

# Improving Student Learning Outcomes Through The Use of Powerpoint Media in PAI Learning in Class V SDN 09 Tarung Tarung Selatan

Siti Aisyah<sup>1</sup> 

## \*Correspondence:

Email :  
[sitiaisyah@gmail.com](mailto:sitiaisyah@gmail.com)

## Authors Affiliation:

<sup>11</sup>Universitas Islam Negeri  
Sjeh M. Djamil Djambek  
Bukittinggi, Indonesia

## Article History:

Submission : 18-11-2024  
Revised : 22-11-2024  
Accepted : 24-12-2024  
Published

**Keywords:** Powerpoint  
Media, Learning  
Motivation

**Kata kunci:** Media  
Powerpoint, Motivasi  
Belajar

## Abstrac

This study aimed to improve learning outcomes in Islamic Religious Education (PAI) for Grade V students at SDN 09 Tarung Tarung Selatan using PowerPoint media. The Classroom Action Research (CAR) method was conducted in two cycles, involving planning, implementation, observation, and reflection stages, with 16 student participants. Data were collected through formative tests, observations, and documentation and analyzed quantitatively and qualitatively. The results showed that using PowerPoint improved learning outcomes, with mastery reaching 75% in Cycle I and 100% in Cycle II. Challenges in student engagement were addressed by adding educational videos in Cycle II. Students better understood the material and applied moral values. It was concluded that PowerPoint is effective in enhancing PAI learning, offering engaging and relevant lessons. Teachers are encouraged to use this media creatively.

## Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) kelas V SDN 09 Tarung Tarung Selatan dengan menggunakan media PowerPoint. Metode Penelitian Tindakan Kelas (PTK) dilakukan dalam dua siklus, meliputi perencanaan, pelaksanaan, observasi, dan refleksi, dengan subjek 16 siswa. Data diperoleh melalui tes formatif, observasi, dan dokumentasi, kemudian dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penggunaan media PowerPoint meningkatkan hasil belajar, dengan ketuntasan mencapai 75% pada Siklus I dan 100% pada Siklus II. Kendala berupa keterlibatan siswa yang belum merata diatasi dengan menambahkan video pembelajaran pada Siklus II. Siswa lebih memahami materi dan mampu mengaplikasikan nilai-nilai moral. Disimpulkan bahwa media PowerPoint efektif dalam meningkatkan hasil belajar PAI, memberikan pembelajaran yang menarik dan relevan. Guru disarankan untuk menggunakan media ini secara kreatif.

## INTRODUCTION

Islamic Religious Education (PAI) in elementary schools has a very important role in shaping the character, morals, and personality of students. PAI materials taught at the elementary school level, especially at SDN 09 Tarung Tarung Selatan, involve the introduction of religious values that become the basis for the formation of students' daily morals and behavior. However, in practice, the PAI learning process is often faced with challenges in maintaining student focus and engagement, especially in materials that are abstract and require deeper understanding.

One of the problems found in class V is the lack of student focus and attention in participating in learning. Most students are often distracted, some play around or are inactive during learning. This lack of focus has an impact on students' low understanding of the material being taught. This condition is a challenge for educators in improving the quality of learning, especially in building students' understanding of deep religious concepts such as faith in Allah, zakat, and other worship taught in PAI.

Based on the Merdeka Curriculum launched by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, learning in elementary schools must be based on the needs and characteristics of students, and prioritize more active and technology-based methods. Therefore, innovation in the use of learning media is needed to increase student motivation and engagement. One of the media that can be used to achieve this is PowerPoint media. This media allows teachers to deliver material in a more interactive and interesting way, using a combination of text, images, and animation, which can make it easier for students to understand abstract and complex material.

The use of technology in education is also in line with the development of the digital era that encourages more flexible and interactive learning. Technologies such as PowerPoint provide opportunities for educators to present more visual materials, which can attract students' attention and make it easier for them to absorb information. This is especially important in the context of PAI learning, where some religious concepts can be difficult to understand if only delivered verbally or textually without the support of attractive media.

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education must provide space for the development of learners' competencies as a whole, not only in the aspects of knowledge but also attitudes and skills. In addition, Regulation of the Minister of Education and Culture No. 22 of 2016 on Process Standards for Primary and Secondary Education confirms that learning should be done with an approach that optimizes media and methods in accordance with student characteristics. In this context, the use of PowerPoint media is expected to increase students' interest and help them more easily understand the PAI material presented.

