

Improving Student Learning Outcomes by Using Powerpoint Media in Class V Elementary School Tahfiz Hamalatul Qur'an Pasaman

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Abstrac

This study aims to improve the learning outcomes of fifth-grade students at SD Tahfiz Hamalatul Qur'an through the application of the PowerPoint learning model and discussion method. The research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The results from Cycle I indicated that most students did not meet the Minimum Completion Criteria (KKM), with 55% of students achieving satisfactory learning outcomes. After evaluation and improvements in Cycle II, the application of the PowerPoint model and discussion method successfully improved students' learning outcomes, with 75% of students meeting the KKM. Although the results improved, some students still did not achieve the KKM, and thus, the study is planned to continue into Cycle III to achieve 100% completion. Observational results showed significant improvement in student engagement and researcher activity during the learning process.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas V SD Tahfiz Hamalatul Qur'an melalui penerapan model pembelajaran Powerpoint dan metode diskusi. Penelitian ini dilaksanakan dalam dua siklus, masing-masing dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Hasil dari siklus I menunjukkan bahwa sebagian besar siswa belum mencapai Kriteria Ketuntasan Minimal (KKM), yaitu 55% siswa yang tuntas belajar. Setelah dilakukan evaluasi dan perbaikan pada siklus II, penerapan model Powerpoint dan metode diskusi berhasil meningkatkan hasil belajar siswa, dengan 75% siswa mencapai KKM. Meskipun hasilnya meningkat, namun masih ada siswa yang belum tuntas, sehingga penelitian ini direncanakan untuk dilanjutkan pada siklus III untuk mencapai ketuntasan 100%. Hasil observasi menunjukkan bahwa aktivitas siswa dan peneliti telah menunjukkan peningkatan yang signifikan dari segi motivasi dan keaktifan siswa selama proses pembelajaran.

INTRODUCTION

Education has a very important role in human self-development and the progress of a nation. In this context, education not only functions as a tool for knowledge transfer, but also as a means to shape character and strengthen the nation's competitiveness in the global era. Education can be obtained through two main channels, namely formal and non-formal education. Schools as formal education institutions have the responsibility to provide an effective and quality learning process. This is in line with the objectives stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning atmosphere that allows students to develop their potential.

In practice, the implementation of learning in schools does not only rely on the delivery of material from teachers to students, but also involves the active role of students in the learning process. Currently, the concept of education has shifted from an approach that places students as objects of learning to an approach that considers students as active subjects in

learning activities. Therefore, teachers no longer only act as teachers, but also as facilitators who encourage students to think critically, participate, and collaborate in the learning process.

Islamic Religious Education (PAI) is one of the subjects that has an important role in shaping students' character and morals. This subject not only teaches religious knowledge, but also provides provision for students to understand and practice Islamic teachings in daily life. Islamic Education covers various topics, such as al-Qur'an and Hadith, Aqidah, Akhlak, Fiqh, and History of Islamic Civilization, all of which play an important role in shaping students' personalities. However, many students experience difficulties in understanding PAI materials, which can be caused by various factors, both internal and external factors.

Internal factors that influence students' difficulties in participating in PAI lessons include physical, psychological, and fatigue factors. For example, students who feel tired or do not focus on the lesson tend to find it difficult to understand the material presented. Meanwhile, external factors such as family support, school environment, and society also have a big influence on student success in learning. Lack of motivation and support from the surrounding environment can cause students to feel uninterested or even reluctant to follow PAI lessons wholeheartedly.

One of the main challenges in PAI learning is the lack of variety in the methods used by teachers. In many cases, the methods used are predominantly lectures or assignments that tend to be monotonous. This method often makes students feel bored and less interested in participating in learning. In addition, the lack of opportunities for students to ask questions or discuss causes them to be passive recipients of information, which ultimately has a negative impact on their understanding of the material presented.

