

CHAPTER I

INTRODUCTION

A. Background of Study

2045 is an important moment for Indonesia when the nation will be 100 years old. Since the proclamation of independence in 1945, Indonesia has come a long way in nation-building. Indonesia looks to the future optimistically, with the vision of a Golden Indonesia 2045—a noble goal to become a developed, sovereign, and sustainable country. In 2016, President mandated the Ministry of National Development Planning to formulate the Golden Indonesia Vision 2045.¹ This vision contains a picture of Indonesia's condition and a road map to achieve the ideal condition expected in a century of Indonesia by focusing on four pillars of development, namely: (1) Human development and mastery of science and technology, (2) Sustainable economic development, (3) Equitable development, and (4) Strengthening national resilience and governance.

The vision of a Golden Indonesia 2045 is not just a dream but a realistic target. One of the key factors that will lead Indonesia to a glorious future is the demographic bonus. Projections by the Central Bureau of Statistics (BPS) show that Indonesia will enter the peak of the demographic bonus in 2020-2030. This demographic bonus allows Indonesia to accelerate economic development and improve people's welfare. A large and qualified productive-age population can act as a source of labour and economic actors that can accelerate the achievement of development goals. However, for the potential of the demographic bonus to be realised, appropriate efforts and policies are needed. Optimally utilising the potential of the demographic bonus requires careful preparation and strategies from various parties, including the government, the private sector, and the

¹ Bappenas, *Background Study Visi Indonesia 2045*, (Jakarta: Kementerian Perencanaan Pembangunan Nasional, 2019), p. 1.

community. Conversely, if not utilised properly, this potential will turn into a time bomb. Realising Golden Indonesia, Indonesia needs to prepare the next generation of quality and conduct equitable development between regions, given the characteristics of Indonesia's archipelago.² It can be concluded that quality education plays an important role. Quality education is the background for forming the golden generation and is the main pillar of implementing the vision of Golden Indonesia 2045. The young generation needs to have a strong character to contribute to developing the nation and state, with good character, a spirit of nationalism, a competitive spirit, and the ability to understand knowledge and technology to compete globally. Therefore, in shaping the young generation, quality education is needed.

The challenge of creating quality education emphasises the need for creativity, innovation, and inspiration from teachers in designing learning activities. Teachers play a key role in achieving successful human resources that are productive, superior, and faithful. Therefore, cooperation between every sector in the effort to advance education for the nation's children is very important and cannot be ignored.³

One element that is considered crucial in improving the quality of education is character development. Character education is currently considered a strategic step to form a golden generation. This view arises because if Indonesia ignores character education in nation-building, the impact will result in a lack of determination and self-motivation in every member of society.⁴ Some obvious examples include the loss of the spirit of cooperation in community life and the anarchic behaviour and dishonesty that emerge both in government structures and in the education sector. In

² Badan Pusat Statistik, *Bonus Demografi dan Visi Indonesia Emas 2045*, (Jakarta: Direktorat Analisis dan Pengembangan Statistik, 2023), p. 5.

³ Regina Ade, "Mempersiapkan Generasi Emas Indonesia Tahun 2045 Melalui Pendidikan Berkualitas," *Jurnal Edik Infomatika*, Vol. 3, (2017), p. 73-87.

⁴ Hasnawati, "Membangun Generasi Emas Melalui Perspektif Pendidikan Karakter," *proceeding International Seminar on Education 2016*, (Batusangkar: IAIN Batusangkar, 2016), p. 247-254.

addition, character education is important to maintain a person's identity about their behaviour in daily life.⁵

One of the components that play a vital role in Islamic education is the subject of *Aqidah Akhlak*. This subject has a central role in forming the foundation of faith and praiseworthy morals from an early age. In this modern era, where the flow of information and technology is so swift, learning *Aqidah Akhlak* is not just limited to memorising and dogma but a fundamental foundation in forming a young generation with faith, noble character, and broad insight.

