

UTILIZATION OF PPT MEDIA AS A CREATIVE SOLUTION FOR PAI TEACHERS IN CONVEYING THE EXAMPLE OF THE PROPHET IN GRADE SDIT INSAN CERMAT BANDUNG CITY

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Abstract

This study is motivated by the importance of Islamic Religious Education in shaping the character of elementary school students, particularly in the topic of the exemplary character of Prophet Muhammad (peace be upon him), which is often less effective when delivered through conventional lecture methods. This study aims to analyze the use of PowerPoint media as a creative solution for Islamic Religious Education teachers in conveying the values of honesty, trustworthiness, responsibility, and noble character to fourth-grade students at SDIT Insan Cermat Kota Bandung. The theoretical framework used in this study includes the Cognitive Theory of Multimedia Learning, Social Constructivism Theory, and Social Learning Theory. This study employs a qualitative approach with a descriptive-analytical method. Data were collected through observation, interviews, and documentation studies, and were then analyzed through data reduction, data display, and conclusion drawing. The findings indicate that PowerPoint helps improve students' attention, understanding, emotional engagement, and internalization of the exemplary values of Prophet Muhammad. This medium is effective when teachers are able to design slides that are simple, visual, interactive, and meaningful for students' learning experiences.

Keywords: Islamic Education, PowerPoint Media, Prophet Exemplarity.

A. INTRODUCTION

Islamic Religious Education (PAI) in elementary schools plays an important role in shaping students' character, morals, and noble conduct. One of the core topics that serves as a foundation is the exemplary character of Prophet Muhammad (peace be upon him), which includes the values of noble character, honesty, trustworthiness, and responsibility. However, in classroom practice, teachers often face challenges related to the limited availability of methods and media that can attract students' attention. Fourth-grade elementary school students tend to be more interested in visual, interactive, and entertaining materials, making traditional lecture-based methods less effective in instilling values. This is in line with the

view that modern learning media can help simplify abstract material and make it more concrete (Arifin M, 2021).

PowerPoint (PPT) is one of the most widely used media in learning because it offers the advantage of presenting text, images, animations, and videos simultaneously. Islamic Religious Education teachers can use this medium as a creative solution to explain the stories and exemplary character of Prophet Muhammad in a more vivid and engaging way. The use of PPT not only helps improve students' understanding but can also increase their learning motivation (Hidayat R, 2020). In the context of 21st-century learning, teachers are required to be creative and innovative so that the learning process does not become monotonous. With varied visual displays, PowerPoint can serve as a medium for creating interactive and enjoyable learning experiences (Rahmawati S, 2019).

The use of PPT media in delivering the exemplary character of Prophet Muhammad is highly relevant in today's digital era. Students can more easily remember moral messages when they are presented through attractive visualizations, such as illustrations, images, or even short video clips (Putra A, 2022). In addition, teachers can insert slide-based interactive quizzes to directly assess students' understanding. In this way, the learning process does not take place in only one direction, but instead creates two-way communication between teachers and students (Fauzi M, 2021). Visual media-based learning models such as PPT have been shown to improve learning outcomes while also shaping students' religious character (Wulandari D, 2020).

In addition to improving cognitive understanding, the use of PPT also supports students' affective and psychomotor development. Islamic Religious Education teachers can present stories of Prophet Muhammad's exemplary character through colorful slides and simple narratives so that fourth-grade students can understand them more easily (Nugroho A, 2022). Thus, values such as honesty, discipline, responsibility, and social care can be instilled in an enjoyable way. On the other hand, teachers' creativity in packaging material through PPT encourages the creation of an active, participatory, and meaningful learning atmosphere (Syamsudin S, 2019).

Based on the discussion above, the use of PowerPoint media is one creative solution in Islamic Religious Education learning, particularly in delivering the exemplary character of Prophet Muhammad to fourth-grade students at SDIT Insan Cermat. Through attractive, interactive, and easy-to-understand visual displays, teachers can help students not only understand the material but also emulate the noble character of Prophet Muhammad in everyday life (Hasanah L, 2023). Therefore, Islamic Religious Education learning is not merely theoretical, but also practical in shaping students' Islamic character (Mahfud A, 2021).

