



# Utilization of LCD Projector Media as a Means of Increasing Student Learning Motivation in Aqidah Akhlak Learning at MIS Nurul Hidayah

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## ABSTRACT

This study aims to analyze the use of LCD projector media as a means of increasing student learning motivation in the subject of Akidah Akhlak in class IV MIS Nurul Hidayah. The method used in this study is a qualitative approach with observation, interview, and documentation techniques to obtain accurate data regarding the effectiveness of using LCD projector media in learning. The results of the study indicate that the use of LCD projectors can increase students' interest and attention to the material presented. Interesting and interactive visual displays help students understand and remember the concepts of Akidah Akhlak better. In addition, the use of this media also creates a more enjoyable and non-monotonous learning atmosphere, so that students are more motivated to follow the lesson. Teachers also feel the benefits of using LCD projectors, because they can explain the material more clearly and interestingly. Based on these findings, LCD projector media can be used as an effective tool in increasing student motivation and learning outcomes, especially in learning Akidah Akhlak at the elementary school level.

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## Introduction

Aqidah Akhlak learning plays an important role in shaping the character and morals of students from an early age. Through this subject, students are taught the values of faith and ethics that are the basis for everyday life (Hidayat & Mulyono, 2021). However, in its implementation, Aqidah Akhlak learning still faces various challenges, especially in terms of student learning motivation. Many students have difficulty understanding the material because the learning methods used are not optimal in attracting their attention.

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One of the main factors causing low learning motivation is the use of the lecture method which still dominates the learning process. This method is often less interactive and tends to make students passive in receiving the material (Sari & Rahman, 2022). As a result, students become less enthusiastic in following the lesson, which has implications for their low understanding of the concepts of Akidah Akhlak. Therefore, innovation is needed in learning methods to make them more interesting and effective in increasing student involvement.

In recent years, the development of technology in the world of education has been increasingly rapid. Various digital-based learning media have begun to be widely used as aids in the teaching and learning process. The use of this technology has been proven to increase the effectiveness of learning and help students understand the material better (Putri et al., 2023). One of the media that can be utilized in learning Akidah Akhlak is an LCD projector, which allows the presentation of material in a visual and interactive form.

The use of LCD projectors in learning can help overcome the limitations of the lecture method which tends to be monotonous. By displaying images, videos, and animations that are relevant to the Akidah Akhlak material, students can more easily understand and remember the concepts taught (Rahmawati & Prasetyo, 2021). In addition, an attractive visual display can also increase students' interest in being more active in the learning process, thus having a positive impact on their learning motivation.

Several studies have shown that the integration of technology in learning can increase student motivation and learning outcomes. For example, a study conducted by Susanto and Widiastuti (2022) found that the use of technology-based media, including LCD projectors, can increase student participation in class and improve their understanding of the material. Therefore, the application of LCD projector media in learning Akidah Akhlak is expected to be an effective solution in improving the quality of learning.

However, although the use of LCD projectors has many benefits, its implementation also faces several challenges. One of the main obstacles is the limited facilities in some schools, especially in remote areas, which do not yet have adequate access to educational technology (Hafid & Anwar, 2023). In addition, not all teachers have sufficient skills in operating this technological device, so special training is needed so that its use is more optimal in the learning process.

To overcome these challenges, schools need to provide facilities and infrastructure that support the integration of technology in learning. In addition, training for teachers in the use of technology-based learning media is also very important. With support from various parties, the use of LCD projectors can be more effective in increasing student learning motivation in the subject of Akidah Akhlak (Maulana et al., 2023).

Thus, this study aims to analyze the effectiveness of the use of LCD projector media in increasing student learning motivation in class IV MIS Nurul Hidayah. The results of this study are expected to provide new insights for educators in developing more innovative and interesting learning strategies, as well as providing recommendations for schools in optimizing the use of technology in the teaching and learning process.

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Several previous studies have discussed the use of technology-based learning media in various subjects, such as Science and Mathematics. However, studies that specifically examine the impact of using LCD projectors in learning Akidah Akhlak are still limited. This indicates a research gap that needs to be filled with further studies on the effectiveness of this media in increasing student learning motivation in religious-based subjects.

