The Development of PowerPoint-Based Video Intructional Media for Islamic Education Teachers in MTs Qudsiyyah Kudus

Guntur Cahyono[1], Muhamad Rozikan[2]

gunturcy@iainsalatiga.ac.id[1]

Abstract: *This research aims to develop a PowerPoint-based video instructional media. PowerPoint is an office application that teachers can easily operate. There are three steps in the development process of this research, namely, testing the prototype of the material on individual students with three students. It was followed by trials in small classes and large class trials (field tryouts). This small class trial involved eight students, while the large class involved 20 students by taking the students in the class. The first evaluation results of this learning media product were 89.9, followed by the second and third tests, which resulted in the same score of 89.3. It means that the design development of this media product is feasible for the teaching and learning process and can be developed according to the learning needs of the madrasah. The evaluation and product improvement process needs to be carried out to produce good learning media products. This PowerPoint-based video learning media is expected to provide new learning experiences for students because learning is more interesting.*

Keywords: *Design, learning media, video, PowerPoint, Islamic education*

Abstrak: *Tujuan dari penelitian ini adalah mengembangkan media pembelajaran video berbasis PowerPoint. PowerPoint adalah aplikasi office yang mudah dioperasionalkan oleh guru. Ada tiga langkah proses pengembangan penelitian ini, yaitu uji coba prototipe bahan pada individu siswa sebanyak 3 siswa. Dilanjutkan dengan uji coba pada kelas kecil dan uji coba kelas besar (field tryout). Uji coba kelas kecil melibatkan 8 siswa sedangkan kelas besar ini melibatkan siswa sebanyak 20 peserta didik dengan mengambil siswa yang ada dalam kelas tersebut. Hasil dari evauasi pertama produk media pembelajaran ini mendapatkan skor 89,9 dilanjutkan pada uji kedua dan ketiga menghasilkan skor nilai yang sama yaitu 89,3. Artinya desian pengembangan produk media ini layak untuk dimanfaatkan untuk proses belajar mengajar serta bisa dikembangkan sesuai kebutuhan pembelajaran di madrasah. Proses evaluasi dan perbaikan produk perlu dilaksanakan sehingga akan menghasilkan produk media pembelajaran yang baik. Media pembelajaran video berbasis PowerPoint ini diharapkan memberikan pengalaman pembelajaran baru bagi peserta didik, karena pembelajaran lebih menarik.*

Kata Kunci: *Desain, media pembelajaran, video, powerpoint, PAI*

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[1]*IAIN Salatiga, Indonesia*
[2]*IAIN Salatiga, Indonesia*

INTRODUCTION

As professional educators, teachers have the main task of carrying out the education and learning process at every level of education. Thus, the teacher has quite a lot of tasks towards the learning process in the classroom and the community. Teachers also cannot be separated from every learning and educational process. Administratively, when teachers carry out the learning process in the classroom, they are required to design lesson plans, prepare materials, and evaluate teaching and learning outcomes.

In addition, teachers are part of the most important component in the process of successful education (Iwantoro, 2017). Therefore, teachers need to get special attention. Law Number 14 of 2005 states that teachers academically must have educational qualifications and adequate competence and health in realizing national education goals. It includes Islamic education teachers, where the qualifications and competencies as teachers must be fulfilled, considering that learning outcomes are not only cognitive but also affective and psychomotor. In this case, the conventional learning pattern (in the classroom) must be changed into more innovative and creative with various skilled-human resources owned by the school.

In carrying out the teaching and learning process, teachers also require adequate competencies; at least four competencies must be possessed. Teachers will be able to teach and educate well if they have pedagogic, professional, social, and personal competencies. Learning succeeds not only through integrating schools and curriculums but also fulfills teacher competencies (Rohmad, 2013).

On the other hand, the development of science and technology will change the learning process. This information era has reformed to many varieties and forms to convey any bundles of information. Then, the media and learning resources must be designed as attractive as possible. According to Cahyono (2019), the development of social media causes the flow of information to change massively. It is marked by the development of Android technology, the internet, computers, and others. Here, technological developments encourage teachers to be creative in preparing teaching materials. Thus, learning is not limited to the classroom, and even the media can be used when learning at home by students.

The media that can be used frequently is PowerPoint-based video. PowerPoint-based video is a part of computer-based visual media. So far, computers have only been used for administrative purposes, but with the development of the use of computer applications, they can also be used for the learning process (Rusman, 2018). In the design process, there is also no need for a special application, which is enough to require Microsoft PowerPoint 2010 with offline access capabilities.