The results of observations made at Hamalatul Qur'an Tahfizh Elementary School, Pasaman Regency, showed that most students were afraid to ask questions about material they did not understand. In addition, they also feel anxious if they have to do problems in front of the class for fear that their answers will be wrong. This shows the existence of psychological barriers that prevent students from actively interacting in the learning process. The teacher also dominates the learning process, causing students to be passive and not maximally involved in learning activities.

To overcome this problem, it is important for teachers to use learning strategies and approaches that can motivate students to be more active. One solution that can be implemented is the use of technology-based learning media, such as PowerPoint. This media allows teachers to deliver material in a more visual and interactive way, which is expected to attract students' attention and help them to understand the material more easily. The use of PowerPoint in PAI learning also provides an opportunity for students to be more involved in the learning process, as they can see pictures, graphs, and animations that support their understanding.

The advantage of using PowerPoint in learning is its ability to present material in a systematic and structured manner. Teachers can deliver information in a more interesting and varied way, so that students not only listen to lectures, but can also interact with the material through the visualizations provided. This can increase students' attraction and interest in PAI subjects, so they are more motivated to learn and participate in learning.

In addition, the use of PowerPoint allows teachers to integrate various media, such as video, audio, and animation, which can enrich students' learning experience. This media also allows teachers to provide faster and more effective feedback, so that students can better understand the material being taught. Thus, PowerPoint can be an effective tool to improve the quality of learning, especially in PAI subjects, which require more interesting and innovative approaches.

This study aims to explore the application of PowerPoint method in PAI learning at Hamalatul Qur'an Tahfizh Elementary School, Pasaman Regency. By utilizing technology, it is expected that the learning process can be more interactive and fun, so that students can more easily understand the material and feel more involved in learning. In addition, this study also aims to determine the extent to which the use of PowerPoint can improve student learning outcomes, especially in terms of understanding PAI material and their interest in this subject.

With learning innovation through the use of technology, it is expected to create a more dynamic and enjoyable learning atmosphere. Students who were previously passive and less interested in PAI learning are expected to be more active and motivated to understand the material. Through this research, it is hoped that a more effective method can be found in overcoming the problems faced by students in learning PAI and can make a positive contribution to improving student learning outcomes at Hamalatul Qur'an Tahfizh Elementary School.

METHODS

This research methodology uses a classroom action research (PTK) approach that aims to solve learning problems in the classroom more professionally and practically. According to Daryanto (2014), classroom action research procedures involve four main stages that are cyclic in nature, namely planning, implementation, observation, and reflection. Each stage is carried out carefully to ensure that the learning process can be improved sustainably and have a positive impact on student learning outcomes.

The first stage is planning. At this stage, researchers will design the steps to be taken in learning, including the selection of methods that will be used to improve the quality of Islamic Religious Education (PAI) learning. Researchers will prepare learning aids, such as PowerPoint media, as well as plan strategies that can attract students' attention to be more active in participating in the learning process. In this planning, researchers will also set clear learning objectives, namely increasing students' understanding and interest in Islamic Education materials.

The second stage is the implementation of the action. At this stage, researchers will implement the plan that has been prepared in classroom learning. The use of PowerPoint as learning media will be applied to deliver PAI materials in a more visual and interactive manner. The researcher will observe how students respond to this new learning method, whether they become more active, dare to ask questions, and are more interested in the lesson. The teacher will also act as a facilitator, providing opportunities for students to interact with the material and each other.

The third stage is observation. In this stage, researchers will observe the learning process and record all phenomena that occur during the learning process. This observation aims to determine the extent to which PowerPoint media can influence students' interest and involvement in learning. In addition, observations are also made of classroom dynamics, such as whether students are more active in discussing, asking questions, and solving problems with confidence. The results of the observation will be important data in evaluating the effectiveness of the applied method.