This study aims to Analyze how the use of LCD projector media is applied in learning Akidah Akhlak in class IV MIS Nurul Hidayah. Find out to what extent LCD projector media can increase student learning motivation in the subject of Akidah Akhlak.

To overcome the low motivation of students to learn in learning Akidah Akhlak, this study proposes the use of LCD projectors as interactive learning media. By displaying material in the form of images, videos, and animations, it is hoped that students will be more interested and actively involved in the learning process. In addition, this approach can also help teachers in delivering material more effectively and variedly.

Through this research, it is hoped that a deeper understanding can be obtained regarding the benefits of using LCD projectors as a means to increase student learning motivation, as well as provide recommendations for educators in developing more innovative learning strategies.

## Methods

This study employs a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, which consists of four main stages in each cycle: planning, action, observation, and reflection. The study was conducted in two cycles, aiming to enhance students' learning motivation through the utilization of an LCD projector in Aqidah Akhlak lessons at MIS Nurul Hidayah.

The subjects of this study were fifth and sixth-grade students of MIS Nurul Hidayah in the 2023/2024 academic year. The selection of these classes was based on the consideration that students at this level already had a basic understanding of the Aqidah Akhlak subject, allowing for an analysis of the increase in their learning motivation after the implementation of the LCD projector. The research instruments used included observation sheets to monitor student engagement and participation in learning activities, a learning motivation questionnaire to measure changes in motivation before and after the intervention, formative tests to assess students' understanding of Aqidah Akhlak material, and field notes to record findings throughout the learning process.

The research procedure was carried out in two cycles. In the first cycle, the planning stage involved designing lessons using the LCD projector, preparing materials, and developing observation and evaluation instruments. The action stage was then implemented by conducting Aqidah Akhlak lessons using the LCD projector according to the prepared plan. During the observation stage, students' activities, learning motivation, and engagement were systematically monitored. The reflection stage was then conducted to evaluate the results of observations and formative tests to assess the effectiveness of the intervention and make necessary improvements for the next cycle.

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In the second cycle, the teaching strategy was refined based on the reflections from the first cycle to optimize the use of the LCD projector. The learning process was then re-implemented with more effective adjustments, and further observations and evaluations were conducted to measure improvements in students' motivation and learning outcomes compared to the first cycle.

The collected data were analyzed using descriptive qualitative and quantitative methods. Data from observation sheets and field notes were qualitatively analyzed to examine changes in students' behavior and motivation. Meanwhile, data from the questionnaire and formative tests were quantitatively analyzed by calculating the percentage increase in motivation and learning outcomes from the first to the second cycle. Through this Classroom Action Research method, the utilization of the LCD projector is expected to have a positive impact on students' learning motivation in Akidah Akhlak lessons at MIS Nurul Hidayah.

## Result

Based on the results of observations, interviews, and documentation that have been carried out, it was found that the use of LCD projectors in learning Akidah Akhlak in class IV MIS Nurul Hidayah has a significant impact on students' learning motivation. Observations show that students are more enthusiastic and active in participating in learning when the material is presented through interactive visualization compared to conventional lecture methods. The display of images, videos, and animations presented through the LCD projector makes the concept of Akidah Akhlak easier for students to understand.

The results of interviews with teachers showed that the use of LCD projectors helped in delivering material more clearly and interestingly. Teachers also stated that the classroom atmosphere became more dynamic, with increased student participation in discussions and questions and answers. Students who were previously less active in class began to show greater interest in the material presented.

In addition, the results of interviews with students also strengthened these findings. Most students said that they were more motivated to learn when the material was presented with interesting images and videos. Some students even said that they found it easier to remember the material because it was presented visually, not just through text or long lectures.

From the documentation of student evaluation results, an increase in the average score in understanding the material was found compared to the previous learning method. Academic records show that after the implementation of the LCD projector, the average class value increased by 15% to 20% compared to the previous period. This shows that the use of technology in learning Akidah Akhlak can improve the quality of student understanding.