According to Smaldino et al. (2014) in Yaumi (2018), PowerPoint is software used for presentations in a visual format and displayed with several tools, such as projectors. PowerPoint is capable of dynamically displaying text or images with video hyperlink access. Widada (2010) explains that PowerPoint is software specifically designed to display multimedia programs. PowerPoint display is fascinating, easy to use, and inexpensive because it only requires data storage space. This program is very easy for teachers to use by simply using a computer without using internet data.

Moreover, the use of technology is determined by the competencies possessed by the teacher. Teachers have a fairly important role at school because they act as parents with awareness and care to achieve educational goals. On the other sides, according to Fauzi & Nurlaila (2017), students need to be instilled with religious values, manners, and characters. It is where the meaning of learning goes broad. Zaim El Mubarok's opinion in Fauzi & Ila Nurlaila (2017) said that nowadays, education seemingly could refer to a failure when students no longer have a self-conscience based on morality.

Further, one of the components in teacher education is a vital and decisive element to succeed in education. Therefore, it is necessary to pay more attention to the teacher. Concerning the character, behavior, and attitudes signs as an indicator of noble character, the competence of Islamic education teachers is very necessary.

According to Iwantoro (2017), three lessons must be applied in the learning system in this digital era: learning on search and discovery construction, learning on emphasizing creativity and initiative, and learning on spotlighting interaction and cooperation. These are three types of learning that teachers must do so that teachers have to develop their professionalism and imagination to become ready-to-serve educators in this globalization era.

Furthermore, learning media is the most important thing for creative, communicative, and innovative aspects in the classroom that can support students' improvement in learning outcomes. In this case, the word 'media' comes from Latin and has a plural form of 'medium', which means 'intermediary or introduction'. Media is driven to distribute learning information or messages (Djamarah and Aswan, 2010).

However, the learning process that occurred so far in the classroom has always placed students as objects that must be filled with various information and several materials for teaching, which causes ongoing communication in only one direction, between teachers and students (Rasyid et al., 2016). Here, the material presented by the teacher in front of the class can encourage educators to provide a more interesting and better learning media so that students are motivated to learn.

The quality education process must also be supported by the learning media presented by the teacher to students. Quality learning medium is a tool that can increase learning motivation so that it is practical and easy to use. Along with the government's efforts to improve the quality of national education, the learning process is designed in such a way as to shift the learning paradigm, which was previously teacher-oriented, to student-oriented. The teacher's figure, who previously occupied a superior position and had full authority over the students, shifts to become a friend and mentor of students in learning (Munirah, 2014).

It can then attract students' attention to have the ability to provide feedback. In addition, it can encourage students to carry out learning practices. In this regard, learning media can represent what the teacher cannot say through words. The abstraction of the material can be concretized with the presence of learning media. In addition, students can use their learning media when they are not with the teacher.

In addition, media proposes transmits messages and stimulates the thoughts, feelings, and desires of students so that it can encourage the learning process on themselves. The use of creative media will allow students to learn better and improve their performance in accordance with the achieved goals. To succeed in the communication process (learning activities), students should be invited to utilize all their senses to be directly involved in the process.

According to Anleigh and Kiran in Rasyid et al. (2016), multimedia applications, such as presentations, training, and providing information, require moving images, such as video and animation with the sound displayed along with images and text. Multimedia applications require dynamic handling of data consisting of a combination of text, image, audio, and animation components. Several kinds of elements can be classified in the definition of multimedia: facsimile, document image, photo image, geographic information system map, common voice, audio message, video message, and live video.

Moreover, advances in science and technology have impacted the use of teaching aids in schools and other educational institutions. At present, learning in schools is started to be adapted to the development of technology, so there is a change and shift in the paradigm of education. It shows how the use of information technology in the learning process in the classroom has become an urgent need and a demand in this global era.

It can benefit for increasing the effectiveness and efficiency of learning, so it is necessary to develop various creative and innovative learning models. The learning process does not seem less interesting, monotonous, boring, and hinders knowledge transfer. Therefore, the role of media in the learning process is crucial since it will propose the learning process more varied and not boring (Muhson 2010).

Based on the educational technology approach, teaching media is an attraction for the world of education. It is not only a tool but also a means of distributing educational messages. Thus, teachers should be able to use the media as a tool, and they should not be seen as the only other source of learning, considering that books, the natural environment, printed mass media, and electronic mass media can play a role in the learning process.

Specifically, one of the media often used in learning is Microsoft PowerPoint media. Microsoft PowerPoint is a type of computer program part of Microsoft Office. Microsoft PowerPoint is an application program used for organizing presentations. Microsoft PowerPoint has an attractive appearance with various combinations to choose the template and form. This program makes it easy for teachers to deliver well-organized material with certain points.

