

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is an effort made by teachers or teachers with the aim of conveying knowledge, By creating a learning environment with various methods so that students can carry out learning activities more optimally. Teaching in the context of the learning process is not only conveying learning materials, but also mastering the atmosphere of the classroom environment, which also directs students' interest and concentration to the lesson, and one of the things that can help a teacher in mastering the classroom is with learning media.¹

According to Rohani, S.Ag, at the beginning of education, teachers were the only source to obtain lessons. However, in subsequent developments, the learning resource then developed with books. At that time, a figure named Johan Amos Comenius was recorded as the first person to write a picture book aimed at school children. The book was titled *Orbis Sensualium Pictus* (The World Drawn) which was first published in 1657. The writing of the book is based on a basic concept that there is nothing in the human mind, without first going through sensing.²

From here, educators began to realize the need for learning facilities that can provide stimuli and a comprehensive learning experience for students through all senses, especially the senses of sight and hearing. Initially, the media was only considered as a teaching aid. The aids used are visual aids, such as models, objects

¹ Dila Rukmi Octaviana, Moh Sutomo, and Moh Sahlan, "Pengembangan Media Pembelajaran Berbentuk Power Point Interaktif Dalam Mata Pelajaran Pendidikan Agama Islam Kelas 1 Sekolah Dasar," *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)* 2, no. 1 (2022): p. 147–148.

² Rohani, "Diktat Media Pembelajaran," *Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara*, 2019. p. 34

and other tools that can provide concrete experiences, motivation to learn, and increase learning absorption or retention. However, because it focuses too much attention on visual aids, it pays less attention to the aspects of design, development, learning, production and evaluation. So, with the entry of the influence of audio technology in the 20th century, a visual tool for concretizing this teaching is equipped with audio tools so that we are familiar with audio visual or audio visual aids (AVA). To understand the role of media in the process of gaining learning experiences for students, Edgar Dale depicted it in a cone that was later named the Edgar Dale cone of experience.³

PowerPoint-based educational game media offers an interesting and innovative approach to learning the Quran and Hadith. By combining multimedia features, such as animation, audio, and video, this media is able to create an interactive and fun learning environment for students. Through the use of this media, it is hoped that it can improve students' learning outcomes towards the Quran and Hadith and strengthen their understanding of the subject matter.⁴ Teachers at MTs Maarif Mungging are interested in exploring the potential of PowerPoint-based educational game media in improving the effectiveness of learning Al-Quran and Hadith and improving student learning outcomes. An in-depth analysis of the characteristics of PowerPoint-based educational game media is needed as well as effective strategies to integrate them into the learning of the Quran and Hadith.⁵

The integration of Qur'an and Hadith subjects in the Islamic education curriculum aims to form a generation that is not only academically intelligent but also strong in spiritual and moral aspects. Through a deep understanding of the teachings of the Qur'an and Hadith, students are expected to be able to become agents of positive

³ S U Nafiah, "Audio-Visual Aids in English Foreign Language (EFL) Teaching A Multimodal Discourse Analysis," *Dinamika Bahasa dan Budaya* 18, no. 2 (2023): p.90–92,

⁴ Rohita Rohita and Nurfadilah Nurfadilah, "Pembuatan Games Edukatif Berbasis Power Point Untuk Mendukung Kemampuan Kognitif Anak Taman Kanak-Kanak," *Jurnal Pemberdayaan Masyarakat Universitas Al Azhar Indonesia* 4, no. 3 (2022):p.97.

⁵ Muhammad Nur Febrian Syah et al., "Pengaruh Media PowerPoint Interaktif Terhadap Hasil Belajar Generasi Z Siswa Kejuruan," *Jmel* 9, no. 1 (2023):p.3–4

change in society, and be able to face the challenges of the times based on solid Islamic values.⁶

In the context of Islamic education, a deep understanding of the Quran and Hadith is an important key in forming a generation that is qualified, noble, and highly competitive. However, the reality in the field shows that there are still challenges in improving the learning outcomes of Al-Quran and Hadith materials in among students.⁷ Factors such as ineffective teaching methods, poorly integrated curriculum, and lack of resources and supporting facilities, are some of the things that hinder optimal achievement in understanding and mastering the Quran and Hadith.⁸

MTs Maarif Munggunng which is located in Munggunng Village, Pulung, Tosari, Munggunng, Ponorogo, Al-Quran and Hadith are one of the core subjects taught to grade 9 students as part of efforts to produce a generation that is religious and responsible. Although these lessons have a significant role, the learning of the Quran and Hadith is faced with a number of challenges that need to be overcome.