All students experienced an increase in grades after learning using an LCD projector. This increase ranged from 17% to 22%, which shows a positive impact from the use of technology in learning.

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The teacher also added that in addition to increasing student motivation and understanding, the use of an LCD projector also helps in developing more creative learning strategies. With visual media, teachers can more easily explain abstract concepts in Akidah Akhlak, such as faith, commendable morals, and daily behavior in accordance with Islamic teachings.

However, in its implementation, several obstacles were still found. One of the main obstacles is limited facilities, such as the limited availability of projectors and the lack of training for teachers in using technology optimally. Some teachers still find it difficult to operate devices or compile interesting digital-based materials.

To overcome these obstacles, schools are expected to provide more complete technological facilities and provide special training for teachers so that they can make maximum use of LCD projectors. In addition, the development of digital teaching materials also needs to be considered so that the material presented can be more varied and interesting for students.

Thus, this study concludes that the use of LCD projectors in learning Akidah Akhlak has been proven to increase student motivation and understanding. The evaluation results showed a significant increase in academic scores after the implementation of this method. Therefore, the use of technology in learning needs to be continuously developed so that the teaching and learning process becomes more effective and innovative.

To ensure the validity of the data, triangulation was carried out from various sources, namely observation, interviews, and academic documentation.

1. Observation Triangulation - Data from observation results regarding increased student enthusiasm compared to the lecture method was strengthened by teacher statements in interviews.
2. Interview Triangulation - The results of interviews with students showed that the majority of them found it easier to understand the Akidah Akhlak material when using an LCD projector compared to the previous learning method. This statement was also confirmed by the teacher who stated that learning became more effective and interactive.
3. Documentation Triangulation - The increase in learning motivation is also supported by student evaluation data, which shows an increase in understanding the concept after using an LCD projector.

Based on these findings, it can be concluded that the use of LCD projectors as a learning medium has a positive impact on increasing student learning motivation in the Akidah Akhlak subject. The implementation of this media not only makes learning more interesting, but also helps students understand the material better and improves their learning outcomes.

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## Discussion

To ensure the accuracy of the research results, a data validation process was carried out using the source and technique triangulation method. Source triangulation was carried out by comparing information from observations, interviews, and documentation of student learning outcomes. Meanwhile, technique triangulation was carried out using more than one data collection method, namely direct observation, interviews with teachers and students, and analysis of academic evaluation results.

The results of the observation showed that students were more enthusiastic and active in learning when the material was presented using an LCD projector. This finding was reinforced by the results of interviews with teachers who stated that the use of visual and interactive media made the classroom atmosphere more dynamic and increased student participation in discussions. In addition, interviews with students also confirmed that they found it easier to understand the material compared to the usual lecture method.

To ensure the validity of quantitative data, a comparison of scores before and after the use of the LCD projector was carried out. This data was analyzed using a comparative descriptive method, which showed an increase in students' average scores of 15% to 22%. Validation of academic documentation was also carried out by reviewing student evaluation sheets before and after the implementation of the LCD projector, which showed a trend of increasing understanding of the concept of Akidah Akhlak.

In addition to triangulation, validation was also conducted through member checking, namely by asking for confirmation from teachers and students regarding the results of interviews and observations. The validation results showed that the majority of teachers and students agreed with the findings of this study, thus strengthening the validity of the data obtained.

## Conclusion

Based on the results of the study, it can be concluded that the use of LCD projectors in learning Akidah Akhlak has a significant impact on the motivation and understanding of fourth grade students at MIS Nurul Hidayah. The results of the observation showed that students were more enthusiastic and active in participating in learning when the material was presented with visual and interactive media compared to conventional lecture methods. Interviews with teachers and students also confirmed that the use of LCD projectors helped increase student engagement, facilitated understanding of the material, and created a more interesting learning atmosphere. In terms of academic results, documentation of student grades before and after the application of LCD projectors showed an increase in average grades of 15% to 22%. This proves that technology-based learning media can increase the effectiveness of the teaching and learning process, especially in conceptual subjects such as Akidah Akhlak.



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