OBSTACLING AND SUPPORTING FACTORS FOR THE USE OF POWER POINT-BASED INTERACTIVE LEARNING MEDIA IN PAI AT MAS AMALIYAH SUNGGAL

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Abstract: Power Point-based interactive learning media is one of the media that can be used by teachers in conducting learning in class. In PAI subjects, this media can be used effectively and efficiently to help teachers achieve learning goals. As one of the media that can facilitate various needs and learning styles of students, this learning media has several other advantages, such as making it easier for users to make presentation slides, equipped with various tools, such as text art, image import, etc., various templates, can be exported to PDF, has collaboration features, etc. However, behind its advantages, Power Point has disadvantages such as only being used on the Microsoft Platform, document instability in each version, and the price is too expensive. Adhering to the advantages that exist in this media, the inhibiting factors for its use in MAS Amaliyah Sunggal are still experienced or felt by PAI teachers, such as facilities and infrastructure, in this case the number of infocus is limited so that the implementation is carried out alternately with other subject teachers. In addition, teaching staff or teachers have limited skills on how to use media in the teaching and learning process in the classroom and are not fully capable of making their own learning media. Then, not all material in the lesson can use Power Point-based interactive learning. Even so, there are supporting factors for the use of this media in the school, such as positive perceptions of teachers such as interactive learning media based on Power Point facilitating the delivery of subject matter and achieving learning objectives, attracting students' attention and interest in learning so as to make students more enthusiastic and eager to listen to learning and follow every learning step that has been prepared by the PAI teacher. In addition, the teacher has the willingness to carry out varied and interesting learning in each learning meeting. Finally, there is a school's willingness to continuously try to provide learning facilities or school facilities and infrastructure that support learning activities.

Keywords: Interactive, Learning Media, Power Point,

Introduction

The use of media in learning is important because it contributes to efforts to improve the quality of education. The fact shows that the quality of learning is still very low. The main cause of the low quality of learning is the decrease in student interest and motivation to learn. Uninteresting learning delivered by the teacher causes students to get bored after participating in

learning activities in class. This is due to the use of less varied learning media. So in this case there is a need for innovation in learning.

Learning media is a tool used in the learning process to support the achievement of learning objectives. The suitability between the subject matter and the type of learning media used, of course, must be sought by the teacher so that the message or information to be conveyed is right on target.

Technological developments in this case play a role in presenting various types of media that can be utilized in the learning process, including Islamic Religious Education (PAI) subjects. Currently the development of technology is increasingly advanced. This change also occurs in the world of education, especially in the use of learning media. Various types of learning media include audio, visual, audio-visual, multimedia, and so on. In PAI learning, all types of media can be used. For example, for audiovisual or mult imedia media, teachers can use PowerPoint-based interactive learning media. Of course, this type of media will really attract the interest and attention of students because the subject matter is delivered in media that displays pictures accompanied by interesting sounds and animations.

Literature Review

A. Learning Media
1. Defenition of Learning Media

The word media comes from the Latin medius which means middle, intermediary or introduction. In Arabic, media is an intermediary or message delivery from the sender to the recipient of the message. Gerlach & Ellyy (1971) said that when broadly understood media is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. AECT (Aociation of Education and Communication Technology, 1977) defines media as all forms and channels used to convey messages or information.[1] From this understanding we can conclude that what is meant by media can be in the form of teachers, books, school environment, and school infrastructure and other learning resources.

Cecep & Daddy (2021) wrote that learning media is a tool that can help the teaching and learning process which functions to clarify the meaning conveyed so that learning objectives are better and more perfect. Learning media is a means to improve teaching and learning process activities. Given the many kinds of media, the teacher must be able to try to choose them carefully so that they can be used appropriately. In teaching and learning activities, the use of the word learning media is often replaced with terms such as instructional material, audio-visual communication, visual aids (visual education), props and explanatory media.[2]

Gagne in Karti states that learning media are various types of components in the student's environment that can stimulate students to learn. Briggs stated that learning media is a tool to provide incentives for students so that the teaching and learning process can be carried out. Meanwhile, according to Anderson, learning media is media that allows the realization of a

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[1] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT. Raja Grafindo Persada, 2005), hlm. 3

[2] Cecep Kustandi, *Pengembangan Media Pembelajaran,* (Jakarta: Kencana, 2021), hlm.5 [3] *Ibid,* hlm.6

direct relationship between the work of a subject developer and students.[3] Meanwhile, Robert Heinich and friends in Angkowo stated, "A medium (plural media) is a channel of communication, for example including film, television, printed diagrams, materials, computers, and instructors - media is a channel of communication including film, television , diagrams, printed materials, computers, and instructors."[4]

From the several opinions above, it can be concluded that learning media is a tool used by teachers in the teaching and learning process to convey information to students which facilitates the achievement of learning objectives.

