



Application of PowerPoint Media-Assisted Demonstration Method to Improve Learning Outcomes of Islamic Religious Education at Cirebon Maritim Academy

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Abstract

This study examines the extent to which the application of power point assisted by the demonstration method for Islamic religious subjects at the Cirebon Maritime Academy. This research is based on the problem of the rapid development of the technological era in the era of globalization, of course the world of education will be affected, education now must refer to the pattern of 21st century education which focuses on students to think critically and be able to use information technology. Lecturers must be able to properly apply the PowerPoint-assisted demonstration method to Islamic religious subjects. This research uses descriptive qualitative research. The purpose of this study was to find out how the application of the PowerPoint assisted demonstration method was carried out in the eyes of the Islamic religion at the Cirebon Maritime Academy. This research was conducted with the following procedures: data collection, data compaction, data presentation and drawing conclusions. Data collection techniques by observing, interviewing and documentation. The conclusion from this study is that the application of powerpoint assisted by the demonstration method by lecturers can help the student learning process, so that students can receive good learning in class. The results of this study consist of the application and support of PowerPoint-assisted demonstration methods in Islamic religious subjects. At the implementation stage it is quite good, as evidenced by the presence of lecturers who carry out learning using PowerPoint media, lecturers who actively teach using several teaching methods and lecturers who always lead discussion groups. However, the support stage is not yet perfect because the media and facilities on campus are inadequate, such as limited computers on campus, limited projector equipment in class and the current lack of electrical installations or electrical connectors in class.

Keywords: PowerPoint, Learning Outcomes, Islamic Religious Education

Introduction

Education is a process to increase, improve, and change the knowledge, skills, attitudes and behavior of a person or group in an effort to make human life intelligent through teaching guidance and training activities. Education should be able to produce human resources who have complete competence, namely attitudinal competence, knowledge competence and integrated skills competence. (Rochman, 2013)

The aim of Islamic education is to instill piety and morals and uphold the truth in order to form human beings who are personal and virtuous according to Islamic teachings (H.M. Arifin, 1994). Islamic religious education in schools aims to increase students' belief, understanding, appreciation and practice of the teachings of the Islamic religion so that they become Muslim human beings who believe in and are devoted to Allah SWT and have noble character in their personal, social, national and state lives and to continue at the same level higher. (Ramayulis, 2021)

Indonesia as a developing country, almost all sectors of life require sustainable development. The economic, political, religious, security, defense sectors as well as the education sector, which demand development. Education is a sector that is the responsibility of the government and requires special attention in handling its improvement and development (Pamuji, 2023). It is hoped that the government will pay more attention to the education sector to achieve the educational goals stated in the preamble to the 1945 Constitution, namely to make the nation's life more intelligent.

The current era of globalization demands education to be able to prepare students to be able to compete in this era. Recently, it has been widely stated that education should now refer to the 21st century education pattern known as the century of knowledge as the main basis for sharing aspects of life. Learning in the 21st century emphasizes that education is in a period of accelerated increase in rich knowledge (Fakhrurrazi et al., 2023).

Based on observations at the Cirebon Maritime Academy. Especially in Islamic subjects, there are still many lecturers who only use conventional methods and are unable to use computers as a teaching medium. This is caused by several factors, for example due to lecturers' lack of knowledge of IT media, lack of training for lecturers. So lecturers deliver learning only by applying conventional methods or lecture methods only. There is nothing wrong with the lecture method if used by lecturers, but the lecture method cannot be applied throughout the learning process.

As a teacher, a lecturer must be able to stimulate students to obtain good learning outcomes. Teaching methods in education are a process for conveying knowledge so that educators can transfer the knowledge provided. Through the demonstration method assisted by PowerPoint media, students will see the solution to a problem through certain demonstrations so that students gain experience about a concept, especially Islamic religious subjects (Noer, 2023).

Therefore, in order to achieve learning smoothly, the researcher applied the demonstration method assisted by PowerPoint media to achieve the learning objectives. The

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demonstration method is a way of delivering material by demonstrating a process or activity. This method is very effectively applied to show the learning process. This method is usually combined with lecture and question and answer methods.

