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The Use of Power Point Media to Improve Student Learning Outcomes in Islamic Religious Education Material

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ABSTRACT	This study aims to evaluate the effectiveness of using PowerPoint media in Islamic Religious Education learning. This study was conducted in class X of Gajah Mada Senior High School, Bandar Lampung, using the CIPP (Context, Input, Process, Product) evaluation model. Data collection techniques used observation and questionnaires. The results of the study indicate that PowerPoint is relevant to learning objectives and can help explain abstract concepts in Islamic religious education, but its use is not consistent due to limited teacher training and inadequate technological facilities. This media helps structure learning and increases student learning interest, its use tends to be one-way, so it does not fully involve students actively. Evaluation of learning outcomes shows that the delivery of feedback to students still needs to be improved. To optimize PowerPoint-based learning, it is recommended to improve technological facilities, training for teachers in designing interesting and interactive content. This research is expected to contribute to the development of technology-based learning in improving the quality of education, especially in Islamic religious education.
Keywords	: *Power Point, Media, Education, Islamic, CIPP.*

INTRODUCTION

Learning using media is very important for students because it can provide a solution to the shortcomings of conventional learning methods which tend to use lecture methods.(Anshori, I., Setiaji, H., & Anita, 2023)without knowing and seeing the form of the object of the lesson that the teacher explains(Suarmika, PE, Arnyana, IBP, Suastra, IW, & Margunayasa, 2022). Media is anything that can be used to convey messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests and attention of students, thus, the teaching and learning process occurs.

The use of learning media in the learning process can generate new desires and interests(Putri, NLPNS, & Permana, 2020), raise motivation and stimulate learning activities, and can even have psychological influences on students(Anshori, I., Husaini, UM, Nurhidayati, D., & Fidiyani, 2025)PowerPoint is an attractive medium for presenting teaching materials, reports,

work, or statuses. As a presentation tool, it offers various capabilities for processing text, colors, images, and animations, all of which can be customized according to the user's creativity.(Anshori, I., Islam, NN, & Husaini, 2025).

Learning outcomes are the results that have been achieved by students as a result of their learning, whether in the form of numbers, letters or actions that reflect the learning outcomes that each child has achieved in a certain period.(Faizudin, F., Khairat, A., Anshori, I., Munji, A., Wasehudin, W., Alfurqan, A., & Fuaddin, 2025). Learning outcomes are also the abilities that students will have after receiving their learning experiences. a teaching and learning process in the classroom(Anshori, I., Putri, AS, & Qonitah, 2024)Of course, the learning evaluation system implemented by teachers or educators regarding their students' progress is very important. Learning evaluation is crucial to determine the effectiveness of a learning system implemented by educators. Because if an educator does not conduct an evaluation,(Mulyanto, S., & Mustadi, 2023), it's the same as the educators not making any progress in designing learning systems. Islamic religious education plays a strategic role in shaping students' character with Islamic moral, ethical, and ethical values.(Anshori, I., Putri, AS, Qonitah, A., & Ramadhan, 2024)Therefore, learning methods and media are needed that can help students understand the material more effectively and interestingly.

One of the learning media that is widely used in modern education is Microsoft PowerPoint.(Gao, Y., Yi, H., Li, F., Tao, K., Wu, J., Miao, J., ... & Yuan, 2021)This medium offers engaging and interactive visualizations through features such as animation, audio, video, and quizzes. However, at Gajah Mada Senior High School in Bandar Lampung, PowerPoint has not been utilized optimally. Based on observations and interviews with Islamic Education teachers, this medium is used primarily to present text points, without exploring interactive features that could actually increase student attention and motivation.(Herlina, P., & Saputra, 2022)As a result, students tend to be less enthusiastic about participating in learning, which impacts their understanding and learning outcomes. Limited teacher training and a lack of supporting facilities, such as computers and projectors, hinder the optimal use of PowerPoint as a learning medium.(Kuswanto, RT, & Kurniawan, 2025). While this medium has significant potential to improve the quality of learning by integrating various multimedia elements, to date, there has been no formal evaluation of the effectiveness of PowerPoint's use in Islamic religious education instruction at this school.

Through this research, the effectiveness of PowerPoint in Islamic religious education learning will be evaluated using the CIPP (Context, Input, Process, Product) model. This model evaluates four main aspects: the relevance of the media to the learning objectives (context), teacher readiness and supporting facilities (input), the implementation of learning using PowerPoint (process), and its impact on student learning outcomes (product).(Wasehudin, W., Anshori, I., Rahman, MT, Syafe'i, I., & Kesuma, 2021). With this approach, it is hoped that applicable recommendations can be found to improve the quality of learning through PowerPoint media. This research is important because it contributes to improving the quality of education, particularly in Islamic Religious Education (PAI) learning. Optimizing PowerPoint media not only has the potential to improve students' understanding of the teaching material but also creates a more engaging and interactive learning environment. Therefore, this research is expected to serve as a reference for teachers, schools, and related parties in implementing more effective technology-based learning.

