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Development of Powerpoint-Based Learning Media in the Subject of Islamic Cultural History Class VII MTs Students Al-Qashash To'bia

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Articles Information

Abstract

This thesis discusses the Development of Powerpoint-Based Learning Media in the Islamic Cultural History Subject Class VII MTs Al-Qashash To'bia. This research includes research *development* that produces powerpoint-based learning media. The results of the study show that the powerpoint-based learning media developed is considered very feasible to be used as a learning resource in the subject of Islamic cultural history. The practicality of using powerpoint-based learning media in the material of imitating commendable behavior *of khulafaur rasyidin* in the subject of Islamic cultural history produced an average of 86.7% who responded in the score category of 81%-100% with very practical criteria. The powerpoint-based learning media developed is considered effective in improving students' understanding of imitating the commendable *behavior of khulafaur rasyidin*, judging from the average *preetest* on the material imitating the commendable behavior *of khulafaur rasyidin* with a score of 57.36, a drastic increase in the learning outcome test with an average posttest score of 91.24 with *a gain value* 0.79.

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Introduction

Learning is essentially the teacher's activity in providing lessons to students, that the learning process is to create or make students in a learning condition. All of these interaction processes can be said to be a process in learning (Aghni, 2018). Another characteristic that shows a learning process is that there is a change in a person, be it a change in attitude or a change in behavior, from these changes it is used as evidence that the individual or someone has gone through the learning process. Learning media is everything that can be used to convey messages from sources in a structured manner in order to create a conducive learning environment where the learning process is more efficient and effective (Moto, 2019).

Various forms of learning media that can support the learning process include, visual media, audio media and audio visual media. One example of effective media in learning is using *Microsoft Powerpoint.* The difference *between ordinary Powerpoint* and Interactive Powerpoint *that* is generally used for presentations is *that Interactive Powerpoint* is able to attract students to participate in learning activities. An attractive display will invite students to be more enthusiastic (Sya'ada, 2021). The use of learning media in the teaching and learning process can help students improve their understanding, presentation of data in an interesting and reliable manner (Sapriyah, 2019).

The use of media in the learning process can attract students' attention, help to accelerate understanding in the learning process, clarify the presentation of messages so that they are not verbalistic. It can also increase the level of student activity/involvement in learning activities (Sanjaya, 2012).

Imitating and understanding the commendable behavior of the Prophet's companions, including Abu Bakr As, Shidiq, Uthman bin Affan, and Ali bin Abi Talib. By understanding the commendable behavior of the Prophet's companions, so that it can be used as an example in daily behavior (Lestari, 2021).

Research conducted by Octaviana resulted in interactive PowerPoint learning media (Octaviana, 2022). Powerpoint learning media has several features that can be used, for example *hyperlinks, triggers, animationpane, shapes, charts, grouping.* Another benefit of *Powerpoint* in the learning process is that the material to be delivered is neatly arranged from the opening, core and closing, making the presentation more interesting because it is supported by images, videos, audio and templates.

This study aims to find out how the level of validity is. The practicality and effectiveness of PowerPoint learning media on the material emulates the commendable behavior *of khulafaur rasyidin.*

Method

The method used is Research & Development (R&D) with a 4D model (difine, difine, develop, disseminate). The processof developing and validating educational products, the educational products referred to here are not limited to learning materials such as textbooks, educational films and so on, but can also be in the form of procedures or processes such as teaching methods or methods of organizing learning (Sanjaya, 2014).

The assessment scores of the questionnaire obtained from experts (media and materials) and student responses in the form of quantitative data were changed in the form of categories with the guidelines in the following table: (Gonthy, 2016).

Table 1. Questionnaire Assessment Scale Guidelines

Category	Shoes
Highly Worthy	4
Proper	3
Less	2

Calculate the average score of the instruments using the following formula:

$$M = \frac{\sum X}{N}$$

Information:

M : Average score

$\sum X$: Total score

N : Total assessment (Gonthy, 2016)

The improvement of student learning outcomes obtained after using powerpoint-based learning media is determined using the *N-gain* formula determined based on the average *gain*. The *gain* score (g) obtained is the result of a comparison between the average *pre-test* and *post-test* scores. The average *gain* compared to *N-gain* with the Meltzer formula is as follows: (Sugiyono, 2015).

$$N-\text{Gain} = \frac{S\ Post - S\ Pre}{S\ Maks - S\ Pre}$$

Information:

S Post : Posttest scoring rate

S Pre : Rata-rata score Pretest

S Max : Maximum Score

Furthermore, if the value is obtained, the next step is to convert the value into the interpretation of the gain value according to Hake presented in the table below (Hake, 1998).

