ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING THROUGH POWER POINT MEDIA ON STUDENTS OF SMAN 5 PONTIANAK

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Abstract: PAI subjects seem monotonous, stiff, and unattractive due to the lack of mastery of Islamic Religious Education teachers in using PowerPoint media. This study was used qualitative method with data collection techniques through interviews and observations. Data analysis was used data reduction, data display, and data verification techniques. Data validation did by using member checking techniques, data triangulation, and extending the observation period. The informants were 3 PAI teachers. Research focus: 1) How was the PowerPoint display design in Islamic Religious Education learning? 2) How were Islamic Religious Education learning activities using PowerPoint media? The objectives of this research were: 1) To describe the PowerPoint display design in Islamic Religious Education learning. 2) To describe Islamic Religious Education learning activities using PowerPoint media. The findings of this study were 1) The display of the PowerPoint design was not good in every aspect, and the appearance of solid material, images, colors, and films did not match the material. 2) PAI learning activities were less conducive, active, and creative because students were not comprehending enoughand less able to explain the material.

Keywords: Design; Activities; PAI Learning Media; Power Point

INTRODUCTION

Religious education in schools has been considered as a strategic area for national development. Humans who are physically and mentally healthy, responsible, independent, and ethical can be obtained from sufficient religious education. In reality, however, there is a moral decline among children and even the elderly.

Religious education is salvation for humans that depends on the condition of their souls. Al-Gazali said in the book Ihya Ulumu Al-Din that the soul is a religious subject and a principle for those who walk in the path of Allah with human obedience to their Lord. Educators find it very difficult to monitor children's behavior because a child's environment has become more widespread. Through religious education, educators instill religious values, control, and monitor student behavior (Rianawati, 2020).

The current apprehension was the phenomenon of adolescent moral decline. It started from light things to heavy moral damage, such as cheating, truancy, neglecting prayer, for wearing clothes that do not cover one's intimate parts. Severe cases of moral damage include drinking alcohol, drugs, promiscuity, abortion, and other crimes (Suharman, 2018).

In PAI learning, for instance, students did not want to memorize short chapters or learn about Islamic Religious Education. They read but did not

understand the meaning of a question. Students unable to digest the information obtained quickly give up when unsure of how to solve certain problems. This everyday student behavior in such classrooms results in a deterioration of their character (Rianawati, 2020).

Islamic Religious Education (PAI) subjects in schools seem boring, stiff, and there was no renewal, especially in its delivery, even though PAI teachers have used Powerpoint media. Mudhar explained that the main weakness in PAI learning is the limitation of the curriculum (cited in Rianawati & Nurasmah, 2020). The limitation of that curriculum was the problem of facilities and infrastructure, and teacher competence was the main weakness in Islamic Religious Education learning.

The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process. Teachers were required to be able to use the tools that can be provided by the school, and these tools may be in line with developments. With the rapid development of science, behaviorism, communication, and the rapid improvement of electronic technology, the media in its development appear in various types and formats, such as print modules, films, television, slide films, videos, VCDs, and so on.

According toSanaky (2010), instructional media must be relevant to the learning objectives, methods, learning materials, and learner conditions. The development and use of instructional media were highly dependent on teachers' creation and initiative in designing, creating, and developing instructional media that was absolute and should not be ignored.

One of the media that can assist teachers in teaching was Power Point media, where the source of learning presentation contains material, methods, limitations that presented and designed systematically and attractively to achieve the expected competencies. According to Seasew et al. (2015), Power Point (further referred to as PPtP) is an important instrument for teaching and learning activities. Craig and Armenic (2006) stated that students like to learn with PowerPoint because it is clear, practical, and easy to obtain.

The competency approach requires the use of PowerPoint media in the implementation of learning, especially Islamic Religious Education. PowerPoint media could help in realizing quality learning. The application of PowerPoint media can modify learning activities to be more well-planned, independent, complete, and clear results (output), not limited by space and time. Students can do study activities alone or in groups.

Through this PowerPoint media, several learning principles were needed to support the success of learning to make it run optimally. For instance, the role of the teacher as a facilitator was carried out optimally through the provision of complete teaching materials and assistance in making assignment reports. Students participate in learning with adequate initial abilities, as they have read the teaching materials provided before learning takes place. The construction of knowledge was carried out by students, such as take notes as first understanding the summarized material. Then, PowerPoint mediacanbe used independently anywhere and anytime without being bound by time and place on

a scheduled basis thus making it possible creation of optimal competency achievement.

