Innovative Journal of Curriculum and Educational Technology
12 (1) (2023) : 37-47

https://journal.unnes.ac.id/sju/index.php/ujet/article/view/

Development of Power Point Macro-Based Interactive Multimedia in Learning Islamic Cultural History in Improving Student Learning Outcomes

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Article Info

History Articles
Received:
January 2023
Accepted:
February 2023
Published:
June 2023

Keywords:
Learning Outcomes;
Interactive Multimedia;
Learning Outcomes.
History of Islamic Culture

Abstract

The history of Islamic culture (SKI) learning process so far has taught teachers using conventional methods with minimal use of information technology which has an impact on low interest and student learning outcomes that are not in accordance with Article 19 paragraph 1 of Government Regulation No. 19 of 2005.This study aims to describe the learning characteristics of Islamic Cultural History in schools, develop learning media in the form of interactive learning multimedia, analyze the feasibility of SKI interactive learning multimedia, analyze SKI interactive learning multimedia in improving student learning outcomes. This type of research uses research and development (Research and Development) using the ADDIE model. The primary data collection technique is from the validation of media experts and material experts as well as the results of the pretest and posttest. The results of this study indicate that 1) SKI teachers teach in a teacher-centered way with the majority guided by LKS and SKI package books as learning resources, there are limitations to the use of media and technology where the media that is often used are blackboards and writing tools. 2) The results of the review by media experts and material experts state that the interactive multimedia based on PowerPoint macro enable that has been developed meets the criteria of being tested. 3) Development of interactive multimedia based on PowerPoint macro enable obtains very feasible criteria with an average percentage of 85.85%. 4) Interactive multimedia based on PowerPoint macro enable has a significant effect on student learning outcomes with the results of the small-scale hypothesis test obtaining 0.001 ≤ α 0.05 and the results of the hypothesis on a large scale obtaining 0.000 ≤ α 0.05. The gain test results on a small scale gets 0.7806 with high criteria and on a large scale gets 0.6187 with medium criteria.

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p-ISSN 2252-6404
e-ISSN 2502-4515

INTRODUCTION

Article 19 paragraph 1 in Government Regulation No. 19 of 2005 states that in learning it is hoped that educators can use methods and media that are able to involve students actively and create a fun, interesting, and interactive learning atmosphere. This condition is also very necessary in learning Islamic Cultural History (SKI) in schools. History lessons have a role in shaping national character and civilization because by studying history students can conduct a study of what, when, where, who, why, and how, and can take lessons from past events to be used as lessons by the community afterwards and present time. Learning Islamic History (here in after referred to as SKI) can be an effective means of teaching the faith to students. Students can emulate the values of success and the success of Islamic figures in the past.

Learning history is often underestimated by teachers and students because it is considered a complementary lesson so it is less desirable. There is an assumption that history lessons are boring lessons that tend to be memorized a lot. There is also an assumption that history lessons are not useful because of their study of the past to the assumption that they have no influential contribution to students (Nurhaqi, 2018, p. 40). The problems of learning SKI in formal educational institutions include the very short duration, the material contains more emphasis on political history and less emphasis on social, economic and cultural aspects, and the writing method for learning SKI is still very conventional (Mawaddah, 2014, p. 134). In addition, the SKI material taught is informative or rote only, the lack of method development by the teacher, the lack of development and training facilities, and the lack of the role of parents of students (Rofik, 2015). The selection of an inappropriate method in SKI learning leads to student boredom (Fauziyah, 2013). The lack of teacher creativity in integrating learning methods and media has a boring effect on students so that creative thinking and capturing material are less than optimal (Amin, 2019, p. 116).

In line with these findings, based on the results of interviews with several SKI subject educators in several schools, the same problem faced is the difficulty of achieving learning objectives. This is caused by various factors including: the lack of method development carried out by the teacher. The teacher prefers to apply the lecture and story learning model because there is no need to prepare tools and materials for practice, it is enough to present the material contained in the textbook. This makes students bored, passive, and not enthusiastic when participating in learning. The low results of SKI learning compared to the other local content lessons are the lack of motivation of students in participating in learning, the lack of teacher creativity in making innovative teaching materials and the lack of use of media and use of interesting technology and information. As the case with research by Bahri, Hidayat, and Muntaka by suspecting the factors causing low student learning outcomes, namely in teacher learning using the lecture method and the minimal use of learning media which makes students bored (Bahri et al., 2018, p. 395). Factors that influence learning history consist of internal factors and external factors. Internal factors which includes students' interest in learning history, content, and student learning outcomes. The external factors include family, association, teacher potential, methods, sources and media used by teachers (Saidillah, 2018, pp. 227–228). Moreover, learning media functions to generate students' learning motivation and students' attention with the aim of reducing misunderstanding of the material (Nurlaili, 2019, p. 2). Based on the data from the Middle Semester Assessment (PTS) for class IV Islamic Cultural History MI NU Banat Kudus that researchers obtained from SKI teachers, many student scores did not exceed the Minimum Completeness Criteria.