The demonstration method is a method of presenting lessons by demonstrating and showing students about a particular process, situation or object, either actually or just an imitation. Regardless of the method of presentation, it cannot be separated from the teacher's explanation. Even though in the demonstration method students only pay attention. (Ahmad Mujin Nasih dan Lilik Nur Kholidah, 2009)

According to Drajat, the demonstration method is a method that uses demonstration to clarify or understand or to show how to do something to other participants. Demonstration is an effective learning method, because students can find out directly the application of the material in everyday life. (Huda, 2013)

With the demonstration method, the process of students' acceptance of the lesson will be more deeply impressive, thus forming a good and perfect understanding. Students can also observe the teacher during the learning process. The aim of using the demonstration method is so that students are able to understand how to organize or arrange something, for example in the material on tayammum procedures, prayer procedures both *Fardhu*, *Sunnah*, and so on.

Illustration of Islamic Religious Education (PAI) is a conscious and coordinated effort in planning students to see, understand, live faith, piety, and noble character in practicing Islamic religious lessons according to their main sources, especially the Qur'an and Hadith, through directives educational exercises. According to (Ishmael, 2013), learning is given to students with full intention to make them confident and have a respectable personality. If seen from the picture, that not all students are stimulated to concentrate on PAI subjects. This can be seen from the number of subjects with low interest and inspiration (Khadija, 2014), this is marked by the mentality of students who generally will be quiet and latent in participating in learning exercises (Sawitri, 2020), even students are less ready to tell the Koran, busy with different exercises. He cannot distinguish the guidelines of understanding and requires joy in remembering (Fitriani, 2017).

There are many types of learning media that can be used by teachers. PC based learning media that are simple, feasible, and productive, for example, are power point-based learning media. Microsoft office power point is a program that is intended to display media in an attractive, simple and can be used in various learning introductions. It is stated that the mixed media is an impression that utilizes a mixture of text, sound, image, static, movement, activity, and video media (Munir, 2012). In fact, if seen from the hypothesis of Edgar Dale (Arsyad, 2013) that the achievement of student learning outcomes through the sense of sight is around 75%, through the sense of hearing 13%, and through various other senses about 12%.

Education is a strategic issue for a nation. Quality education is not only an effort to produce educated individuals and communities but is a provision for preparation for the era of Globalization (Pribudhiana, R., Bin Don, Y., & Bin Yusof, 2021). On the one hand, education is very dependent on teacher competence, especially in the current conditions where learning

is more emphasized through media and technology applications. Pedagogical competence must be developed, where teachers can utilize information and communication technology (Casillas Martín, S., Cabezas Gonzalez, M., & Garcia Penalvo, 2021). In organizing learning, educators use technology as a medium (Batubara, 2021). Through the Ministry of Education, the government provides internet quota for teachers and students so that online learning can be carried out using models and media modified by the teacher by utilizing supporting applications.

(Priya, 2012) the use of PowerPoint as teaching media has proved to be a very powerful tool to the teachers by giving them a way to convey text book concepts in a more visually pleasing way. By using various forms of media such as pictures, animations and graphics, PowerPoint has made it easier for the teachers to keep the students interested in class. A presentation is considered to be good as long as it is relevant to the subject, is of good quality and the data in it is of high integrity. Presentations which do not comply with these rules are ineffective and almost useless to students. The gains of using PowerPoint presentations and its drawbacks are discussed in this paper. Some guidelines to create good presentations are also mentioned.

In addition, In the context of education, (Ely, 2002) the media are substantially the human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. In this sense, teachers to convey the material using media. More specifically, the notion of media in the learning process tends to be interpreted as graphics tools, photographic, or electronically to capture, process, and reconstruct the visual or verbal information

Next, According to (Jones, 2003) Power Point is a technology which fundamentally changes our way of communicating and thereby of thinking – even without our being aware of the change. Part of the difficulty in objectively evaluating the use of Power Point in education stems directly from one of its most favorable features, namely the ease of use and the relatively shallow learning-curve required to achieve basic-level usage. This has resulted in, often questionable, practices within educational contexts. It particularly includes poorly thought-out use in teaching where it becomes simply an alternative form of presenting largely text-based material that used to be delivered using ‘old technology’ (chalk and talk): this makes little use of the new and flexible opportunities offered by use of PowerPoint within the educational field

Literature Review

Several studies have highlighted the important Application of Power Point Media-Assisted Demonstration Method To Improve Learning Outcomes Of Islamic Religious Education , For example, research by Eni Sustiyati (2018) demonstrates how Student learning in PAI learning through PowerPoint media increased from cycle I to cycle III. Completeness results classical learning obtained in cycle I was 74.19%, increasing in cycle II was 83.87%. Completeness of classical learning in cycle III increased to 93.55%. Students have achieved the specified indicators of success, namely 90% of students have reached the minimum

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completeness criteria (KKM=75)., research by Sri Wulandari, Sopiatus Nahwiyah, Zulhaini (2024) shows learning in PAI learning through PowerPoint media can bring significant benefits to the formation of a quality generation. Therefore, it is important for educational institutions to consider Application of Power Point Media-Assisted Demonstration Method To Improve Learning Outcomes Of Islamic Religious Education teachings in designing their curricula and teaching methods, so as to provide maximum benefit to learners and society as a whole.