Based on the initial survey, especially the notes on the daily test results of the odd semester students of Senior High School 5 Pontianak showed that the majority of class XI students hada sufficient average score of 70% thus affecting the social behavior of students in school. Students' learning attitudes had not shown good attitudes, such as being independent.

Based on preliminary observations, students already had learning resources and learning media. Even though the teachers of Senior High School 5 Pontianak had used PowerPoint media in the learning process, the application of PowerPoint media was not optimal. Teachers had not been able to compile material on PowerPoint media. The arrangement of letters, pictures, and colors was not attractive enough.

Based on the above problems, the researcher was interested in researching Islamic Religious Education Learning (PAI) through PowerPoint Media for Students at SMAN 5 Pontianak. This research was conducted to describe the Media PowerPoint Display Design and Student Learning Outcomes.

LITERATURE REVIEW
Islamic Religious Education Learning

Learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes, and strengthen personality (Hariyanto, 2011). Oxford Advanced Learner's Dictionary defines learning as the activity of gaining knowledge or skills through study, experience, or because of being taught.

Furthermore, what was meant by learning (Instruction) was an accumulation of the concept of teaching (Teaching) and the concept of learning (Learning). The emphasis lies in the combination of the two, namely the growth of student subject activities.

This concept can be viewed as a system where there were student components, objectives, materials to achieve the goal of facilities, procedures, and tools or media that must prepare. Meanwhile, according to Gagne et al. (1992), learning is a series of activities designed to allow the learning process to occur in students.Instructional is a set of events that affect learners in such a way that learning is facilitated.

In this regard, PAI material, the substance in these activities basically came from the Al-Quran and Al-Hadith as a source of Islamic teachings. For this reason, the substance of the material for Islamic Religious Education was inseparable from issues of faith, knowledge, charity, morals, and society that then become the primary criteria for the learning material.

Power Point Media

According to Arsyad (2013), Power Point is a presentation application program in which widely used by people to present their slides. Power Point is also applied to help design and make great presentations, present slides attractively and professionally, add various kinds of special effects to slides, print slides to paper, package presentations on a CD that is ready to use anywhere, and even can put it as Web pages on internet servers. Meanwhile, Sukiman (2012) explained that Power Point media is one of the superior products of Microsoft Corporation for designing and making

attractive and professional presentations.

Darmawan (2011) explained that the role of Power Point media. They are as follows:

1. The use of PowerPoint media is very effective in achieving learning objectives.
2. PowerPoint is used as a presenter and channel of messages, it can represent the teacher to convey information in a more accurate, clear, and interesting way.
3. Stimulate the learning process. An attractive and fun design will encourage learner motivation to learn.
4. Creating a learning environment that is not monotonous.
5. Presenting a systematic and logical subject matter.
6. Represents information consistently.

Murti (2013) explained the strengths and weaknesses of Powerpoint media. They are as follows:

1. The strengths of PowerPoint Media:
   a. The teacher or instructor is free to write anything.
   b. Displays any images.
   c. Displays animation (moving image) and video (film) as needed.
   d. It can be saved and reused anytime.
   e. It presents text, images, animations, and videos that are impossible on the blackboard.
2. Weaknesses: Schools must be able to provide tools as well as the teachers who are proficient in usingand able to design messages through the Microsoft PowerPoint computer program.

Meanwhile, Sanaky (2013) also explains the strengths and weaknesses of PowerPoint media. The strengths are as follows:

a. Practically, it can be used for all class sizes.
b. Provides face-to-face possibilities, and someone who sent the message can observe responses from message recipients or learners.
c. Give the recipient the possibility to take notes.
d. It has a variety of attractive presentation techniques and is not boring.
e. Allows serving with various color combinations.
f. It can be rearranged based on the order of material or learning sequences and can use repeatedly.
g. Healthier thana blackboard.
h. It does not require room darkening.
i. Encourage learner motivation to learn.

Furthermore, Sanaky (2013) explained that Power Point media also has weaknesses. The weaknesses of Power Point media are as follows:

a. PowerPoint media procurement is expensive, and not all schools can have it.
b. PowerPoint media emphasizes specific hardware for projecting messages, namely computers and LCDs.
c. It requires careful preparation and planning, especially when using complex presentation techniques (animation).
d. It takes special skills and schematic work to use it.
e. This requires special skills to translate useful messages or ideas into the design of a Power Point computer program so that the message recipient can easily understand the meaning of the message.
f. For messengers who do not have the skills to use, they may need special operators or helpers.
g. There is always hard disk damage, solid and virus attacks.