In addition to the problem of learning outcomes, the effectiveness of learning the Quran and Hadith is also a major concern. Conventional and less interactive teaching methods are often unable to achieve the desired learning goals. Students often struggle to understand the concepts being taught and apply them in the context of daily life.⁹ Teachers at MTs Maarif Munggunng feel the need to find a more effective and innovative approach in teaching the Quran and Hadith, so that students can gain a deeper and more applicable understanding. It is necessary to explore more

⁶ Ilham Esa Tiffani and Pendidikan Profesi Guru, "Efektivitas Penggunaan Media PowerPoint Terhadap Hasil Belajar Kognitif Siswa Kelas V Dalam Mata Pelajaran IPAS Agnita Siska Pramasdyahsari Mulyani" 7, no. 1 (2024): p.46–47.

⁷ Amrin, Adi Priyono, And Ranowan Putra, "Metode Pemahaman Al- Qur'an (Studi Kajian Tafsir Al- Qur'an Dengan Pendapat Sahabat)," *Al Fawatih Jurnal Kajian Al-Qur'an Dan Hadis* 3, No. 2 (2022): p.108–109.

⁸ Mohamad Madum, "Faktor Penyebab Kejenuhan Belajar Al-Qur'an Hadis Pada Peserta Didik Kelas Xii Di Ma An-Nawawi 03 Kebumen," *Al Furqan: Jurnal Ilmu Al Quran Dan Tafsir* 4, No. 2 (2021): p.187–188.

⁹ Alviatur Rohimaniah, "Efektivitas Pembelajaran Al-Qur'an Berbasis Mutu Melalui Program Tilawati Di Sma Al-Muslim Tambun-Kab. Bekasi, Jawa Barat," *Institut Ptiq Jakarta*, 2022.p.46

interactive learning methods and technology that can be used to improve students' understanding of the Qur'an and Hadith material.

Although there are various studies on the use of learning media in the context of education, research that specifically discusses the application of PowerPoint-based educational game media to improve student learning outcomes in Al-Quran and Hadith lessons at MTs Maarif Mungging is still very limited. The use of PowerPoint-based game media in learning Al-Qur'an and Hadith has proven effective in improving student learning outcomes. This media attracts students' interest by presenting the material in an interactive and fun way, motivating them to be more actively involved in the learning process. By combining visual and audio elements, the game helps to reinforce students' understanding of the concepts taught. In addition, it enables collaborative and competitive learning, encouraging students to interact and learn together. As a result, students remember and understand the material easier, which has a positive impact on their academic achievement¹⁰. Therefore, this research is considered important to be carried out to fill the literature gap. It is necessary to map relevant previous studies and identify the shortcomings and needs in the context of learning the Quran and Hadith at MTs Maarif Mungging.

Based on observation¹¹ and daily score data, so far many students at MTs Ma'arif Mungging Ponorogo in Al-Qur'an and Hadith subjects have not achieved the expected results. Many students have not reached the Minimum Completeness Criteria (KKM) target, especially in 9th grade. The data on learning outcomes shows the following:

Table 1.1

Aspect	Description
Location	Mts Ma'arif Mungging Ponorogo

¹⁰ Prasinto Beny Rifki, "JIPDAS (Jurnal Ilmiah Pendidikan Dasar) Institut Pendidikan Tapanuli Selatan Penggunaan Media Powerpoint Untuk Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran Di Sd N Cimpon KELAS II TAHUN 2021/2022," *JIPDAS (Jurnal Ilmiah Pendidikan Dasar) Institut Pendidikan Tapanuli Selatan* 2, no. 3 (2022):p.178.

