
Development of PPT-Based Islamic Religious Education Teaching Materials (Power Point) at SMKN 1 Proppo Pamekasan

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Abstract

This research developed Islamic Religious Education Teaching Materials based on PPT (Power Point) through the Research and Development (R&D) method, which conducted trials on a large scale and small scale at SMKN 1 PROPPA PAMEKASAN, especially in Class X RPL. With this research, it was found that the proposed teaching materials were suitable for use, proven by the results of student group assignments in the form of concept maps. In its application, the research uses the Borg and Gall learning model. This process includes recognizing possibilities and issues, gathering information, designing the product, validating the design, improving the design, testing the product, and revising the product.

Keywords – Teaching Materials, Islamic Religious Education, Power Point



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1. Introduction

Professional work can only be done by specially trained people.(Baniati, Isnaini, and Fauzi 2023) For example, a professional teacher must have skills and knowledge in the field of education, To be able to carry out his duties effectively, a teacher must have a teaching guide in order to be able to carry out teaching and learning activities well.(Rohmani, Triono, Riandi Marisa 2023) A teaching guide is a book that contains a teacher's work plan, including efforts to improve or improve the planning, implementation, and evaluation of the learning process.(Magdalena, Sundari, et al. 2020) stated that a teacher must have professional competence, such as developing a curriculum in accordance with his field, holding educational activities to improve teaching ability, and creating learning materials creatively.(Kholsum, Hudion, & Sulistyawati 2018)

According to (Nuryasana and Desiningrum 2020) that teaching materials have distinctive and directed characteristics. Khas means that the teaching materials are designed to be used by certain groups in a certain learning process. Directed indicates that the content of the teaching material is specifically structured to meet specific goals that a particular audience wants to achieve.

The section in charge of the development of high schools explained that teaching materials are all materials that are used to support teachers in their teaching activities (Nurafni, Pujiastuti, and Mutaqin 2020) This material can be in the form of written or non-written materials. The pandemic that occurred in 2020 caused a decline in student academic achievement. This decline in achievement is known as learning loss learning loss (Vachruddin 2021). Therefore, a teacher, in addition to teaching in the classroom, must also provide materials and questions in the form of learning media that are affordable, interesting, fun, and easily accessible to all students (Magdalena, Prabandani, et al. 2020)

Technological advances are currently developing rapidly and modernly, reaching various aspects of life, including in the field of education. Many people believe that the use of technology can make everything easier, more efficient, more practical, and faster. Technology can also

be used by all groups, regardless of age, from children to adults.(Miftakhol Totalhar: 2019). LCDs, projectors, and computers are rarely used in hands-on teaching, making learning tedious. As a result, students lack understanding of the material and many assignments are not completed well. Learning outcomes are considered satisfactory "If it reaches the minimum required value (KKM) of 75. According to Arsyad, the media is an intermediary tool that conveys messages from the sender to the recipient.(Saleh & Syahrudin 2023) Media functions to create effective relationships in the student learning process. The use of learning media can increase interest,"stimulating learning motivation, and providing a positive psychological influence on students.(Damitri 2020)

Based on early observations of classroom problems, as a result, students lose motivation to learn independently and rarely have the opportunity to work together in groups,"The teacher stated that students had difficulties in the set material, especially in the material of determining intersections and combinations.(Bavamenevi 2019). The role of the media must be used appropriately. If it is not in accordance with the teaching objectives in the Learning Implementation Plan/Teaching Module, the media can actually hinder the learning process and students may have difficulty understanding the material.(Yusup, A et al. 2023) The use of media is very important because it helps students more easily accept lessons. The media can also clarify unclear material, serving as an introduction to the teaching and learning process. If students understand the material well, learning will be more effective and efficient.(Kamilah, Noor, and Mustofa 2021) With these indicators, the desired purpose of this study is to provide teaching materials. to PAI teachers as creativity in the use of PowerPoint media and at SMKN 1 Proppo

2. Method

The study applies a Research and Development (R&D) approach, which focuses on developing new products and testing how effective they are. R&D research aims to develop innovative products that are then evaluated through

testing their effectiveness.(Sugiono 2019) From this explanation, it can be drawn that R&D is a type of research that focuses on the creation and testing of new products. In product testing, researchers use the Borg and Gall which includes several stages: identification of potential and problems, data collection, product design, design validation, design revision, product testing, and product revision. (Assyauqi 2020). Validation was carried out with questionnaire guidelines that were assessed by three validators to ensure that PPT-based teaching materials are of good quality from various aspects, including design. The subjects in this study are all class students. X RPL SMKN 1 Propopo Pamekasan

