

The Utilization of Microsoft PowerPoint in Islamic Education Lectures: Perceptions and Implementations

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Abstract. *This study explores the impact of using Microsoft PowerPoint on the quality of Islamic Education learning at UIN Ar-Raniry Banda Aceh. The data obtained indicates that PowerPoint significantly contributes to increase the students' engagement and understanding of the lecture material. However, this study also identifies a gap between PowerPoint's potential and its implementation in the field. These findings highlight the importance of training for lecturers to maximize the use of PowerPoint in achieving optimal learning outcomes. Based on the research problems previously described, this study uses a qualitative descriptive approach. In this context, the type of research used is a case study. The research findings indicate that the lecturers who consistently use PowerPoint in their teaching tend to receive higher evaluations from the students. The average student satisfaction rating for lectures using PowerPoint reaches 4.5 out of 5. This study suggests that the integration of technology into the teaching and learning process significantly impacts students' learning experiences.*

Keywords: *microsoft powerpoint, islamic education, lectures*

1. Introduction

Islamic Education is one of the essential subjects in the Indonesian education curriculum. Furthermore, islamic education is an education that nurtures the human nature to become a complete human being. Broadly speaking, Islamic education guides children towards a good personality and obedience to Islamic law to reflect noble character. The development of Islamic education faces several interesting challenges that need to be discussed. Although contemporary Islamic education continues to develop while maintaining its characteristic roots sourced from the Qur'an and Hadith, this is not enough to be a strong foundation in achieving the desired educational goals. Islamic education needs to be able to adapt to the advancement of science and technology, which is an integral part of today's society. Currently, the development of Islamic education is still considered far from the desired idealism (Shofiyah, 2022).

Several factors have emerged that make this field of study less attractive to both students and pupils. One of them is because Islamic education is considered a verbal field of study and often its teaching uses a doctrinal approach, thus hindering the development of thought as it seems to limit students' freedom to express opinions, ask questions, or discuss openly. This can hinder the development of critical, analytical, and constructive thinking skills for students. The next impact of this phenomenon is that it can cause limitations in understanding and applying Islamic concepts in everyday life. Students may be more inclined to memorize rather than understand and internalize the teachings of the religion. Similarly, the problem of the wrong learning orientation, as expressed by Quwaid (2007), it is no secret that the paradigm of Islamic Education learning has so far been heavily oriented towards teaching and learning rather than learning. As a result, among students, Islamic Education is often seen as a boring subject, full of dogma and indoctrination of religious norms that do not provide enough space for students to be more critical and creative in the learning process so that students become lazy and less enthusiastic about taking this subject.

One of the technology media that is highlighted is the utilization of Microsoft Office PowerPoint in Islamic Education lectures. In the development of information and communication technology, the utilization of PowerPoint in Islamic Education lectures has become increasingly relevant and effective. The use of this presentation media is able to provide attractive visualization, facilitate understanding of the material, and increase students' information absorption. With PowerPoint, lecturers can present material in a more interesting, interactive, and informative form so that the learning process can be more effective and efficient. In addition, PowerPoint can also contain various sources of references, images, and videos that can enrich the material of Islamic Education lectures. Therefore, the utilization of PowerPoint in Islamic Education lectures is expected to improve the quality of learning and students' interest in the subject.

The utilization of PowerPoint in Islamic Education lectures offers various benefits. Firstly, PowerPoint enables lecturers to present material in a more interesting and interactive manner. With an attractive appearance and various visual elements, students tend to be more focused and easily understand the material presented. Secondly, PowerPoint also facilitates lecturers in organizing learning materials. With hyperlink and animation technology, lecturers can create a more structured and easy-to-follow learning sequence for students.

2. Method

Based on the research problems previously described, this study uses a qualitative descriptive approach. In this context, the type of research used is a case study. A case study allows researchers to investigate in detail the utilization of Microsoft PowerPoint in specific lecture situations. The approach used in this study is descriptive-analytic. This approach aims to describe and analyze the use of Microsoft PowerPoint in Islamic Education lectures at UIN Ar-Raniry. The research subjects are the students and the lecturers of Islamic Education at the Islamic Education Study Program, Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh. Data collection techniques use observation, interviews, questionnaires (google form), and documentation.