The last stage is reflection. At this stage, researchers will evaluate the results of the actions that have been taken, both through direct observation and through analyzing student learning outcomes. Researchers will look at whether the learning objectives that have been set are achieved, whether students become more active and interested in the lesson, and whether students' learning outcomes have improved. Based on this reflection, researchers will make improvements or refinements to learning methods and strategies for the next cycle, if needed. This process will be repeated to obtain better results.

RESULT AND DISCUSSION

RESULT

This research was conducted at Tahfiz Hamalatul Qur'an Elementary School with the aim of improving the learning outcomes of fifth grade students through the use of Powerpoint media in learning Islamic Religious Education (PAI). Based on the initial data before the first cycle, it can be seen that the average student score was 72.90 with only 6 students (25%) who reached the Minimum Completion Criteria (KKM) and 14 students (75%) who had not reached the KKM. Therefore, this research is expected to improve student learning outcomes through a more interactive learning approach and using technology as an auxiliary medium.

In the first cycle, researchers started learning by using Powerpoint media in Jurisprudence material on the subject of Hajj. The learning process was divided into introductory, core, and closing activities. In the core activities, researchers used Powerpoint to deliver the material, followed by group discussion activities that aimed to involve students more actively in learning. The use of Powerpoint media is expected to visualize the material so that students can more easily understand the concepts taught. Researchers also used online group division techniques to increase student enthusiasm.

The results of observations made by observers showed that the learning process in the first cycle was quite good with a researcher activity score of 84.38% and student activity of 83.33%. However, both scores were still below the desired target of 85%. Some students were still less active in participating in learning, especially in the group discussion section. Some students also had difficulty in adapting to the new method, especially in using technology for group division. This indicates the need for further improvement in the second cycle.

Reflection on the results of the first cycle showed that although there was an increase in student engagement, there were still some obstacles that needed to be fixed. One of the main problems was the lack of attention from some students which caused them not to follow the activities well. In addition, students' learning motivation still needs to be improved so that they are more active in participating in learning. The researcher also realized that time distribution in discussion activities needs to be optimized so that all groups have enough time to complete their tasks.

To improve the results in the second cycle, researchers designed improvements that included increasing the use of Powerpoint media to present the material more interestingly, as well as providing more opportunities for students to ask questions and interact. Researchers also plan to optimize time so that group discussions can take place more effectively and each student can participate actively. In addition, the researcher will pay more attention to students who tend to be less active or noisy, by giving special attention to ensure they remain focused in learning activities.

Student learning outcomes in the first cycle showed an increase even though it had not yet reached the desired target. Out of 20 students, 12 students (60%) have reached the KKM, while 8 students (40%) still have not reached the KKM. The highest score obtained by students was 90, while the lowest score was 60. This increase illustrates that the use of Powerpoint media can have a positive impact on student learning outcomes, although improvements are still needed in several aspects of learning.

The researcher also evaluated the implementation of the group discussion method. Although this method can increase students' involvement in discussions, there are still some students who find it difficult to collaborate with their friends. This is due to the different levels of understanding of the material between students, which requires further handling so that learning can be more inclusive. Therefore, the researcher plans to provide a more detailed and in-depth explanation in the next group discussion activity.

Although there were challenges in the first cycle, overall, this study shows that the use of Powerpoint media can increase students' interest and attention to PAI materials. This is reflected in the increase in observation scores of student and researcher activities. In the second cycle, researchers will focus more on ways to increase students' motivation and active participation, as well as improving time management in learning to be more effective.

Seeing the results obtained in the first cycle, the researcher believes that with the improvements made in the second cycle, learning using Powerpoint media will be more effective in improving student learning outcomes. The application of more varied methods and optimizing the use of technology are expected to significantly improve student learning outcomes.

In cycle II, based on the results of observations, reflections, and tests in cycle I, it was found that student learning outcomes were still unsatisfactory. Many students had not yet achieved a complete score and were still less active in learning. Most students consider the Powerpoint learning model only as an activity that has no clear purpose, so it has no impact on improving their learning outcomes. Therefore, in this cycle II, researchers tried to prepare themselves more by explaining the use of the Powerpoint model and the Discussion method in more detail and systematically, so that students could understand and carry out learning better.

