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## **Development of PowerPoint-Based Interactive Media on Aqeeda Akhlak Lessons in Class IX**

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### **Abstract**

The lack of varied learning media results in students' interest and desire to learn being weak or lacking, especially in PAI teaching media. So, one solution is to provide interactive learning media for students. The purpose of this study was to develop PowerPoint learning media products on Aqeeda Akhlak material at MTsN 3 Aceh Besar and to determine the level of practicality and teacher and student responses to the products produced. This study uses a research and development method with the 4D development model (Define, Design, Development, and Dissemination) developed by Thiagarajan. Data collection techniques were carried out using validation sheets, and teacher and student response questionnaires. The products produced by researchers are 2 PowerPoint media on Faith in the Last Day for the odd semester and Avoiding Deviant Behavior in Teenage Associations for the even semester. The percentage of final validation results in the material field is 85%, and the percentage of results in the media field is 95.5%. The total percentage of validators was 90.25% with the category "Very Valid". Teacher response was 95% with the category "Strongly Agree", while student response was 93.35% with the category "Strongly Agree". The results showed that the PowerPoint learning media developed was feasible to use as Aqeeda Akhlak learning media.

**Keywords:** *Aqeeda Akhlak, Critical Thinking, Learning Media, Moral, PowerPoint,*

### **Abstrak**

Kurang variatifnya media pembelajaran mengakibatkan minat dan keinginan siswa untuk belajar menjadi lemah atau kurang, khususnya media pembelajaran PAI. Maka salah satu solusi yang dibuat adalah menyediakan media pembelajaran interaktif untuk siswa. Tujuan penelitian ini untuk mengembangkan produk media pembelajaran PowerPoint pada materi Akidah Akhlak di MTsN 3 Aceh Besar dan untuk mengetahui tingkat kepraktisan dan respon guru dan siswa terhadap produk yang dihasilkan. Penelitian ini menggunakan metode penelitian dan pengembangan (research and development) dengan model pengembangan 4D (Define, Design, Development, and Dissemination) yang dikembangkan oleh Thiagarajan. Teknik pengumpulan data dilakukan dengan menggunakan lembar validasi, dan angket respon guru dan siswa. Produk yang dikembangkan oleh peneliti adalah 2 media PowerPoint tentang Iman Kepada Hari Akhir untuk semester ganjil dan Menghindari Perilaku

Menyimpang dalam Pergaulan Remaja untuk semester genap. Persentase hasil validasi akhir pada bidang materi sebesar 85%, dan persentase hasil akhir pada bidang media sebesar 95,5%. Persentase total validator adalah 90,25% dengan kategori "Sangat Valid". Respon guru sebesar 95% dengan kategori "Sangat Setuju", sedangkan respon siswa sebesar 93,35% dengan kategori "Sangat Setuju". Hasil penelitian menunjukkan bahwa media pembelajaran PowerPoint yang dikembangkan layak digunakan sebagai media pembelajaran Aqidah Akhlak.

**Kata Kunci: Aqidah Akhlak, Berpikir Kritis, Media Pembelajaran, Moral, PowerPoint**

## **Introduction**

Since learning media can make learning objectives easier, faster, more effective, and more efficient, they are a crucial component of a successful learning process (Wulandari et al., 2023). Students become more attentive and focused on the lesson content when it is delivered through learning media. Students will love learning more if they use media in the learning process. Media is a communication tool that is very useful for conveying messages. Media is referred to as learning media when used in the learning process (Andriani, Maria Resti, 2016). Teachers can use learning media to help their students learn. It is expected of the teacher to effectively communicate the lesson to the students using this teaching tool (Eka Wulandari, 2022). Hamalik, as quoted by Junaidi, stated that during the learning process, the use of learning media can foster new interests and desires, increase student motivation, and have a significant impact on student learning (Junaidi, 2019).

There are many types of media sources that teachers can use to deliver lessons, including PowerPoint media. Microsoft PowerPoint is an application that allows people to create interactive learning tools (Gulo & Harefa, 2022). PowerPoint is one of the most popular applications for presenting teaching materials, reports, works, and innovative results. PowerPoint has become an attractive medium to use in presentations due to its extensive capacity to process text, illustrations, colors, and animations that can be created by the user's creativity (Epinur Epinur, Syahri Wilda, 2014).

