THE DEVELOPMENT OF PREZI APPLICATION-BASED LEARNING MEDIA ON ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SMP MUHAMMADIYAH 02 MEDAN

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Abstract

The objective of this study is to provide realistic, practical, and effective Prezi application-based learning media in PAI subjects in order to improve students' comprehension ability. This is a development study using the ADDIE development model. The research participants were 15 students from VIII-1 and 15 students from VIII-2. The study's findings revealed that the validity of the learning media generated was assessed based on the validity of the learning media by the validators, with a total average value of 3.73 ("Valid" category). Meanwhile, the observation score of learning implementation in trial II, which was 3.73, demonstrated the usefulness of learning media (well-implemented category). In addition to the effectiveness of learning media in four aspects, namely classical completeness of 86.67% (13 students), student activity observation scores in trial II for three meetings were 22.2%, 26.87%, 26.87%, 13, 9%, 7.87%, and 2.32%, observation of the teacher's ability to manage learning was 3.79 (the "Good" category), teacher's response was 3.78 (the "Interested" category), and student's response was 3.74 ("Interested" category). According to the normalized gain index, there was an increase in value in trial II with a score of 0.40. (the "moderate" criteria).

Keywords: *Prezi Application; Development of Learning Media; Islamic Religious Education.*

INTRODUCTION

Science advances and rapid technological development have had a significant impact on various aspects of human life, including education. In order for education to survive and not be left behind by advances in science and technology, in this case there needs to be a balance (Asnawir & Usman, 2002). Aside from that, science and technology are progressing and making new breakthroughs, so that updates occur to capitalize on the results of a lesson that has been implemented.

The use of media in the learning process is critical for sustaining learning and achieving more effective and efficient learning in schools. Aside from that, the most important reason to use media is to aid in the learning process. As a result, one of the burdens that educators must bear is the creation of learning media, which must be accounted for as a teacher who assumes responsibility as an educator (Kurniawati, 2016). The presence of interactive learning aids will support in the achievement of the expected learning process, such as effectively and efficiently, as well as the content of learning is more easily conveyed to students (Azhar, 1997). In line with this, interactive learning media has been shown to help in the achievement of expected learning outcomes. Media can also help to speed up the learning process and help students understand the lessons taught by educators (Vidiasti, 2019).

Furthermore, learning media has the positive encouragement and power to change people's attitudes and morals in a more positive, creative, and dynamic direction (Asnawir & Usman, 2002) in accordance with Law No. 20 of 2003 concerning national education which states that, "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, with the goal of developing the potential of students to become human beings who believe and fear to God." One, noble character, health, knowledge, capability, creativity, independence, and being a democratic and responsible citizen (UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

Referring to the preceding statement, national education's function is to educate the nation's next generation through education and the learning process. The goal of this learning process is to develop the potential that exists in students so that students are born who are not only intelligent but also have faith and piety to the Creator. As a result, the teacher's delivery of the learning process must be engaging in order for students to understand the material. It can be interpreted that good learning is learning that is planned based on the objectives to be met and fosters relationships between students, thereby fostering beneficial experiences for students. Learning is considered good if it is supported by conducive learning conditions and communication between educators and students runs smoothly throughout the learning process (Dariyanto, 2010).

Many factors influence the learning process, making it ineffective, such as the use of less appealing or monotonous learning methods, learning activities that appear passive, a lack of media use, and a learning environment that does not support achieving good learning outcomes (Sudatha et al., 2015). Furthermore, factors such as management of learning implementation, communicative processes, student responses, learning activities, and learning outcomes can all contribute to effective learning (Yusuf, 2017). Not only that, but in order to achieve an effective learning process, the teacher must create an ideal learning process that allows students to develop imaginative power and creativity in learning so that they can progress through the process. Interesting learning can arouse students' motivation to study and comprehend all of the materials provided (Sari et al., 2022).