As a facilitator and motivator of the learning process, the teacher should have a solution so that the learning process runs according to the learning objectives that have been formulated so that the optimal learning results can be obtained. In addition to the learning methods, the use of interesting media will greatly assist teachers when conveying subject matter which is expected to make it easier for students to understand and accept the material presented. For students, this will be very interesting and fun compared to teachers who only conveys conventional learning.

The reality above is used by researchers to determine effective learning media, a media that

makes the material being more interesting and students can understand easily, because students will be involved by seeing, feeling, saying, doing, and thinking. So that learning seems more meaningful and improves student learning outcomes. The effective learning media is utilizing information and communication technology where researchers develop media in the form of interactive learning multimedia.

Multimedia is the result of collaboration of various media in the form of text, graphics, images, animation, sound and video which are used to convey messages to the public (Rahmi et al., 2019, p. 180). Interactive is defined as there is feedback given by the media to students who gives orders to the media used (Wulandari et al., 2017, p. 1025).

Interactive multimedia studies can be found in several countries, such as in Korea which concluded that "*The interactive multimedia education is an effective teaching method that empowers older adults to facilitate individual learning using computer technology"* (Im & Park, 2014, p. 193). Rachmadtullah concluded "*Using interactive computer-based multimedia more effectively in comparison with conventional media. This is because learning using computer-based interactive multimedia can improve the direct interaction between learners with learning resources and learning implementation in accordance with their abilities, interests, and time"* (Rachmadtullah et al., 2019, p. 5). Subsequent findings in Malaysia revealed that "*The application of multimedia web simulation in teaching can attract students and help them to understand abstract images. In addition, multimedia web simulation support a learned centered approach associated with contructivist learning theory"* (Ziden & Rahman, 2013, p. 221).

Learning media that is better known and often used by most people, especially teachers, are in the form of presentations namely *Microsoft PowerPoint. Marcovitz* in his book argued that the features in PowerPoint used to create interactive multimedia were very limited, but the dimensions would be close to unlimited if the Visual Basic for Application (VBA) script contained in the Ms. program was added. PowerPoint (PowerPoint Macro-Enable) (Nursit, 2016, p. 42). In line with that, according to Chotimah & Janet (2021:383) learning media based on Powerpoint VBA supports students' spatial abilities with the more interactive display of learning media so that students can learn independently according to their abilities (Chotimah & Manoy, 2021, p. 383). Through the Visual Basic Application macro, the PowerPoint display becomes attractive and more interesting because users participate in the interaction and encourage students to be more active in learning (Zarkasi & Taufik, 2019, p. 177). Research by Hasana & Alifiani, shows that *'The use of Multimedia development with VBA can improve the students' learning motivation to study Mathematics of Economics* (Hasana & Alifiani, 2019, p. 34). Based on the explanation from some of the research above, the advantages of learning using PowerPoint macro-enabled (VBA) provides positive changes to students.

Based on the background and problems that have been raised, it is necessary to develop an interactive media for SKI learning on the basis of PowerPoint Macro Enable in order to improve student understanding and learning outcomes. This study focuses on the characteristics of SKI learning as a whole at MI NU Banat Kudus, the development, feasibility, and effectiveness of PowerPoint-based interactive multimedia.

METHODS

This research method uses Research and Development. The development concept used in this study is the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The Analyze phase is carried out with field studies based on the needs of teachers and students through data acquisition in the field related to SKI learning and literature study with the aim that the products developed are relevant to sources originating from experts. The Design phase is carried out by designing multimedia product designs through prototypes. In addition, the development of learning tools is carried out, namely syllabus, lesson plans, media, and evaluation instruments. The Development stage is carried out by gathering materials, making illustrations, typing, and so on. Followed by the preparation of interactive multimedia activities. The Implementation phase is carried out by applying interactive multimedia to learning activities. The Evaluation stage is to see the statement of the effectiveness of the results of multimedia product development and to carry out

the final revision of the developed multimedia product.