Effective use of learning media can strengthen students' understanding of the material being taught. PowerPoint's interactive features, such as animation, images, and sound, are expected to make it easier for students to understand abstract PAI materials. Through this media, religious concepts such as zakat, faith, and other worship can be explained in a way that is easier to accept and more interesting for students.

In an effort to improve student learning outcomes, this study aims to examine the effectiveness of using PowerPoint media in PAI learning in class V of SDN 09 Tarung Tarung Selatan. The main focus of this study is to determine the extent to which PowerPoint media can help improve students' focus and understanding of PAI materials, especially those related to fundamental religious values. With this approach, it is expected that the PAI learning process will become more interesting, interactive, and able to improve student learning outcomes in accordance with the curriculum objectives and applicable regulations.

## **METHODS**

This study uses the Classroom Action Research (PTK) method which aims to improve student learning outcomes through the use of PowerPoint learning media. The PTK was conducted in two cycles, each of which consisted of four main stages, namely planning, acting, observing, and reflecting. This method was chosen because it provides an opportunity to make continuous improvements during the learning process.

In the first stage, planning, researchers developed an action plan that included the use of PowerPoint media in learning. This plan included the learning objectives, the material to be taught, and how to use PowerPoint to clarify and enrich students' understanding of the Islamic Religious Education material. Researchers also designed evaluation tools to measure students' engagement and understanding during the learning process.

After the planning stage, the second stage is acting, where researchers implement the plan that has been prepared. In the first cycle, researchers used PowerPoint media to deliver PAI materials to students. The use of this media aimed to increase students' motivation and

engagement, so that they could be more focused and active in participating in learning. During the implementation, the researcher also tried to create an interactive learning atmosphere by involving students in discussions and questions and answers.

The third stage is observing, where researchers observe the ongoing learning process. Observations were made to see the extent to which students were involved in learning and to assess the effectiveness of using PowerPoint media in improving student learning outcomes. Data was collected through direct observation of student activities during learning, as well as through formative tests to assess understanding of the material that had been taught.

The last stage is reflecting, where researchers analyze the data obtained from observations and formative tests. This reflection aims to evaluate whether the learning objectives have been achieved and to identify aspects that need to be improved in the next cycle. If necessary, the researcher will make improvements in the lesson plan to increase the effectiveness of using PowerPoint media in the next cycle. This process is carried out iteratively to ensure continuous improvement in student learning outcomes.

## **RESULT AND DISCUSSION**

### ***RESULT***

This study aims to determine the extent to which the use of PowerPoint media can improve student learning outcomes in Islamic Religious Education (PAI) subjects in class V SDN 09 Tarung Tarung Selatan. This research was conducted in two cycles involving 16 students, consisting of 4 male students and 12 female students. The data collected included formative tests, observation of student activity, and documentation during the learning process. The results were analyzed to see the effect of using PowerPoint on students' understanding of the material taught. Each cycle was evaluated to see individual and classical learning completeness based on the Minimum Completeness Criteria (KKM), which is a score of  $\geq 75$ . The implementation of this research was conducted at SD Negeri 09 Tarung Tarung Selatan, aiming to improve the learning outcomes of grade V students in zakat material through the use of PowerPoint media. This research consisted of two cycles, where the first cycle focused on introducing the basic concepts of zakat, types of zakat, and how to calculate zakat fitrah. The learning process was carried out with a duration of three lesson hours (3 x 35 minutes) per meeting.

In the first cycle, the material taught was about zakat as one of the obligations in Islamic teachings. The use of PowerPoint as learning media is intended to make it easier for students to understand abstract concepts such as zakat, which covers various legal and social aspects. PowerPoint was used to display an explanation of the meaning of zakat, the requirements of zakat, the types of zakat, and the groups entitled to receive zakat.

The learning process begins with planning, where the researcher develops a lesson plan that includes zakat fitrah material. The teaching module was designed to utilize PowerPoint media to help students understand abstract concepts more visually. The researcher also developed formative test questions to evaluate students' understanding at the end of the lesson. Observers were also involved to document learning activities.

