



The Use of Powerpoint Media to Increase Student Learning Motivation at MTs Mamba'ul Ulum Margoyoso Lampung

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning using powerpoint media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of junior high school. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that powerpoint media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 49.71%, the first cycle 69.39% and in the second cycle it increased to 89.66%. Thus, the use of powerpoint media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

In learning, the motivation factor has an important influence. Motivation is one of the factors that greatly determines the learning outcomes of students, in this case, which makes the behavior to work or study with full initiative, creativity and direction. Students who have high learning motivation will always try to be better and want to always be seen as successful students in their environment. While students who do not have learning motivation will not show seriousness in learning, so that the learning outcomes obtained are not satisfactory. The higher the learning motivation of students, the higher the learning outcomes they get, and vice versa (Muhammad, 2017).

However, in reality, the learning motivation of class VII students of MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung in the subject of FIKIH on the material of purification is still very low. This can be seen from the few students who pay attention to

the teacher's explanation. Many students are still active outside of learning activities. And of course it will have an impact on student learning outcomes, both in understanding the material on purification and also its application in everyday life.

All of this can be seen when there are still some of them who urinate carelessly and do not clean their filth. In addition, when they perform ablution during the Dhuha sunnah prayer and the Zuhur prayer in congregation, sometimes there are those who perform ablution carelessly and some of the members of their ablution are not exposed to the ablution water.

As we know, purification is one of the most important materials, because purification is one of the reasons why our worship is not accepted by Allah. All of this is because maybe in one of our body parts there is still dirt or hadas that sticks so that our worship has no value, especially prayer, if we do not purify ourselves properly then our prayer will not be accepted by Allah SWT. Based on that, purification is a very important thing for Muslims and has even become an obligation. So that purification becomes one of the materials studied by students in the Islamic Religious Education subject in Junior High School.

Therefore, it is very important for students to understand the purification material and apply it in everyday life so that students are skilled in carrying out purification perfectly. Because by understanding it, it can trigger students to carry out purification properly and perfectly according to the command of Allah SWT, so that their worship can be accepted by Allah SWT. So to foster students' interest in learning, media is needed to support learning, so that it can foster students' interest in learning FIKIH on the purification material. With the use of this powerpoint media, it is expected to be able to increase student motivation so that understanding of this purification material can also increase. And it is also expected to be applied in everyday life so that acts of worship can be accepted by Allah SWT.

In the teaching and learning process, motivation is very necessary, because someone who does not have motivation in learning will not be able to carry out their learning activities. Motivation here is an absolute requirement in learning. Therefore, an educator is expected to be able to provide learning motivation to his students. Learning motivation consists of two words, "motivation" and "learning". Both words have different meanings, but in this discussion, the two words will form a meaning. Motivation is a change in energy in a person's personality which is marked by the emergence of affective and reactions to achieve goals. From this definition, it can be interpreted that motivation is the causes within a person that encourages him to carry out an activity or action to achieve a goal. (Oemar Hamalik. 2008: 186). Thomas M. Risk (in Ahmad Rohani, 2004: 11), provides the following definition of motivation: we may define motivation, in a pedagogical sense, as the conscious effort on the part of the teacher to establish in students motives leading to sustained activity toward the learning goals (motivation is a conscious effort by the teacher to generate motives in

students/students that support activities toward learning goals. Media comes from Latin and is the plural form of the word medium which can literally be interpreted as an intermediary or messenger. Heinich, Molenda, and Russel (1990) media is a channel of communication. Derived from the Latin word for "between", the term refers "to anything that carries information between a source and a receiver. (ruseel, et al., 1990: 12). Suprpto et al., stated that learning media is an effective tool that can be used by teachers to achieve the desired goals. According to Oemar Hamalik, learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students in the process of education and teaching in schools. (M Syahran Jailani, et al., 2021: 27) Good learning media must meet several requirements. The use of media aims to motivate students. In addition, the media must also stimulate students to remember what has been learned in addition to providing new learning stimuli. Good media will also activate students in providing responses, feedback and also encourage students to carry out practices correctly. (Mais, 2016: 9). The increasing role of media often raises concerns for learners. However, this does not need to happen if we realize how many and heavy other learning roles are. Giving individual attention and consideration to students. It is an important task that students sometimes do not get enough attention. This may be because the available time has been taken up by the task of presenting lesson materials. (Ikhsan, Syahran, 2020: 27).