The design used in this study is the One-Shot Case Study, in which a group is given treatment, and then the results are observed. The research subjects were class IV MI NU Banat Kudus students in the 2021/2022 academic year, a total of 25 students. Determination of the sample is done by simple random sampling technique. The data collection techniques and instruments were carried out using unstructured observation, unstructured interviews, objective tests in the form of multiple choices, expert validation sheets, and documentation. The validity of the data is done by testing the validity and reliability. As for data analysis using qualitative data, namely by reducing data, presenting data, and drawing conclusions, while in quantitative it is done by normality test with the Non-Parametric Wilcoxon formula, hypothesis testing with paired sample t-test, and gain test.

RESULTS AND DISCUSSION

Characteristics of Learning Cultural History in Schools

At the beginning of this research, the researchers carried out observation activities in class and interviewed SKI teachers. This activity obtained the information fact that SKI learning at MI NU Banat Kudus uses the conventional method, namely teacher centered or the teacher becomes the center of learning in the form of lectures. This means that the position of students is used as an object in learning. The use of teacher centered methods accompanied by the limited use of learning media and technology makes learning seems monotonous. According to Nunuk Suryani and Leo Agung (2012) that teacher centered learning has drawbacks, namely the teacher fully controls knowledge, communication occurs in one direction, critical thinking activities are not conducive, learning feels passive, and less than optimal (Fuadi et al., 2021, pp. 67–68). Teacher centered learning makes students feel bored and the knowledge gained does not develop (Fuadi et al., 2021, p. 69).

Based on the results of interviews with IHS teachers and students, ICT teachers have used ICT in the form of mobile computers or laptops with video playback adapted to learning materials and using PowerPoint software which is not interactive yet. The use of PowerPoint media that has not been interactive tends to make students bored because they lack motivation in receiving the subject matter (Poerwanti & Mahfud, 2018, p. 267). On the other hand, SKI teachers are broadly guided by learning resources such as Student Worksheets (LKS) and SKI package books. While the media that is often used is in the form of blackboards and writing instruments in the form of markers equipped with a blackboard eraser. The use of whiteboard media as learning has the nature of verbalism and is not interactive (Arina et al., 2020, p. 172). Whiteboard media makes the teacher focus on students so that it seems as if the teacher is the main source of knowledge which will have an impact on students who are less able to develop their abilities and potential (Yuliani, 2016, p. 67). In addition, whiteboard media and writing tools in the form of markers are considered to have an impact on not attracting students' attention (Yunizar, 2022, p. 53).

The use of learning methods and media has an impact on understanding and student learning outcomes. Learning outcomes in the initial test or pretest in class IV C with an objective text in the form of multiple choice of 20 questions explaining that from a small scale with a total of 6 students there were 5 students or 83.3% of students who did not complete the Minimum Completeness Criteria (KKM). Whereas on a large scale with a total of 25 students in class IV C there are 20 students or 80% of students who do not complete the Minimum Completeness Criteria (KKM). So, from the characteristics of SKI learning at MI NU Banat Kudus and its impact, the researchers took the initiative to create learning media and became the basis for developing learning media that students felt new. So the media being developed is interactive multimedia based on PowerPoint macro enable. The content of the interactive multimedia refers to class IV SKI learning at MI NU Banat Kudus, namely the competency standard for the Isra Miraj of the Prophet Muhammad SAW which takes place in the even semester.

Development of Interactive Multimedia Based on PowerPoint macro enable in Islamic Cultural History Learning

This interactive multimedia was developed using software from Microsoft Office namely PowerPoint by utilizing macro enable based on the results of observations in the learning characteristics of SKI MI NU Banat Kudus with the ADDIE development model.

The development of this interactive multimedia begins with designing a product in a prototype first, then the next is the result of multimedia development. Following are the stages of multimedia development.

1. Design

The PowerPoint macro enable media design consists of (1) Cover. (2) Main menu page display. (3) Display the contents of each on the main page. In addition, there are two selection buttons on the main menu page and the contents of each on the main menu page display, namely the home button symbol and the cross (x) button symbol. The interactive multimedia display based on PowerPoint macro enable is presented in Figure 1 below.

Figure 1. Display of Interactive Multimedia After Revision

2. Product Trial (Implementation)

The trial was carried out in a computer laboratory with a one man one computer model, where each student operates their own computer. Interactive multimedia based on PowerPoint macro enable was developed for SKI teachers so that there is direct practice between the SKI teacher and students, while the researcher is only an observer.