3. Result and Discussion

Definition of Teaching Materials

Open materials (teaching materials) have very special and special properties. Special means that this teaching material is only suitable for use by a special group in certain learning situations. Specificity indicates that open-source content is carefully designed to achieve the specific goals of a specific audience. The method of delivering teaching materials is also regulated according to the characteristics of the subject and the profile of the students who use the material. In other words, teaching materials are everything that is used to help the teaching process, it can be in the form of text or other media. This material is prepared periodically to create conditions that support student learning activities. According to Hamdani (2010:120), teaching materials are all materials that are arranged in a structured manner to help teachers or teachers in the teaching process. By using these teaching materials, an atmosphere can be created where students can learn optimally.(Nuryasana and Desiningrum 2020)

“The selection and development of learning materials is highly dependent on the teaching objectives. In its development. It concerns two main aspects, namely the scope and order of teaching materials (bread/scope of teaching materials and the stages of the teaching material hierarchy). The scope or scope of teaching materials is related to the extent to which teaching materials are

considered relevant to help students achieve learning goals. Meanwhile, the order of teaching materials is related to the stages of the structure of teaching materials, considering when teaching materials should be studied first or later by students.(Zain 2017)”

Islamic Religious Education

In educational studies, the term "Islamic Education" is generally interpreted as a type of education that has religious-based characteristics. This education aims to create individuals who are intellectually superior, rich in good deeds, and noble in morality. With these ideals, Islamic Education positions itself as an effort to realize human kamil, that is, a perfect human being in various aspects, although such perfection is believed to have been achieved only by the Prophet Muhammad (peace be upon him).(Khoirunnisa and Syamsudin 2024) Islamic education is designed to realize this ideal, as well as guide human beings not to have a split personality or develop into an unbalanced person.(Afida 2018)

Two characters in defining PAI. namely "education" and "Islamic religion". According to Plato, education aims to develop students' potential so that they can grow morally and intellectually so that they can find the true truth, with teachers playing an important role in motivating and creating a supportive environment.(El-Yunusi and Sholikhah 2022). Aristotle in ethics defines education as the process of educating people to have the right attitude in all actions (Bunyamin, 2018). Al-Ghazali views education as an educator's effort to eliminate bad morals and instill good morals in students so that they get closer to Allah and achieve happiness in this world and the hereafter.”

Meanwhile, Ibn Khaldun looked at education with a broad meaning. For him, education does not focus on the teaching and learning process within the limitations of place and time, but also includes the process of human consciousness to understand, absorb, and appreciate natural events throughout time.(Firmansyah 2019).

Education aims to shape human personality, both for short-term and long-term goals. The ultimate goal is to achieve personal perfection through the

development of the potential inherent in humanity. This potential includes intellectual, mental, emotional, will, moral awareness, physical skills, and physical development.(Saihu 2019).

Islamic education aims to shape the personality of a Muslim, as well as direct changes in attitudes and behaviors to be in line with Islamic teachings. Basically, Islamic education aims to create a complete Muslim personality (Kaffah) by developing all human potential, both physical and spiritual.(Ilham Fahmi et al. 2023)

Based on GGBI PAI, the purpose of Islamic religious education is to form a young generation of Muslims who believe in and fear Allah SWT. This education also aims to instill tolerance between religious communities, maintain harmony and harmony in interreligious relations, and prioritize the spirit of national unity.(Maila Nur Safria, I. A., Pratibi & Curianto 2020)

Definition of PPT (Power Point)

The ability to use Microsoft Office, such as Word, Excel, and PowerPoint, is one of the important skills that students need to master in the digital age. Currently, teaching and learning activities have made a lot of use of these applications as part of the learning process.(Sartika et al. 2022). According to Trianto, Microsoft PowerPoint is a software that is specifically designed to display multimedia programs in an attractive, easy-to-create, and easy-to-use way, because it only requires a tool to store data without the need for other materials.(Tampubolon et al. 2021). PowerPoint is used as a tool for lecturers or instructors to convey subject matter through presentations.(Dewi 2015)”