As stated by Harini (2011), it is usually used for presentation purposes, teaching, and creating simple animations. Microsoft PowerPoint has several features, namely adding audio, video, images, and animations in presentations so that presentations become interesting and lively on points. According to Saputra & Zinnurain (2018), PowerPoint is an application program used for presentations for the public interest. By using Microsoft PowerPoint, the users can make a presentation of a discussion topic and design it as beautifully as possible to attract the audience's attention.

As stated by Harini (2011), PowerPoint is also an application for composing presentations. This application is very popular and widely used for presentation activities by various groups, among professionals, academics, practitioners, or even beginners. Besides, Microsoft PowerPoint is a running application to set up presentation files in the form of text, tables, graphics, diagrams, and others.

Furthermore, the improvement and use of learning methods, even learning models and media development, show the high quality of education. The higher the quality of education provided, the higher the quality of human resources produced. It is in accordance with what was stated by Henderson that education is something that cannot be avoided by humans (Munib, 2015). The rapid development of science and technology today requires a country to improve the quality of education to compete dominantly with countries from various parts of the world. One of them is learning in schools, which is required to be in line with the development of science and technology.

The application of technology in the learning process is also expected to provide more convenience, independence, and student interest in providing learning materials. Hence, learning in schools must not only be in line with the times; in the learning process, teachers are also required to create an active, innovative, creative, and fun learning atmosphere (Fitriyani, 2017).

The number of learning media that can be said to be interesting, one of which is PowerPoint media, which is the electronic media that teachers can easily use in the teaching and learning process.

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PowerPoint media can also help teachers teach more organized, and students more easily accept learning to generate student interest in learning.

Also, using PowerPoint media can help teachers develop teaching techniques, especially on materials containing many theories or explanations. With the use of PowerPoint media, students will not feel interested in listening to the presentation of material because it is presented interestingly in the PowerPoint presentation (Elpira & Anik, 2015). Elpira & Anik (2015) stated that the influence of PowerPoint media on learning outcomes in science subjects for fourth-grade students of SD Muhammadiyah Sagan increased by 14.01 or 14.01%, which was the difference between the pretest mean of 71.82 and the post-test mean 85.83.

Seels & Richey (1994) defined development as the process of translating design specifications into physical form. Design specifications mean a product designed at the macro-level (such as programs and curriculum) and the micro-level (modules, syllabus, and lesson plans). In this definition, physical form refers to printed technology, audio-visual, computer-based technology, and integrated technology (Yaumi, 2018).

Likewise, Gustafson and Branch (2002) directed the definition of development to activities that refer to five categories: (1) analyzing learning needs and conditions that occur, (2) designing a set of specifications for an effective, efficient, and appropriate learning environment, (3) developing all aspects related to students and the management of materials or materials, (4) implementing materials that have been developed, and (5) conducting formative and summative evaluations of the results of development (Yaumi, 2018).

In developing learning media, teachers need to consider the principles of learning media. According to Raharjo in Cahyono (2019), media selection should pay attention to several principles, and those are (1) clarity of purpose and objective of media selection, whether for entertainment, general information, learning, and others, (2) media familiarity, which involves knowledge of the nature and characteristics of the media to be selected, and (3) several media that can be compared because several choices are more suitable for the teaching purpose.

According to Sudjana and Ahmad (2011), the criteria for selecting learning media are conformity with teaching objectives, the effectiveness of learning materials, ease of obtaining media, and teaching skills in using them, where teachers can use them in teaching to enhance teaching quality. The next consideration is about the time available to use it so that the media can be useful for students during teaching. On the other side, selecting media for education and teaching must align with students' level of thinking so that students can understand it.

The process of selecting media is a determining aspect for effective and efficient learning. The ability of teachers to choose, then determine and develop media is part of the competencies. Teachers must possess this competency because they carry out one of the teacher competencies, called pedagogical competence. Learning will be interesting if the presented media is interesting. Media in the learning process has an important meaning. The ambiguity of the material presented to students can be helped by the use of learning media. The complexity of the learning materials delivered to children can be simplified with media prepared by the teacher.

The video comes from the Latin word *vidi* or *visum*, which means seeing or having a vision. In the Indonesian dictionary, video is a technology for sending electronic signals from a moving image. Video is a technology for capturing, recording, processing, storing, transferring, and constructing sequences of the image by presenting motion scenes electronically. Video also provides rich and lively

resources for multimedia applications (Munir, 2017). Arsyad (2014) argued that video is part of multimedia because the information turns into the form of a living document and can be seen on a monitor screen or when projected onto a wide screen through an overhead projector, and its voice can be heard, and its movements can be seen.

