



Development of Power Point-Based Learning Media Using Google Slides on Tharah Material for Class VII Students at MTs DDI Takkalasi

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ABSTRACT

This research was conducted with the aim of developing power point-based learning media using Google Slides on thaharah material. The learning media developed is used to make it easier for educators to deliver learning material in a more interesting way.

This research was conducted by adopting the ADDIE development model which includes stages (Analyze, Design, Development, Implementation, Evaluation) including: (1) analysis, (2) product design, (3) development, (4) product implementation, (5) evaluation. Learning media was developed based on Power Point using Google Slides. The media that had been developed and passed expert and material validation tests were then tested on a limited basis with 5 people and on a large scale with 28 randomly selected class VII students at MTs DDI Takkalasi.

The results of this research are in the form of power point-based learning media using Google Slides on thaharah material. The validity test was carried out twice, namely the media validity test with the results obtained an average of 3.2 which was categorized as very feasible in the appearance aspect and in the usage aspect, so an average of 2.6 was obtained which was categorized as feasible. At the material validation test stage, an average score of 3.33 was obtained, which was categorized as very feasible. Meanwhile, in the "content" aspect, an average score of 3.33 was obtained, which qualitatively falls into the very appropriate category. This shows that the "material" aspect of the PowerPoint-based learning media development product using Google Slides in the thaharah material is in accordance with the existing material content. The product practicality test showed that the average implementation results given by the two observers were $1.80:1.58 = 1.69$ or $(1.5 \leq M \leq 2.0)$ and the power point-based learning media using Google Slides on the thaharah material met the practical criteria for used in learning. The product effectiveness test was in the form of a learning outcomes test with results showing 0.52 which was included in the medium category $0.7 (N-gain) \geq 0.3$. From these results, it can be concluded that power point-based learning media products using Google Slides on thaharah material are effective for use in Islamic religious education learning. Then the results of observing student activity were 3.64 which is included in the category $3.5 \leq Ps < 4.0$, namely very active. Then the results of observing teacher activities showed that the average percentage of teacher activity from two meetings was 93.75%. This shows that learning using power point-based learning media products using Google Slides on thaharah material is going very well. And the results of the student response questionnaire showed an average result of 94.41%. Furthermore, regarding the criteria for student response questionnaires, it can be seen that the average of the analysis results is in the 81%-100% category with the criteria "very active".

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INTRODUCTION

The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process. Technological advances in the current era have an impact on many things, one of which we can feel in the world of education which applies elements of learning media as an intermediary or delivery of information and material in learning activities, so that when using it, it is necessary to choose exactly what media is suitable for use in the learning process. . This cannot be separated from various factors in children's learning readiness, children's psychology and children's mastery of this media.

Learning and teaching activities are the most basic activities in the entire educational process. This means that achieving educational goals depends a lot on how the teaching and learning process is designed and carried out professionally. Every lesson always involves two active actors, namely the teacher and students. Teachers as instructors are creators of learning conditions for students that are designed deliberately, systematically and continuously. Meanwhile, students as students are those who enjoy the learning conditions created by the teacher.

For effective and meaningful learning, students need to be actively involved, because they are the center of learning activities and competency formation. Students must be involved in directed questions and answers and find solutions to various learning problems. Students must also be encouraged to interpret the information provided by the teacher until the information can be accepted by common sense.

Learning Islamic Religious Education still encounters various problems. One of them is the PAI learning method which is still conventional, and uses minimal media. In fact, the characteristics of PAI subjects are full of abstract and verbalistic concepts, for example thaharah material which relates to fundamental aspects of worship, material which requires a correlation between theory and practice which is more often delivered using lecture methods alone, telling stories, without using media. Even though students at elementary school level cannot think logically, teaching material will be easier to understand when it is real or concrete.

Advances in ICT have made it possible to utilize various types/kinds of media simultaneously in the form of learning media. The use of interactive learning media containing audio-visual components (sound and display) to deliver learning material can attract students' attention to learning. Media can also provide opportunities for students to carry out quasi-experiments and exploration so as to provide a learning experience rather than just hearing the teacher's description/explanation. Even with the teacher's ability to use learning media, he is able to bring students to a level of analysis and exploration of each subject matter. Among the efforts that teachers can utilize is through the use of interactive presentation media in learning. In the current era of revolution 4.0, there are lots of technology-based media that can be utilized.