Powerpoint Display Design

Power Point as a presentation tool

referred to a variety of text processing capabilities, colors, images, and animations that can be processed independently according to the creativity of the user. In principle, this program consists of several forms and operational controls. Visual elements consist of slides, text, images, and color fields that can be combined with existing backgrounds. Visual elements can be made motionless or made with movements as desired. The entire appearance of the PowerPoint program can be adjusted as desired or run manually by clicking the mouse button. If the presentation is used for learning that emphasizes the interaction between students and teachers, then the operation control will use the manual method (Khamim, 2012). According to Suhendi (2009), flashis a graphic application program for creating web animation, cartoon animation, tutorial CD, product presentation, and games to create interactive applications. Then, the animation was a collection of images that are processed in such a way as to produce movement (Agus et al., 2016).

Furthermore, Kismiantini (2007) has explained that Powerpoint is one of the applications included in the Microsoft Office package. PowerPoint was a graphics program specifically used to create presentations, co-deliveries, draw, color, and animate simultaneously to convey messages effectively. The presentation material contains the main thoughts that will be presented in the presentation in order that in designing the presentation slides, the following matters need to be considered:

1. Color. Color is the first part that will be seen by the audience (especially the background). Use contrasting colors between the presentation material and the background to make the slides are easy to read.
2. Alphabet. Choose a letter that is easy to read. For example, the letter that can use are Arial, Tahoma, and Times Roman.
3. Composition. Skills are needed to combine presentation components into beautiful slides, namely by making a blend of text with tables, text with images, etc (Kismiantini, 2007).

According to Rusman (2015), the presentation of information with PowerPoint can be done in the following ways:

1. Inserting objects in PowerPoint: Objects that can be inserted in PowerPoint can be text, pictures, sound, and videos.
2. Creating an attractive appearance: there are several facilities provided to create an attractive appearance, such as design facilities for the background and animation for the movement of text and images.
3. Creating a hyperlink refers to the slide that can be connected to other slides, other applications, or an internet network. Hyperlinks or links in one program will allow direct feedback to the learning process. Links with slides or other applications will enrich the facilities that support learning.

RESEARCH METHODS

This study was used a qualitative approach, namely investigating an Islamic Religious Education learning activity in XI class as it is, both in the form of words of the situation and existing conditions. According to Sugiono (2017), qualitative research is a research method for

examining natural objects. The method in this research was descriptive. According to Nazir (2017), the purpose of the descriptive method is to make descriptions, illustrations, or paintings systematically, factually, and accurately regarding the facts, traits, and relationships between the phenomena being investigated.

This research was conducted in the XI class of SMAN 5 Pontianak. Meanwhile, the data sources in this study were primary and secondary. According to Sugiono (2017), data sources are anything that can provide information about data. The primary data sources were 3 PAI teachers from the XI class, and the secondary data sources were 6 students from the XI class who were selected as a reference sample and could provide clear and accurate data.

Data collection techniques were carried out through observation, interviews, and documentation. Enzir (2011) stated that the most commonly used data collection techniques are observation, interviews, and documentation.

In-depth interviews were conducted to explore data about the appearance of the PowerPoint designs compiled by Islamic Religious Education teachers and about student learning activities using PowerPoint media. The non-participant observation was also carried out on the learning process using PowerPoint media. Documentation techniques were also carried out by checking the PowerPoint media used by Islamic Religious Education teachers.

The data analysis technique used in this study was the interactive analysis technique of Miles and Huberman (Sugiono, 2017), namely data reduction,

data display, and data verification or conclusion drawing. Meanwhile, to check the data, researchers used data validity techniques, triangulation, namely checking data by comparing from data sources. In this study, the researcher compared the level of truth from the data obtained from interviews and observations. In addition, the researcher also compared the data sources obtained from teachers and students, and another data validity technique was observational persistence. Persistence of observation is a complex process composed of biological (eye and ear) and psychological (adaptation power supported by critical and careful traits) (Kartono, 1990).

FINDINGS AND DISCUSSIONS
Power Point Media Display

PAI material for the high school level was broad and deep and giving priority to exploring religious values. Besides, PAI material was more textual. Therefore, the teacher must be capable of designing this broad material into simpler, denser, and clearer material. This was where the creativity of teachers was needed to design Islamic Religious Education material by Power Point media. Through the Power Point design, the teacher tried to open students' understanding, horizons, and explore the meaning contained in Islamic Religious Education material. Through Power Point media, the teacher invited students to connect the knowledge with one another and link it with facts that occurred in the field. Because PAI material was complex, abstract, normative, and difficult to understand.