“According to Hujair, Power Point is defined as one of the applications from Microsoft Office that is used to make presentations. This presentation is displayed through a screen and LCD projector so that it can be seen by students. In general, PowerPoint is a part of Microsoft Office that allows its use to display many slides in presentations to students, both complex and simple.(ASTUTIK 2021)”

The development of presentation media using PowerPoint needs to follow the principles of learning media development. Some important things that must be considered in developing presentation media are as follows:(Ziveria and Purwandari 2020)

- a. Presentation media must be developed in accordance with instructional development procedures because its main purpose is to support the learning process.
- b. Presentation media plays a role as a teaching aid, not as an independent learning material for students. Therefore, this media is not suitable for use as enrichment material.
- c. This media should make the most of elements such as text, graphics, color, animation, and audio-visual to make presentations more effective.
- d. The content presented must have accurate substance and be presented in an attractive manner in order to support learning objectives

Advantages and Disadvantages of PowerPoint(Nafisah 2021)

- a. The advantages of using PowerPoint media include:
 - 1) Presentations become attractive because PowerPoint has a wide selection of colors, fonts, and animations for images or photos.
 - 2) More motivating children to understand information about the material displayed.
 - 3) Visual information is easier for students to understand.
 - 4) Teachers do not need to explain much about the material displayed.
 - 5) Can be propagated as needed and used repeatedly.
 - 6) It can be stored in optical or magnetic format so it is easy to take anywhere.
- b. PowerPoint has several disadvantages, including:
 - 1) It requires an investment of time and energy for preparation.
 - 2) Often having problems with computer devices.
 - 3) If the screen is too small, students may have trouble viewing the PowerPoint presentation.

- 4) Learners need to have adequate skills to use the PowerPoint program.

Research Results

"Research on the development of contextual teaching materials supported by PPT (Power Point) on the topic of Khauf, Muhabbah, Roja' has been tested theoretically, as well as through the results of learning evaluations from small classes and "large classes". The results of the third assessment of the feasibility of teaching materials using PPT in the chapter Khauf, Muhabbah, Roja' can be reviewed in the following table."

Table 1. Results of the expert test on the eligibility of teaching materials

NO	Assessment Aspects	Assessment Scale				Criterion	Presented
		1	2	3	4		
MATERIAL:							
1	Compatibility Materials with Learning Objectives				✓	Very worthy	89 %
2	Suitability of teaching materials with the materials developed				✓	Very worthy	90%
3	Accuracy of Pictures and Illustrations				✓	Very worthy	87%
4	Illustrate examples found in everyday life			✓		proper	74%
5	Encourage students' curiosity				✓	Very worthy	85%
6	Concept shortcomings				✓	Very worthy	78%
7	Learner involvement in learning			✓		proper	75%
8	The language used is in accordance with the emotional development of the learners			✓		proper	75%
9	The Suitability of Qur'anic Verses on <i>Mahabbah, Khauf, Raja'</i> , and Tawakal in Organizing Life				✓	Very worthy	85%
10	Completeness of materials				✓	Very worthy	89%
Average							82,7%
LINGUIST							
1	Accuracy of sentence structure			✓		Proper	73%
2	Sentence effectiveness			✓		Proper	74%
3	Terminology			✓		Proper	74%
4	Understanding of messages or information				✓	Very worthy	84%

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5	Ability to motivate students	✓	Very worthy	87%
6	Suitability with the intellectual development of students	✓	Very worthy	80%
7	Suitability to the level of emotional development of students	✓	Very worthy	87%
8	Grammatical accuracy	✓	proper	75%
9	Spelling accuracy	✓	proper	74%
10	No typos	✓	Very worthy	87%
Average				79,5%
MEDIA MEMBERS				
1	Size suitability with content	✓	Proper	75%
2	The color of the layout elements harmonizes and clarifies the function	✓	Proper	75%
3	Consistent use of letters (not excessive, lots of letter combinations)	✓	Proper	75%
4	The title color of the content contrasts with the background color	✓	Proper	75%
5	Shape, color, size, proportion of objects according to reality	✓	Proper	75%
6	Separate clear paragraphs	✓	Proper	75%
7	Consistent layout elements based on patterns	✓	Proper	75%
8	Decoration/illustration placement doesn't interfere with titles, text, and numbers	✓	Proper	75%
9	The use of letter variations (<i>bold, italic, all capital, small capital</i>) is not excessive	✓	Proper	75%
10	Creative and dynamic	✓	Proper	75%
Average				75%