Research Method

The method used in this research is field research, namely research carried out by directly conducting research at the Cirebon Maritime Academy. To obtain this field data the author used descriptive methods. Descriptive is used to describe events at the Cirebon Maritime Academy, so that valid research results can be obtained.

This research was carried out using the following procedures: data collection, data compression, data presentation and conclusion drawing. Data collection techniques include observation, interviews and documentation.

Result/Findings

The results of this research consist of the application and support of the PowerPoint-assisted demonstration method in Islamic religious subjects. The implementation stage is considered good, as evidenced by the presence of lecturers who carry out learning using PowerPoint media, lecturers who actively teach using several teaching methods and lecturers who always lead discussion groups. However, the support stage is not yet perfect because the media and facilities on campus are inadequate, such as limited computers on campus, limited projector equipment in class and the current lack of electrical installations or electrical connectors in class.

Discussion

The Demonstration Method is a teaching method by demonstrating items, events, rules and the sequence of carrying out an activity, either directly or through the use of teaching media that is relevant to the subject matter or material being presented, for example the process of taking ablution water, the process of performing the second prayer rakaat, and so on. (Prasetya, 1997)

- a. The demonstration method is carried out as follows: first; if the child shows certain skills. Second; to facilitate various explanations, because the use of language can be more limited. Third; to avoid verbalism. Fourth; to help children understand clearly the process of a process with full attention because it will be interesting.

- b. The positive aspects are as follows: First; the child's attention will be focused on what is being demonstrated and provide the possibility of thinking more critically. Second; provide practical experience that can shape children's feelings and desires. Third; will reduce errors in drawing conclusions, because children directly observe a process. Fourth; with this method, problems that may arise in children's hearts can be answered.
- c. The negative aspects are as follows: first; Carrying out the Demonstration Method usually requires a lot of time, second; If there is a shortage of teaching aids, even though the tools do not suit the needs, then this method will be less effective.

This method is difficult to implement if the child is not yet mature enough to carry it out. Fourthly; many tools are not demonstrated in class because of their size or because they have to be assisted with other tools.

Purpose of Demonstration Method

The learning objectives of Islamic Religious Education through the Demonstration Method are as follows:

1. Make Islamic religious education more interesting, relevant and meaningful, less formal and less abstract.
2. Consider the student's ability level.
3. Emphasizing Islamic Religious Education learning "learning by doing".
4. Facilitate solving Islamic Religious Education problems without using standard solutions.
5. Using context as a starting point for learning Islamic Religious Education.

Teachers emphasize construction from the context of concrete objects as a starting point for students to acquire the concept of Islamic Religious Education. Therefore, according to Suherman, PAI learning which uses the Demonstration Approach Method adheres to these principles, as follows:(Susanto, 2013)

1. Dominated by problems in context, serving two things, namely as a source and various applications of the concept of Islamic Religious Education.
2. Attention is given to the development of methods, situations, schemes, and symbols.
3. Contributions from students, so that learning can be constructive and productive.
4. interactive as a characteristic of the Islamic Religious Education learning process.
5. Intertwining (making connections) between topics or between subjects or between strands.

The five learning principles according to the "realistic" philosophy above are what animate every Islamic religious education learning activity. In the development of Islamic Religious Education, which generally uses a "developmental research" approach, Freudenthal explained that the experience of the cyclical process of development and research was conscious, then reported clearly.

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According to Traffers and Goffree, contextual issues in a realistic curriculum are useful for filling a number of functions, namely:

1. Concept formation; In the first phase of learning, students are introduced to Islamic Religious Education naturally and with motivation.
2. Method Establishment; Contextual problems enter students' foundations for learning operations, procedures, notation, rules, and they work on this in relation to other methods whose use is an important driver in thinking.
3. Applicability; contextual problems using "reality" as a source and domain for application.
4. Practice and exercise of specific abilities in applied situations.