2. Functions and Benefits of Learning Media

Levied and Lentz (1982) put forward four functions of learning media, especially visual media, namely: a) Attentional function The attentional function is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter. b) Affective function The affective function of visual media can be seen from the level of enjoyment of students when studying or reading texts with pictures. Images or visual symbols can evoke the emotions and attitudes of students. c) Cognitive function The cognitive function of visual media can be seen from research findings which reveal that visual symbols or pictures facilitate the attainment of goals to understand and remember the information or messages contained in pictures. d) Compensatory function The compensatory function of learning media can be seen from the results of the study that visual media which provide context for understanding texts helps students who are weak in reading to organize information in texts and recall them.[5]

As for Kemp & Dayton (1985) suggests that learning media can fulfill three main functions, namely: a) motivating interest or action; b) presenting information; and c) giving instructions.[6]

In general, learning media has the following uses: a) clarifying the presentation so that messages are not too verbalistic, b) overcoming the limitations of space, time, and senses, c) overcoming the passivity of students, etc.[7]

Kemp and Dayton 91985) put forward several research results showing the positive impact of using media as an integral part of classroom learning or as the main way of direct learning, as follows: a) the delivery of lessons is not rigid, b) learning can be more interesting, c) learning becomes more interactive, d) shortens the time, e) the quality of learning outcomes can be improved, etc.

The Encyclopedia of Educational Research in Hamalik (1994) details the benefits of learning media, as follows: a) laying concrete foundations for thinking, b) increasing student attention, c) providing real experience, d) cultivating regular thinking, etc.[8]

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[3] Karti Soeharto, *Teknologi Pembelajaran Pendekatan Sistem, Konsepsi, dan Model, SAP, Evaluasi, Sumber Belajar dan Media,* (Surabaya: Surabaya Intellectual Club, 2003), hlm.98

[4] R. Angkowo, *dkk, Optimalisasi Media Pembelajaran,* (Jakarta: PT. Grasindo, 2007), hlm. 11

[5] Cecep Kustandi, *dkk, op.cit.,* hlm. 16

[6] *Ibid,* hlm.17

[7] Arief, *dkk, Media Pendidikan (Pengertian, Pengembangan, dan Pemanfaatannya),* (Jakarta: RajaGrafindo, 2014), hlm. 17-18

[8] Cecep, *dkk, op.cit.,* hlm. 17-19

From some of the descriptions and opinions above, it can be concluded that there are many practical benefits of learning media, such as a) making learning more interesting, b) the needs of students with diverse learning styles can be met, c) making the teaching and learning process more effective and efficient, etc.

B. Power Point Learning Media

This Microsoft Power Point application was first developed by Bob Gaskins and Dennis Austin as presenters of a formulator called Forethought. Inc. which later changed its name to Power Point. PowerPoint is also commonly referred to as a multimedia application.

In 1987, PowerPoint version 1.0 and the computer that supports it is the Apple Macintosh. Power Point at that time still used black and white colors to create pages of text and graphics for Transparent Overhead Projects (OHP). A year later, a new version of Power Point appeared with color support, after the color macintosh appeared on the market. Microsoft Power Point or Microsoft Office Power Point is a computer program for presentations developed by PT Microsoft in their office application package, namely Microsoft Office in addition to Microsoft word, excel, access, and several other programs. PowerPoint is available on computers based on Microsoft Windows and Apple Macintosh operating systems that use the Apple Mac OS operating system, although initially the application ran on the Xenix operating system.[9]

Power Point-based interactive learning media is specifically designed to present attractive and easy-to-understand multimedia programs through presentation activities. Presentations in learning have several purposes, such as informing, convincing, persuading, inspiring, and entertaining.

There are several advantages of PowerPoint learning media, namely: 1) makes it easy for users to make presentation slides, 2) is equipped with various tools, such as text art, image import, etc., 3) various templates, 4) can be exported to PDF, 5) has collaboration features, etc. However, behind its advantages, Power Point has disadvantages such as: 1) it is only used on the Microsoft Platform, 2) Document instability in Each Version, 3) the price is too expensive, etc.[10]

Azhar Arsyad said that the benefits of Power Point include:

a. Appearance and subject matter more attractive By utilizing the features in Power Point, display editing can be made attractive, one of which is adjustable font size, font shape, color, animated images, sound and others.

b. Submission is more effective and efficient Submission is more effective because with Power Point you can insert sound or video that already contains explanations and it is more efficient in writing material because the material is already in the presentation display.