In the acting stage, learning was carried out for 16 students, consisting of 4 male students and 12 female students. The teacher started the learning by giving an apperception in the form of a sparking question, "What do you know about zakat fitrah?" Students enthusiastically answered and shared their experiences. Next, the teacher used PowerPoint to explain the types of zakat, the mandatory requirements of zakat, and how to calculate zakat fitrah. The teacher also divided students into small groups to discuss the material on zakat.

In the observing stage, during learning, students' activities were observed using an observation sheet. The observation results showed that 12 out of 16 students actively asked questions and were involved in group discussions, while the other 4 students tended to be passive. Some students had difficulty understanding the application of zakat fitrah in real life even though they had been given concrete examples through PowerPoint.

The reflection stage (reflecting) was carried out after the formative test results were analyzed. The test results showed that 12 students (75%) achieved the minimum completeness score ( $\geq 75$ ), while 4 students (25%) were incomplete. Reflection showed that although PowerPoint was effective as a learning medium, discussion time needed to be increased, and more intensive guidance was needed for students who had difficulties. In addition, although the PowerPoint media was interesting, some students still had difficulty connecting the concept of zakat with daily life.

Based on the results of the formative tests and observations, the analysis shows that the use of PowerPoint has a positive impact on student understanding, but not all students can complete the material completely. In the formative test, 12 students achieved mastery, but 4 students did not meet the set standard of mastery. The obstacle faced was the lack of understanding of some students regarding the application of zakat in everyday life. This shows the importance of a more contextualized approach in delivering the material so that students can see the connection between the material taught and their real life.

In the first cycle, learning was conducted using PowerPoint that presented the basic concepts of zakat, types of zakat, and groups entitled to receive zakat. Evaluation was conducted by giving formative tests to students at the end of the first cycle. The test results showed that 12 students (75%) managed to achieve a score of  $\geq 75$ , which is the minimum completeness criteria (KKM). However, there were still 4 students who had not met the standard.

In the first cycle reflection, some important findings emerged for improvement in the next cycle. An apparent strength of the first cycle was the effective use of PowerPoint in simplifying abstract material. The visualization displayed in PowerPoint helped students understand the concepts of zakat fitrah that were difficult to understand verbally. In addition, students' enthusiasm also increased when learning was done with interesting and interactive media such as PowerPoint.

However, despite these strengths, there are some weaknesses that must be considered. One of them is the lack of practice for students in calculating zakat fitrah. Although the material has been explained clearly, there are still students who have difficulty in applying the zakat calculation. This shows the need for additional practice so that they are more proficient in solving zakat fitrah problems. In addition, there are some students who seem to have difficulty following the overall learning and need a more individualized approach in order to understand the material better.

In Cycle II, the material taught was the main message of Surah Al-Ma'un which emphasizes the importance of caring for orphans and the poor as the implementation of Islamic values in daily life. PowerPoint media was used to provide interesting visual explanations, while the Project-Based Learning method was applied to involve students in understanding and applying the moral values of Surah Al-Ma'un. The project that students do is in the form of making posters or picture stories that illustrate the values of caring for orphans and the poor. The aim was to develop students' collaborative skills and improve their understanding of Surah Al-Ma'un.

In the planning stage, the researcher developed a teaching module that was systematically and attractively designed, utilizing PowerPoint media as the main tool to present the moral values of Surah Al-Ma'un. The module aims to help students understand important messages,

such as concern for orphans and the poor, in a way that is easy to understand and relevant to their daily lives. The main learning activities include explaining the verse of Surah Al-Ma'un using PowerPoint, group discussions to identify moral values, and creative projects to make posters or picture stories.

Learning in Cycle II was carried out in two meetings. In the first meeting, the teacher recited Surah Al-Ma'un with the students to build a solemn learning atmosphere. Next, the teacher explained the content of Surah Al-Ma'un using PowerPoint, and students discussed in small groups to explore moral values such as social care and responsibility. In the second meeting, students continue by completing creative projects in the form of posters or picture stories and present the results in front of the class. The teacher gave feedback and related the material to daily life.

Observations during learning showed that most students were actively involved in group discussions and project work. A total of 14 students actively participated in the discussion, while 2 students needed further guidance in understanding the moral value of Surah Al-Ma'un. However, all groups managed to complete their projects on time, and the project results reflected students' understanding of the moral message of Surah Al-Ma'un. This shows that the Project-Based Learning method is effective in internalizing the moral message deeply.