Based on the description above, the author can conclude that, the aim and method of the Demonstration approach is to create a learning atmosphere and learning process so that students actively develop their potential, can think critically, creatively, innovatively, and make Islamic religious education more interesting, as well as connecting Islamic Religious Education in real terms to the context of everyday life.

Demonstration Method Steps

The steps of the Demonstration Method are:

- a. Step 1: The teacher conveys the competencies to be achieved, students are asked to understand the material. The teacher conveys by providing instructions/suggestions as necessary (limited) regarding certain parts that the students understand. In this step, the demonstration characteristics applied are the first characteristics. Apart from that, delivering the material means providing an opportunity to implement the first principle of the demonstration.
- b. Step 2: The teacher provides a glimpse of the material that will be presented, and students are individually asked to solve contextual problems in the student book or LKS in their own way. Different ways of solving and answering problems are preferred. The teacher motivates students to solve the problem by providing guiding questions to direct students to obtain solutions to the problem. (Aris Shohimin, 2014)

Use of Power Point Media in Learning

Microsoft PowerPoint is a software created and developed by the Microsoft company, and is a multimedia-based program. On computers, this program is usually grouped under Microsoft Office programs. This program is specifically designed to convey orientation, whether organized by companies, governments, education, as well as individuals, with various menu features that can make it an attractive communication medium. This Microsoft PowerPoint application was first developed by Bob Gaskins and Dennis Austin as presenters for a company called Forethought, Inc. which they later changed its name to PowerPoint. In 1987, PowerPoint version 1.0 was released, and the computer it supported was the Apple Macintosh. PowerPoint at that time was still uses black/white, which is able to create text and graphic pages for transparency. Over Head Projector (OHP). In general, Microsoft Office

PowerPoint is used for presentations in classical learning, because Microsoft Office PowerPoint is an application program used for presentation purposes. Based on the presentation pattern It has been previously stated that Microsoft Office PowerPoint which is used for presentations in classical learning is called personal presentation. Microsoft Office PowerPoint in this presentation pattern is used as a tool for teachers to convey material and control of learning lies with the teacher. Several things that make this media interesting to use as a presentation tool are various text, color and image management capabilities, as well as animations that can be processed independently according to the user's creativity. In principle, this program consists of several visual elements and operational controls.

The visual elements in question consist of slides, text, images and areas of color combined with the available background. We can make these visual elements without movement, or make them with certain movements according to our wishes. We can adjust the entire appearance of this program according to our needs, whether it will run independently according to the timing we want, or run manually, namely by clicking the Mouse button. Usually, if it is used to deliver teaching materials that emphasize interaction between students and teaching staff, then the operation control uses manual methods. Using this program also has the following advantages:

- a. The presentation is interesting because there are plays with colors, letters and animations, both text animations and animated images or photos.
- b. It further stimulates children to find out more information about the teaching materials presented.
- c. Visual information messages are easy for students to understand.
- d. Educators do not need to explain much of the teaching material being presented.
- e. Can be reproduced as needed, and can be used repeatedly.
- f. Can be stored in the form of optical or magnetic data (CD/Diskette/Flashdisk), so it is practical to carry everywhere.

There are several rules for preparing a PowerPoint presentation, so that the presentation is effective. These rules include:

1. Choose upright letters without feet that are firm and easy to read, for example Arial, Myriad, and Calibri. Use a maximum of three types of letters (fonts), because more than that will be confusing.
2. Choose a clear and minimalist background, for example white. A background in the form of an image can be used, as long as it doesn't seem like you are fighting for focus with the pointer text being presented.
3. Although the choice of color depends on taste, you should avoid using too many colors. For example, use only three colors consistently for letter elements, backgrounds, or just to provide visual accents.

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4. Choose illustrations that are interesting and have the same theme as the content of the presentation being presented. Be careful when playing with animations. Too many animations can not only be burdensome when loading, but can also make you unfocused. This also needs to be applied when choosing slide transitions.

Conclusion

The application of the demonstration method assisted by PowerPoint media makes it easier for teachers to convey teaching materials to students so that students understand the teaching materials more easily and understand the teaching materials well. Although there is still a lack of availability of projectors in every class.

The supporting factors for the implementation of the PowerPoint-assisted demonstration method are the roles of students, teachers and infrastructure, where students and teachers are the main supporting factors in achieving learning objectives. Active students will make the class comfortable and enjoyable in the learning process.

Problems that occur in implementing the demonstration method are the lack of preparedness of teachers and students as well as limited space and time and school facilities.

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