The phenomenon that occurs at SMP Muhammadiyah 02 Medan is that the learning process becomes ineffective and decreases because students do not understand the material provided by the teacher, students do not feel motivated to study in class, and students are even less interested in the learning methods used by teachers, particularly in PAI subjects, which are considered too monotonous in lecture style. This is demonstrated by the fact that student PAI learning outcomes with the teacher's improvised media are vastly different from learning outcomes in general subjects with a variety of media. As a result, teachers must be able to use technology to

make teaching and learning activities more interesting and easily accepted by students, because the learning success achieved by students at school is demonstrated by the realization of students in everyday life after the teacher has delivered PAI material.

According to observations' results, the attention and support of PAI teachers at SMP Muhammadiyah 02 Medan is insufficient to motivate students to learn. The typical learning pattern begins with the teacher giving directions and introductions related to the day's learning and discussion, then continues by dividing the groups according to the chapters to be studied, after which the students and their groups present the material that was shared previously, and so on for each meeting. The initial interviews also revealed that the teaching and learning process at SMP Muhammdiyah 02 Medan, particularly in PAI subjects, did not make use of multimedia. However, due to the teacher's lack of ability and creativity in developing learning media with appealing designs, the media used by the teacher only displays media images and practical explanations are only simple snippets. It is also observed that there is no change in the development of media carried out by the teacher, because of to the teacher's lack of desire to learn to be better, the teacher believes that using media is very difficult, and the teacher's age is also an impediment in developing learning media. Teachers must improve and increase digital literacy due to a variety of factors and real-world evidence.

Based on the aforementioned phenomenon and in order to increase the percentage of interactive media use, this research was carried out by attempting to develop a media, namely the Prezi application, an application tool for creating multimedia devices by integrating various types of media, such as videos, picture films, and text, into a program created in the application. The Prezi application is expected to aid educators in communicating PAI learning. According to the findings of Akmala's research, the selection of appropriate learning media influences the achievement of learning objectives (Akmala, 2021). Other studies found that the value of using cloud-based prezi learning media in PAI material was 85.85% of what was expected (Solehudin, 2019b), and that using prezi learning media in PAI learning had an effect on growing students' curiosity characters (Solehudin et al., 2020), Prezi video software can make prayer material content more interesting in learning Islamic religious education (Mulyadi & Ruhiat, 2022) and using Prezi application learning media can increase students' interest and motivation in learning Islamic Religious Education (Suryaningsih, 2021).

The Prezi application is appropriate for use in PAI lessons because learning will be bored if PAI lessons are only delivered through lectures. The Prezi application provides an appealing and simple-to-use media appearance; additionally, the media is combined with colors or music to arouse student motivation in learning and improve student achievement (Sintia et al., 2021). The findings of this study are expected to support in the development of a learning system that is creative, effective, and pleasing to students, allowing SMP Muhammadiyah 02 Medan to become a better school in the future.