Meanwhile, according to Riyana (2007), learning video media is media that presents audio and visuals that contain good learning messages, such as concepts, principles, procedures, theories, and applications to help understand a learning material. Arsyad (2011) defined audio-visual media as a type of media used in learning activities involving hearing and sight simultaneously in one process or activity. Messages and information channeled through the media can be in the form of verbal and nonverbal messages that rely on both sight and hearing. Examples of audio-visual media are films, videos, TV programs, and others.

According to Daryanto (2012), video is a very effective medium to help the learning process, both for individual and group learning. Video is also a non-printed teaching material that is completed and full of information because it can reach students directly. In addition, videos add a new dimension to learning. These are the characteristics of video technology that can present visually moving images and sound to students so that students feel like they are in the same place as the program being shown on video. It is known that the retention rate (absorption and memory) of students towards the subject matter can be significantly increased if the initial information acquisition process is greater through the senses of hearing and sight.

In its presentation, video is a material and an audio-visual learning tool that can be used to convey messages/subject matters. It is said to be seen to hear because the elements of hearing (audio) and visual/video (visible) can be presented simultaneously. In other words, video is a series of electronic images accompanied by audio elements poured on a videotape and can be viewed through a video player in VCD form connected to a television monitor. Thus, what is meant by video learning materials is learning materials packaged via videotape and can be viewed through a video/VCD player connected to a television monitor.

As a learning medium, video has both advantages and disadvantages. The advantages and disadvantages of one learning material are not necessarily the same as those of other learning media. The advantages of video learning materials include combining images and sound, which can influence human behavior beyond print media, being used instantly, repeatedly, and presenting material that cannot physically be brought to class. The next advantage is that it can present objects in detail, not requiring dark space, can present a dangerous object, either slowed or accelerated and can be used for classical or individual.

Video learning materials, instead of having many advantages, also have limitations. The limitations of video learning materials include requiring relatively large/expensive funds, gaining special skills, being difficult to revise, and requiring electric current. Even more, this shortcoming is not substantial compared to some of those previous advantages.

In addition, the advantage of using video is that learning becomes more interesting to increase students' learning motivation and level of understanding of the learning material because it provides concrete experiences for abstract things. It can be seen that when the learning process takes place, students can be motivated, and learning becomes effective because many students ask and answer questions.

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The use of video also has some lacks. One of them is that teachers as communicators and facilitators must have the ability to understand their students. In the learning process, teachers must understand what students need in learning. Not all learning materials can be made into a video, and only certain materials can use video as a medium to help the learning process. Students are not only given the material by the teacher but also with the video, and students are expected to find their concept of the material (Agustiningsih, 2015).

Microsoft Office PowerPoint is a software specially created to handle graphic presentation design easily and quickly. Individuals can design stunning visual presentations using Microsoft Office PowerPoint using text, graphics, photos, animations, videos, and others (Anggawirya, 2011). Microsoft Office PowerPoint is widely used by offices and businesspeople, educators, students, and trainers because it has several advantages, such as easy operation, simple display of icons, and no need to learn computer programming languages.

Although this application is a program for making presentations, the existing facilities can be used to create learning media. The result of learning media will be quite interesting because it has several facilities such as below:

First is entering text, images, sound, and video. An important facility of this application program is the facility to display text. With this facility, the users can display various texts for various purposes, such as learning to write, read, or other learning. In addition, it is also equipped with image, sound, and video display facilities to clarify the material presented.

The second is making the display attractive. There are several facilities provided to make the display attractive. The first facility regards the background. The background will beautify the appearance of the program. Another facility that will make the display more attractive is the animation facility. With this facility, images and text will appear on the screen in various ways.

Third, creating hyperlinks or links within a program will provide immediate feedback. Relationships with other programs will enrich the supporting facilities, and the learning process and links with the internet will open up possibilities for wider, personal and authentic learning. This facility is essential and very supportive. With hyperlinks, the program can connect to other programs or the internet network.

In a simple sense, a teacher is a person who transfers knowledge to students. Then, the teacher in the community's view is a person who carries out education in certain places, not necessarily informal educational institutions, but can also be in mosques, *surau* or prayer rooms, at home, and others (Djamarah and Aswan, 2010). Law Number 14 of 2005 defines a teacher as a professional educator with the main task of educating, teaching, guiding, mobilizing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Meanwhile, Wahab et al. (2011) interpreted Islamic education teachers as teachers who teach the subjects of *Akhlaq*, Al-Qur'an, and Hadith, Fiqh, or Islamic Cultural History (*SKI*) in *Madrasah*.