The aim of this study was to determine the extent to which the use of PowerPoint media can contribute to improving student learning outcomes in Islamic Religious Education (ISE). This study also aimed to understand the process of implementing PowerPoint media in Islamic Religious Education (ISE) learning activities in the classroom and its impact on student engagement in understanding the teaching material. By using PowerPoint media, it is hoped that

the learning process will be more interesting, interactive, and easier for students to understand, thus positively impacting their learning outcomes.

The research gap underlying this study lies in the lack of attention to the use of simple technology-based learning media such as PowerPoint in the context of Islamic Religious Education (ISE). Although numerous studies have examined the effectiveness of learning media in various subjects, the focus on PowerPoint, specifically in Islamic Religious Education (ISE) learning, remains very limited. Most previous studies have focused on the use of more complex media such as instructional videos, digital applications, or e-learning platforms. Furthermore, there is still little research examining the impact of PowerPoint on improving student learning outcomes specifically in the context of learning religious values in schools. Therefore, this study attempts to fill this gap by providing an empirical overview of the effectiveness of PowerPoint as a learning medium that is easily accessible and usable, yet has significant potential to support the achievement of ISE learning objectives.

METHOD

This research is an evaluation study aimed at providing a comprehensive overview of the effectiveness of using PowerPoint media in Islamic Religious Education learning. The study was conducted at Gajah Mada Senior High School, Bandar Lampung. The approach used was descriptive evaluative with the CIPP (Context, Input, Process, Product) evaluation model. This study employed a mixed methods approach, with qualitative methods being the primary method and quantitative methods being used as a complement.

According to participant observation theory, to gain a deep understanding of the phenomenon under study, researchers must not only observe but also participate in the situation being studied. In evaluation research, particularly with the CIPP (Context, Input, Process, Product) model, the presence of researchers to directly observe how the program is implemented and how students respond is crucial. In the context of evaluation, researchers not only observe but also participate in the ongoing social situation.

A simple random sampling technique was used to provide an equal opportunity for each student to be selected. This allows for fairer representation and reduces the potential for bias in student selection. Of the total number of 10th-grade students participating in Islamic Religious Education (PAI) learning using PowerPoint, 35 students were randomly selected to complete the questionnaire and become the subjects of observation.

RESULTS AND DISCUSSION

Result

Based on evaluation research using the CIPP model (context, input, process, product), the following are the main findings obtained;

Evaluation in Context on the Use of Power Point Media to Improve Learning Outcomes

Table 1. Results of the Teacher Questionnaire Context Evaluation

No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	The use of PowerPoint in Islamic Education learning is in accordance with the needs and learning objectives in class X.	2	1	0	0
2	PowerPoint media can help improve students' understanding of abstract concepts	1	2	0	0

in Islamic Religious Education, such as monotheism, morals, or jurisprudence.

Table 2. Results of the student questionnaire for Context Evaluation

No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	Teachers prepare learning media for each lesson	6	11	11	7
2	The teacher uses several interactive materials for students to support students' understanding of concepts in learning using PowerPoint.	11	9	7	8
3	The teacher prepares an oral test to determine the students' abilities and understanding.	8	11	11	5

Evaluation of Input on the Use of Power Point Media

Table 3. Teacher questionnaire results Input evaluation

No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	The facilities (computers, projectors, internet connections) at the school are sufficient to support the use of PowerPoint in Islamic Religious Education learning.	0	1	2	1
2	I feel that further training is needed to utilize PowerPoint effectively in Islamic Religious Education learning.	1	2	0	0
3	I have adequate skills in using Power Point as a learning medium.	2	1	0	0

Process Evaluation in the Use of Power Point Media

Table 4. Results of the Teacher Questionnaire on Process Evaluation

No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	PowerPoint helps me deliver Islamic Religious Education material in a more structured and interesting way.	1	2	0	0
2	The use of PowerPoint in Islamic Education learning makes students more active and involved in the learning process.	1	2	0	0
3	I experienced technical difficulties (e.g., the projector or computer was not working) when using PowerPoint in class.	0	3	1	0