PowerPoint media helps teachers provide information more quickly, allows students to easily obtain information, and fosters students' interest in the learning process (Anyan et al., 2020). By using PowerPoint, teachers present material concretely so that students find it easier to understand and accept the material

being taught. Among the many advantages of using PowerPoint as a teaching tool are the following: it can help students pay attention and study the material until the end of class; it can help teachers use bullet points to present the material in a thorough, succinct, and efficient manner; and it can help teachers pique students' interest in learning because the material they present meets their needs and can take the form of text, images, videos, or interactive animations.

Various problems occur in schools, including the lack of media usage in teaching, which makes the learning atmosphere less interactive and tends to be boring, thus demotivating students from following the lessons to the end. Another issue is the presence of teachers who rarely use media to deliver lessons, making students less active and difficult to understand the material being taught. Another problem is that students are less involved in learning activities, making them passive and bored, as teachers dominate the teaching process. Therefore, the creativity of educators in using learning media is very important for the success of students in their studies. Educators are expected to play the role of facilitators and motivators so that students can discover and build knowledge, encourage their potential, and provide motivation (Herlina & Saputra, 2022).

Research shows that PowerPoint media enhances learning outcomes in Islamic Religious Education at various school levels. Studies have shown an increase in student performance and engagement when using interactive PowerPoint presentations in elementary and middle schools (Syar, 2022). According to Casriati and Gazali, this technology allows for the creation of audiovisual content that makes learning more engaging and helps students better understand the material (Casriati Gazali, 2023). Muhammad Basaruddin concluded that the implementation of PowerPoint media involves careful planning, including topic selection, lesson preparation, and assessment design (Muhammad Basarrudin, 2023). Casriati and Gazali found that teachers reported positive effects on student motivation and communication skills when using this technology (Casriati Gazali, 2023). Overall, the integration of PowerPoint-based media in Islamic Religious Education classes has shown significant potential to enhance the effectiveness of learning and student understanding across various grade levels.

Media development research has been conducted by many researchers who have developed various products, including: an article researched by Ms. Mustika

Ananti in 2016 (Ananti, 2016), an article researched by Intan Dwi Kinasih in 2019 (Dwi Intan Kinasih, 2019), an article researched by Dinar Pratama in 2019 (Pratama, 2019), an article researched by Faiqotul Himmah and Siti Sulaikho in 2022 (Himmah & Sulaikho, 2022), and an article researched by Yunita Munandar in 2018 (Munandar, 2018). From the various product development studies conducted by previous researchers, it can be concluded that no researcher has yet developed PowerPoint media for the subject of Aqeeda Akhlak, especially at the MTs level.

The researcher created interactive PowerPoint learning materials for the 9th-grade Aqeeda Akhlak class on two subjects First, Faith in the Day of Judgment, and Second, Avoiding Deviant Behavior in Teen Social Interactions based on the challenges teachers faced. These materials are anticipated to be utilized by Aqeeda Akhlak teachers in their instruction. Since faith and morals are closely related, especially when it comes to how they are used in the classroom, they are combined in the topic. Aqeeda is a powerful concept that develops in the soul and shapes a person's behavior and attitudes (Mariyati, et al., 2023). Akhlak is a trait that exists within a person's soul, allowing them to do things easily without thinking or considering what they are doing (Tsalitsah, 2020).

The study of Aqeeda akhlak offers insight, knowledge, and appreciation of an individual's inner beliefs, which can be used as a useful viewpoint in everyday situations. An essential component of Islamic religious instruction in schools is Aqeeda akhlak. This is not the only factor that affects students' personalities and character; it also aids in the promotion of religion (monotheism) and high values in their day-to-day activities (Shubhie, 2023).