From the explanation above, the author can conclude that learning media is a tool used between teachers and students as a means of communication to channel the material delivered. So that learning media can provide motivation and deeper understanding of the teaching materials delivered by the teacher. According to Daryanto (2010: 163), PowerPoint is a software created and developed by Microsoft, and is one of the multimedia-based programs. In computers, this program is usually grouped in the Microsoft Office program. Another definition according to Pandapotan SianPAIr (2008: 4), PowerPoint is a software used in compiling an effective, professional, and easy presentation. Microsoft PowerPoint will make an idea more interesting and clear in purpose when presented, because Microsoft PowerPoint will help in creating dynamic slides, including attractive clip art, all of which are easy to display on the computer monitor screen. According to Riski Ilham (2004: 18), PowerPoint is an application program that functions to create presentations in the form of slides. In this sense, the slide in question is the page display in PowerPoint. Meanwhile, according to Daryanto (2010: 67-68), powerpoint is one of the application programs for presentation media. What distinguishes presentation media from media in general is that in presentation media, the message or material to be delivered is packaged in a computer program and presented through a presentation device in the form of a projector to display messages or material in the form of text, images, animations, or videos that are combined in their entirety. If sound effects are added to the powerpoint display, additional tools in the form of speakers are needed. So, powerpoint media is one of the means of delivering

information in the learning process in the form of a computer program designed to deliver material in the form of slides with various processing capabilities for text, color, sound, video, images, and animations that can be processed independently according to the user's creativity, all of which can be displayed through presentation devices in the form of projectors and speakers.

Methods

The research used by the author is classroom action research (CAR). Classroom Action Research (CAR), namely a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out learning actions based on their reflections on the results of these actions (Wiriadmadja, 2005). Classroom Action Research is a form of reflective study by the perpetrators of the action carried out to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions in which the learning practices are carried out. (Muslich. 2009). The subjects of this study were class VII students of MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung in the odd semester of the 2022/2023 academic year, a total of 35 students, consisting of 14 boys and 21 girls. This study uses the spiral model from Kemmis and Taggart developed by Stephen Kemmis and Robin Taggart (in Arikunto, 2006). The model proposed by Kemis and Mc Taggart is in the form of devices or strands with one device consisting of four components, namely: planning, action, observation and reflection. The four components that are viewed as one strand are called one cycle. The data that has been collected in the observation is then analyzed and given action to achieve the success criteria, if the data has not reached the success criteria then the teacher (implementer) takes corrective steps to be applied in the next cycle. Based on the reflection activity, it will be known whether the results of the action have met the success criteria or not. If the results are in accordance with the success criteria (in this case there is an increase) then the research can be continued in the next cycle or if it has obtained satisfactory results according to plan then the research can be considered successful. The classroom action research that will be carried out is planned to be carried out in 2 cycles. Each cycle consists of 2 meetings. Each cycle goes through the stages of action planning, action implementation, observation, and reflection. Planning is based on the problems to be solved and the proposed action hypothesis. The preparation of the plan is an action that will be taken to increase student learning motivation. At this stage, researchers and collaborators plan what will be done to overcome the problems in the class based on initial observations, namely the low learning motivation of students in the FIKIH Learning of purification material. By looking at the problems in the class, researchers together with educators decided to use powerpoint as a teaching aid that can help increase student learning motivation for FIKIH material.

In the planning stage in cycle I, the things that need to be prepared are as follows:

- 1) Researchers and collaborators determine the time for implementing classroom action research. The implementation of classroom action research is adjusted to the schedule of FIKIH subjects in class VII MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung, which is every Tuesday and Thursday;
- 2) Determining the topic that will be used in the research, namely FIKIH material on "Purification";
- 3) Preparing a learning scenario or Learning Implementation Plan (RPP), based on the Basic Competencies (KD) in the curriculum;
- 4) Preparing powerpoint media that will be used in the research;
- 5) Preparing research instruments, namely observation sheets regarding aspects of student learning activities during the implementation of FIKIH Learning on purification material;
- 6) Preparing questions that will be given to students at the end of each cycle.