Learning activities at primary to secondary school levels should ideally be explained widely and not only limited to theoretical explanations with students participating in activities. In addition, memorisation skills do not promise learners the ability to analyse any issues.⁶ Humans have limitations in concentration levels, so they need a pleasant atmosphere or condition to make students fresh and enthusiastic in teaching and learning activities. Therefore, variations are needed in the teaching and learning process. Variation includes teaching style, media and instructional materials use, and the pattern and level of teacher-student interaction.⁷ Teaching methods and learning media are two important interconnected components in the learning process. The appropriate type of learning media will be influenced by the decision to use a particular teaching method. During the orientation stage of learning, the use of learning media will greatly assist the learning and delivery process. It can change students' interests and desires, encourage them to participate in learning activities, and even psychologically affect them.⁸

⁵ Cecep Sobar Rochmat, et al., "Implications of Moral Education on Children's Character in the Digital Era: Insights from Surah Al-Isra, Verses 23-24", *International Journal of Educational Qualitative Quantitative Research (IJE-QQR)*, Vol. 3, No. 1, (2024), p. 28-35.

⁶ Cecep Sobar Rochmat, et al., "Membentuk Karakter Kritis dengan Penilaian Pembelajaran Berbasis High Order Thinking Skill (HOTS) pada Mata Pelajaran Pendidikan Agama Islam", *EDUCAN: Jurnal Pendidikan Islam*, Vol. 6, No. 2, (2022), p. 236-247.

⁷ Jj. Hasibuan Moedjiono, *Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 1995), p. 72.

⁸ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2013), p. 19.

Based on a pre-survey conducted on May 30, 2024 at MI Miftahul Ulum, the researcher interviewed Mrs. Siti Khodijah, S.Ag. as the *Aqidah Akhlak* subject teacher; she said that in delivering *Aqidah Akhlak* subject, she had used learning media in the form of pictures.⁹ However, there are still some students with low learning activeness. This is evident from students' lack of enthusiasm in learning activities, which can be seen from their disinterested facial expressions and body language, not to mention student behaviour that avoids learning activities, such as not focusing on the lesson, talking to friends during teaching and learning activities, and not doing assignments. There are several causes of low learning activeness, one of which is the learning media factor. The media used is less interesting and less interactive, so students tend to be passive.

In addition to the problem of learning activeness, students' learning results are also relatively low. This can be seen from the average score of students still below the minimum competency score of 70. The cause of this phenomenon is that learning activities lack innovation, one of which is due to the use of learning media that is not optimal. This is evident from the use of learning media limited to textbooks and pictures.

Another problem that researchers find is the use of technology that is not optimal; this is evident from some classes that still do not have projector equipment. The development and dissemination of science is driven by the rapid advancement of information and communication technology. In the education process, information and communication technology is certainly very helpful. Computers are no longer just used for computing and word processing; they are now also used as multimedia learning tools, allowing for engineering and concept design. These technological advances can improve the quality of education; therefore, teachers must have the ability to use information and communication technology.

⁹ Siti Khodijah, Teacher of MI Miftahul Ulum, *Interview*, MI Miftahul Ulum, 16th of June, 2024.

In the learning process, media is one of the critical factors used to create learner activeness while improving learning results. The existence of learning media also greatly impacts educators in the learning process in order to achieve learning objectives. This is motivated by the fact that the conventional learning system, which is generally applied in the classroom is thick with instructional atmosphere and is considered less by the dynamics of the rapid development of science and technology.¹⁰

One of the learning media technologies is PowerPoint. This media can present images, audio, and video. It is also relatively easy to use, and the creation process does not take much time. Microsoft PowerPoint is systematically designed to achieve interactive learning when using learning media. PowerPoint learning media is used as presentation material and is equipped with a controller so that users can choose what to do for instructions, materials, and learning evaluations.¹¹ Several features can be used to make learning media attractive, such as text processing capabilities, colour suitability, images, and animations that can be adjusted to the creativity of its use.