Table 5. Student Questionnaire Results for Process Evaluation

No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	Even though using power point, the teacher carries out the lesson structured, (introduction, core activities, closing)	7	7	13	8
2	My academic achievements and grades during the Islamic Education learning process using PowerPoint media have increased.	7	10	11	7
3	When discussionlearning using power point takes place, the teacher asks students probing questions that contain the relationship between the material to be discussed and materialpreviously studied	7	8	9	11

Product Valuation (Results) in the Use of Power Point Media

Table 6 Results of the Student Questionnaire for Product Evaluation

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No	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	With the existence of learning using power point media is my learning interestthe higher it is	7	7	12	9
2	In evaluationlearning using power point media, the teacher conveys the assessment results to students and provides feedback when showing them to students	6	13	8	8
3	Teacher assessment of learning outcomes using PowerPoint media has more aspects of understanding	10	8	10	7

Discussion

Based on the questionnaire data filled out by the teachers regarding the evaluation of the context of the use of PowerPoint media in Islamic Religious Education learning, the following are the results of the analysis: Most teachers (66.7%) strongly agree, and the rest (33.3%) agree that the use of PowerPoint is in accordance with the needs and objectives of learning in class X. No teachers felt that the use of PowerPoint was inappropriate, which indicates that this media is relevant and supports the learning process. The majority of teachers (66.7%) agree, and another 33.3% strongly agree that PowerPoint helps improve students' understanding of abstract concepts such as monotheism, morals, or fiqh. No teachers disagree, indicating that PowerPoint is seen as an effective medium in explaining abstract concepts.

The questionnaire data filled out by teachers related to the evaluation of the context of the use of PowerPoint media in Islamic Religious Education learning, the following are the results of the analysis; The majority of teachers (66.7%) stated that the facilities (computers, projectors, and internet connections) at school were not sufficient to support the use of PowerPoint in PAI learning, with 2 teachers (66.7%) disagreeing and 1 teacher (33.3%) agreeing. This indicates the need for improvements in the provision of facilities such as computers, projectors, and internet connections to support technology-based learning. Recommendations Schools need to improve technological facilities such as computers, projectors, and internet connections to support technology-based learning.

All teachers agreed that further training is needed to utilize PowerPoint effectively, with 1 teacher (33.3%) strongly agreeing and 2 teachers (66.7%) agreeing. All teachers agreed that further training is needed. This underscores the need to develop teachers' technology skills to improve learning effectiveness. Recommendations: Conduct training to improve teachers' skills in utilizing PowerPoint effectively.

Most teachers (66.7%) felt they had adequate skills in using PowerPoint as a learning medium, while 1 teacher (33.3%) agreed with the statement. No teachers felt they did not have adequate skills. Most teachers felt confident in their skills in using PowerPoint, but indicated that they still needed training. In general, the questionnaire results indicated that teachers were confident in their ability to use PowerPoint, but limited technological infrastructure in schools was a major obstacle. Furthermore, training demonstrated the importance of continuous competency development for teachers. With improved technological facilities and adequate training, technology-based learning can be more effective and provide maximum benefits for students.

The teaching and learning process using PowerPoint media in digital-based learning innovation is used as an alternative delivery of Islamic Religious Education subjects. The implementation of activities using PowerPoint contains material that is packaged briefly with re-explanations from the teacher. The questionnaire data filled out by teachers related to the evaluation of the process of using PowerPoint media in Islamic Religious Education learning, the following are the results of the analysis: 1 teacher (33.3%) strongly agrees that PowerPoint helps deliver Islamic Religious Education materials in a more structured and interesting way 2 teachers (66.7%) agree with this statement. The majority of teachers consider PowerPoint to be an effective medium in helping to organize and deliver learning materials in an interesting and systematic way. This shows that PowerPoint can be a primary supporting tool in teaching, especially in subjects that require clear visualization.

One teacher (33.3%) strongly agreed that the use of PowerPoint makes students more active and involved in learning, and two teachers (66.7%) agreed with this statement. Teachers felt that the use of PowerPoint can increase student engagement during the learning process. This indicates that PowerPoint media is able to create a more interactive and interesting learning atmosphere for students, which is one indicator of the success of learning media. Three teachers (75%) agreed that they experienced technical problems such as projectors or computers that did not work. One teacher (25%) disagreed with this statement. Technical problems such as devices that did not function properly were the main challenges in using PowerPoint. This shows that although PowerPoint is considered effective, inadequate technical facilities can be a significant obstacle for teachers in utilizing this media optimally. The results of the questionnaire showed that the majority of teachers agreed that PowerPoint helps deliver material in a more structured and interesting way, and increases student engagement in learning.