Planning in cycle II was carried out by taking into account the results of the first cycle reflection. Researchers prepared lesson plans that included the use of discussion methods and Powerpoint models. In addition, researchers also made improvements to the actions taken in cycle I, so that the implementation of learning in cycle II was more optimal. The lesson plans prepared for cycle II focused on increasing student interaction in group discussions and using the Powerpoint model in a more interesting and informative way.

In the implementation of cycle II, learning was carried out in one meeting with an allocation of 4 lesson hours. The researcher started the lesson by checking the students' attendance. Out of 20 students, 17 were present at this meeting. Learning began with preliminary activities which included praying, checking student neatness, and conveying learning objectives. The researcher also conveyed the title of the material to be learned, namely about qurban worship, and gave some lighter questions to attract students' attention.

After the introductory activities, the researcher explained the Islamic religious education material about qurban and asked students to pay attention to the video prepared in the Powerpoint slides showing the procedures for performing qurban worship. The researcher then divided the students into three discussion groups and gave an explanation of the tasks to be done in the discussion. Each group was asked to complete a poster related to the topic of each group and decorate it as attractively as possible.

During the discussion, the researcher coordinated each group to ensure that all group members actively participated. After the groups finished working on the posters, representatives from each group were asked to present their work in front of the class, with the researcher guiding the presentation process. Other groups were given the opportunity to provide responses to the presentations that had been delivered. This activity aimed to improve students' understanding through collaboration and active discussion.

After all groups finished presenting their posters, the researcher asked students to summarize the learning that had been done. Researchers also provide motivation and praise to students who are enthusiastic in participating in learning. The learning ended with an assessment using a Quizizz application-based test containing multiple choice questions to measure the improvement of student learning outcomes. After students completed the test, they were asked to collect the results.

The results showed that 14 students managed to achieve scores above the KKM, while 6 other students had not yet reached the KKM. Of the 20 students, 75% were declared complete, while 25% still did not reach the KKM. Although there was an increase in learning outcomes, the researcher realized that there were still students who needed more attention in understanding the material. Therefore, the researcher felt that this research needed to be continued to cycle III to achieve 100% completeness.

In the observations made during cycle II, it was seen that researchers and students had shown a significant improvement in performance. Researchers scored 30 out of 32 with a percentage of 93.75% in the indicators observed, while students scored 23 out of 24 with a percentage of 95.83%. This shows that the learning activities are already classified as good, although there is still room for improvement. The researcher also noted that some students were still less active in learning, especially in asking questions and collaborating.

Based on the observation and reflection of cycle II, researchers planned some improvements for the next cycle. Researchers will focus more on improving the procedures for using the Powerpoint and Discussion learning methods to make them more interactive and interesting for students. In addition, researchers also plan to give more attention to less active students so that they participate more in learning. More intensive motivation will be given to students to increase their enthusiasm for learning.

DISCUSSION

In cycles I and II, this study aimed to improve student learning outcomes through the use of Powerpoint learning models and discussion methods. Based on the test results and observations made in both cycles, there were significant differences in student learning outcomes. In cycle I, although this learning model was applied, there were still many students who had not reached the Minimum Completion Criteria (KKM) set, which is 75. This shows that the use of Powerpoint and Discussion in cycle I has not been effective in achieving optimal learning objectives. However, after reflection and improvement in cycle II, student learning outcomes showed a significant increase.

The improvement of learning outcomes in cycle II can be analyzed with constructivism learning theory proposed by Piaget and Vygotsky. Constructivism emphasizes that learning occurs when students actively construct knowledge through social interaction and experience. In cycle II, the use of Discussion method allows students to collaborate in groups and build knowledge together, which is in line with the principles of constructivism. Discussion as a learning method provides an opportunity for students to share ideas, give each other input, and work together in completing tasks, which ultimately improves their understanding of the material being studied.