## **Methods**

Research and development, or R&D, is the type of research that is being conducted. R&D is utilized to develop products and evaluate their efficacy (Haryanti, 2020). Thiagarajan introduced the 4D paradigm (Define, Design, Development, and Dissemination) in 1974 (Mulyatiningsih, 2014). This concept is used in the PowerPoint learning materials created here. The following are the procedures for creating PowerPoint content using the 4D model:

1. Define

At this stage, actions are taken to identify and determine development needs (Solihait, 2020). The following is how the definition procedure is executed: First, curriculum analysis. The Merdeka Curriculum was examined in this study. Analysis of student attributes (diagnostic assessment) comes in second. The third step is material analysis. Faith in the Hereafter and Avoiding Deviant Behavior in Adolescent Interactions are two topics covered in the PowerPoint media created here. These topics are components of Aqidah and Akhlak at the end of phase D specifically for the 9th grade of MTs. Fourth, formulate objectives, including: Learning Outcomes, Learning Objectives, Learning Objectives Pathway and Criteria for Achieving Learning Objectives.

## 2. Design

At the design stage, the researcher creates a design that has a flow and concept to make the process of creating learning media easier (Sulistyorini & Listiadi, 2022). Regarding the strategy, it is as follows: First, choose a template. The second is getting the contents, pictures, icons, films, and so forth ready. Third: Adding the educational resources to the template. Fourth: incorporating transitions and animations. Fifth, hyperlinks have been added.

## 3. Development

During the development stage, development items are produced (Setya Yuwana Sudikan, Titik Indarti, 2023). At this point, the researcher develops and edits the PowerPoint materials by the original design phase concept. Following the completion of media development, media validation is carried out by specialists in media and materials. The material is then updated by the recommendations made by the experts during the validation process. Following the changes, the researcher confers with the validators once again regarding the viability of the medium. The material feasibility validation tool is completed by the validators.

## 4. Dissemination

Delivering the finished product once it has passed many testing processes is the dissemination stage, the last stage of R&D research (Sukmantari et al., 2022). A restricted trial in IX grade learning at MTsN 3 Aceh Besar is the distribution stage of this study, which aims to ascertain the viability of the created product based on teacher and student reactions. Teachers observed the learning process and used questionnaires to provide feedback as part of the researcher's trial. In the meantime,

following the learning process, students were also required to complete questionnaires about their answers.

Data-gathering strategies can be used to gather actual information or proof (Ramdhan, 2021). Questionnaires were given to students, instructors, and experts in this study. Using instruments in the form of questionnaires for validation by media experts, material experts, and answer questionnaires to be sent to instructors and students, the researcher gathers, analyzes, and investigates the concerns with research tools (Nasution, 2016).

### **Data Analysis**

To determine the validity of the product created, a Likert scale is used to analyze the data from expert validation, teacher responses, and student responses (Dila Rukmi Octaviana et al., 2022). Learning media is considered valid if it meets the assessment criteria of 61-80%.

The meaning of the validation assessment sheet by content experts and media experts based on criteria as mentioned in the following table:

Table 1. Qualification of Expert Validation Assessment

Skor	Percentage	Qualification
5	81-100%	Highly valid-can be used without changes.
4	61-80%	Valid (can be used with minor changes)
3	41-60%	Less valid (needs a lot of changes before being used)
2	21-40%	Invalid (cannot be utilized)
1	0-20%	highly invalid

The meaning of the teacher and student answer assessment sheets is based on the following criteria:

Table 2. Qualification of Teacher and Student Response Assessment

Skor	Percentage	Qualification
5	81-100%	Very much agree - can be used without changes.
4	61-80%	Agree (can be used with some changes)
3	41-60%	Disagree (recommended to avoid because it needs to be changed)
2	21-40%	Disagree (should not be used)
1	0-20%	Strongly disagree

## **Results and Discussion**

The development of PowerPoint learning media in this research has gone through the following stages:

### **1. Define Stage**

In the development of PowerPoint media for learning, the definition process is carried out through the following stages:

- a. Curriculum Analysis. The gained competencies must be included in an analysis of the curriculum that was in place at the time. The skills that will be developed through the learning materials can be ascertained with the help of curriculum analysis. The Merdeka Curriculum is used in this study.
- b. Analysis of student attributes (diagnostic assessment). The demographics of the kids who will gain from this lesson content must be understood by researchers, just like by teachers. It is essential since each lecture needs to fit the demographics of the students. The PowerPoint multimedia product that the researcher created for this study is meant to grab students' interest and motivate them to engage more fully in class activities.
- c. Analysis of Materials. Completed by determining the key content that needs to be taught. For the final phase D CP, the researcher selected the materials "Avoiding Deviant Behaviour in Teen Social Interactions" in the element of Akhlaq and "Faith in the Day of Judgment" in the element of Aqeeda, specifically for the 9th-grade MTs.
- d. Formulating Objectives (Learning Outcomes, Learning Objectives, Learning Objectives Pathway, and Criteria for Achieving Learning Objectives). Learning objectives, learning successes, criteria for attaining learning objectives, and the flow of learning objectives must all be developed before learning media are created. Regarding learning objectives, learning outcomes, learning objectives' pathways, and criteria for achieving learning objectives. They are stated as follows in this study:
  - 1) The Learning Outcomes (LO) of faith and morality in the element of Aqeeda are: To improve Islamic faith through comprehension of Ahl as-Sunna wa al-Jama'a, analysis of Islamic faith materials, the pillars of faith, the attributes of Allah, and the Asmaul Husna. In the Akhlak element, Students are instructed and guided to avoid repugnant morals and to acquire acclimated to

admirable morals in the moral aspect.

- 2) The Learning Objectives (LO) in the element of Aqeeda are: to assess the six pillars of religion to obtain the right knowledge of faith as understood by Ahl as-Sunnah wa al-Jama'ah scholars, as a basis and source of inspiration for day-to-day activities, so that every activity has the value of worship and an afterlife. on the moral component, which is learning and putting admirable morals into practice to develop into strong, competitive people.
- 3) The Learning Objectives Flow on the topic of Aqeeda on the Day of Judgment are: how The Ahl as-Sunna wa al-Jama'a scholars see faith in the Day of Judgment as a basis and source of motivation for day-to-day activities, ensuring that every activity has both worship and spiritual significance. On the other hand, a student can comprehend and inculcate moral principles in adolescent interactions through the material on avoiding aberrant behaviors, which will help them become exceptional persons who can compete.
- 4) Criteria for Achieving Learning Objectives. Regarding the Criteria for Achieving Learning Objectives on the material of Faith in the Last Day, they are as follows:
  - a) Students can explain the concept of believing in the Day of Judgment.
  - b) Students can explain the doctrine about the Day of Judgment.
  - c) Students can explain the various realms of the supernatural.
  - d) Students can mention the signs of the Day of Judgment.
  - e) Students can practice faith in the Day of Judgment.

As for the Criteria for Achieving Learning Objectives on the topic of Avoiding Deviant Behavior in Adolescent Interactions, it is:

- a) Students can explain the concept of adolescence
- b) Students can detail the characteristics of adolescents
- c) Students can explain the concept of adolescent etiquette according to Islam.
- d) Students can analyze the etiquette of teenage social interactions according to Islam
- e) Students can detail examples of deviant behavior that should be avoided
- f) Students can analyze the negative impact of deviant behaviors in teenage



social interactions.

- g) Students can explain the wisdom of having a noble character in teenage interactions.

## 2. Design Stage

During the design phase, the researcher presents a preliminary idea for creating a PowerPoint that is consistent with the results of the material, student, and curriculum analyses. The following is the design:

- a. Template selection: The template will be modified to incorporate the information on avoiding deviant behaviors in adolescent interactions and faith in the Day of Judgment.
- b. Getting resources, pictures, icons, movies, and more ready.
- c. Completing the course materials. The developer's profile appears on the first slide, followed by the material title on the second and the table of contents with the introduction, content, questions, videos, and conclusion on the third. Learning Objectives and Criteria for Achieving Learning Objectives are included in the introduction, which is the fourth slide. The content with the number of slides that need to be changed is on the fifth slide and a few slides after that. The next slide has films that provide an overview of the content on faith on the Day of Judgment, followed by questions that serve as an assessment of the material that has been presented. The video link is <https://youtu.be/FbPN5WjhY4> and the material on avoiding deviant behavior in teenage social interactions in the link is <https://youtu.be/rzcWe12FFq8?feature=shared> and the last slide contains a conclusion that includes motivation.
- d. Addition of animations and transitions. In order to improve the presentation's visual appeal, animations and transitions are used. Animations are used for text, graphics, and icons, while transitions are used for slide rotations.
- e. Addition of hyperlinks. When everything is complete, the last step is to add hyperlinks to the slides to increase the interactive nature of the PowerPoint media.

### 3. Development Stage

Following that, the researcher created and adjusted the PowerPoint materials by the preliminary concepts from the early design phase. Following the completion of the media development process, subject matter and media specialists validated it. The validators examined, evaluated, and offered suggestions to ensure the PowerPoint product was flawless. Following the validation, the researcher updated the media according to the opinions of the experts.

The researcher received the product validation data following the validators' completion of the validation and product revision.

- a) Media expert validation. Validation in the media field was conducted by two experts, initially Mr. Ma (validator 1) and Mrs. Re (validator 2). The results are as follows:

Table 3. Results of media expert validation

No.	Aspects Being Evaluated	Skor Validator 1	Skor Validator 2
1	Appearance Aspect	33	33
2	Programming Aspects	10	10
Amount		43	43
Percentage		95,5%	95,5%
Average percentage			95,5%

- b) Material expert validation. Validation in the field of content was conducted by two experts, initially Mrs. IWB (validator 1) and Mr. Am (validator 2). The results are as follows:

Table 4. Results of expert material validation

No.	Aspects Being Evaluated	Skor Validator 1	Skor Validator 2
1	Material Aspects	22	20
2	Language Aspects	14	12
Amount		36	32
Percentage		90%	80%
Average percentage			85%

The final percentage scores for the media and material fields are as follows:

Table 5. Overall Percentage of Validation Results by Material and Media Experts

No	Field	Percentage
1	Material	85%
2	Media	95,5%
Overall percentage		90,25%

The result of the PowerPoint learning media product for the first semester on the topic of faith in the hereafter, after validation, can be accessed using the URL below

[https://drive.google.com/file/d/1vxM\\_KPQfjkGBiLbwj8DkMAVCD6QcE4Zq/view?usp=drive\\_link](https://drive.google.com/file/d/1vxM_KPQfjkGBiLbwj8DkMAVCD6QcE4Zq/view?usp=drive_link) or the QR code:



The result of the PowerPoint learning media product for the second semester on the topic of avoiding deviant behavior in adolescent interactions after validation, accessed using URL below

[https://drive.google.com/file/d/1fmVESwFSqJX1-P0TotlAyzE7Y3Uex8X2/view?usp=drive\\_link](https://drive.google.com/file/d/1fmVESwFSqJX1-P0TotlAyzE7Y3Uex8X2/view?usp=drive_link) or the QR code:



#### 4. Dissemination Stage

Dissemination is the stage for distributing or spreading the completed PowerPoint media to students (Riani Johan et al., 2023). Dissemination is the final stage in the creation of 4D model learning media. The Dissemination stage is divided into three tasks: 1) validation, 2) packaging, 3) distribution and implementation. At the validation testing stage, the modified product developed is then applied to the actual target. During implementation, the achievement of goals will be measured through the responses of students and educators. This measurement is conducted to

determine how effective the produced product is. the results of the responses from 2 teachers and 50 students are as follows:

Table 6. Average percentage of teacher response

No.	Statement	Skor					Percentage Teacher Response
		1	2	3	4	5	
1	Ease of use of PowerPoint media.				1	1	90%
2	The appeal of an interactive PowerPoint presentation.					2	100%
3	The accuracy of selecting videos.					2	100%
4	The appeal of animation.				1	1	90%
5	The effectiveness of the timing of material presentation.					2	100%
6	The alignment of the material content with the Learning Outcome and Learning Objectives.					2	100%
7	The alignment of the content with the Criteria for Achieving Learning Objectives.				2		80%
8	The relevance of images and videos to the material.					2	100%
9	Clarity of the material explanation.					2	100%
10	Sequence of presentation.				2		80%
11	Ease of reading the text.					2	100%
12	The appropriateness of the language used.					2	100%
Average Percentage							95%