The results of the observation of the trial implementation showed that students did not experience difficulties, students were active in operating interactive multimedia products. This is supported by the results of interviews with SKI teachers that class IV students have been provided with Information and Communication Technology (ICT) subjects which have been implemented

starting in the 2019 school year. The results of the trials were carried out on a small and large scale. On a small scale, six students were selected by taking two students with moderate abilities, two students with moderate abilities, and two students with low abilities. This is obtained based on the results of student scores. The learning outcomes of small-scale trials are presented in Table 1 below.

Table 1. Small Scale Trial Results

Information	Learning outcomes	
	Pretest	*Posttest*
Average	58.8	81.7
The lowest value/score	40	75
Highest value/score	75	90
number of students completed	1	6
incomplete number of students	5	0
Completeness Percentage (%)	16.7%	100%
Average Increase (%)	83.3%	

From Table 2 it is obtained that the average increase in learning outcomes in small-scale trials is 22.9 and then can be used in large-scale tests (classes). The large-scale test was carried out with a total of 25 students in class IV C. In the trial the researcher was accompanied by an SKI teacher. This trial class was conducted to determine the quality of content and objectives, technical quality, learning quality, media quality and student's responses. While the class there is no trial is given like what the teacher does for each lesson. The following Table 2 is the result of a large trial in the experimental class.

Table 2. Results of Large-Scale Trials

Information	Learning outcomes	
	Pretest	*Posttest*
Average	61	82.4
The lowest value/score	40	75
Highest value/score	80	95
number of students completed	5	25
incomplete number of students	20	0
Completeness Percentage (%)	20%	100%
Average Increase (%)	80%	

From Table 2, it was obtained that the average increases in student learning outcomes in large-scale trials was 21.4.

3. Media Assessment (Evaluation)

At this stage, the researcher analyzed the results of filling out the evaluation sheet obtained from media experts, material experts (teachers) and students. This analysis is based on the results of a questionnaire that has been filled by media experts, material experts (teachers), and students. In addition, at this stage an analysis of data on the results of student responses and the level of success of the learning media that has been developed and the improvement of student learning outcomes are also carried out. The student response analysis is based on the results of a student response questionnaire and an analysis of the success rate of interactive Multimedia based on PowerPoint macro enable based on the results of daily test scores on the material chapter History of the Prophet Muhammad's Isra Miraj. The following is the results of the media assessment.

Evaluation of the media by media experts received an average score of 3.77 with good criteria through the assessment of Simplicity, Integration, Learning Interaction, Balance, Shape, Color, and Language. As for the evaluation of the material by material experts, the average score was 4.15 with good criteria through the assessment of Content Quality, Learning Quality, Interaction Quality, Display Quality. Evaluations carried out by media experts and material experts stated that interactive multimedia development products based on PowerPoint macro enable were worth testing with revisions. Furthermore, the results of the evaluation by students got a score of 4.17 with good criteria through the assessment of Quality of Content and Objectives, Quality of Techniques, and Quality of Learning. Then it was reinforced by the results of student responses with a score of 4.22 with good criteria through the assessment of Pleasure, Curiosity, Activeness, Attention, and Interest.

Feasibility of Islamic Cultural History Interactive Learning Multimedia

The feasibility of interactive multimedia based on PowerPoint macro enable in SKI subjects, the material about the Isra Miraj of the Prophet Muhammad that has been developed by researchers is based on the results of obtaining the

scores of material experts and media experts. In achieving material validation through several assessment aspects, namely preliminary aspects, content aspects, learning aspects, summary aspects, task aspects and evaluation using a Likert scale questionnaire with certain criteria for each indicator of each aspect. Next is achieving media validation through several aspects of assessment, including aspects of appearance, aspects of use, and aspects of utilization by using a Likert scale questionnaire with certain criteria for each indicator of each aspect.

Assessment of the feasibility of interactive multimedia products developed by media experts gets a percentage of 85% with a total score of 119 out of a maximum score of 140. It can be concluded that it is included in the very feasible criteria. As for the assessment by material experts, a score of 130 was obtained from a maximum score of 150 with a percentage of 86.7%. It can be concluded that it is included in the very feasible criteria and can be used at the experimental stage at MI NU Banat Kudus in class IV.