The implementation stage of the action is what is done by educators to improve or improve teaching practices in the classroom. In implementing the action, educators and students carry out FIKIH Learning on purification material using powerpoint media. This learning activity is carried out in accordance with the FIKIH Learning scenario for the purification material on the topic of "Purification" which has been prepared in advance, namely the action is guided by the RPP that has been prepared. In the implementation in the field, each process will be carried out flexibly, open to changes in its implementation. The observation stage is an effort to observe the implementation of actions and student responses. Observations or observations in this study were carried out simultaneously with the ongoing actions. Observations were made on students both before, during, and after the implementation of actions in classroom learning. This observation revealed various interesting things in learning using powerpoint media. The things observed include: the attitude of educators during the learning process, student learning activities during the learning process, such as: the seriousness of students in doing assignments, student responses during the learning process, students' ability to conclude learning outcomes, and so on related to student activities during the learning process. Reflection is an activity to review and consider the results obtained from observations. At the reflection stage, the researcher discusses with the relevant class educator, to discuss the evaluation of what has been done. The discussion aims to comprehensively review the data that has been collected from the observation sheet. If the actions in cycle I are still not in accordance with the expected objectives, changes can be made to the action plan in the next cycle, by referring to the results of the previous reflection.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, researchers will not get data that meets the established data standards. The data collection techniques used in this study are through:

- 1) Observation is the basis for systematic observation and recording of symptoms that appear in research. This observation and recording are carried out on objects where the event occurs or takes

place. According to Hadari Nawawi (2005: 100), observation is defined as systematic observation and recording of symptoms that appear in research objects. In this study, researchers asked for help from colleagues who acted as observers. Observers observed the activities of teachers and students during the learning process, using powerpoint as a learning medium. The things observed include: the use of media is in accordance with what is desired or not, the attitude of educators during the learning process, various learning activities of students during the learning process. Observations can be carried out in two ways, namely non-systematic observations carried out by observers without using observation instruments, and systematic observations carried out by observers using guidelines as observation instruments. Suharsimi Arikunto (2006: 129), stated that observation guidelines contain a list of types of activities that may arise and will be observed. In the observation process, the observer, namely the researcher himself, uses systematic observation, namely only giving a mark in the column where the event occurs. In this study, the researcher used a systematic type of observation, so that observations were carried out using guidelines in the form of an observation format.

2) Documentation. Suharsimi Arikunto (2006: 135), stated that in implementing documentation techniques, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. Documentation techniques are used to strengthen the data obtained in observations. The documents used are photo documentation to provide a concrete picture of the FIKIH Learning activities of purification material using powerpoint media. Photos function to record important activities carried out by students during the learning process. According to Suharsimi Arikunto (2006: 160), research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete, and systematic, so that they are easier to process. In this study, an observation sheet in the form of a checklist will be used to facilitate observation, so a research instrument is made. The observation sheet contains aspects and indicators in students' learning motivation.

This research is to obtain evidence of certainty whether there is improvement, increase, or change as expected. Data analysis is the process of searching and compiling systematically. Data obtained during the action by classifying, analyzing, selecting, and compiling conclusions. The purpose of data analysis in this study is to obtain evidence of certainty whether there is improvement, increase, or change as expected.

Suwarsih Madya (2007: 78), said that data analysis is carried out throughout the process of implementing the research action. Meanwhile, drawing conclusions is done in stages, temporary conclusions are taken after cycle I, then the final conclusion is taken at the end of cycle II. The first to the last conclusions must be interrelated with the first conclusion as a basis. Thus, it can be seen to what extent the improvement achieved by students in learning.

The data in this study were analyzed by quantitative descriptive analysis using percentage techniques. The analysis was carried out continuously, and/or after the data collection process was carried out and interpreted descriptively with the meaning according to the research objectives. The data obtained from the observation sheet were classified and calculated using percentage techniques. The known percentage results were then interpreted into sentences. Suharsimi Arikunto (2010: 192) stated that the results were very good (76% - 100%), good (51% -75%), sufficient (26% -50%), and less (less than 26%). Based on the opinion above, the calculation results of students whose learning motivation increased are categorized as follows: 1) Very good: If the aspect of student learning motivation increases with a range of 76% - 100%; 2) Good: If the aspect of student learning motivation increases with a range of 51% -75%; 3) Sufficient: If the aspect of student learning motivation increases with a range of 26% - 50%. 4) Less: If the aspect of student learning motivation is less than 25%. The indicator of success in this study is shown by the increase in student learning motivation in the FIKIH Learning of Purification material for class VII SDIT MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung after the research was conducted compared to before the research was conducted. This research is said to be successful if the learning motivation of students in the FIKIH Learning of purification material increases.