Table 7. The average percentage of learner responses

No.	Statement	Skor					Percentage Teacher Response
		1	2	3	4	5	
1	PowerPoint makes learning more exciting.				15	35	94%
2	Each slide has a nice color appearance.				21	29	91,6%
3	Clarity of voice in the video			3	27	20	86,8%
4	The appeal of animation			6	8	36	92%
5	The material in the interactive PowerPoint is easy to understand.			2	9	39	94,8%
6	Ease of text readability when displayed			1	13	36	94%
7	The language used is easy to understand.				7	43	97,2%
8	Images and videos in PowerPoint are engaging and relevant to the material presented.				9	41	96,4%
Average Percentage							93,35%

R&D research is an approach to research that aids in the development of new products. The products that have been developed may be brand-new or improvements on previously developed products. As a result of this study, the researcher produced a brand-new PowerPoint learning resource about Aqeeda Akhlak at MTsN 3 Aceh Besar. It took four months, from February to May 2024, to develop the product from the concept stage to getting input from students and teachers.

The 4D concept is demonstrated by the creation of PowerPoint materials at MTsN 3 Aceh Besar about faith and morals. The stages are: Define, Design, Development, and Dissemination. The researcher created a PowerPoint learning media product on Aqeeda and Akhlak materials after completing the defining phase. The researcher utilized PowerPoint 2019 for product creation, and two files one for the first semester and the other for the second semester contained different materials. The researcher used the materials on Believing in the Day of Judgment in the first semester and Avoiding Deviant Behaviour in Adolescent Social Interactions in the second semester.

The designed product is subsequently developed to be acknowledged as acceptable for usage. Four instructors from UIN Ar-Raniry's Islamic Education Study Program were chosen by the researcher to participate in the product validation process in their specialized fields media and materials, respectively. The supervising lecturer's suggestions and comments for product validation come from these four academics. 90.25%, the aggregate percentage derived from the four knowledgeable lecturers, is in the "Very Valid" category, meaning that the product is acceptable for usage.

Following the validation results, a small-scale experiment is carried out to get input from teachers and students. Teachers are the ones who use the product that the researchers have created for use in the classroom, so responses are required. Together with the students in the class, teachers complete this response questionnaire. As a result, when the product is tested on students in the classroom, teachers can also observe firsthand. The mean proportion of teachers' answers to the moral theology-related PowerPoint learning materials. The learning media, which contained five statements, and the material element, which contained seven statements, were the

two aspects to which the teacher answered. According to the data, the average proportion is 95%, which is categorized as "Strongly Agree." The teacher firmly agrees to use the PowerPoint learning materials created by the researcher to teach moral education, according to this proportion. Because students participate in the learning process and are the ones who get the information that the teacher presents through PowerPoint, student replies are required. 50 students from two classes provided their responses. responses of the students to the moral theology-related PowerPoint learning materials. Both the learning media, which contained four statements, and the material aspect, which also contained four statements, received positive responses from the students. According to the results, 93.35% of respondents on average "Strongly Agree" with the statement.

The researcher noticed that the students were motivated to learn and enthusiastic when she ran limited trials in two classes on different days. Using PowerPoint media, they also grasped the content with ease. This was determined by how well the students responded to several questions the researcher had incorporated into the PowerPoint presentation. The graphic below shows the percentage findings from the validation of instructor replies, student responses, media experts, and material experts.

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The 4D concept is demonstrated by the creation of PowerPoint materials at MTsN 3 Aceh Besar about faith and morals. Design, Development, Dissemination, and Definition. The researcher created a PowerPoint learning media product on faith and morals after completing the defining phase. The researcher utilized PowerPoint 2019 for product creation, and two files one for odd semesters and the other for even semesters contained different materials. The researcher used the

materials on believing in the Day of Judgment in the odd semester and Avoiding Deviant Behavior in Adolescent Social Interactions in the even semester.