The results of the value acquisition are supported by previous research conducted by Dewi and Izzati (2020) who obtained the result that the development of RME-based interactive PowerPoint multimedia obtained validation results by two experts with an average score of 87% with very good validity criteria and is suitable for use (M. D. Dewi & Izzati, 2020). Research by Nursit (2016) obtained the results that interactive multimedia products based on PowerPoint macro enable for the Euclidean Geometry course in Mathematics learning got a percentage of product validity by material experts of 82.5% and by media experts of 83.4% so that interactive multimedia products that generated was valid and could be applied in class (Nursit, 2016). Research by Damayanti and Qohar (2019) Obtained results that the development of PowerPoint-based interactive media in Mathematics learning in Cone material was declared valid, feasible, and practical to use (Damayanti & Qohar, 2019). Research by Dewi and Manuaba (2021) obtained the result that the interactive PowerPoint learning media that had been developed and used in grade VI science subjects was declared suitable for use, supported by the percentage results and existing criteria (N. L. P. S. Dewi & Manuaba, 2021). Research by Gulo and Harefa (2022) found that PowerPoint-based interactive learning media that had been developed on mathematics material in junior high schools were appropriate for use.(Gulo & Harefa, 2022).

The Effectiveness of Interactive Learning Multimedia of the History of Islamic Culture

The effectiveness of interactive multimedia based on PowerPoint macro enable is obtained from the increase in student learning outcomes through the pretest and posttest. Giving a pretest is done before using interactive multimedia products, while the posttest is done after students using interactive multimedia in learning.

1. Wilcoxon Test

This study used the Non Parametrik Wilcoxon test on the basis of the decision making "If the value of Asymp. Sig > 0.05, then the hypothesis is rejected. Meanwhile, if the Asymp. Sig < 0.05, then the hypothesis is accepted ".Non Parametrik Wilcoxon test of the pretest and posttest results on a small scale obtained the results as shown in Table 3 below.

Table 3. Small Scale Wilcoxon Ranks Test

	Posttest-Pretest
Z	-2.214
Asymp. Sig. (2-tailed)	.027

In Table 3, it was found that the results of the small-scale pretest and posttest with Asymp. Sig 0.027 < 0.05. So, it could be concluded that the hypothesis was accepted or there was a difference between the results of learning SKI on the pretest and posttest or there was an effect of using interactive multimedia based on PowerPoint macro enable on student SKI learning outcomes. Furthermore, non-parametric Wilcoxon test from the pretest and posttest on a large scale got the results as shown in Table 4 below.

Table 4. Large Scale Wilcoxon Ranks Test

	Posttest-Pretest
Z	-4.386
Asymp. Sig. (2-tailed)	.000

In Table 4, it was found that the results of the large-scale pretest and posttest with Asymp. Sig 0.000 < 0.05. So, it could be said that the

hypothesis was accepted or there was a difference between the results of SKI learning on the pretest and posttest or there was an effect of using interactive multimedia based on PowerPoint macro enable on student SKI learning outcomes.

2. Hypothesis Test

Hypothesis testing of the pretest and posttest data was carried out using the Paired Sample t-Test which was used before and after using interactive multimedia development products based on PowerPoint macro enable where the results on a small scale are listed in Table 5 below.

Table 5. Small-Scale Hypothesis Testing Results

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig.
Pretest-Posttest	-25.833	9.174	3.745	-35.461	-16.206	-6.897	5	.001

In Table 5 it can be seen that the results of the hypothesis test for the pretest and posttest values on a small scale got a significance of 0.001. As for the Ho test that Rejects Ho if the Significance ≤ α 0.05. The result of the hypothesis is 0.001 ≤ α 0.05. Thus, Ho is rejected and Ha is accepted. Supported by the results of descriptive analysis, the average pretest score on a small scale was 58.8 and 81.7 on the posttest. It can be concluded that the use of interactive multimedia products based on PowerPoint macro enable has a significant effect on student learning outcomes. Furthermore, the hypothesis test on a large scale is listed in Table 6 below.

Tabel 6. Hasil Uji Hipotesis Skala Besar

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig.
Pretest-Posttest	-21.400	9.738	1.948	-25.420	-17.380	-10.988	24	.000

In Table 6 it can be seen that the results of the hypothesis test for the pretest and posttest values on a large scale got a significance of 0.000. So, the result of the hypothesis is 0.000 ≤ α 0.05. Thus, Ho is rejected and Ha is accepted. Supported by the results of descriptive analysis, the average pretest score on a large scale was 61 and 82.4 in the posttest. It can be concluded that the use of interactive multimedia products based on PowerPoint macro enable has a significant effect on student learning outcomes.

