A Qualitative Exploration of Power Point Utilization in Islamic Education for Fifth-Grade Students at SDN Cibungur Tasikmalaya

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Abstract

Education is a conscious and planned effort so that students can develop their potential. Islamic religious education in schools aims to shape students into individuals who are faithful, devout and have noble character. In the context of Islamic Religious Education learning, creating an interesting and conducive learning atmosphere is the teacher's main concern. Learning media such as Power Point is considered important for increasing interaction between teachers and students, although varying the use of media remains the key to avoiding student boredom. This research aims to determine the use of Power Point media in learning Islamic Religious Education (PAI) in class V at SDN Cibungur Tasikmalaya. The research method used is qualitative with data collection through interviews, observation and document analysis. Islamic Religious Education Teachers have tried to apply Power Point media to increase the interactivity and effectiveness of learning. However, this assistance also identifies obstacles related to the availability of support. The research results show that the use of Power Point media can improve the quality of Islamic Religious Education learning. However, further attention is needed to teachers' understanding and readiness in designing and implementing this media so that it can provide maximum positive impact on Islamic Religious Education learning at the fifth grade level.

Keywords: Power Point Media, Islamic Religious Education, Class V Learning, SDN Cibungur

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential (Gaol & Sitepu, 2020). One of the subjects taught at school is Islamic Religious Education (PAI), with the aim of forming students into people who believe, have faith in God Almighty, and have noble character. In the context of PAI learning, it is important for teachers to create a conducive and interesting learning atmosphere. Learning media is an important aspect in achieving this goal. According to Seels & Richey (1994), learning media is a teaching aid that can improve the interaction process between teacher-students and student interaction with the learning environment.

According Utama et al. (2019), learning is an organized mixture, including human elements, facilities, tools and methods that influence each other to achieve learning goals. Gegne and Brings stated that learning is a system designed to support the way students practice with character (Walker, 2015). Learning Islamic Religious Education is an effort to shape students to have love, encouragement and interest in understanding and pursuing Islamic teachings. According Gunawan et al. (2023), learning objectives include cognitive, affective and psychomotor aspects. Learning modules, strategic approaches, and the use of learning media are important factors in achieving learning success (Umamah, 2019).

Learning media, as explained in the article "Use of Power Point Media in the Class V Islamic Religious Education Learning Process at SDN Cibungur," is an intermediary that can increase interaction between teachers and students. In PAI learning, the use of Power Point media can enrich the delivery of material with skills in reading processing, color, painting and animation. However, even though learning media makes a positive contribution, using less varied media

can cause boredom in students. Therefore, it is important for PAI teachers to continue to develop interesting learning methods by utilizing various types of media so that learning can take place effectively and efficiently.

The use of Power Point media in Islamic Religious Education (PAI) learning in class V at SDN Cibungur Tasikmalaya is the focus of research considering that this media has not been utilized optimally. Power Point media, as a presentation application program, has advantages that can improve the quality of learning. These advantages include the ability to display text, images, graphics, sound, video and animation, so that they can attract students' attention and clarify the presentation of messages and information (Stemler, 1997).

However, based on observations at SDN Cibungur Tasikmalaya, it was found that Power Point media had not been used optimally in class V PAI learning. Learning methods that still rely on lectures and questions and answers tend to create a passive class atmosphere. This research raises the issue of how the use of Power Point media can be improved to increase the effectiveness of PAI learning.

Power Point media requires specific preparation and appropriate design so that it can be used effectively. Special skills in using this media are needed to design presentations well, so that the form can attract students' attention and facilitate the learning process (Melot & Tarascon, 2013). Without encouragement and proper use, learning activities will not achieve the desired goals.

The problem that arises at SDN Cibungur Tasikmalaya is that the use of Power Point media by PAI teachers is not optimal. Teachers often only transfer the contents of learning modules into Power Point without paying attention to design aspects and features that can attract students' attention. In some cases, teachers do not even show the module clearly to students, but only ask them to pay attention to the media that has been created.

This research aims to explore the potential and obstacles in using Power Point media in PAI learning. Teachers at SDN Cibungur Tasikmalaya are expected to be more active and creative in using this media to increase student interest and participation in the learning process. By utilizing Power Point media effectively, it is hoped that PAI learning can become more interesting and have a positive impact on students' understanding and motivation in studying the Islamic religion.

2. Materials and Methods

The research method used in this research is a qualitative method. Qualitative research is a method of collecting information that uses a natural framework to define and make sense of events that occur. The aim of the qualitative method is to obtain a deep, relevant and sufficient understanding of the phenomenon being studied. The informants in this research were divided into two groups, namely key informants and supporting informants. The key informant is an Islamic Religious Education subject teacher, while the supporting informants are class V students at SDN Cibungur Tasikmalaya. In-depth interviews will be conducted with both groups of informants to obtain quality data.

The information collection methods used in this research include observation, interviews and monitoring methods. Observations were carried out directly to pay attention to the use of Power Point media in PAI learning. In-depth interviews will be conducted to obtain the views and experiences of teachers and students regarding the use of Power Point media. Monitoring will be carried out on PAI teachers' RPP (Learning Implementation Plan) regarding the use of Power Point media in learning.

Research data will be obtained through interviews with respondents, namely teachers of Islamic Religious Education subjects. Researchers have prepared structured questions that will be presented to respondents. Apart from that, collecting information also involves analysis of recorded material, such as teacher lesson plans, regarding the use of Power Point media in PAI learning in class V at SDN Cibungur Tasikmalaya. The data will be analyzed descriptively qualitatively.