Result

In the pre-action stage, the researcher observed the Islamic Jurisprudence Learning on the purification material for class VII students of MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung in the academic year of 2022-2023. Observations were made before the action was taken, to determine the learning motivation of students in the Islamic Jurisprudence Learning on the purification material. I obtained my initial data through observation on October 10, 2022, during the Islamic Jurisprudence Learning process for class VII A. The Islamic Jurisprudence Learning activities on the purification material that took place in class VII MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung before the class action was taken, as a Islamic Jurisprudence teacher, I still used the lecture method interspersed with questions and answers. I explained the material in front of the class and the students listened, then the next process was questions and answers. When I was lecturing, it seemed that the students were less motivated in the Islamic Jurisprudence Learning on the purification material that was taking place at that time, all of which was seen when many of the students seemed bored so they did not pay attention to my explanation. I admit, during the learning process I did not use adequate media that was in accordance with the purification material, so they were less able to follow the teaching and learning activities properly. This is known from their lack of curiosity about the material I delivered. The following is data on students' learning motivation in the FIKIH Learning on purification material for

class VII MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung before the classroom action research was carried out.

Based on the data above, the average percentage of pre-action was 11.08% or included in the category of less. The data above shows that, students who have a desire to learn in the FIKIH Learning on purification material are 3 people, students who are diligent and persistent in facing tasks in the FIKIH Learning on purification material are 2 people, students who have learning discipline in the FIKIH Learning on purification material are 2 people. Students who show interest in adult problems are 2 people, and students who are able to defend their opinions are 2 people.

From the results of the Pre-Action Observation Percentage Graph based on the initial data above, I as a researcher and also a teacher of FIKIH class VII MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung took the initiative to conduct classroom action research using powerpoint media. The purpose of this study is to increase students' learning motivation. In addition, it is expected that students can learn and understand FIKIH Learning, especially on the material of purification easily.

To facilitate learning activities, thorough preparation is needed. Based on the evaluation results of observation activities before the study, to increase the motivation to learn FIKIH, especially on the material of purification, coordinated planning is needed. Planning was carried out by me as a teacher and researcher. The activities carried out at the planning stage are as follows: (a). Determining the time for implementing classroom action research. The research is carried out every Monday according to the schedule of FIKIH subjects for class VII MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung. (b) Determining the basic competencies contained in the subject matter "Believing that Allah is All-Knowing, All-Aware, All-Hearing, and All-Seeing." Then I as a researcher developed the indicators contained in the basic competencies. (c) Making a Learning Implementation Plan (RPP) on the material to be delivered, namely "Everything is clean, life becomes comfortable (Purification)". In preparing the RPP, I as a researcher in the implementation of PTK cycle I was carried out in two meetings, with a time allocation of 3 x 40 minutes at each meeting. This RPP is useful as a guideline for educators and researchers in carrying out learning activities. (d) Preparing LKPD and making a powerpoint according to the material to be delivered with the title "Everything is clean, life becomes comfortable (Purification)". In using powerpoint media, educators try to apply the principles of simplicity, integration, emphasis, and balance. (e) Compiling and preparing an observation sheet to determine the learning motivation of students during the learning process. This sheet is used as a guideline for researchers in observing the class. This sheet is filled in at each meeting, and made by the researcher (f) Preparing the tools and media that will be used for the learning process. In this case, preparing a laptop, LCD projector, as tools that support the use of powerpoint media in learning.

The results of observations of the use of powerpoint media conducted by researchers in cycle I, the first meeting showed that researchers had used letters with

strong characters, but the powerpoint slides did not display images, animations, or videos supporting the learning material, and relied too much on a standard plain white background. In addition, one slide still contained paragraphs that were too long, so that there were still students who had difficulty understanding the material presented through powerpoint media.

The results of observations of the use of powerpoint media in cycle I, the second meeting showed that, as an educator, I used powerpoint media, but not optimally during the learning process. This can be seen from the size of the text displayed through the slides which was still too small so that there were still students who had difficulty reading the material displayed through powerpoint media. In addition, at the end of the learning activity, the educator did not provide motivation to students. However, in cycle I, the second meeting, images or animations supporting the learning material were added to the powerpoint slides.