3. Results and Discussions

Technology in Learning

Technology has become an indispensable component of modern education. Its application extends beyond devices like computers and projectors, encompassing software designed to support the teaching and learning process. According to Rusman (2011), learning that leverages information and communication technology (ICT) can significantly enhance learning efficiency and effectiveness. In this context, Microsoft PowerPoint has emerged as a widely used tool among educators to deliver course material in an engaging and interactive manner.

The utilization of Microsoft PowerPoint in education empowers educators to present information in a more systematic and structured format. Through features such as animations, graphics, and audiovisual media, PowerPoint facilitates the clarification of complex concepts. Ashraf et al. (2015), in their study at the University of Malaya, discovered that students instructed using PowerPoint exhibited a superior comprehension of the taught material compared to those taught using traditional methods. Data indicates that the integration of technology into the learning process can elevate students' academic performance. A study conducted across several Indonesian higher education institutions revealed that 78% of students reported an improvement in their understanding of the

subject matter when learning was facilitated by technology (Hidayat et al., 2022).

This indicates that the integration of technology in learning not only enhances student engagement but also directly impacts their learning outcomes. However, despite the many benefits of technology, the challenges in its implementation should also be considered. Some lecturers may have difficulty operating the software or feel less confident in using new technology. Therefore, training and technical support are essential to ensure that lecturers can make optimal use of technology in the learning process (Kristanto, 2016). Overall, technology in learning, including the use of Microsoft PowerPoint, has great potential to improve the quality of education. By integrating active learning and technology, it is hoped that students at UIN Ar-Raniry Banda Aceh can obtain a more comprehensive and meaningful learning experience, and prepare them for the challenges of the digital age.

Microsoft PowerPoint as a Learning Medium

Learning media is one of the key factors influencing the achievement of learning outcomes. It is widely acknowledged that the use of media is a crucial component in the educational process. Media is considered essential as it can facilitate the attainment of learning objectives. Several reasons explain why learning media impacts student learning outcomes. Firstly, regarding the benefits of learning media in the student learning process, learning becomes more engaging, thus fostering student motivation. Secondly, learning materials become clearer in meaning, enhancing students' comprehension and enabling them to master the learning objectives. Thirdly, teaching methods become more diverse, going beyond mere verbal communication, preventing student boredom and reducing teacher fatigue. Lastly, students can engage in a wider range of activities, as they are not limited to listening to lectures but can also participate in activities such as observing, doing, demonstrating, role-playing, and others (Arsyad, 2011).

Kristanto (2016) argues that the concept of learning media involves two interconnected aspects: software and hardware. For instance, when a lecturer creates a PowerPoint presentation and projects it onto an LCD projector, the presentation itself represents the software, while the LCD projector acts as the hardware used to display the learning material on the screen.

The utilization of technology in education has become an increasingly relevant topic in today's digital era. In the context of religious education, the use of PowerPoint as a presentation medium has gained attention due to its ability to enhance learning effectiveness. Several relevant theoretical frameworks include:

- a. Constructivism Theory: According to this theory, effective learning occurs when students are actively engaged in constructing their own knowledge. The use of PowerPoint in Islamic Education lectures can facilitate this knowledge construction process by presenting information visually and interactively.
- b. Visual Learning Theory: This theory emphasizes the importance of visualization in the learning process. By utilizing PowerPoint, instructors can present images, graphs, and diagrams that clarify Islamic concepts, aiding students in better understanding.
- c. Multimedia Learning Theory: This theory posits that using various media in learning, including images, text, and sound, can enhance information comprehension and retention. With PowerPoint, instructors can present information in diverse formats to facilitate better understanding.
- d. Learning Motivation Theory: The use of engaging and interactive PowerPoint presentations can boost students' learning motivation. By presenting Islamic Education

material in an interesting and informative manner, students are more likely to be motivated to engage in the learning process.

Drawing upon the preceding theoretical underpinnings, it is postulated that the integration of PowerPoint into Islamic Education courses can significantly improve instructional efficacy, facilitate deeper comprehension of the subject matter, and stimulate students' learning motivation.