The Google Slides application is an online application to make presentations in class easier. This application makes it easier for educators and students to conduct presentations and ask questions online. Every incoming and future question is visible to the entire audience, incoming questions can be submitted simultaneously during the presentation, making it possible to receive many questions at once. The number of questioners and the content of the questions is not limited so there will be maximum questions and answers. According to sari, Google Slides is an online presentation application, by using Google Slides we can also create, save and share documents with other users.

Spencer said the benefits of using Google Slides include a revision history, where users can track the latest version of a presentation. Additionally, it is compatible, i.e. it can import and export multiple slideshows from other presentation software; the features are professional because they can format slides, edit text, import, images, import videos, and more; Templates are available and can be posted online. Google Slide spreadsheet and Google Slide users are also free and can be accessed from various media such as computers, laptops and devices connected to the internet, making it easier for users. Anyone can use it even if they are not in the same place. The researcher took the population or test subjects in class VII MTs DDI Takkalasi, because the results of the initial observations carried out by the researcher as well as interviews with PAI teachers who were effective in that class, it was seen that the students were less active and quickly got bored in receiving the learning material carried out by the teacher. concerned. Researchers also discovered the fact that PAI learning in class VII MTs DDI Takkalasi still uses minimal media. Teachers dominate the learning process while students are passive, even though the use of learning media, especially for abstract material, is certainly very necessary. Learning media can present material that cannot be presented in the classroom. Facilities and infrastructure are also available at schools, for example the availability of LCD projectors, laptops, textbooks, and the ability of PAI teachers to use computer/laptop media which are certainly supporting factors in developing learning media. Based on the problems and supporting factors that the school has, it is necessary to have learning media that can present material that makes it easier for students to learn.

METHOD

This research was carried out at MTs DDI Takkalasi which is located at JL. H. M. Tahir Dani No. 21 Takkalasi. This research was carried out for approximately 3 months to carry out design, development of presentation media, validation testing process, revisions, product trials and revision of product trial results. The data collection technique used in this research is in the form of a questionnaire and also the collection of important documents that support this research. The following is a brief explanation.

The analysis technique used in this research is quantitative analysis in the development evaluation process. This analysis is used to analyze data collected from questionnaires. Quantitative data was obtained at the development stage in the form of design and content validation, as well as at the implementation stage in the form of a data questionnaire on student responses to the use of power point-based media using Google Slides.

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RESULTS AND DISCUSSION

This research was carried out by adapting the ADDIE development model which has 5 steps. This research began with researchers observing the curriculum used, student needs, use of learning media, and the learning process. This research was conducted in class VII MTs DDI Takkalasi. The learning media developed is interactive learning media containing text, images, video and audio created using Power Point and Google Slides

According to the argument developed by Mayer, as quoted by Sujono, his theory is based on three basic assumptions in the learning process, namely; dual channels, limited capacity, and active processing. In receiving information, humans have dual channels, namely hearing to receive information through sound and sight to receive information from what they see. These dual channels can function simultaneously to help humans maximize their working memory system. Furthermore, at the same time, the information received by humans is limited or not all information can be accommodated by just one channel. For this reason, the two channels must work together so as not to burden one of them so that the information received is smaller than if both were functioning.

The argument developed by Mayer above strengthens the role and position of learning media developed by researchers and has gone through a series of validations and trials on thaharah material. This learning media is able to activate the two information receiving channels that students have, namely the audio-visual channel. Information captured by students using hearing and sight will enrich the range of information received. On the other hand, what students hear is what they also see so that what they understand is broader in scope.

The learning media developed has the potential to make students more active in the learning process. The teacher is no longer the only resource in the classroom. The teacher's position is simply to guide, direct, facilitate and so on so that students can learn actively.

