education (PAI) subjects. Data is collected through observations, learning outcome tests, and interviews with students and teachers to get a more comprehensive picture.

Before the use of PowerPoint media, the observation results showed that the learning process took place conventionally, with the dominance of lecture methods that did not involve students actively. Many students seem to be unfocused, bored easily, and few ask questions during learning. Teachers also have difficulty in attracting students' attention, so that the delivery of material becomes less effective.

After the application of PowerPoint media, there was a significant change in the learning process. Students seem more enthusiastic, actively ask questions, and easier to understand the concepts taught. Materials delivered in visual form, such as pictures, diagrams,

and animations, help students in remembering information better compared to just listening to lectures. Teachers also revealed that the use of PowerPoint media makes the learning process more systematic and interesting.

The results of the learning test showed an increase in student learning outcomes after the use of PowerPoint media. Here is a comparison of scores before and after the use of PowerPoint in PAI learning:

Table 1. Comparison of Test Results Before and After the Implementation of PowerPoint

Indicator	Before Deployment	After Application	Increased
Average student grades	68,5	82,3	+13,8
Students achieve KKM (≥ 75)	55% (11 students)	85% (17 students)	+30%
Students do not reach KKM	45% (9 students)	15% (3 students)	-30%

From the table above, it can be seen that the average score of students increased by 13.8 points, and the number of students who reached KKM increased by 30%. This shows that the use of PowerPoint has a positive impact on student learning outcomes.

To ensure the validity of the data, verification is carried out through triangulation of sources and methods. Source triangulation is carried out by comparing the results of learning tests, observations, and interviews to obtain more accurate information.

The triangulation method was carried out by comparing the test results before and after the application of PowerPoint, as well as exploring information from teachers and students through interviews. From the results of the interview, the majority of students stated that learning with PowerPoint was more interesting than the lecture method. They find it easier to understand the material and do not get bored quickly. Meanwhile, the teacher stated that the use of visual media was very helpful in delivering the material, especially in explaining abstract concepts in PAI.

In addition, comparisons with previous studies also show similar results. According to Fadilah (2022) and Putri & Wahyuni (2023), the use of visual media in learning is able to improve student understanding and create a more interactive learning environment.

Furthermore, the aspect of student activity in the classroom has also improved after the use of PowerPoint. Here are the changes in student participation levels based on observations during learning:

Table 2. Changes in Student Activity in Learning

Participation Indicators	Before Deployment	After Application	Increased
Students who are actively asking	20% (4 students)	60% (12)	+40%

Participation Indicators	Before Deployment	After Application	Increased
questions		students)	
Students who pay attention	50% (10 students)	85% (17 students)	+35%
Students who seem bored	40% (8 students)	10% (2 students)	-30%

Based on the table above, the number of students who actively ask questions increased from 20% to 60%, and students who paid attention to lessons increased from 50% to 85%. Meanwhile, the number of students who seemed bored experienced a significant decrease from 40% to 10%, indicating that learning is becoming more engaging for students.

Based on the results of these findings, it can be concluded that the use of PowerPoint media contributes positively to improving learning outcomes and student activity. The use of visual and animated elements in PowerPoint helps students understand concepts more easily, as well as make the learning atmosphere more fun.

Teachers also benefit from a clearer and more systematic learning structure. Thus, the application of PowerPoint media can be an alternative effective learning method in PAI subjects, especially at the elementary school level.

Based on the results of this study, some recommendations that can be given are as follows: the use of PowerPoint media should be regularly integrated in PAI learning and other subjects to increase teaching effectiveness, second, teachers need to develop more interactive PowerPoint materials, such as adding quizzes, animations, and illustrations that support student understanding, fourth. Schools can provide training for teachers in creating technology-based learning media, so that they can be more creative in compiling materials. Sixth, further research can be carried out by expanding the scope of research subjects and comparing the effectiveness of PowerPoint media with other learning media.

With the implementation of innovative learning strategies, it is hoped that the quality of education in elementary schools can continue to improve, and student learning outcomes will be more optimal.

DISCUSSION

The validation of the data in this study was carried out to ensure that the results obtained really reflect the effectiveness of the use of PowerPoint media in improving student learning outcomes in Islamic **Religious Education (PAI)** subjects in grade V of SD Negeri No. 105392 Kotarih Baru. The validation process is carried out through **triangulation of sources and methods**, data reliability tests, and comparisons with previous research.