The results of the researcher's observations show that the use of PowerPoint has had a positive impact on student learning outcomes, especially in understanding complex Islamic religious education concepts.(Wasehudin, W., & Anshori, 2021). Based on table 6. evaluation data, the average value of students has increased compared to traditional learning methods. Based on the above data on questionnaire items no. 15, 19 and 20 regarding product evaluation. It can be concluded that of the 35 students who answered statement number 15 with answers strongly disagree as many as 7 students, disagree 7 students, agree 12 students and strongly agree 9 students. The majority of students gave positive answers (Agree and Strongly Agree), namely 21 students (60%). This shows that most students feel that learning with PowerPoint media increases their interest in learning. However, there are 14 students (40%) who still do not feel a positive impact on learning interest.

In statement number 19, 6 students answered strongly disagree, 13 students disagree, 8 students agree, and 8 students strongly agree. Most students gave negative answers (Strongly Disagree and Disagree), namely 19 students (54.2%). This shows that evaluation in learning using PowerPoint, especially related to providing feedback, is still considered less than optimal. Meanwhile, 16 students (45.8%) felt quite satisfied with the way the teacher conveyed the assessment results. Statement 20 of 35 students who answered strongly disagree 10 students, disagree 8 students, agree 10 students and strongly agree 7 students. Student answers tend to vary, with a fairly even distribution between positive answers (Agree and Strongly Agree) and negative answers (Strongly Disagree and Disagree). A total of 17 students (48.6%) felt that the teacher's assessment had taken into account the understanding aspect, while 18 students (51.4%) felt that this aspect still needed to be improved.

From the three questionnaire items above, it can be concluded that: Most students feel that the use of PowerPoint media increases their learning interest. However, there are still some who feel less influenced. Learning assessment using PowerPoint media, especially in terms of

delivering results and providing feedback, is still felt to be less than optimal by more than half of the students. Assessment of the understanding aspect also still requires more attention, considering that almost half of the students feel that it has not been fully implemented.

Based on the results of research that has been conducted, the use of PowerPoint media in Islamic Religious Education learning has been proven to have a positive influence on improving student learning outcomes.(Suheri, S., Yansyah, D., Zaenuri, Z., Anshori, I., & Mutmainah, 2023)This is evident from the increase in students' average scores after PowerPoint was implemented in the learning process compared to before. This finding aligns with Arsyad's (2014) opinion, which states that visual learning media such as PowerPoint can help clarify material delivery and increase students' interest in learning.

This improvement in learning outcomes cannot be separated from several advantages of PowerPoint media, including its ability to present material in a systematic, interesting and interactive manner.(Suheri, S., Yansyah, D., Zaenuri, Z., Anshori, I., & Mutmainah, 2023). Islamic Religious Education material that was previously considered monotonous by some students has become easier to understand and more interesting because it is equipped with images, animations, and important points presented visually.(Syafe'i, I., Yusnita, E., & Anshori, 2024)This is also reinforced by cognitive learning theory, which emphasizes the importance of visual media in strengthening the process of understanding and retaining information.

In addition, the use of PowerPoint also facilitates teachers in managing learning time more effectively.(Damayanti, D., Fatchuroji, A., Thalib, N., & Hasanuddin, 2025) Teachers can deliver material in a more structured and efficient manner, allowing sufficient time for in-depth discussions and Q&A sessions with students.(Ahmed, S., Mekhilef, S., Mubin, MB, & Tey, 2022)In this study, students also showed greater enthusiasm and engagement during the learning process, which had a direct impact on improving their learning outcomes.

There are several obstacles that need to be considered in the implementation of PowerPoint media, such as the limited technological devices in some schools and teachers' ability to design engaging presentations. Therefore, training and mentoring for teachers in the use of technology-based learning media is important to maximize the use of PowerPoint in Islamic Religious Education learning. In general, the results of this study support previous studies that show that the use of technological media in learning, especially PowerPoint, can improve student motivation and learning outcomes. Thus, the integration of technology in religious learning is not only possible but also highly recommended to improve the effectiveness of the learning process and students' understanding of religious values.

CONCLUSION

Islamic Religious Education at Gajah Mada Senior High School in Bandar Lampung uses the CIPP (Context, Input, Process, Product) model. The results of the study indicate that although PowerPoint is relevant to learning objectives and can help explain abstract concepts in Islamic Religious Education, its use is not consistent due to limited teacher training and inadequate technological facilities. The use of PowerPoint is considered to help structure learning and increase student interest, especially in materials that utilize visual elements, but there are still obstacles in ensuring equitable student engagement. In addition, assessment of student learning outcomes, especially in providing feedback, is considered less than optimal. Therefore, it is recommended that the school improve technological facilities and provide training to teachers to

develop more engaging and interactive PowerPoint materials, and to utilize this media's features optimally to create more effective and innovative learning.

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