Based on observations of students during the implementation of learning in cycle I, the first meeting, in working on the independent assignments that I gave, students were still seen working together on questions with their deskmates as if they were not sure of their own answers. When faced with questions that are considered difficult, some students complain and do not work on the questions. The enthusiasm and response of students during the FIKIH Learning process on the purification material is still lacking. Students are not able to last long to pay attention to what I convey, they tend to be noisy when the learning process takes place. The results of observations of learning motivation obtained in cycle I, the second meeting, have shown an increase when compared to cycle I, the first meeting. However, it is still not as expected. The results of observations of activities that I did on students and the use of powerpoint media during the learning process can be seen in full in the attachment. Cycle I, the first meeting, the average percentage of student learning motivation in FIKIH Learning on purification material was 19.94% or included in the category of less. In cycle I, the second meeting, the average percentage of student learning motivation in FIKIH Learning on

purification material increased by 13.34% to 33.28% or included in the category of sufficient. The improvement in each aspect will be described as follows: 1) Desire to learn, increased from cycle I first meeting by 27.7% or included in the sufficient category, to 44.4% or included in the sufficient category in cycle I second meeting; 2) Diligent and persistent in facing tasks, increased from cycle I first meeting by 2% or included in the less category, to 33.3% or included in the sufficient category in cycle I second meeting; 3) Learning discipline, increased from cycle I first meeting by 16.6% or included in the less category, to 27.7% or included in the sufficient category in cycle I second meeting; 4) Showing interest in adult problems, increased from cycle I first meeting by 16.6% or included in the less category, to 27.7% or included in the less category in cycle I second meeting; 5) Able to defend his opinions, increased from cycle I first meeting by 16.6% or

included in the less category, to 33.3% or included in the sufficient category in cycle I second meeting. Based on the table above, it can be seen that there was an increase in every aspect of learning motivation during the FIKIH Learning process of purification material. Based on the results of observations in cycle I, the researcher saw problems such as, students seemed not interested in the powerpoint media because, the powerpoint slides did not display images or animations supporting the material, because they relied too much on the standard plain white background. In addition, one slide still contains paragraphs that are too long.

Discussion

In the second meeting of cycle I, there were still shortcomings in the use of powerpoint media, namely the size of the text displayed through the slides was still too small, so that there were still students who had difficulty reading, especially students in the back seats. As a result, there were students who did not pay attention to the learning. Based on the results of reflection in cycle I, the aspects that need to be improved in the next cycle are, in the powerpoint media, images and videos need to be added to provide illustrations of the explanation of the material presented; the content of the material displayed through the powerpoint media is made more concise to make it easier for students to understand the material; the text size is enlarged to be clearer so that students do not have difficulty reading learning materials through the powerpoint media.

The results of observations of the use of powerpoint media in FIKIH Learning on purification material in cycle II, the first meeting showed that, I tried to use letters that had a strong character and were more varied in the use of colors, the slides displayed had been given interesting images or animations as illustrations of the material presented. The transition of slides already had a varied effect so that students did not get bored seeing transitions that were too monotonous. The text size on the powerpoint media display has been made larger so that it is easier for students to read the material. In addition, one slide already contains a summary of the material that only contains the main points, making it easier for students to understand the material presented through the powerpoint media. I show videos that are in accordance with the context of the learning material to clarify the material presented.

The results of observations of learning motivation at the first meeting of cycle II, students began to look enthusiastic in following the learning process, and enjoyed learning activities using powerpoint media. Students have begun to be able to express ideas, make conclusions at the end of learning, and dare to ask questions. Students have been seen to be active during the learning process. This can be seen from the willingness of students to present the answers that have been worked on by students, and answer questions about the material that has been studied without being appointed by the educator first. Students have begun to dare to provide responses to

questions given by their friends, even giving opinions about statements made by their friends.

The results of the observation of learning motivation in cycle II, the second meeting, showed that students were able to understand the purification material so that they were able to provide explanations to their other group members during group discussions. Furthermore, in group work, students were able to involve themselves in providing ideas and working together to solve problems. Only a few students were still playing around and being noisy during the learning process. The efforts I made as an educator in an effort to improve the quality of learning by using powerpoint media were not in vain. In cycle II, the second meeting, the level of student learning motivation had begun to show a relatively stable increase and all students were seen to be devoting all their attention to following the learning process. This can be seen from the increase in almost all aspects observed. The average percentage of student learning motivation in Islamic Religious Education Learning on purification material continued to increase at each meeting. In cycle II, the first meeting, the average percentage of student learning motivation in Islamic Religious Education Learning on purification material was 54.4% or included in the good category. In the second meeting of cycle II, the average percentage of students' learning motivation in Islamic Religious Education Learning materibefrsuci increased by 30.0% to 84.4% or included in the very good category.