¹¹ Observation Results, 03/O/02/6/2024

Subject	Al-Qur'an and Hadith
Class Observed	Grade 9
Number of Students	29 Siswa
Learning Outcome	- 18 student (63%) have yet reached KKM - 11 student (37%) have reached KKM

Factors such as lack of variety in teaching methods, lack of student involvement in the learning process, and lack of understanding of the relevance of the material to everyday life, can lead to a decrease in Learning Outcomes. Teachers at MTs Maarif Mungung feel the need to continue to find ways to make learning Al-Quran and Hadith more interesting and relevant for students, especially in 9th grade which is a transition period to higher education. An in-depth analysis of the factors that influence student Learning Outcomes and effective strategies to improve them is needed.

Through observation and interviews with Mr. Farid¹² as the teaching teacher in the 9th grade Al-Quran and Hadith subjects, the researcher found several important problems related to the learning of the 9th grade Al-Quran and Hadith at MTS Maarif Mungung. Among them are low student learning motivation, lack of variety in learning methods that make learning feel monotonous, learning materials that are less associated with the context of daily life, and lack of Student Active Engagement in learning. The dominant lecture method makes students passive and the lack of interaction between students is also a problem.

According to Syaiful Anam, PowerPoint-based game media in learning Al-Qur'an and Hadith effectively improves learning outcomes by attracting student interest through an interactive approach. Visual and audio elements facilitate understanding, while collaborative and competitive aspects encourage student

¹² Results of Interview with Mr. Farid, 01/W/02/06/2024;

interaction. As a result, students more easily remember and understand the material¹³. The main purpose of this study is to test the effectiveness of the use of PowerPoint-based educational game media in improving the learning outcomes of grade 9 students in Al-Quran and Hadith lessons at MTs Maarif Mungging. In addition, this research also aims to contribute to the development of more innovative and effective learning methods in the school. It is necessary to formulate clear and specific research objectives and develop an adequate conceptual framework to support the achievement of research objectives.

The choice of using this PowerPoint-based educational game is based on several important reasons. First, this method can attract students' interest and motivation to learn because it presents a more interesting and enjoyable learning process. With interactive elements in the game, students become more actively participating and involved in learning, in contrast to conventional methods that tend to be passive. In addition, PowerPoint is a software that is easily accessible and used, by both teachers and students, without requiring high technical expertise.¹⁴

Another advantage of educational game-based PowerPoint media is its visual and auditory abilities. With the support of images, videos, and sounds, the subject matter can be conveyed more clearly and attract students' attention. This media is also very flexible, can be adjusted to the needs and conditions of the classroom, and can be applied to various subjects. The use of PowerPoint-based educational games also encourages collaborative learning, where students can work together and communicate effectively in groups.¹⁵

¹³ Syaiful Anam et al., *Media Pembelajaran Berbasis Nilai Islami*, 2023, www.globaleksekitifteknologi.co.id.

¹⁴ Yudi Budianti, Rima Rikmasari, and Dita Aditya Oktaviani, "Penggunaan Media Powerpoint Interaktif Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar," *Jurnal Inovasi Pendidikan dan Pembelajaran Sekolah Dasar* 7, no. 1 (2023):p.127.

¹⁵ Rosidah et al., "Efektifitas Media Pembelajaran Game Interaktif Berbasis Power Point Untuk Meningkatkan Motivasi Belajar Siswa Kelas V SD," *Seminar Nasional Paedagoria* 2, no. 1 (2022): p.10–16,

In addition, the use of this medium helps students develop technology skills that are very important in today's digital era. In terms of efficiency, PowerPoint allows for the delivery of material in a structured and comprehensive manner in a shorter time. Finally, the use of PowerPoint-based educational games is also in line with the demands of the curriculum which requires the integration of information and communication technology in the learning process.¹⁶ With these various reasons and advantages, the use of PowerPoint-based educational games is expected to significantly improve student learning outcomes at MTsN Ma'arif Mungging Ponorogo.

This research will focus on the use of PowerPoint-based educational game media in learning Al-Quran and Hadith for 9th grade students at MTs Maarif Mungging. The research will be carried out in a classroom action by involving direct intervention in the existing learning process. Careful planning is needed for research design, development of valid and reliable data collection instruments, and appropriate implementation of learning interventions.