Based on the results of the researchers' observations on the material

contained in the Power Point slides compiled by Islamic Religious Education teachers, it was very monotonous and full of sentences. Moreover, the words were not well organized and made the slideshow looked very boring. In fact, the teachers were challenged to compile PAI material in an attractive Power Point display. Teachers needed to compile a definition in the form of a schema by connecting the schemes with one another to help students understand the definitions easily and conclude the definitions correctly (Ubaidillah, 2019).

The display of pictures on other slides made by Islamic Religious Education teachers was not quality enough, and the images were not relevant enough to the Islamic Religious Education material being studied and were less clear. As a result, the images displayed on the slides were not attractive and unable to understood by students. The image shown did not represent PAI material. Therefore, teachers needed to include relevant pictures and organize them well.

Image media was anything that was manifested visually into two dimensional forms as various outpourings or thoughts such as paintings, portraits, slides, films, strips, opaque projectors, and easy to understand.

Then, on another slide, PAI teacher also presented a film. However, the films shown were less relevant to the PAI material. The voice or sound in the film was not clear enough and reverberate, the images and colors in the film blurry. Some students paid attention, and some were busy with their respective activities. The appearance of the film was also less attractive and the storyline unable to be understood. The lessons was boring.

Indeed, to complement the PAI material study, the teacher could present a film with a short duration. Therefore, an attractive presentation with clear visualization was a combination of text, images, and sound that can arouse the attention and memory of the audience towards the material (Mailoa, 2008).

The design on the slides of the presentation was messy, the color quality in the scheme, and the image was not good. The color combination also lacks contrast. The determination and arrangement of colors in the PowerPoint slide and the background was not attractive enough and confusing, consequently students to comprehend the material.

Therefore, when the teachers making a presentation material, they must understand the meaning of the colors on the slide. Colors that can interfere with the vision were bright and dazzling colors, namely bright yellow, orange, and red. These colors should be avoided as they can over-stimulate the eyes. It should be noted that the colors for the title, text, and background appearance must be chosen carefully so that the presentation remains informative and communicative, the colors must be set with contrast, and must be easy to read. The combination of light text color against a dark background was an ideal option. For example, white or yellow text on a dark blue or black background (Elizabeth, 2008).

The combination of the text and light background color caused the text to be illegible. It was advisable not to choose an orange, yellow or white background color for light writing. For example, the combination of a white background and yellow text. Apart from being illegible,

this combination can cause vision damage (Elizabeth, 2008). It was not recommended to choose a red text color with a blue and black background combination or vice versa. The combination of a blue background and red text gave striking results and detrimental to eyesight. It was recommended that to choose a simple, plain background, and do not select a flower background with various colors, or a panoramic view made the text imprinted was illegible. The background with vertical gradient colors is better than horizontal gradient colors because vertical gradient color lines will produce text that is easier to read (Elizabeth, 2008).

According to Darmawan (2011), Microsoft PowerPoint was a very profitable computer learning programmer, where several versions of PowerPoint were increasingly advance with more complete features. The PowerPoint facilities can be able used to program interactive learning models.

PAI Learning Activities

PAI learning activities were core activities besides the opening and closing of learning activities. Learning activities greatly determine the success of students in understanding subject matter well, being able to explain and practice material, especially Islamic Religious Education in everyday life. Therefore, teachers as educators must be able to convey the material well to make students fully received the material. Teachers must be able to build a conducive, active, creative, and innovative learning atmosphere.

It was not easy for teachers to create a conducive, active, creative, innovative, interesting, and fun learning atmosphere. One way to create these

lessons was to use PowerPoint learning media. How to make PowerPoint media attractive to students in learning?

Good appearance when a teacher explained the material and cannot be ignored. Based on the results of the researchers' notes, the teachers explained the material too quickly and paid too much attention to the PowerPoint slides, so the teachers only read the text. The teachers did not master the material enough. When teachers explained the material, the students can not hear the voice clear, the teachers were read the slides and explaining the material too long and finally, the teachers did not pay attention to the time allocation available. Then, when delivering the material, the teachers' body gestures and facial expressions looked stiff, and it made students boring.

The appearance and style of teachers in delivering the material was one factor that unable to ignore. Several things need to be considered by the teacher when delivering the material through PowerPoint media, they were as follows: First, speak in a clear voice, with the meaning of the right calculations and not too fast or too slow. A fast presentation would be confusing, and a slow presentation would be boring and made sleepy.