Teachers are called professional educators because teachers have accepted and have the burden of parents to participate in educating children. The teacher is also said to be someone who obtains a certificate of competence, either from the government or the private sector, to carry out his duties because he has the right and obligation to carry out learning activities in school educator institutions. Teachers belong to jobs that require special skills, and this work cannot be done by people who do not have the expertise to do work as teachers (Suprihatiningrum, 2013).

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Educators are also expected to develop learning methods in accordance with competency standards and basic competencies. The achievement of all basic competencies of commendable behavior can be carried out irregularly. The role of all elements of the school, parents, and the community is vital in supporting the achievement of Islamic education goals. The goal to be targeted in Islamic education, which is currently known, is to guide, direct, and educate someone to understand and study the teachings of the Islamic religion so that they are expected to have thinking intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) to equip life towards success in this world and the hereafter. The eschatological orientation looks so dominant in the discourse on the goals of Islamic education. Thus, the pattern of understanding received by learners tends to encompass cognitive understanding *a sich* even though aspects of emotional intelligence have been considered (Rohman & Hairuddin, 2018).

Teachers are called Islamic education teachers because their main task lies in the ability to teach how Islam can be understood and implemented by students appropriately and proportionally. The process of knowing, understanding, and applying is not as easy as turning the palm. It needs a mature, long, or systematic process. Therefore, there needs to be a process carried out to develop all human potential so that Islam can function as a solution to solve the problems of people's lives.

According to Putra and Lisnawati, quoted by Muchith (2016), Islamic education has a very broad scope, including a concerning normative material (Qur'an), or a belief in the existence of God (*Aqidah*), a norm for human life (Fiqh), an attitude and behavior between humans (morals), and past realities or timing. Furthermore, Islamic education is a process of guidance and direction carried out consciously and planned to provide an understanding of the messages contained in Islam as a whole and comprehensively. In other words, PAI (Islamic education) is a process of understanding the values or messages contained in Islam, including three inseparable aspects, called aspects of knowing, doing, and being.

From these aspects, the difference between PAI teachers and non-PAI teachers can be seen. PAI teachers are professional educators who provide an understanding of Islamic religious material to students and the community. PAI teachers have at least two tasks, namely the task of carrying out as educators and teachers in schools and providing an understanding of Islamic religious material to students so that students and the community have a proper perspective or understanding of religion (Al-Qur'an and Hadith), which is characterized by polite, peaceful, and non-violent attitudes and behavior (Muchith, 2016).

RESEARCH METHODS

This research used the research and development method, which was used to produce certain products and test the effectiveness of these products. According to Sujadi (2003), research and development (R&D) is a process or step to develop a new product or improve an existing product, which can be accounted for. Meanwhile, according to Borg & Gall (1983), it is a process used to develop and validate educational products (Setyosari, 2016). In addition, Sugiyono (2011) also said that research and development methods are research methods used to produce certain products and test the effectiveness of the products. To produce certain products, research is needed to analyze what it is used for and test the effectiveness of these products so that they can function in the wider community, and research is needed to test the effectiveness of these products. Thus, research and development are longitudinal (gradually can be multi-years).

On Tassmer's (1997) theory, the formulation of the question table to measure the feasibility of the media is as follows:

Table 1. Questions List of Product Quality Dimension Test

No.	Rated Components
1.	The ability of video content in conveying the basics of Islamic religious material to students
2.	The clarity of the content of presented Islamic religious material
3.	The clarity of the image as an illustration of Islamic religious material presented in the video
4.	The clarity of the text on the video, so it is easy to understand
5.	The video capabilities for use by students in learning at home
6.	The ease of operation or video playback for learning activities
7.	The video display is more attractive in the form of images, text, and sound, making it easier for students to learn.
8.	The attraction of narration and moving text in the video
9.	The suitability of the selection of text and the form of writing (font) in the video
10.	The combination, arrangement, and color selection in PowerPoint-based video

Under certain conditions, development is sufficient to the stage of formative evaluation. According to Tessmer (1997), a formative evaluation process consists of three steps:

Trial of prototype materials individually (one-to-one trying out). This individual trial was conducted to obtain initial input about a particular product or design. Individual trials were conducted on 1-3 subjects. After conducting individual trials, the developer revised the product or design based on input from the assessment or validation test results.

Small group tryout. This trial involved subjects consisting of 5-8 subjects. These small group trial results were used to revise products, materials, or designs. The developer revised the product, material, or design according to the input given by the client or the target group.