3. Gain Test

Pretest and posttest results are measured through gain index analysis. This study uses normalized gain (N Gain). The gain explains that the learning outcomes of fourth grade students on the Isra Miraj of the Prophet Muhammad SAW after using interactive multimedia products based on PowerPoint macro enable have increased. The results of the gain test on pretest and posttest values in small-scale trials before and after the use of interactive multimedia products are listed in Table 7 below.

Tabel 7. Hasil Uji Gain Skala Kecil

	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Score	6	.67	1.00	.7806	.12312

Based on Table 7, the pretest and posttest gain test results on a small scale get an average n-gain of 0.7806. So this is included in the high criteria so that it can be concluded that the use of interactive multimedia products based on PowerPoint macro enable on a small scale is

effective. Furthermore, the gain test on a large scale is listed in Table 8 below.

Tabel 8. Hasil Uji Gain Skala Besar

	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Score	25	.20	1.00	.6187	.18653

Based on Table 8, the results of the pretest and posttest gain on a large scale get an average n-gain of 0.6187. So this is included in the moderate criteria so that it can be concluded that the use of interactive multimedia products based on PowerPoint macro enable on a small scale is quite effective. This is supported by previous research such as by Nur'aini, Chamisijatin, and Nurwidodo (2015) which obtained the result that the use of interactive multimedia in learning in experimental trials that had been developed was effectively used in increasing student understanding with an average score of understanding before using multimedia interactive by 41.60 increased after using interactive multimedia to 90.3 (Nur'aini et al., 2015). Furthermore, research by Widianto, Degeng, and Sitompul (2016) states that interactive multimedia based on PowerPoint macro enabled which has been developed improves student learning outcomes in English subject class VII Simple Present Tense material with an average pretest score of 65.3 increasing in the posttest to 90.7 or the percentage of students completing KKM before using interactive multimedia was 33.3% then increasing after using interactive multimedia with the percentage of students completing KKM reaching 100% so that it can be concluded that the use of interactive multimedia products based on PowerPoint macro enable is effective (Widianto et al., 2022). Similar results were also carried out by Hendaryati and Nafiati (2018) stating that the use of PowerPoint with the macros program in social studies subjects in junior high schools increased student learning outcomes as evidenced by the average posttest result score of 69.18. In addition, the number of students who completed the KKM was 11 students out of 17 students or 64.7% so that the use of PowerPoint with the macros program in social studies learning was declared effective. (Hendaryati & Nafiati, 2018). The results of research by Fatimah (2020) stated that the effectiveness of interactive multimedia based on VBA for PowerPoint can be seen in the pretest and posttest results which increased by 60% from the pretest results which received a classical student completeness score with a percentage of 32% and the posttest results received a classical student completeness score with percentage of 92% (Zahra, 2020).

CONCLUSION

SKI learning at MI NU Banat Kudus that SKI teachers teach in a teacher centered way. The limited use of media and technology in SKI learning makes learning monotonous. SKI teachers are generally guided by learning resources such as LKS and SKI package books. The media that are often used are blackboards and stationery. So, we need media that has a new atmosphere for students. The development of interactive multimedia is carried out according to the needs of teachers and students. Interactive multimedia based on PowerPoint macro enable on SKI learning on the Isra Miraj of the Prophet Muhammad SAW according to the validator, media experts and material experts have met the criteria for being tested. Interactive multimedia based on PowerPoint macro enable in SKI learning that has been developed by researchers where the feasibility assessment given by media experts gets a percentage of 85% while material experts get 86.7% with very decent criteria. The use of interactive multimedia based on PowerPoint macro enable that has been developed by researchers is used effectively and has a significant difference in influence on student learning outcomes in SKI subject matter Isra Miraj through pretest and posttest analysis which shows that the small-scale non-parametric Wilcoxon test results obtained 0.027 <0.05 and the large-scale non-parametric Wilcoxon test results obtained 0.000 <0.05. That the small-scale hypothesis test results obtain 0.001 ≤ α 0,05 and the results of the hypothesis on a large scale obtain 0.000 ≤ α 0.05, which means it has a significant effect on student learning outcomes. The gain test results on a small scale get 0.7806 with high criteria and on a large scale get 0.6187 with medium criteria. So, the results of the gain test show that there is a significant increase from the results of the pretest and posttest.

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