Second, keep making eye contact with students, and teachers could be paid attention to student responses, then teachers tried to build communication with students. Third, teachers were not encouraged to read too many slides, as it would give the impression that the teacher was not good at teaching materials and will bore students. Fourth, try not to let point at the screen with a pen or ruler

when explaining, but the teacher can use the laser pointer.

Fifth, show the slide by slide in an orderly manner according to the material orders to be delivered. Sixth, the teachers' position and movements when explaining the material were neither too active nor too passive. Seventh, the explanation of the material should be accompanied by humor so that the presentation will be interesting. Eighth, the presentation must consider the time allocation available to avoid presenting too fast or too long (Elizabeth, 2008).

The design of the Power Point display must be supported by the explaining skills of the teacher. Learning with Power Point would not make students sleepy because some pictures and videos made students curious, and students did not want to miss the learning material. Almost all students liked learning with PowerPoint (Misbahudin et al., 2018).

After students get an explanation from the teacher through Power Point media, learning in the classroom was less active, and the learning situation was less conducive where students were less able to explain the material they have just learned in a question and answer session, both teachers and students and students and students. Based on the results of interviews with PAI teachers, it found that since using Power Point media, students were less motivated in learning.

Meanwhile, it expected that the results of student learning activities after using Power Point media would be better. The learning outcomes according to Sujdana (2002), learning outcomes were a process characterized by changes in a person, changed as a result of the learning process can be shown by knowledge, understanding, attitudes and behavior, skills, activities something changes aspects that are some individuals have learned. Learning using PowerPoint media can improve learning outcomes, as expressed by Elfira and Ghufron that learning using PowerPoint media could improve learning achievement (cited in Nisawati, 2019).

Information was obtained from the results of interviews with PAI teachers, and it reinforced by findings from the results of observations, students showed less activity and learning creativity. This happened because students feel not interested enough in knowing and digging deeper into the various information contained in PAI.

Wena has explained that the strengths of Media PowerPoint have given students the opportunity to solve problems individually, provides attractive presentations with animations, provides a large and varied choice of learning content, was able to generate student learning motivation, and was able to activate and stimulate good teaching methods(cited in Nurjanah, 2020).

The researcher obtained information from the PAI teachers that the PAI material was broad, including material concepts, principles, and values. According to the teacher's explanation, sometimes PAI teachers felt difficult to deliver material within the limited time allocation. However, with PowerPoint media, teachers could deliver material effectively and efficiently.

Power Point had helped PAI teachers deliver material effectively and efficiently, according to the available time allocation. Media PowerPoint also facilitates active interaction between teachers and students, then students and

students. This was following the research results of Nurjanah (2020), where the application of Power Point media in learning was attractive, power full, interactive, effective, efficient, and the quality of learning were more maintained. Because the teacher could display complex material or events to maximum learning productivity occurs.

Furthermore, the PAI teacher explained that since the teacher used Power Point media, it was less a change in student learning. Students have appeared less diligent and independent in learning. Meanwhile, according to Robinson (2008), if learning uses Power Point media, students will learn with their abilities on main topics that attract attention and encourage students to understand the main topics.

PAI teacher also explained that Power Point media would make it easier for students to complete group assignments. This happened because students can easily open Power Point slides to be better understanding the material and do group assignments when students have difficulty doing group assignments.

According to Daryanto (2013), the use of media in the learning process provides students a positive therapeutic effect. Students learn how to work together to share ideas and thoughts, strengthen each other, respect each other's abilities and views.

CONCLUSION

The display design of the Power Point media at SMAN 5 on PAI learning was full of sentences about the material and too monotonous in every slide, then the words were not well arranged thus the

slide show was boring. Pictures did not connect to PAI material, not interesting, and hard to understand by students. The film was shown not relevant to the PAI material, then the voice or sound in the film was not clear and echo. Images and colors on film were blurry. Poor color quality. The combination of the colors lacks contrast. Determination and settings of colors in PowerPoint slides, in the image, scheme, and background were not interesting enough and confusing. The teacher explained the material too fast and focus on the Power Point slides thus teacher looked like only read the text.

The activities of PAI learning in using Power Point media at SMAN 5 have found the students did not listen well to the teacher's explanation because the teacher did not master well in explaining PAI material. Learning in the classroom was less active, and the learning situation was less conducive, where students were less able to explain the material they had learned in the question and answer session.

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