The improvement in each aspect will be described as follows: 1) Desire to learn, increased from the first meeting of cycle II by 66.6% or included in the good category, to 94.4% or included in the very good category in the second meeting of cycle II; 2) Diligent and persistent in facing tasks, increased from the first meeting of cycle II by 55.5% or included in the good category, to 83.3% or included in the very good category in the second meeting of cycle II; 3) Learning discipline, increased from the first meeting of cycle II by 50% or included in the less category, to 83.3% or included in the very good category in the second meeting of cycle II; 4) Showing interest in adult problems, increased from the first meeting of cycle II by 44.4% or included in the good category, to 77.7% or included in the very good category in the second meeting of cycle II; 5) Able to defend their opinions, increased from cycle II, first meeting by 55.5% or included in the good category, to 83.3% or included in the very good category in cycle II, second meeting.

The learning motivation of students during the PAI Learning process on the purification material using powerpoint media from the first meeting to the second meeting in cycle II tended to increase. This can be seen from the results of observations of student learning motivation during the PAI Learning process on the purification material using powerpoint media is increasingly apparent in students. The enthusiasm of students in paying attention to each explanation of the educator has increased from the previous meeting. Students began to be interested in participating in learning in class, and the level of student crowds during the learning process decreased. Most

students' attention was focused on the educator's explanation, and enjoyed learning activities using powerpoint media. They were able to relate learning materials to what students encountered and experienced in everyday life. Students did not hesitate to ask the educator if there was material that they did not understand.

In working on the evaluation, students were more concentrated on working so that in completing the assignment, they could complete it on time. Students do not easily give up in doing assignments, both independent and group assignments. Most students dare to express their opinions in class discussion forums. Students are also able to defend their opinions and their reasons in front of educators and friends without shame. Based on observations of students' learning motivation during the implementation of cycle II learning, students seemed happy to follow the learning, because they showed videos. Students are also no longer embarrassed to ask about what they don't know yet. Students also seem more diligent in doing the tasks given, and enthusiastic in participating in learning activities. During the learning process using powerpoint media with images combined with videos, students are very anticipatory in participating in learning because the media displayed managed to attract students' attention in participating in learning.

In addition, with the presence of images and videos displayed in the slides, it is very interesting for students and encourages students to play an active role in learning, for example commenting on the images. The text size has also been made larger so that students do not have difficulty following the learning material. Based on the results of my observations in several cycles, it can be concluded that the use of powerpoint media in FIKIH learning on this purification material has more or less brought significant changes to students, so that in learning from several cycles it can be seen that the use of powerpoint media can increase student motivation in following FIKIH learning on purification material. Seeing the results of this study are considered satisfactory, then I as an educator and researcher do not continue this research, because in my opinion the results of the success indicators in this study have been achieved, so this research was stopped in cycle II.

Conclusion

Based on the results of the study, the researcher concluded that the use of powerpoint media in the FIKIH Learning of purification material can increase the learning motivation of class VII students of MTs Mamba'ul Ulum Margoyoso Tanggamus Lampung. This can be seen based on the results of observations in each cycle. The use of powerpoint media in each meeting is also increasingly being improved. In cycle I, powerpoint media only displays material without images, with sentences that are too long so that students have difficulty understanding the material presented by the educator. In cycle II, the use of powerpoint media is added with interesting videos and images, accompanied by material points, so that students can more easily understand

the material and do not feel bored with the FIKIH Learning of purification material. The increase in student learning motivation can be seen from cycle I to cycle II. The increase in student learning motivation can be seen from the pre-action where initially students felt bored and had no enthusiasm for participating in the FIKIH Learning of purification material, in cycle I an increase in learning motivation has been seen, namely, most students are enthusiastic about paying attention to the educator's explanation using powerpoint media. Cycle II increased the enthusiasm, enthusiasm, and discipline of students in participating in teaching and learning activities, there was no sign of laziness and boredom from students. They always showed a sense of joy during the learning process, always tried to complete tasks within the specified time, and their great curiosity was shown by asking questions if there was material that was not understood by students, and dared to answer questions given by educators. The increase in student learning motivation in FIKIH Learning on purification material was evident from the increase in the percentage of each cycle. carried out from pre-action to cycle I and cycle II. The average percentage results obtained in pre-action observations were 12.2% or included in the low category, increasing to 19.94% or included in the low category in cycle I of the first meeting (there was an increase of 7.74%), and increasing to 33.28% or included in the low category in cycle I of the second meeting (there was an increase of 13.34%). In cycle II, the first meeting, the average percentage increased to 54.4% or was included in the high category (there was an increase of 21.12%), and increased to 84.4% or was included in the very high category (there was an increase of 30%).

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