Field tryout. This field trial involved subjects in larger classes involving 15-30 (a whole class of learners) or larger groups, namely available classes. The results of this trial were used to revise products, materials, or the final design.

RESULTS AND DISCUSSION

Video Design Results Based on PowerPoint

The implementation of this development is by determining a research and development strategy to produce certain products and testing the effectiveness of the product in question through the stages of determining potential and problems, data collection, product design, design validation, design revision, product testing, product revision, usage trial, and mass production. The results obtained in this study were video products for several Islamic subjects with the following images:
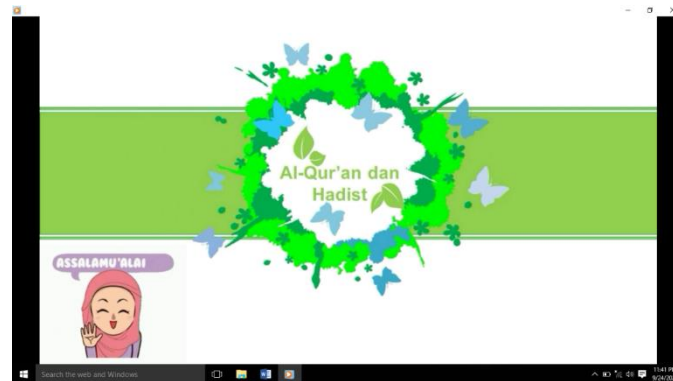
Al Qur'an Hadits
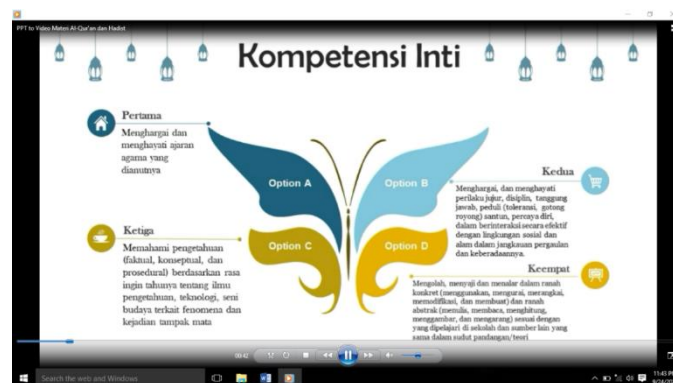

Figure 1. Video Picture of Subject Name

Figure 2. Image Showing Learning Core Competencies
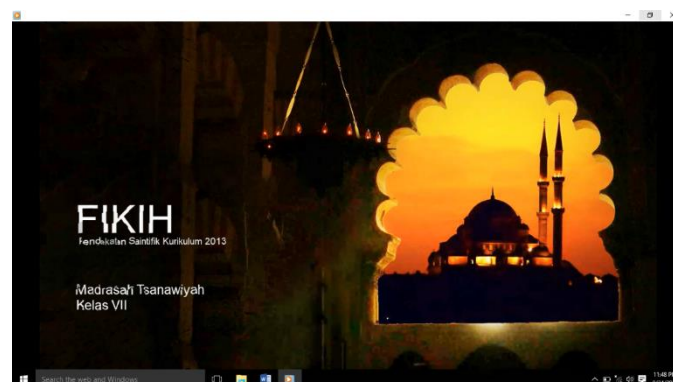
Fiqh