In addition, Bandura's social learning theory which emphasizes the importance of models and observation in learning is also relevant to analyze in this context. In cycle II, the Powerpoint model was used to present the material in a visual way that could be seen and understood by the students. The researcher acted as a model providing direct examples of how the material could be applied in real life. This strengthens students' understanding as they not only listen to explanations but also see visualizations that help clarify the concepts being taught.

Cycle I showed that students who had not actively participated in learning caused suboptimal results. This can be explained by Deci and Ryan's theory of learning motivation, which states that intrinsic motivation plays an important role in increasing student engagement in learning. In cycle I, researchers were not fully able to motivate students to be actively involved. In cycle II, after reflection and improvement, the researcher began to provide more

motivation to students, appreciated their efforts, and gave praise for their participation, which contributed to the increase in motivation and learning outcomes.

Skinner's reinforcement theory can also be applied in this analysis. In cycle II, the researcher gave positive feedback to students who successfully completed the task well, which could reinforce positive learning behavior. Providing positive reinforcement such as praise and constructive feedback can increase students' confidence, so they are more motivated to continue learning well. Providing appropriate feedback also helps students understand what they have mastered and which areas need improvement.

Despite significant improvements in cycle II, there were still students who had not achieved the KKM. This shows that not all students respond to this method in the same way. This can be analyzed through the individual differences theory which explains that each student has a different learning style. Some students may be more responsive to visual learning using Powerpoint, while others may require a more contextualized or more intensive approach to learning.

In cycle I, diversity in students' learning styles had not been fully considered. Students with kinesthetic learning styles, for example, may feel less engaged due to the lack of physical activities that involve them directly. Therefore, in cycle II, by focusing more on collaboration and group discussions, students with different learning styles could be more engaged. This is in line with Howard Gardner's theory of multiple intelligences which recognizes that students have various intelligences or learning styles, and it is important to create inclusive and diverse learning.

The theory of cooperative learning is also very relevant to analyze the results in cycle II. Cooperative learning, which emphasizes working together in groups to achieve a common goal, is proven to improve student learning outcomes. In cycle II, learning through group discussions allowed students to share knowledge and discuss the material being taught. This helped students to not only learn the material individually but also strengthen their understanding by collaborating with their peers. Cooperative learning also improves students' social skills, which is an important part of their development.

The test results in cycle II showed that 75% of students achieved the KKM, which means there is progress compared to cycle I. However, 25% of students were still incomplete, which indicates that there are certain factors that need further improvement. Nonetheless, 25% of students were still incomplete, which indicates that there are certain factors that need further improvement. One factor that may be influential is student absenteeism which can affect their engagement in learning. In cycle II, only 17 students were present out of 20 students enrolled, and this may affect the distribution of learning outcomes achieved. Therefore, the success of learning is also highly dependent on students' attendance and active engagement in each learning session.

CONCLUSION

The conclusion of this study is that the use of Powerpoint learning models and discussion methods can improve student learning outcomes, although there are still some students who have not reached the Minimum Completion Criteria (KKM). In cycle I, student learning outcomes showed suboptimal results, with many students who were not active in learning and had not reached the KKM. However, after reflection and improvement in cycle II, student learning outcomes experienced a significant increase, namely 75% of students managed to reach the KKM.

The improvement in learning outcomes in cycle II was influenced by several factors, including the use of more structured learning methods, increased student motivation, and more effective collaboration in group discussions. The active and participatory learning

approach through group discussions proved to help students understand the material better and improve their social skills. In addition, the use of Powerpoint as a visual aid also strengthened students' understanding of the material.

However, despite the improvement, the study also showed that not all students responded to the learning method in the same way. Some students still did not reach the KKM, which shows that differences in learning styles and other factors still affect student learning outcomes. Therefore, to achieve more optimal results, further adjustments in learning methods are needed, including more attention to less active students and more intensive motivation.

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