METHODOLOGY

This study is part of development research that employs the ADDIE model. This study focused on creating prezi application-based learning media. The subjects of this study were SMP Muhammadiyah 02 Medan class VIII students in the 2022/2023 academic year. Meanwhile, the focus of this study is on prezi application-based learning media in PAI subjects who are honest and responsible.
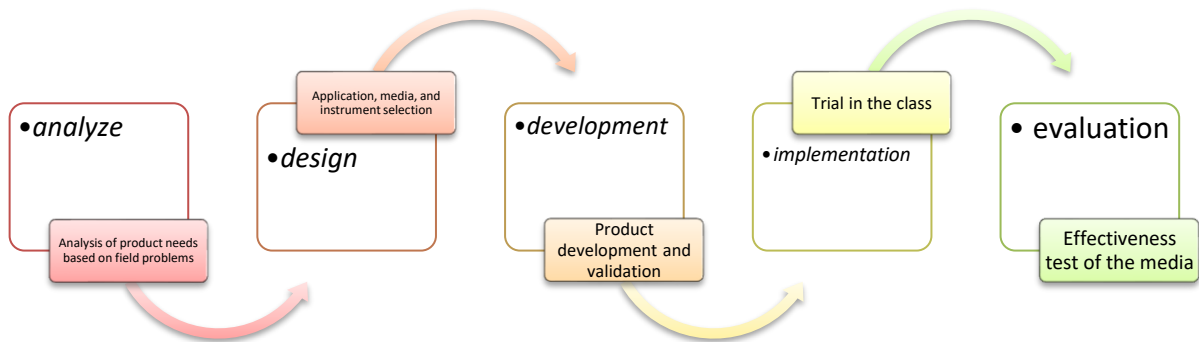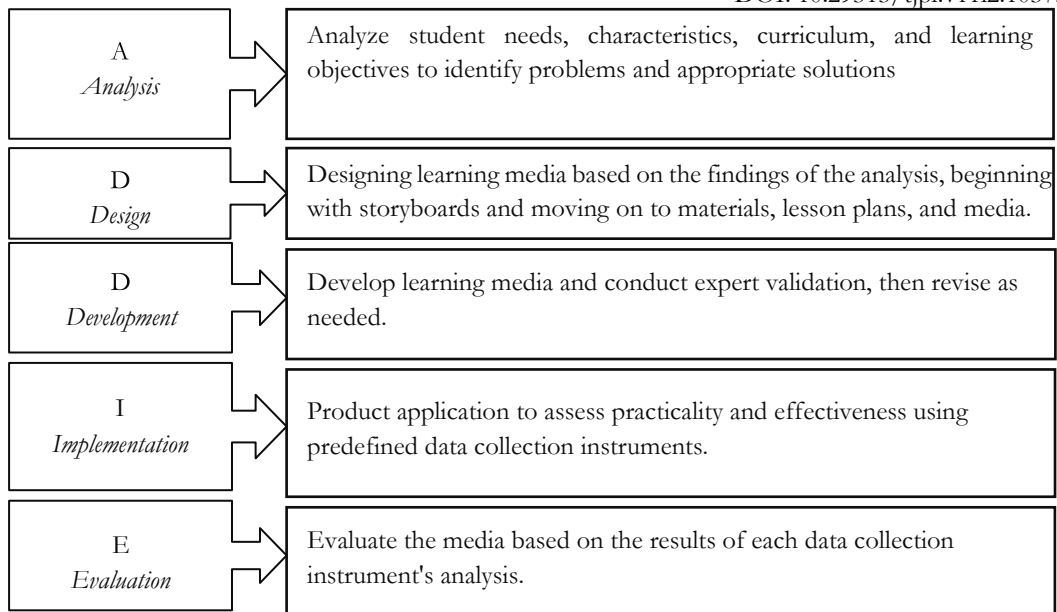
A *Analysis*	Analyze student needs, characteristics, curriculum, and learning objectives to identify problems and appropriate solutions
D *Design*	Designing learning media based on the findings of the analysis, beginning with storyboards and moving on to materials, lesson plans, and media.
D *Development*	Develop learning media and conduct expert validation, then revise as needed.
I *Implementation*	Product application to assess practicality and effectiveness using predefined data collection instruments.
E *Evaluation*	Evaluate the media based on the results of each data collection instrument's analysis.

Image 1. Stages of Product Development Adaptation of the ADDIE Model

RESULTS AND DISCUSSION
The Validity of Prezi Application Learning Media

Based on the findings of the developed prezi application-based learning media validation, it was determined that this learning media was valid or had a high degree of validity. Additionally, the validation results of the lesson plans (RPP), student worksheets (LKPD), and initial and final comprehension tests are valid. This means that learning media and devices can meet the demands of learning needs to improve material understanding, honesty, and responsibility. Based on the validation results from learning media experts, the developed prezi application-based learning media received a score of 3.73 in the "Valid" category. As a result, the developed prezi application-based learning media meets the demands of learning needs for the subject matter of honesty and responsibility. This is supported by Arsyad's (Azhar, 1997) opinion that media that is aligned and in accordance with the needs of learning tasks is one of the criteria for media that is suitable for selection.