After explaining some of the problems above, researchers use PowerPoint educational game learning media as a solution to the limited technological learning media for *Aqidah Akhlak* subjects. In addition, the characteristics of elementary/middle school children still like to play. If learning activities are carried out with a fun atmosphere of play and still following educational objectives, then the knowledge will be conveyed well to students. Therefore, the researcher raised the research title: **“Application of PowerPoint-Based Educational Game Learning Media in Improving the Students’ Activeness and Learning Results of 5th Grade in *Aqidah*”**

¹⁰ Hasan Baharun, “Pengembangan Media Pembelajaran PAI Berbasis Lingkungan melalui Model ASSURE,” *Jurnal Cendekia*, Vol. 14, No. 2, (2016), p. 231-246. doi: 10.21154/cendekia.v14i2.610.

¹¹ Widya Wijayanti, Stefanus Christian Relmasira, “Pengembangan Media PowerPoint IPA untuk Siswa Kelas IV SDN Samirono”, *Jurnal Penelitian dan Perkembangan Pendidikan*, Vol. 3, No. 2, (2019), p. 77-83.

***Akhlak* Subject at MI Miftahul Ulum, Driyorejo, Gresik, Academic Year 2024-2025”**

B. Problem Statements

Based on the problem identification above, several problem formulations can be drawn, as follows:

1. How does the use of PowerPoint-based educational game learning media improve the students' activeness of 5th grade in *Aqidah Akhlak* subject at MI Miftahul Ulum, Driyorejo, Gresik, academic year 2024-2025?
2. How does the use of PowerPoint-based educational game learning media improve the learning results of 5th grade in *Aqidah Akhlak* subject at MI Miftahul Ulum, Driyorejo, Gresik, academic year 2024-2025?

C. Purpose of Study

1. This study aims to investigate the improvement in the students' activeness of 5th-grade students in *Aqidah Akhlak* subject at MI Miftahul Ulum, Driyorejo, Gresik, academic year 2024-2025 after applying PowerPoint-based educational game learning media.
2. This study aims to investigate the improvement in the learning results of 5th grade in *Aqidah Akhlak* subject at MI Miftahul Ulum, Driyorejo, Gresik, academic year 2024-2025 after applying PowerPoint-based educational game learning media.

D. Significance of the Study

1. Theoretical Benefits

This research is expected to add insight into the effectiveness of PowerPoint educational game learning media in improving

students' activeness and learning results, as well as contribute new knowledge about the design and development of effective PowerPoint educational games for *Aqidah Akhlak* learning.

2. Practical Benefits

Practically, this research is also useful for students, teachers, and schools as an educational system that supports the improvement of teaching and learning results at school.

a. Institutions

This will be an input to improve teacher creativity and the quality of educational institutions to create an innovative learning atmosphere.

b. Teachers

As an alternative to interesting and interactive learning media to improve the quality of learning, students' activeness and learning results in the classroom.

c. Researchers

Inspire other researchers to conduct further research on the use of educational game-learning media in various subjects.

d. Students

Increase student involvement in learning activities so that it leads to an increase in students' activeness and learning results in the classroom.

E. Writing Systematic

CHAPTER I: Introduction contains Background, Problem Formulation, Objectives and Uses of Research, and Systematic Discussion.

CHAPTER II: Theoretical basis consisting of the concept of *PowerPoint* game learning, the advantages and disadvantages of *PowerPoint*,

Activeness, Learning Result, and the subject *Aqidah Akhlak*, Previous Research, and Research Hypothesis

CHAPTER III: Research Methodology consisting of Type of Research, Place and Time of Research, Research Subjects, Research Procedures, Data Collection Techniques and Data Analysis, and Aspects of Learning Result.

CHAPTER IV: Research Results and Discussion, Description of the Area, Description of Results, and Discussion of Research Results.

CHAPTER V: Closing, which contains Conclusions and Suggestions.