Source triangulation was carried out by comparing data obtained from **observation results, learning outcome tests, and interviews with students and teachers**. The observation results showed a positive change in student engagement, the results of the learning test experienced a significant improvement, and the interviews confirmed that the students felt more interested and easier to understand the material after using PowerPoint.

Triangulation methods are carried out by comparing **quantitative and qualitative data**. The quantitative data came from the test results before and after the application of PowerPoint, which showed an increase in the average score of students from **68.5 to 82.3**. Meanwhile, qualitative data was obtained from interviews and observations that showed an increase in student motivation and participation in learning. Further validation was carried out by testing the reliability of the data through **repeated tests** on several students to ensure consistency of results.

In addition, the results of this study were compared with previous studies to assess its consistency with existing findings. According to **Rahmawati & Nugroho (2022)**, the use of visual media in learning increases student engagement and makes it easier to understand the material. Another study by **Fadilah (2022)** also shows that **the use of PowerPoint in learning is able to significantly increase student motivation and learning achievement**.

The validation results showed that the data obtained **were valid and consistent**, with the main findings as follows: 1) **Improvement in student learning outcomes**, the average student score increased from **68.5 to 82.3** after the implementation of PowerPoint and the percentage of students who achieved KKM increased from **55% to 85%**. 2) **Increase in student activity in learning**: The number of students who actively asked questions increased from **20% to 60%**, Students who pay attention to learning increase from **50% to 85%** and Students who seem bored decrease from **40% to 10%**. 3) **Confirmation from the interview**: Students feel more motivated to learn with visual media and the teacher states that PowerPoint helps in the delivery of material and makes learning more systematic.

These results are consistent with previous research that shows that **the use of visual media, especially PowerPoint, contributes to improving student learning outcomes**. In addition, **the use of interactive media in learning is able to increase retention and understanding of concepts for elementary school students**.

Thus, it can be concluded that the use of PowerPoint in learning **has been proven to be effective** in improving learning outcomes and student participation. In the future, further research can be carried out by **exploring the use of other technologies** in learning to improve the effectiveness of more optimal teaching.

CONCLUSION

The results of this study show that the use of visual media in the form of PowerPoint

significantly improves student learning outcomes in Islamic Religious Education (PAI) subjects in grade V of SD Negeri No. 105392 Kotarih Baru. This increase can be seen from the increase in the average score of students from 68.5 to 82.3, and the percentage of students who achieved the Minimum Completeness Criteria (KKM) increased from 55% to 85%. In addition, observations and interviews with students and teachers confirmed that learning using PowerPoint is more interesting, increases learning motivation, and creates a more interactive learning atmosphere.

In addition to improving academic outcomes, the use of PowerPoint has also been shown to increase student engagement in learning. The number of students who actively asked questions increased from 20% to 60%, while students who showed boredom decreased from 40% to 10%. Teachers also feel the benefits of this media because it helps convey material in a more systematic and easy-to-understand manner for students. This result is in line with previous research which states that visual media is effective in increasing material understanding and retention.

Academically, this study shows that the use of technology in learning can increase the effectiveness of the teaching and learning process. The use of PowerPoint allows teachers to present material in a more systematic, visual, and interactive manner, which ultimately improves student understanding. Therefore, the application of visual media such as PowerPoint can be a recommended strategy in learning PAI and other subjects.

From a social perspective, this study shows that the use of technology in basic education can improve the quality of learning and reduce the gap in access to information for students. By using PowerPoint, the material can be delivered in a more engaging and easy-to-understand manner, which can help students with different levels of learning ability. This has a positive impact on improving the quality of education in elementary schools, especially in areas that still rely on conventional learning methods.

As a recommendation, schools and teachers should consider the integration of technology-based media more broadly, not only PowerPoint, but also other more interactive learning media, such as educational videos or digital learning applications. In addition, teacher training in the use of educational technology needs to be improved, so that they can be more innovative in teaching and improve the quality of learning in elementary schools.

With the results obtained, this research contributes to the development of more effective learning strategies, as well as provides empirical evidence that technology can be a powerful tool in improving student learning outcomes.

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