A learning media certainly has advantages and disadvantages. The advantages and disadvantages of this learning media are as follows: 1) The advantages of power point-based learning media using Google Slides in thaharah material: 2) This learning media is interactive; in the form of text, images, audio, and also video and animations in it. 3) This learning media can be used for free with complete features. This is certainly a good solution for creating attractive presentations without incurring additional costs. 4) The media content displayed is very varied, so that students can be more active in the learning process. 5) This media is very easy to operate and does not require courses or training to use it. 6) This learning media can be accessed from various devices. This application is suitable for use even for beginners. 7) This media can save files automatically because it is cloud-based. 8) Weaknesses of power point-based learning media using Google Slides in thaharah material:

Limited Offline Capabilities: Although it can be used offline, Google Slides generally requires an internet connection to function properly. If the connection is lost, the ability to work may be limited.

Must Use Gmail: To operate Google Slides, you must use Gmail. This is certainly different from Microsoft PowerPoints which can be used directly.

Limited Effect Choices: Google Slides has limited effect choices, which are even fewer than Microsoft PowerPoint and Key Notes.

The results of this learning media validity test are in the form of material validity tests and media validity tests carried out before the small field trial process with the following results:

Media Validation

At the media validation test stage, a percentage of 75% was obtained in the appearance and use aspects which were categorized as poor. This shows that the appearance aspect of the PowerPoint-based learning media development product uses Google Slides in thaharah material, and the usage aspect still needs to be revised and improved before being tested on students both on a small and large scale.

Material Validation

At the material validation test stage, a percentage of 83% was obtained in the material and content aspects which were categorized as good. This shows that the "material and content" aspect of the PowerPoint-based learning media development product using Google Slides in the thaharah material is in accordance with the content of the existing material.

Then, in the product practicality testing process, the average performance results given by the two observers were $1.80:1.58 = 1.69$ or $(1.5 \leq M \leq 2.0)$ and the power point-based learning media using Google Slides in the thaharah material met practical criteria to use in learning.

Then, in the process of testing the effectiveness of PowerPoint-based learning media products using Google Slides on thaharah material, it is said to be effective if at least 3 of the 4 effectiveness criteria are (1) learning outcomes tests, (2) teacher activities, (3) student activities, and (4) student response questionnaire, it can be seen from the overall results of the effectiveness instrument analysis that the scores obtained according to the researchers are all good. So it is concluded that the PowerPoint-based learning media product using Google Slides on thaharah material is effective.

CONCLUSION

The process of developing power point-based learning media using Google Slides on thaharah material was developed using the ADDIE model approach by first carrying out an analysis of the needs of students at the research location, after that learning media design was carried out, then media development was carried out then implemented and finally the evaluation process to find out the advantages and disadvantages of the product.

The validity test was carried out twice, namely the media validity test with the results obtained being 75% which was categorized as less suitable in the appearance aspect and in the usage aspect, so revisions were needed before being tested. At the material validation test stage, an average score of 83% was obtained, which was categorized as good. This shows that the "material" aspect of the PowerPoint-based learning media development product using Google Slides in the thaharah material is in accordance with the existing material content. The product practicality test showed that the average implementation results given by the two observers were $1.80:1.58 = 1.69$ or $(1.5 \leq M \leq 2.0)$ and the power point-based learning media using Google Slides in the thaharah material met the practical criteria for used in learning. The product effectiveness test was in the form of a learning outcomes test with results showing 0.52 which was included in the medium category $0.7 (N\text{-gain}) \geq 0.3$. From these results, it can be concluded that power point-based learning media products using Google Slides on thaharah material are effective for use in Islamic religious education learning. Then the results of observing student activity were 3.64 which is included in the category $3.5 \leq Ps < 4.0$, namely very active. Then the results of observing teacher activities showed that the average percentage of teacher activity from two meetings was 93.75%. This shows that learning using power point-based learning media products using Google Slides on thaharah material is going very well. And the results of the student response questionnaire showed an average result of 94.41%. Furthermore, regarding the criteria for student response questionnaires, it can be seen that the average of the analysis results is in the 81%-100% category with the criteria "very active".

RECOMMENDATIONS

After conducting research and going through various validation and trial processes, the researcher then recommended the results or products produced through this research, namely in the form of power point-based learning media using Google Slides on thaharah material. Researchers also recommend using Google Slides in the learning process. This thesis can be a reference or reference for carrying out further research related to research and development.

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