Information:

Table 2. Eligibility Criteria for Teaching Materials

Score	Presented	Criterion
4	76% - 100%	Very worthy
3	41% - 75%	Proper
2	26% - 40%	Less feasible
1	1% - 25%	Not eligible

"The material aspect is validated by 1 validator", In this part of the material there is. ten aspects. Seven items have been included in the assessment which is

very consistent with the percentage result of 76-100%, including items: The suitability of the material with the learning objectives, as well as the suitability of the teaching materials with the content developed, the accuracy of images and illustrations, encouraging student enthusiasm. curiosity, consistency of concepts, suitability of Qur'anic verses about Mahabbah, Khauf, Raja', and Tawakal in the Management of Life, Completeness of Material. There are three categories that are included in the scale according to the percentage of 41-75%, namely Using examples found in daily life, Student involvement in learning, Language used according to the development of students' emotions. With a final score of 82.7%."

The linguistic aspect is validated by a single validator, which includes ten categories. Eight aspects were categorized in the assessment with a total percentage of 76-100%, namely: Accuracy in sentence preparation, clarity of sentences, regularity in the use of terms, understanding of messages or information, ability to motivate students, suitability with students' intellectual development, and suitability with the level of students' emotional development, and no typos. There are two categories that are included in the scale according to the percentage of 41-75%, namely Grammatical accuracy and spelling accuracy. An average score of 79.5% was obtained.

"The Media aspect is validated by a single validator, which includes ten categories. Eight classifications. has been included in the assessment that is very suitable with a percentage of 41-75%. These categories include: Size matching to material content, color compatibility of layout elements that clarify function, consistent use of letters (not using too many letter combinations), title colors that contrast with the background, shape, color, size, and proportions of objects that correspond to reality, clear separation between paragraphs, consistency of layout elements based on patterns, placement of decorations that match the title, etc. as well as the use of letter variations (bold, italics, all caps, small capital) that are not excessive, creative, and dynamic. So that a final score of 75% can be produced."

Based on the results of expert evaluation, the teaching materials in the form of PPT obtained a percentage of 79%, which led to the conclusion that the teaching materials were very suitable for use in research as an introductory tool that could be used in learning learning. The research is then designed by conducting both small/large-scale evaluations.

This study includes learning outcomes obtained through evaluation. The small group evaluation was carried out by taking five students from the same RPL class X, which was then used in a large-scale trial. Large-scale practice was carried out in class X RPL which amounted to 21 students. Meanwhile, in small-scale practice, it includes a group of students consisting of 5 students in class X RPL with an average learning outcome of 80.

In the small-scale experiment stage, learning materials. The presentation (PPT) is improved by including applicable practice questions at the beginning of the PPT. The goal is for students to master the material they are learning.



Image 1. . The presentation (PPT)

4. Conclusion

Based on the results of the validation of teaching materials on Islamic Religious Education (PAI) based on PowerPoint (PPT) for Khauf, Muhabbah, and

Roja' materials, an average of 79% was obtained, which shows that this product is very feasible to use. This means that the teaching materials are suitable for use by students and teachers in KBM. Especially PAI material.

Based on the final learning score of students, a large-scale evaluation has been carried out in class X RPL SMKN 1 Propopo Pamekasan. The results showed that all students achieved grades that met the minimum completeness standards, with an average score of 84.33. And this indicates that the PPT-based teaching materials used are quite feasible. The Khauf, Muhabbah, and Roja' materials presented through teaching materials and PPT are very interesting and have succeeded in attracting students' interest, so that they are effective in learning Islamic Religious Education (PAI). However, this PPT-based teaching material only serves as a complement to the learning resources from the teacher, so students are encouraged to use various other learning resources and not rely on this PAI module as the only learning reference."

Suggestion

The best way to use PowerPoint based Islamic Religious Education teaching materials, here are some suggestions that need to be considered: first, PAI teachers should use school facilities such as projectors as a learning medium. Second, assign assignments to students through Google Forms. Third, develop teaching materials by involving students, for example by asking them to make joint PPTs

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