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[9] Abdul, *Media Pembelajaran Bahasa Arab,* (Malang: UIN Malang Presss, 2009), hlm. 21

[10] Kurweni, *dkk, Op.Cit.,* hlm. 268-269

c. Materials are more concise, complete and fast through material pointers34 Materials can be made more concise because they have been grouped and delivered quickly by using tools such as hyperlinks where each page of material can be linked to utub and quickly.[11]

C. Method

This research was conducted using qualitative methods that aim to reveal how things really are happening in the field. A qualitative approach is a process of research and understanding based on a methodology that investigates or a social phenomenon and human problem. On this approach the researcher emphasizes the socially awakened nature of reality, the close relationship between the researcher and the subject under study.[12]

Qualitative research can be designed to contribute to practical theory, policy, social problems and actions.[13] Qualitative research is carried out because researchers want to explore phenomena that cannot be quantified that are descriptive such as the process of a working step, the formula of a recipe, the notions of a diverse concept, the characteristics of a good and service, images, styles, the ordinances of a culture, the physical model of an artifact and so on. In this study, the sampling technique used purposive sampling technique, which is a sampling technique by selecting research subjects who are considered to know information and problems in depth and can be trusted to be a steady source of data. And they are Principals, Teachers, and Students. Of course, the results of interviews from them will later become the source of data in this study. And the data sources used in this study are of two kinds, namely: primary and secondary data sources. And its data collection techniques use observation, interviews and dolumentation.

In this study, the data analysis used was the Miles and Huberman model. The data analysis suite can be simplified to three stages as described by Miles and Huberman.[14] In the following Qualitative Data Analysis:

1. Data presentation, can be understood as a set of composed information that gives the possibility of drawing conclusions and taking action. The presentation of this data can be done in the form of tables, graphs, charts, and so on. But the most common is with narrative texts.
2. Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that arises from written records in the field. When researchers start doing research will get a lot of data and vary and even very complicated. Therefore the data needs to be reduced.
3. Conclusion drawing (verification). Usually the conclusion formulated at the beginning is temporary, for which evidence must be found that corroborates it so that the conclusion can answer the formulation of the problem that has been compiled at the beginning.

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[11] Azhar Arsyad, *Op.Cit.,* hlm. 65

[12]Juliansyah Noor, *Metodologi Penelitian; Skripsi, Tesis, Disertasi, dan Karya Ilmiah,*(Jakarta: Kencana Prenadamedia Group, 2014), hal. 34.

[13]Djam'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*, (Bandung:Alfabeta, 2012), hal. 22.

[14]Matthew B. Miles dan A. Michael Huberman, *Analisis Data Kualitatif; Buku Sumber tentang Metode-Metode Baru.* Terj. Tjetjep Rohendi Rohidi, (Jakarta: UI-Press, 1992), hal. 16-18.

D.   Result and Discussion

In various ways, there must be obstacling and supporting factors, including in the use of power point-based interactive learning media in pai at mas amaliyah sunggal.

1. Obstacling Factors

The inhibiting factors for the use of PowerPoint-based interactive learning media in this school are the limited number of facilities and infrastructure, in this case infocus, so that the implementation is carried out alternately with other subject teachers. In addition, teaching staff or teachers have limited skills on how to use media in the teaching and learning process in the classroom and are not fully capable of making their own learning media. Then, not all material in PAI can use Power Point-based interactive learning.

2.   Supporting Factors

The supporting factors for the use of Power Point-based interactive learning media at MAS Amaliyah Sunggal, namely the existence of positive perceptions of teachers such as interactive PowerPoint-based learning media facilitate the delivery of subject matter and achievement of learning objectives, attract attention and interest in student learning so that students are more enthusiastic and eager to listen learning and following each learning step that has been prepared by the PAI teacher. In addition, the teacher has the willingness to carry out varied and interesting learning in each learning meeting. Finally, there is a school's willingness to continuously try to provide learning facilities or school facilities and infrastructure that support learning activities.

E.   Counclusion

1.   Power Point-based learning media in PAI subjects are used in the learning process. It is not used in all meetings or subject matter because previously it has been adjusted to the needs and learning styles of students and the subject matter to be delivered. Its use in the learning process makes it easier for teachers to convey subject matter so that it helps teachers achieve learning goals. When the teacher used the media, the students also seemed enthusiastic and enthusiastic, even though not all Power Point features were used by the teacher in their presentations.

2.   The inhibiting factors for the use of PowerPoint-based interactive learning media in this school are the limited number of facilities and infrastructure, in this case infocus, so that the implementation is carried out alternately with other subject teachers. In addition, teaching staff or teachers have limited skills on how to use media in the teaching and learning process in the classroom and are not fully capable of making their own learning media. Then, not all material in PAI can use Power Point-based interactive learning. The supporting factors for the use of Power Point-based interactive learning media at MAS Amaliyah Sunggal, namely the existence of positive perceptions of teachers such as interactive PowerPoint-based learning media facilitate the delivery of subject matter and achievement of learning objectives, attract attention and interest in student learning so that students are more enthusiastic

and eager to listen learning and following each learning step that has been prepared by the PAI teacher. In addition, the teacher has the willingness to carry out varied and interesting learning in each learning meeting. Finally, there is a school's willingness to continuously try to provide learning facilities or school facilities and infrastructure that support learning activities.

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