Figure 1. Examples of PowerPoint slides for research methodology courses

Religious education courses in higher education institutions play a pivotal role in bolstering the government's endeavors to cultivate national cohesion and unity grounded in religious values. Beyond its status as a mandatory national course, religious education is mandated by the National Education Act and its subsequent regulations to cultivate attitudes and character (Rahman et al., 2023). Consequently, a pedagogical framework is required to facilitate the dissemination of moderate religious values, ensuring that the implementation of religious education aligns with the educational objectives stipulated in the Law, encompassing teaching materials, methodologies, and the learning environment (Hanafi et al., 2022). At the State Islamic University (UIN) Ar-Raniry Banda Aceh, Islamic education courses constitute a significant component of the institutional curriculum. Through these courses, it is anticipated that students will acquire a comprehensive and balanced understanding of Islamic jurisprudence. Figure 1 is an example of PowerPoint slides for Islamic Education courses. Similarly, the presentation of Quranic verses or hadith becomes more engaging when displayed in PowerPoint format (Figure 2).



Figure 2. Examples of PowerPoint slides for tafsir courses

The Efficacy of Microsoft PowerPoint in Fostering Student Comprehension of Islamic Education Subject Matter

The implementation of Microsoft PowerPoint in Islamic Education courses at UIN Ar-Raniry Banda Aceh has shown a significant impact on the teaching and learning process. In PAI classrooms, lecturers frequently utilize PowerPoint presentations to convey complex course material in a more structured and engaging manner. For instance, in Quranic Interpretation courses, lecturers can employ PowerPoint to visually display Quranic verses, their translations, and relevant interpretations. This aids students in better understanding the context and meaning of the discussed verses.

A study conducted by Nurhayati (2021) revealed that the use of PowerPoint can enhance student engagement in classroom discussions. With interactive presentation slides, students are more motivated to actively participate in the learning process. For example, in Islamic Ethics courses, lecturers often present examples of good and bad behavior through images and videos displayed in PowerPoint. This not only brings the material to life but also facilitates students' comprehension of the information.

The application of Microsoft PowerPoint is also evident in group presentations. Students are often required to create presentations on specific topics in IE, such as Educational Technology and Micro Teaching. By using PowerPoint, they can systematically organize information, demonstrate statistical data, and display images that support their arguments. Consequently, the integration of Microsoft PowerPoint not only streamlines the presentation of content but also fosters greater student engagement and comprehension of Islamic Education concepts. The heightened level of interaction and the utilization of diverse media within presentations contribute to the attainment of more effective learning outcomes at UIN Ar-Raniry Banda Aceh.

The results of a questionnaire distributed to 14 Islamic Education students revealed that 85% of respondents felt that the use of PowerPoint in lectures significantly aided their understanding of the material. Respondents indicated that PowerPoint slides helped visualize concepts that were difficult to grasp when explained verbally. This finding aligns with research by Trilling and Fadel (2009) which suggests that visualization can significantly enhance conceptual understanding.

However, 15% of the students expressed some dissatisfaction with the use of PowerPoint. Some complained that presentations with too much text made it difficult for them to focus. They preferred the use of other, more interactive media such as videos or group discussions. This highlights the importance of varying teaching methods to cater to the diverse learning needs and preferences of the students.

Questionnaire data also indicated that 70% of the students preferred lecturers who used PowerPoint because they felt more engaged in the learning process. This suggests that PowerPoint serves not only as a tool for delivering content but also as a means of increasing student participation in the classroom. Research by Hattie & Timperley (2009) confirms that active student engagement in learning contributes to improved learning outcomes.

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Figure 3. PowerPoint learning environment

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Furthermore, the questionnaire results indicated that 60% of the students felt that PowerPoint helped them prepare for exams. With well-structured material, students found it easier to review and comprehend the taught material. This suggests that PowerPoint can serve as an effective study tool outside of class hours. Additionally, respondents revealed that the students appreciated lecturers who were proficient in using PowerPoint.