Table.2 Interpretation of N-Gain

It	Large Percentage	Interpreted
1	(*N-gain*) $\geq$ 0.7	Tall
2	0.7 > (*N-gain*) $\geq$ 0.3	Keep
3	(*N-gain*) < 0.3	Low

The analysis to calculate the percentage of students and teachers who responded to each category asked in the questionnaire used the following formula:

$$Presentasi = \frac{Number\ of\ Scores\ Per\ Item}{Maximum\ Number\ of\ Scores Each\ Item} \times 100\ \%$$

Table 3. Student Response Questionnaire Criteria

Score Room	Criterion
81%-100%	Very Practical
61%-80%	Practical
41%-60%	Quite Practical
21%-40%	Less Practical
0%-25%	Very Impractical

Results
Development of Powerpoint-Based Learning Media in the History of Islamic Culture Class VII Students of MTs Al-Qashash To'bia

In research and development, it produces powerpoint-based learning media products in materials that emulate the commendable behavior *of khulafaur rasyidin* in the subject of Islamic cultural history. At the analysis stage, the use of teaching materials in the form of package books is very common in schools. The material delivered to students is limited so that students sometimes get bored and bored , T imagination is less exported out, then it makes it difficult for them to understand the material.

The design stage contains powerpoint-based learning media design activities. Where at this stage the format, design, content of the material, the type and size of the writing used, the language, and the selection of images in the media are determined. The type of writing chosen for this media is a combination of several types of writing, including *roboto medium*, *roboto black*, *rouli*, gamja *flower regular* while the size of the writing used is adjusted to needs. The look of this media design is made as attractive as possible. The material chosen is material that emulates the commendable behavior *of khulafaur rasyidin*.

The creation of this learning *powerpoint* learning media is carried out using *the kine master application*. The learning media that has been created and developed will be started by experts/validators, this activity is called prototype validation 1. The result of the revision of prototype 1 called prototype 2 was then tested in the field.

Tabel 4. Results of Media Expert Validation

No	Description	Value	Average	Validity Criteria
1	A	4		
2	B	4		
3	C	5		
4	D	4		
5	E	4		
6	F	5		
7	G	5		
8	H	5		
9	I	4		
10	J	4		
11	K	5	4.5	Highly Worthy

12	L	5
13	M	5
14	N	5
15	Or	4
16	P	5
17	Q	4
18	R	4
19	S	5

The results of the assessment of powerpoint-based learning media by media design experts as a whole received very feasible criteria (4.5) so that they could be used as learning media in the learning process.

Table 5. Material Expert Validation Results

No	Description	Value	Average	Validity Criteria
1	A	3		
2	B	4		
3	C	5		
4	D	4		
5	And	4		
6	F	4	**4.3**	**Highly Worthy**
7	G	5		
8	H	4		
9	I	5		

The results of the assessment of powerpoint-based learning media by the material substance expert as a whole received very feasible criteria (4,3) so that it can be used as a teaching medium in the learning process.

The provision *of pre-test* and *post-test* aims to determine the level of effectiveness of powerpoint-based learning media teaching materials developed in improving students' understanding of the concept of Islamic cultural history, namely by looking at the difference in scores before and after using powerpoint-based learning media teaching materials*.*

The following is the data on the results of *the pre-test* and post-test using powerpoint teaching materials:

Table 6. Comparison of Pre_Test and Post_Test Results

No	Name	Class	Pretest	Posttest
			Shoes	
1	A	VII B	50	100
2	B	VII B	45	98
3	C	VII B	50	100
4	D	VII B	41	95
5	And	VII B	38	90
6	F	VII B	45	98
7	G	VII B	50	100
8	H	VII B	50	100
9	I	VII B	45	98
10	J	VII B	48	98
11	K	VII B	47	98
12	L	VII B	36	90
13	M	VII B	35	90
14	N	VII B	38	90
15	Or	VII B	50	100
16	P	VII B	50	100
17	Q	VII B	30	85
18	R	VII B	40	94
19	S	VII B	42	95
20	T	VII B	45	95
21	In the	VII B	48	98
22	V	VII B	50	100
23	In	VII B	34	87
24	X	VII B	37	90
25	And	VII B	39	90
	Total		**1083**	**2379**
	Average		**43,32**	**95,16**

It can be seen that the average *pretest* score is 43.32 and the average *post test* score is 95.16, this shows an increase. The test score shows that all students have reached KKM 70. The gain score was obtained from the comparison of the average pretest and *posttest* scores in learning using learning video teaching materials was 0.91 with a high category (*N-gain*) ≥ 0.7.

Based on the results of the product trial in the form of the media developed, the value of the students' response to the learning process activities by using powerpoint-based learning media in learning Islamic cultural history material imitating the commendable behavior of khulafaur rasyidin which can be seen in the following table:

Table 7. Response Questionnaire Analysis

No	Assessment Items	Shoes				Total Score	%
		1	2	3	4		
1	The language used in the learning powerpoint is easy to understand.	-	-	1	24	99	99%
2	Use standard language and match the enhanced spelling	-	-	-	25	100	100%
3	This learning powerpoint is interesting	-	-	1	24	99	99%
4	Learning powerpoint design has appeal	-	-	-	25	100	100%
5	I can read the questions easily because the font types and sizes vary.	-	-	-	25	100	100%
6	Learning powerpoints are not difficult for me to interpret	-	-	-	25	100	100%
7	I can learn actively by using the learning Powerpoint.	-	-	-	25	100	100%
8	This learning powerpoint motivates me to learn.	-	-	-	25	100	100%
9	I prefer to learn by listening to the teacher rather than using the learning Powerpoint.	-	-	-	25	100	100%
10	I have trouble understanding some of the terms in the learning Powerpoint.	-	-	-	25	100	100%
Average							**99,8%**

Discussion

Development of Powerpoint-Based Learning Media in the History of Islamic Culture Class VII Students of MTs Al-Qashash To'bia

Based on the results of the assessment of media experts, an average score of 4.5 was obtained with a very feasible category, so that the media displayed in the *learning powerpoint product* was declared feasible with revisions in accordance with the suggestions given. Furthermore, the product validation process by one material expert as a result of the product assessment obtained an average score of 4.3 with a very feasible category, so that *the learning powerpoint* product was declared suitable for use in accordance with the revision suggested by the material experts. Based on the results of the observation and description of the theory above, the learning media developed meets the valid/feasible category, because the aspects of the developed learning media show the average score in the very feasible/valid category.

The effectiveness test of powerpoint-based learning media was carried out to determine the influence of the developed product on the understanding of the concept. The pretest results obtained a score of 43.32 and *the posttest* obtained a score of 95.16. Based on the results of the learning test, a score of 0.91 *obtained* shows that this powerpoint-based learning media is effective to be used in the learning process because it is in high interpretation. If you look at the results of the pretest of 25 students, none of them passed the KKM score, while in the *posttest* all passed the KKM score and experienced an increase of 51.84%.

Based on the results of the trial, respondents responded positively to statements exceeding 80% for all types of questions with an average score of 99.8% from MTs Al-Qashash To'bia. Thus, the criteria for the practicality of *the developed powerpoint-based* learning media are achieved.

Conclusion

The powerpoint-based learning media developed is considered very feasible to be used as a learning resource in Islamic cultural history subjects. The practicality of the use of powerpoint-based learning media in the material to emulate the commendable behavior of khulafaur rasyidin in the subject of Islamic cultural history class VII resulted in an average of 86.7% who responded in the score category of 81%-100% with very practical criteria. The powerpoint-based learning media developed is considered effective in increasing students' understanding of imitating the commendable behavior of khulafaur rasyidin, judging from the average preetest on the material imitating the commendable behavior of khulafaur rasyidin with a score of 57.36, a drastic increase in the learning outcome test with an average posttest score of 91.24 with a gain value0.79.

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