The results of the validation of learning media by experts and practitioners can be seen in the table below:

Table 1.
The Results of Learning Media Validation by Experts and Practitioners

Aspect	Statement	Average of each indicator	Category
Media Design	The lettering style and size are easy to read.	4	Very Valid
	Media for learning is easily accessible to students	3.6	Valid
	Media for learning is easily accessible to teachers	3.8	Valid
	The display of learning media is pleasing to look at	3.8	Valid
	Illustrations and animations work well	3.6	Valid
	Aesthetic button placement	3.6	Valid
	Menu items and buttons correspond to menu content	3.6	Valid
	Instructions in learning media are correct	3.8	Valid
	Approproately scoring the practice questions given	3.6	Valid
Total Average		**3,73**	**Valid**

The Practicality of Prezi Application Learning Media

Based on the results of the experts' (validators') assessments, all validators agreed that the prezi application-based learning media developed was usable with minor revisions. Then, using the observation sheet of learning implementation using the prezi application-based learning media that was developed and given to an observer at each trial meeting I and II, the result was that the observation score of learning implementation did not meet the practicality criteria in trial I, namely with a score of 2.80 at the first meeting, 2.93 at the second meeting, and the average was 2.87. ("Less implemented" category). Meanwhile, in the second trial, a score of 3.60 was obtained at the first meeting, and a score of 3.73 was obtained at the second meeting. So that the average result of observing the implementation of learning in trial II was 3.73 with the category "Well Done". Based on these findings, it is possible to conclude that the prezi application-based learning media developed met the practicality indicators.

The Effectiveness of Learning Media

Based on the results of trials I and II, the developed learning media met the effective category in terms of the achievement of student understanding, active student activity, and positive responses from students. This is explained as follows:

1. **Achievement of Comprehension Test**

The results of test analysis in trials I and II revealed that students' comprehension met the classical completeness criteria. This is because the content and problems in learning media are created in response to the conditions of the student learning environment. The table below contains a description of the results of students' understanding in trials I and II:

Table 2. Description of the trial I student understanding results

Description	Initial Comprehension Test	Final Comprehension Test
Lowest Score	30	35
Highest Score	75	80
Average	47	57,67

Table 3. Description of the trial I student understanding results

Description	Initial Comprehension Test	Final Comprehension Test
Lowest Score	50	60
Highest Score	75	95
Average	62,33	77,67

According to Tables 2 and 3, the average student understanding in trial I for the initial test was 47 and the final test was 57.67, whereas in the trial test it increased, with the initial test being 62.33 and the final test being 77.67. The final test achievement of students' understanding in trial I was 40%, with a total of 6 students declared complete. Moreover, it can be concluded that in trial I, the developed application of prezi application-based learning media did not meet the criteria for achieving classical mastery (> 80%). In trial II, however, students' achievement of the final test of understanding met the specified criteria, namely 86.67%, with a total of 13 students declared complete. As a result, the prezi application-based learning media has met the criteria for effectiveness in terms of achieving student understanding.

The completeness of student learning is due to an important idea taken from Vygotsky's theory, namely scaffolding, which is consistent with one of the characteristics of the realistic PAI learning approach, namely emphasizing the need for continuous interaction between one student and another, as well as between students and mentors (teachers). Furthermore, in the realistic PAI learning approach, the teacher's assistance is limited to answering students' questions at the start of solving contextual problems, which are answered by the supervisor (teacher) by providing instructions or suggestions until students understand the meaning of the questions.

Students will be more active in handling their learning tasks if teachers provide assistance (scaffolding) in the early stages of learning and as long as they complete their assignments, which results in more effective learning that is carried out and has an impact on students' classical learning completeness. Based on the research findings, supporting learning theory, and previous research findings, it is possible to conclude that the prezi application-based learning media developed has met the indicators of effectiveness in terms of student learning completeness as measured by the achievement of student understanding tests.