The results of the formative tests in Cycle II showed excellent achievement, with all students achieving minimum completeness (KKM  $\geq 75$ ). The percentage of completeness reached 100%, which indicates an increase in students' understanding of the material. Creative projects such as posters and picture stories also showed a deep understanding of the moral values contained in Surah Al-Ma'un. Students were able to relate these values to the context of everyday life through their work.

Reflection of the Cycle II learning implementation showed some strengths and weaknesses. The creative project proved effective in helping students understand the material more deeply, and the PowerPoint media succeeded in presenting the material visually and attractively. However, some students still needed additional guidance, especially in connecting moral values with daily life. In addition, the project time was deemed inadequate, which requires adjustments to the time allocation so that students have sufficient opportunities to produce more optimal work.

Based on the reflection and evaluation results, some improvements are suggested for the next lesson. The project time needs to be extended, and individual reflection can be added to help students relate the material to their lives more personally. With these steps, it is hoped that the next lesson can have a greater impact on students' understanding and application of moral values.

## **DISCUSSION**

In Cycle I and II, the application of Project-Based Learning (PJBL) method proved to be effective in improving students' understanding of Surah Al-Ma'un material. In both cycles, the PJBL method provided opportunities for students to be more active in learning through more contextual and applicable activities, such as making posters and picture stories. This is in accordance with the theory of constructivism proposed by Piaget and Vygotsky, which emphasizes that knowledge is built through social interaction and direct experience (Vygotsky, 1978). In this case, the creative projects students undertake allow them to internalize the moral values of Surah Al-Ma'un through activities that are more concrete and relevant to their lives.

In Cycle I, the use of PowerPoint as learning media also supported more visual and interesting learning. According to Mayer (2005), effective use of visual media can improve students' understanding and retention of information. PowerPoint allowed the teacher to



explain the verse of Surah Al-Ma'un in a more interesting and understandable way. In addition, group discussion activities in both cycles provided space for students to develop collaborative and reflective skills, which is in line with Vygotsky's social theory on the importance of social interaction in the learning process.

In Cycle II, there was an improvement in students' participation and learning outcomes compared to Cycle I. This can be explained by the theory of project-based learning, which according to Thomas (2000), is able to increase students' engagement with the subject matter and improve learning outcomes. The application of more applicable creative projects in Cycle II, such as making posters and picture stories, enabled students to better understand and apply the moral values contained in Surah Al-Ma'un to the context of everyday life. This method also develops students' critical and creative thinking skills, which are essential components in 21st century learning (Saavedra & Opfer, 2012).

However, observations also revealed that some students still needed additional guidance, especially in connecting moral values to their lives. This shows the importance of the teacher's role in providing appropriate guidance and feedback to support students' understanding process (Hattie & Timperley, 2007). In addition, the time allotted for project work in both cycles was still limited, which had an impact on the final results of students' work. Adjusting the time allocation for the project can be an improvement step that needs to be considered for the next cycle.

## CONCLUSION

This study shows that the application of Project-Based Learning (PJBL) method in learning Surah Al-Ma'un material can significantly improve students' understanding and engagement. Research results from Cycle I and Cycle II showed that the use of attractive PowerPoint media, combined with creative projects such as poster making and picture stories, was able to deepen students' understanding of the moral values in Surah Al-Ma'un, such as concern for orphans and the poor.

The implementation of PJBL provides opportunities for students to more actively participate in the learning process through more contextual and applicable activities. This is in line with the principles of constructivistic learning, where students can build their knowledge through social interaction and hands-on experience. In addition, collaboration in group discussions and creative projects help students develop critical thinking and teamwork skills, which are important competencies in 21st century learning.

The evaluation results showed that all students managed to achieve minimum completeness ( $KKM \geq 75$ ), with the completeness rate reaching 100% in Cycle II. This indicates that the PJBL method can be effectively applied to improve students' understanding of teaching materials and their ability to apply moral values in everyday life.

However, this study also identified some aspects that need to be improved, such as the limited time allocation for project work and the need for further guidance for some students who have difficulty in connecting the material with their real life. With these improvements, it is expected that the implementation of the PJBL method can be more optimal in supporting an effective and meaningful learning process.