Figure 3. Video Picture of Subject Name

Figure 4. Pictures of Lesson Materials

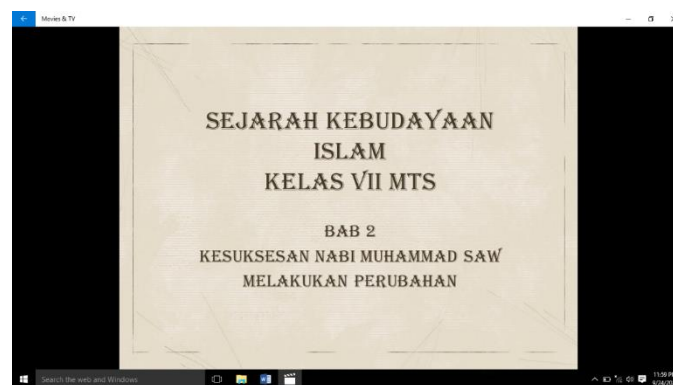**History of Islamic Culture**

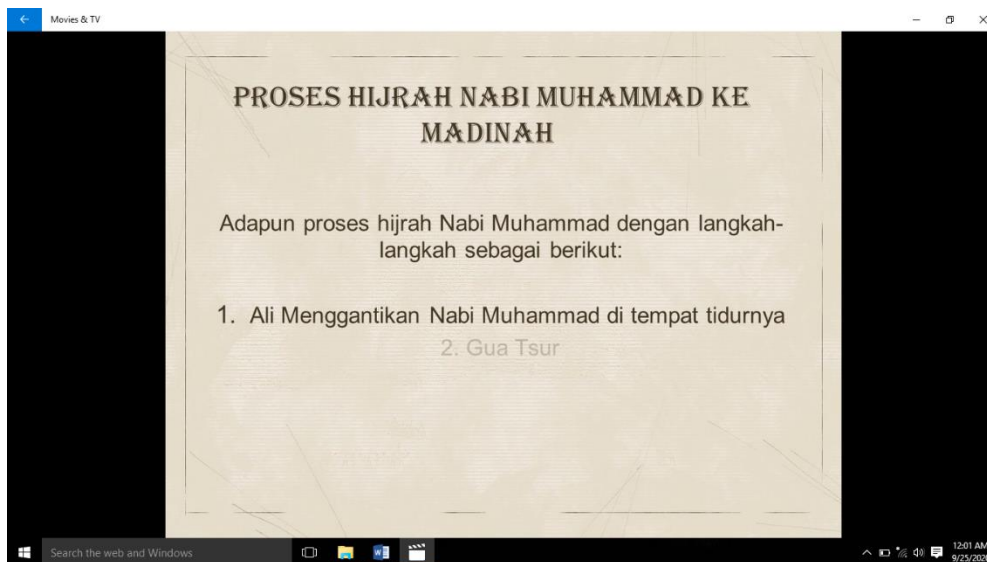Figure 5. Pictures of Subject Names

Figure 6. Pictures of Subject Names

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Figure 7. Pictures of Subject Names

Figure 8. Pictures of Subject Materials

This development research used a procedural development model, namely a descriptive model outlining the steps that should be followed to produce a product. The stages of procedural development included the planning, implementation, and product assessment stages. Before being used in the learning process to be tested on students, the interactive media consulted with material experts, media experts, and madrasah Ibtidaiyah class teachers to get input. The input results were then used as material for revision, and then the next stage was to be used in the learning process.

Material experts and media experts provided some input for the completeness and perfection of the product so that the video product could be produced massively and used to support the teaching-learning process. This product was further declared worthy and easy to be developed at the *madrasah* level in various topics. Teachers could then develop this product, especially for online learning, so students could use it to learn anywhere.

This product was then tested on students of MTs Qudsiyyah Kudus Class VII. This product was tested in three stages: individual trials consisting of three students. Then, it was tested in small groups consisting of eight students, and finally, large groups were done on 20 students. The test results of this interactive media product are as follows:

Table 2. Individual Trial Assessment

No.	Valued Component	Score from respondent	Total score ($\sum$)	Mean score ($\sum$score/ respondent)	Percentage (%)

No.	Valued Component	Score from respondent	Total score (∑)	Mean score	Percentage (%)
1.	The ability of video content in conveying the basics of Islamic material to students	4 4 5	13	4.3	87 %
2.	The clarity of the content of presented Islamic materials	5 4 4	13	4.3	87 %
3.	The clarity of the image as an illustration of Islamic materials presented in the video	4 4 3	11	3.7	73 %
4.	The clarity of the text on the video to easily understand	5 5 5	15	5	100 %
5.	Video capabilities used by students in learning at home	5 5 4	14	4.7	93 %
6.	Ease of operation or video playback for learning activities	4 5 4	13	4.3	87 %
7.	The video display is more attractive in the form of images, text, and sound, making it easier for students to learn.	4 5 5	14	4.7	93 %
8.	The attractive narration and moving text in the video	5 4 4	13	4.3	93 %
9.	The suitability of the selection of text and the form of writing (font) in the video	5 5 4	14	4.7	93 %
10.	The combination, arrangement, and color selection in PowerPoint-based video	5 4 5	14	4.7	93 %
	Mean Score				89.9 %

Table 3. Small-Group Trial Assessment

No.	Valued Component	Score from respondent	Total score (∑)	Mean score (∑score/ respondent)	Percentage (%)
1.	The ability of video content in conveying the basics of Islamic material to students	5 5 5 5 4 4 4 5	37	4.6	93%