The designed product is subsequently developed to be acknowledged as fit for usage. Four instructors from UIN Ar-Raniry's Islamic Education Study Program were chosen by the researcher to participate in the product validation process in their specialized fields media and materials, respectively. The supervising lecturer's suggestions and comments for product validation come from these four academics. 90.25%, the aggregate percentage derived from the four knowledgeable lecturers, is in the "Very Valid" category, meaning that the product is fit for usage.

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The teacher addressed two components of the PowerPoint learning material on Aqeeda akhlak: the material aspect, which had seven statements, and the learning media, which contained five statements. According to the data, the average proportion is 95%, which is categorized as "Strongly Agree." The teacher firmly agrees to use the PowerPoint learning materials created by the researcher to teach Aqeeda Akhlak, according to this result.

Since students participate actively in the learning process and receive the information that the teacher presents via PowerPoint, student responses are also required in this case. Responses to the PowerPoint learning materials on faith and morals were collected from two classes with a total of fifty pupils. Both the learning media, which contained four statements and the material aspect, which also contained four statements, received positive responses from the students. According to the results, 93.35% of respondents on average "Strongly Agree" with the statement.

The image below illustrates the percentage results from the validation of teacher feedback, student responses, media specialists, and material experts:

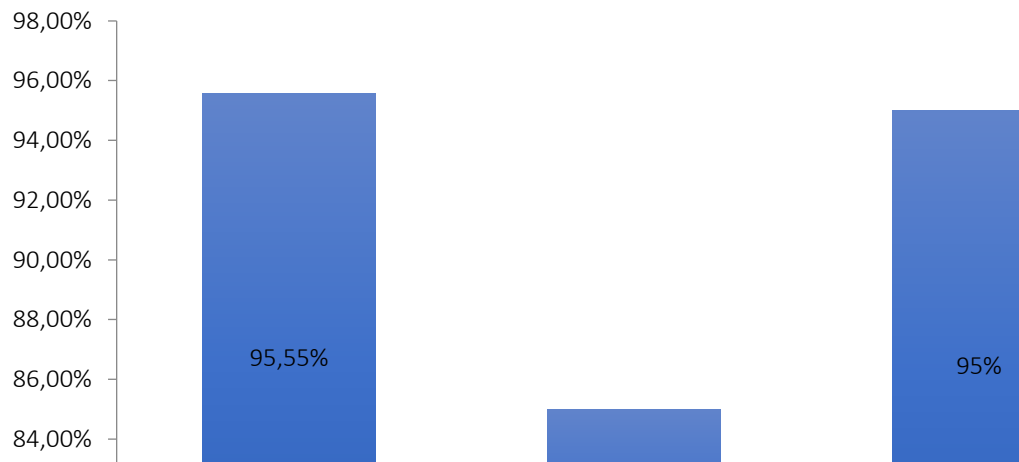


Diagram 1. Overall Results

The researcher observed that the students showed significant motivation and enthusiasm for learning throughout limited experiments conducted in two courses on separate days. Utilizing PowerPoint media, they comprehended the subject effortlessly. This was assessed based on the student's responses to many questions integrated into the PowerPoint presentation by the researcher.

### **Conclusion**

The findings of this research indicate that the product for the first semester about Faith in the Day of Judgment was developed in 28 slides in the first draft before validation. Subsequently, it was changed to comprise 29 slides following validation. The other product for the second semester concerning content on Avoiding Deviant Behaviour in Teenage Social Interactions was initially composed of 36 slides and was then reduced to 31 slides following editing. The validation rate from material and media specialists is 90.25%, categorizing the product as "Very Valid" and so appropriate for usage.

The findings from the teacher response questionnaire, with 95% categorizing their responses as "Strongly Agree," demonstrate that the creation of PowerPoint learning media is highly advantageous at that institution. The student answer questionnaire findings indicate that 93.35% are categorized as "Strongly Agree." This signifies that the creation of PowerPoint learning media is highly advantageous in stimulating and captivating student interest.



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