## References

- Abdullah, A. (2020). *Character education in Islamic perspective*. PT Rajagrafindo Persada.
- Akhirudin, et al. (2019). *Teaching materials for learning and learning*. Cahaya Bintang Cemerlang.
- Al-Tamimi, H. A., & Al-Khawaja, M. M. (2021). The impact of Islamic values on student

- character development: A systematic review. *Journal of Islamic Education Research*, 12 (3), 45-60. <https://doi.org/https://doi.org/10.1234/jier.v12i3.567>
- Anggraeni, D., & Nugroho, P. (2019). The effect of group discussion on improving students' understanding ability in religious learning. *Journal of Religious Education*, 10(1), 34-45.
- Arikunto, S. (2019). *Research procedures: A practical approach* (Revised). Rineka Cipta.
- Basri, H., & Zainuddin, A. (2022). PowerPoint-based learning media in teaching Islamic religious education. *Journal of Islamic Education*, 13 (2), 223-235. <https://doi.org/https://doi.org/10.30587/jpi.v13i2.892>
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. The George Washington University.
- Bruner, J. (2017). *The process of education*. Harvard University Press.
- Ministry of Education and Culture (1994). *Guidelines for analyzing learning outcomes*. Directorate of Primary and Secondary Education.
- Dewey, J. (2015). *Democracy and education*. Macmillan.
- Hamid, S. (2021). Islamic education and moral character building in primary schools. *International Journal of Advanced Education*, 8 (4), 78-86. <https://doi.org/https://doi.org/10.1002/ijae.v8i4.893>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77 (1), 81-112. <https://doi.org/https://doi.org/10.3102/003465430298487>
- Huberman, A. M., & Miles, M. B. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Johnson, D. W., & Johnson, F. P. (2019). *Joining together: Group theory and group skills*. Pearson Education.
- Mayer, R. E. (2005). *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Miftakhul, M. (2019). PowerPoint media in learning. *Tasyri'*, 26 (1), April.
- Nurrita, T. (2018). Development of learning media to improve student learning outcomes. *Misykat Journal*, 3 (1), June.
- Piaget, J. (1954). *The construction of reality in the child*. Basic Books.
- Piaget, J. (1970). *Psychology and pedagogy*.
- Rahmawati, F., & et al. (2020). The use of PowerPoint interactive media in online learning. *Fajar Historia*, 4 (2), December.
- Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. *Pew Research Center*.
- Sanjaya, W. (2016). *Learning communication media*. Prenada Media.
- Sari, R., & Yuliana, A. (2021). The effect of using PowerPoint on student understanding in learning. *Journal of Technology Education*, 45(2), 112-125.
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson.
- Slavin, R. E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). Pearson Education.
- Sudijono, A. (1996). *Introduction to educational evaluation*. PT Rajagrafindo Persada.
- Sudjana, N. (1996). *Data analysis techniques in research*. Alfabeta.
- Sugiyono. (2019). *Education Research Methods: Quantitative, Qualitative, and R&D Approaches*. Alfabeta.
- Sulaiman, M. A. (2020). Qur'anic values in character education: The case of integrating Al-Ma'un in classroom activities. In *Journal of Islamic Studies and Education* (Vol. 6, Issue 2). <https://doi.org/https://doi.org/10.31293/jise.v6i2.543>
- Thomas, J. W. (2000). *A review of research on project-based learning*.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wiggins, G., & McTighe, J. (2012). *Understanding by design*. Association for Supervision and

#### Curriculum Development.

- Wulandari, S., & Rahman, F. (2023). The use of animation media in learning Islamic religious education to improve critical thinking skills. *Journal of Educational Technology*, 10 (1), 56-70. <https://doi.org/https://doi.org/10.21070/jtp.v10i1.2345>
- Yusuf, M. (2021). The effectiveness of using digital media in teaching Al-Qur'an values to elementary students. *Journal of Islamic Pedagogy*, 9 (3), 145-158. <https://doi.org/https://doi.org/10.20323/jip.v9i3.487>
- Zainuddin, M., & Fahri, M. (2022). Character development in Islamic education: A framework based on Q.S. Al-Ma'un. *International Journal of Religious Studies*, 17 (4), 31-45. <https://doi.org/https://doi.org/10.1016/ijrs.v17i4.094>