Taking these conditions into account, as well as to improve student learning outcomes and foster learning motivation, researchers want to conduct classroom action research using the powerpoint application. Thus, the researcher is interested in conducting a study entitled

"The Use of Powerpoint-Based Educational Games to Improve The Learning Outcomes of 9th grade Students in Al-Quran and Hadith Lessons at Mts Maarif Mungging Ponorogo"

¹⁶ Hikmah, "Pemanfaatan Powerpoint Interaktif Sebagai Media Pembelajaran Dalam Hybrid Learning," *Jurnal Pendidikan dan Ilmu Sosial* 1, no. 2 (2020): p.26–32.

B. Problem Formulation

Based on the description of the background above that has been explained previously, the formulation of the problem of this study can be formulated, namely:

1. Is the application of powerpoint-based educational game effective to improve Learning active engagement in the 9th grade Al- Qur'an and Hadith subjects at MTs Maarif Munggun Ponorogo?
2. Is the application of powerpoint-based educational game learning media Effective to Increase student learning outcomes in the 9th grade Al-Qur'an and Hadith subjects at MTs Maarif Munggun Ponorogo?

C. Purpose of the Study

The objectives of this study are:

1. To determine the application of PowerPoint-based educational game learning media can Improve Learning active engagement in Al-Qur'an and Hadith 9th grade subjects at MTs Ma'arif Munggun Ponorogo.
2. To determine the application of PowerPoint-based educational game learning media, can Increase student learning outcomes in 9th grade Al-Qur'an and Hadith subjects at MTs Ma'arif Munggun Ponorogo.

D. Significance of the Study

By conduct classroom action research, it is expected that it will be useful for various parties related to learning activities, especially subjects, in the contribution to this research is divided into two benefits, theoretical benefits and practical benefits:

1. Theoretical Benefits

This research enriches the literature on the utilization of technology in education, especially in the context of Islamic learning. By utilizing power point-based educational game learning media, this research provides new insights into how technology can improve student learning outcomes. This research also helps to understand the role of interactive media in increasing students' motivation and engagement in the learning process. In addition, this study contributes to the development of modern learning theory and learning motivation, and offers guidance for future research that wants to explore the use of technology in various subjects and educational levels.

2. Practical Benefits

This research has several practical benefits, among others:

- a. For teachers, it can be used as a reference or guideline even as a more effective learning media for teachers to use so that students become more creative and improve student learning outcomes in the future. Teachers become more creative when carrying out the teaching and learning process by using this powerpoint-based game media so that the objectives of the research conducted by the researcher are achieved.
- b. For students, this research is expected to make it easier for students to understand interesting subject matter using powerpoint-based game media, then this will bring out student creativity in the teaching and learning process so that it is expected to achieve the objectives of this research. In addition to better class achievement, students will be more active and creative in Al-Qur'an and Hadith subjects.
- c. For school institutions or institutions, this study can be use as a reference to improve the quality of education in the school institution concerned. The results of the study can be used as a reference to improve student creativity to be even better in the future.

d. For researchers, this study was conducted to complete undergraduate courses in the Islamic education study program through class action research. Besides it is expected be able to implement the knowledge that has been obtained during the study period in the field directly.

E. Systematic Discussion

Writing systematics is a series of sequences of several descriptions in a system of discussion in scientific papers. In thesis writing, each chapter consists of several subchapters that are interrelated, forming a systematic and integrated description. The systematics of writing this thesis is as follows:

1. Chapter I: Introduction contains the background of the study, problem formulation, purpose of the study, significance of the study, and systematic discussion
2. Chapter II: Theoretical study and literature review, conceptual framework, and research hypotheses.
3. Chapter III: Research methodology includes research subjects Technique, research locations, research types, research variables, data collection methods, data analysis Technique, research procedure, and research schedules.
4. Chapter IV: Overview of research location, explanation of each cycle, data Display, data analysis, and discussion
5. Chapter V: Conclusions, research results, and suggestions contains the conclusions of the research, research results, and suggestions