2. Students' Responses

Based on the analysis of the previously described results of student responses, it was discovered that in trials I and II, students were interested in the learning media being developed. The average score of student responses indicating an interest in learning with the developed learning media demonstrates this. According to the student response questionnaire scores, the most interesting category in trial I was 3.70, and the most interesting category in trial II was 3.74. As a result of the students' responses to the prezi application-based learning media that was developed effectively, it can be concluded. The table below summarizes the results of the student response questionnaire in trials I and II:

Table 4. Description of Trial I Student Response Questionnaire Results

No.	Statements	Trial Test I	Average Trial Test I	Trial Test II	Average Trial Test II
1.	Learning media makes me comfortable to study and interact with friends and teachers	57	3,80	56	3,73
2.	Learning media is easy for me to use, so it's enjoyable to use	54	3,60	55	3,67
3.	Learning media facilitates my reasoning and comprehension of the concepts of honesty and responsibility	53	3,53	56	3,73
4.	Learning media material neatly organized so that I can easily understand it	54	3,60	54	3,60
5.	Learning media motivates me to study harder and helps me develop social skills	52	3,47	54	3,60
6.	Similar learning media must be used in other PAI materials	56	3,73	56	3,73
7.	Interesting appearance of learning media	58	3,87	60	4,00
8.	Interesting presentation of material in learning media	57	3,80	57	3,80
9.	Interesting activities directed in learning media	59	3,93	55	3,67
	Total	**500**	**3,70**	**505**	**3,74**
	Category	**Interested**			

From the results above, it can be interpreted that the student's response has a high category. The high positive student response is also supported by Brunner's learning theory that learning Islamic Religious Education is learning about Islamic concepts and structures contained in the material being studied and looking for relationships between Islamic concepts and structures. In addition, an understanding of the concept and structure of a material makes the material understood more comprehensively. It is undeniable that when students learn in a structured pattern, their knowledge is easier to remember and lasts longer. According to Brunner's theory, the realistic PAI learning approach is appropriate in learning activities because it is very possible for students to manipulate objects that are related to contextual problems that are given directly by the teacher at the beginning of learning. Then, during the vertical mathematization process, students manipulate symbols.

The description of all aspects of the effectiveness of the learning media above leads to the conclusion that the prezi application-based learning media developed is effective for use in learning about honesty and responsibility in order to increase student understanding.

Discussion

According to the findings of the analysis of students' comprehension tests in trials I and II, there was an improvement in students' understanding. According to the average normalized gain,

there was an increase in students' understanding with the "low" criterion in trial I with a score of 0.20 (N-Gain) and an increase in scores with the "moderate" criterion in trial II with a score of 0.40 (0.3 N-Gain). As a result, it can be concluded that the developed prezi application-based learning media can improve student comprehension. According to the findings of Nasution's research (Nasution & Siregar, 2019), prezi-based learning media is valid, practical, and effective. Furthermore, the value of using cloud-based Prezi learning media in Islamic Islamic Studies material on Abbasid topics is 85.85% of what is expected (Solehudin, 2019a). Furthermore, with a moderate increase in criteria, Prezi-based learning media can improve students' critical thinking skills by 0.32 (Rodhi, 2014).

CONCLUSION

Based on the findings of this study's analysis and discussion, it is possible to conclude that the validation of the prezi application-based learning media developed falls into the "Valid" category in terms of the validity of the learning media by the validators, with a total average value of 3.73. Meanwhile, the developed prezi application-based learning media meets the practicality criteria in terms of the analysis of the results of observations of learning implementation. The trial I score of 2.87 (in the "poorly implemented" category) did not meet the criteria for research success. Sehingga media pembelajaran yang dikembangkan berhasil memenuhi kriteria kepraktisan media pembelajaran. So, the developed learning media successfully meets the learning media's practicability criteria. Furthermore, the created learning media meets the established effectiveness criteria. The normalized gain index also showed an improvement in students' comprehension skills. It was discovered that there was an increase in value with a low criterion score of 0.20 (N-Gain 0.3) in trial I and an increase in value with medium criteria with a score of 0.40 (0.3 N-Gain 0.7) in trial II. As a result, it is possible to conclude that the developed prezi application-based learning media can improve the ability to comprehend PAI learning.

ACKNOWLEDGMENTS

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