No.	Valued components	Score from respondent	Total score (∑)	Mean score (∑score/respondent)	Percentage (%)
2.	The clarity of the presented content of Islamic materials	4 4 4 4 5 4 4 4	33	4.1	83%
3.	The clarity of the image as an illustration of Islamic material presented in the video	4 4 4 4 3 4 3 5	31	3.9	78%
4.	The clarity of the text on the video to easily understand	4 4 5 4 5 5 4 5	36	4.5	90%
5.	Video capabilities for use by students in learning at home	5 4 5 4 5 5 4 5	37	4.6	93%
6.	Ease of operation or video playback for learning activities	5 5 4 5 4 4 5 4	36	4.5	90%
7.	The video display is more attractive in the form of images, text, and sound, making it easier for students to learn.	4 5 5 5 5 5 5 5	39	4.9	98%
8.	The attractive narration and moving text through the video	5 4 3 5 5 3 5 5	35	4.4	88%
9.	The suitability of the selection of text and the form of writing (font) in the video	5 4 5 4 5 5 5 5	38	4.8	95%
10.	The combination, arrangement, and color selection in PowerPoint-based videos	4 4 5 4 4 4 4 5	34	4.3	85%
	Mean score				89.3%

Table 4. Large Group Trial Assessment

No.	Valued components	Score from respondent	Total score (∑)	Mean score (∑score/respondent)	Percentage (%)
1.	The ability of video content in conveying the basics of Islamic material to students	5 4 4 5 5 5 5 4 4 5 5 4 5 4 5 4 4 4 4 5	90	4.5	90%

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No.	Item	Scores	Total	Mean	%
2.	The clarity of the content of Islamic material presented	5 4 4 5 4 4 4 5 4 5 5 4 5 4 5 5 5 5 5 5	92	4.6	92%
3.	The clarity of the image as an illustration of Islamic material presented in the video	4 4 5 4 5 4 4 4 4 4 3 4 5 4 5 4 4 4 3 4	82	4.1	82%
4.	The clarity of the text on the video to easily understand	4 4 5 5 5 4 4 5 5 4 4 4 5 5 5 4 4 4 4 4	88	4.4	88%
5.	Video capabilities for use by students in learning at home	4 4 5 4 5 5 5 5 4 5 5 5 4 5 4 4 4 5 4 5	91	4.6	91%
6.	Ease of operation or video playback for learning activities	5 5 4 5 5 5 5 5 4 5 5 5 5 4 4 5 5 4 5 5	95	4.8	95%
7.	The video display is more attractive in the form of images, text, and sound, making it easier for students to learn.	5 5 4 5 5 4 4 5 4 5 4 5 5 4 4 5 5 4 4 4	90	4.5	90%
8.	The attractive narration and moving text in the video	5 4 4 4 5 4 4 4 5 4 4 4 4 5 4 4 4 4 4 4	84	4.2	84%
9.	The suitability of the selection of text and the form of writing (font) in the video	5 5 5 5 5 4 5 4 4 4 5 5 4 5 5 5 4 5 5 5	94	4.7	94%
10.	The combination, arrangement, and color selection in PowerPoint-based videos	4 4 4 4 5 4 4 5 5 4 4 4 4 5 4 5 4 4 5 5	87	4.4	87%
	Mean Score				89.3%

The data above showed that during the individual trial assessment of three students of class VII from four subjects at MTs Qudsiyah Kudus, it was found that the average value of the quality aspect of small group PowerPoint-based video learning media reached 89.9%. The results of this assessment indicate that interactive media products were highly qualified, feasible, and did not need revision. Followed by a small group trial assessment of eight seventh grade students in all subjects at MTs Qudsiyyah Kudus, it was uncovered that the overall average score regarding the quality of PowerPoint-

based video learning media reached 89.3%. The results of this assessment signify that these learning media products were highly qualified, feasible, and did not need revision.

The final stage of this assessment process was a large group trial assessment of twenty-seventh-grade students of MTs Qudsiyah Kudus, and it was found that the average score regarding the quality of PowerPoint-based video learning media reached 89.3%. Therefore, this learning media product was highly or well qualified and had no required revision. Thus, this PowerPoint-based video learning media can be used in the teaching and learning process, and it is highly recommended to be developed in various sub-topics. Therefore, the material is preferably abundant and easy to use in the teaching and learning process.

CONCLUSIONS AND RECOMMENDATIONS

Regarding the research results above, PowerPoint-based on video learning media has been successfully tested for effectiveness, efficiency, and attractiveness. This media has combined text, images, and sound to make this video more interesting. This learning media is also very easy to operate with any media, either a computer or an Android phone. Besides, this learning media has fulfilled the needs of teachers and students through the teaching and learning process, specifically for online learning. In addition, additional instruments in interactive media (such as music, pictures, animation, and sound effects) can stimulate students' attention, so they do not feel bored during learning. This learning media can also provide solutions to the learning process that has not yet developed a video media design, along with the final score of the large group test reaching 89.3%.

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