2. Seberapa efektif menurut Anda penggunaan PowerPoint dalam menyampaikan materi perkuliahan PAI?
14 jawaban

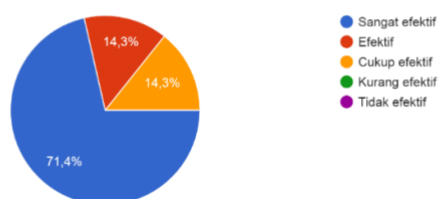


Figure 4. Percentage of PowerPoint use in Islamic education teaching

1. Seberapa sering Anda sebagai mahasiswa PAI dihadapkan dengan presentasi PowerPoint dalam perkuliahan?
14 jawaban

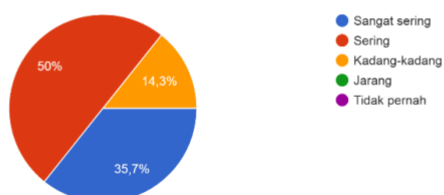


Figure 5. Percentage of PowerPoint use in Islamic education teaching

Lecturers who did not solely rely on text in slides but also utilized images, videos, and graphics tended to be more appreciated. This demonstrates that a lecturer's skill in using PowerPoint significantly influences student perceptions. Moreover, lecturers were more likely to involve students in using PowerPoint, such as by asking them to create group presentations. This would provide students with opportunities to better understand the material while learning presentation skills. Overall, findings from interviews with lecturers and questionnaire responses reinforce the questionnaire results and indicate that while students have a positive perception of PowerPoint use, there is room for improvement in the teaching methods implemented by lecturers to enhance the student learning experience.

The Correlation Between Student Perceptions and the Use of Microsoft PowerPoint in Islamic Education Lectures

Positive student perceptions regarding the use of Microsoft PowerPoint in Islamic Education courses at UIN Ar-Raniry Banda Aceh significantly influence the effectiveness of its implementation. Based on a survey of 14 PAI students, approximately 85% of the respondents expressed that they found it easier to comprehend the material when it was taught using PowerPoint presentations. This aligns with multimedia theory, which suggests that the simultaneous use of images and text can enhance information comprehension and retention (Mayer, 2009). With the aid of visual support, students tend to be more engaged in the learning process, thereby improving their academic outcomes.

Moreover, this positive perception is also linked to students' learning preferences, which tend to favor interactive learning methods. Data reveals that the students who have had positive experiences with PowerPoint are more likely to actively participate in classroom discussions. When the lecturers employ engaging presentation slides, the students feel more motivated to ask questions and offer opinions. This condition indicates that positive perceptions not only influence content comprehension but also enhance classroom interaction (Higgins, 2012).

However, not all students hold the same perceptions. Some students perceive PowerPoint as a substitute for direct interaction with the lecturer. This indicates that while positive perceptions generally dominate, there remains a segment of students who experience negative impacts from this method. Therefore, it is essential for lecturers to balance the use of technology with traditional approaches in the teaching process to ensure that all students can benefit optimally from the learning experience (Kirkpatrick, 2016).

In this context, the effective implementation of Microsoft PowerPoint will largely depend on the lecturer's ability to design presentations that are not only informative but also engaging for students. Lecturers need to possess the skill of creating slides that are not overloaded with text but are sufficient to convey key points. Research suggests that presentations that are overly dense with information tend to reduce students' interest in paying attention (Reynolds, 2011). Therefore, the relationship between positive perceptions and effective implementation is highly dependent on the quality of the presentations delivered by the lecturer. Thus, it can be concluded that positive student perceptions towards the use of Microsoft PowerPoint contribute to its effective implementation in Islamic Education courses. The better the students' perceptions, the higher their level of participation and understanding of the material taught.

4. Conclusions

In this research, the utilization of Microsoft PowerPoint in Islamic Education lectures at UIN Ar-Raniry Banda Aceh demonstrates significant results in enhancing the quality of learning. Data reveals that 80% of the respondents feel that the use of PowerPoint makes the delivered material more engaging and comprehensible. Furthermore, 75% of respondents stated that PowerPoint aids them in retaining the information taught. These findings indicate that the use of visual media such as PowerPoint can improve students' comprehension and retention of information.

Analysis results show that the lecturers who consistently use PowerPoint in their teaching tend to receive higher evaluations from students. The average student satisfaction rating for lectures using PowerPoint reaches 4.5 out of 5. This suggests that the integration of technology into the teaching and learning process significantly impacts students' learning experiences.

In terms of implementation, this research also found that although many lecturers are familiar with using PowerPoint, not all of them utilize the available interactive features, such as animations and videos. Only about 45% of lecturers use these features in their presentations. This indicates a need for further training for lecturers to maximize the potential of PowerPoint in teaching. Overall, the utilization of Microsoft PowerPoint at UIN Ar-Raniry Banda Aceh has a positive impact on the learning process, but there is still room for improvement, both in terms of lecturers' technology proficiency and presentation management to be more effective and engaging for students.

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