The descriptive qualitative information analysis method is an attempt to understand information by explaining and detailing the findings found. Qualitative analysis aims to construct patterns, create meaning, and conclude what can be known from the information collected. Thus, this research will produce an in-depth understanding of the use of Power Point media in class V Islamic Religious Education learning at SDN Cibungur Tasikmalaya.

3. Results and Discussion

Research carried out at SDN Cibungur Tasikmalaya from April to May 2023 aims to identify the use of Power Point media in class V Islamic Religious Education learning. Through this research, researchers succeeded in collecting several findings which will be reviewed in the following results and discussion:

a). Technological Developments in Learning, Research indicates that technological developments have changed learning methods in schools. From initially using preaching methods and traditional media such as chalk, painting and shapes, now teachers can present lessons using multimedia, one of which is Power Point media.

b). Use of Learning Media with Power Point, Teachers at SDN Cibungur Tasikmalaya use Power Point as a learning tool. The aim is so that students can better understand each module presented. Power Point media is defined as encouragement for students, where the teacher displays several Power Point slides containing summary

information. However, it should be noted that there is a tendency to use slides that only contain part of the speech, perhaps as a strategy to reduce students' boredom in reading long texts in learning modules.

c). Insistence in Using Learning Media, The use of learning media, especially Power Point, is interpreted as an encouragement given to students. Teachers try to reduce students' boredom by presenting information in the form of shorter slides. This shows an effort to increase the attractiveness of learning and maximize students' understanding of the material presented.

The discussion of these findings reflects the importance of teacher adaptation to technological developments to improve the quality of learning. Using Power Point as a learning tool can provide excellence in delivering material and motivating students. However, it is necessary to pay attention to the strategy for its use so that it can have maximum impact on the learning process and student understanding.

In the context of learning Islamic Religious Education (PAI) in class V at SDN Cibungur Tasikmalaya, the Islamic Religious Education teacher has carried out a number of planned and measurable stages in utilizing Power Point media. Learning begins with material preparation by the teacher, which is then followed by careful learning design. In this design process, the teacher pays attention to several key stages, such as choosing a theme that suits students' needs and interests, using a slide master to ensure consistency of appearance, and choosing reading material that can be easily understood by students.

The next step is to adjust the slide display to make it more interesting and support learning. The teacher organizes the text, uses supporting images or graphics, and chooses colors that can maintain students' interest. After that, the teacher arranges the contents of the module by inserting readings or presentations into slides, ensuring that the descriptions prepared can be easily understood by students in class V.

Next, the Islamic Religious Education teacher carried out a presentation using prepared Power Point media. In this stage, the teacher explains each slide well, provides opportunities for questions from students, and creates positive interactions in the class. This presentation process gives teachers the freedom to be more dynamic in presenting material, motivates students to actively ask questions, and supports their understanding of Islamic teachings. After completing the lesson, the teacher evaluates the use of Power Point media. This evaluation includes how effective the presentation was, student responses to the use of the media, and improvements that can be made to improve learning in the future. Thus, the use of Power Point media in PAI learning at SDN Cibungur Tasikmalaya can be considered a planned innovation and has a positive impact on the quality of religious education at the fifth grade level.

The next stage, namely the teacher's readiness to design learning carefully, is very important to ensure that the learning process runs smoothly without chaos. Islamic Religious Education Teachers realize the importance of structured planning, which includes preparing RPPs (Learning Implementation Plans) and preparing supporting media such as laptops and infocus. Apart from that, during the question and answer session, the teacher emphasized that this preparation also involved other aspects that support smooth learning.

Then, in using Power Point media, the teacher provides a clear description of the steps. The teacher stands in front of a device such as a laptop, carries out a presentation using Power Point, displays the students' activities in accordance with the learning concept that has been determined, provides opportunities for questions from students, and explains each slide well. The monitoring results also show that the teacher has prepared the devices to be used and has prepared the learning module points.

The importance of focus and depth of description of the topics discussed in the module is also a concern for teachers. Islamic Religious Education teachers try to provide greater and more in-depth explanations to students, by turning slides on special parts that require further explanation. Teachers also realize that not all students may properly understand every media used, giving rise to the need to assess and improve the learning media used. The obstacle faced in using Power Point media lies in the lack of supporting facilities, such as infocus, laptops and sufficient speakers in schools. This causes obstacles to rotating the use of infocus among teachers, due to limited equipment. To overcome this obstacle, an agreement is needed between teachers so that they can take turns using infocus in class, so that the use of Power Point media can run more effectively and in a coordinated manner.

4. Conclussion

The conclusion from the series of journals above highlights the importance of utilizing learning media, especially Power Point media, in the context of Islamic Religious Education (PAI) learning in class V at SDN Cibungur Tasikmalaya. The Islamic Religious Education teacher at the school has attempted to apply Power Point media as a tool that can increase learning effectiveness, make the class atmosphere more dynamic, and facilitate students' understanding of PAI material.

The teacher's role in designing and using Power Point media is very prominent. Islamic Religious Education Teachers have gone through a series of stages, starting from preparing material, selecting themes, using slide masters, to adjusting slide displays to create attractive presentations. Apart from that, teachers also involve students in learning activities, such as questions and answers and discussions, to increase interactivity in the classroom.

Even though efforts have been made, there are still obstacles that need to be overcome, especially regarding the availability of supporting facilities, such as infocus, laptops and speakers. This obstacle can affect the smooth use of Power Point media in each learning session. Therefore, it is necessary to make an agreement between teachers to ensure alternate and effective use of devices. From the entire research, it can be concluded that the use of Power Point media in PAI learning at SDN Cibungur Tasikmalaya has the potential to improve the quality of learning. However, further attention needs to be paid to teachers' understanding and readiness in designing and implementing this media so that it can have a maximum positive impact on PAI learning at the fifth grade level.

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