B. LITERATURE REVIEW

Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning explains that students can learn more deeply when information is presented through a well-aligned combination of words and images, rather than through verbal text alone (Mayer, 2022). In the context of PowerPoint

use, this theory is relevant because slides can combine short texts, illustrations, animations, audio, and videos to help fourth-grade students understand the exemplary character of Prophet Muhammad more concretely. Mayer emphasizes that multimedia learning operates through two main channels, namely the verbal channel and the visual channel, so media design should avoid excessive cognitive load. Islamic Religious Education teachers need to design PowerPoint slides based on simple, focused, and meaningful principles so that moral messages such as honesty, trustworthiness, patience, and responsibility can be clearly received by students. Therefore, this theory provides a foundation for explaining how PowerPoint can function as a creative medium that strengthens students' cognitive understanding and learning attention in Islamic Religious Education learning (Mayer, 2020, 2022). Indicators:

- Alignment between text and images.
- Clarity of slide visuals.
- Use of audio, video, or animation.
- Conciseness of material in the slides.
- Attractiveness of the PowerPoint display.
- Ease with which students understand the material.

Social Constructivism Theory

Social Constructivism Theory explains that knowledge is constructed through social interaction, language, experience, and assistance from a more competent learning environment (Vygotsky, 1978). In Islamic Religious Education learning, this theory is relevant because students do not merely receive the material on the exemplary character of Prophet Muhammad passively, but construct their understanding through discussion, question-and-answer activities, reflection, and active involvement during the learning process. PowerPoint media can function as a supporting tool that facilitates interaction between teachers and students, especially when slides are used to stimulate questions, present situational images, or provide simple quizzes. The teacher acts as a facilitator who provides guidance, examples, and gradual assistance so that students are able to connect the moral values of Prophet Muhammad with their everyday experiences. Thus, Social Constructivism Theory provides a basis for understanding that the effectiveness of PowerPoint is not only determined by its visual appearance, but also by the teacher's ability to build active, dialogic, and meaningful learning (Vygotsky, 1978). Indicators:

- Active student involvement.
- Teacher-student interaction.
- Discussion of slide content.
- Stimulating questions from the teacher.
- Connection between the material and students' experiences.
- Teacher assistance in understanding exemplary values.

Social Learning Theory

Social Learning Theory explains that individuals can learn through observation, imitation, and modeling of behavior that is considered meaningful or valuable (Bandura, 1977). This theory is highly relevant to the teaching of Prophet Muhammad's exemplary

character because Islamic Religious Education does not only aim to increase knowledge, but also to shape students' behavior through moral examples that can be emulated. In the use of PowerPoint, teachers can present stories, images, illustrations, short videos, or behavioral examples that reflect the noble character of Prophet Muhammad so that students obtain clear behavioral models. The learning process occurs when students pay attention to the examples, remember the values presented, understand how to apply them, and are encouraged to imitate positive behavior in everyday life. Therefore, Social Learning Theory provides a foundation for explaining how PowerPoint media can help internalize moral values through the visualization of exemplary figures and behavioral examples that are close to children's daily lives (Bandura, 1977, 1986). Indicators:

- Presentation of exemplary figures.
- Visualization of Prophet Muhammad's noble behavior.
- Students' ability to remember behavioral examples.
- Students' encouragement to imitate good behavior.
- Connection between examples and everyday life.
- Positive changes in students' attitudes.

C. RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive-analytical method to provide an in-depth description of the phenomenon of using PowerPoint media in Islamic Religious Education learning. The selection of this method was based on the objective of the study, which sought to explore teachers' creative strategies and the challenges they face naturally within the school environment (Sugiyono, 2021).

The research subjects consisted of Islamic Religious Education teachers and fourth-grade elementary school students, selected using purposive sampling based on the criterion that the school had integrated information technology into classroom learning. Data were collected through participatory observation to directly examine the teaching and learning interaction process, in-depth interviews with educators regarding the media design process, and documentation studies of the PowerPoint slides used in the material on the exemplary character of Prophet Muhammad (Moleong L, 2022).

The research procedure was divided into three main stages: the pre-field stage, the fieldwork stage, and the data analysis stage. In the pre-field stage, the researcher conducted a literature review on multimedia learning theories and developed the research instruments. The fieldwork stage focused on observing how visual and narrative elements in PowerPoint were able to evoke students' empathy toward the story of Prophet Muhammad. The data analysis technique referred to the Miles and Huberman model, which includes data reduction, data display in the form of descriptive narratives, and conclusion drawing (Miles & Huberman, 2020). To ensure data validity, the researcher applied source and technique triangulation by comparing classroom observation results with interview findings from teachers and students in order to obtain an objective and comprehensive perspective (Nasution S, 2023).

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D. RESULT AND DISCUSSIONS

The findings show that the implementation of PowerPoint media in teaching the exemplary character of Prophet Muhammad (peace be upon him) in elementary school has brought a significant transformation to the classroom learning atmosphere. Teachers who integrate multimedia elements are no longer limited to monotonous lecture-based methods, but instead act as visual facilitators who are able to bring history to life (Rohman A, 2021). Field findings reveal that slides designed by combining short videos about the event of the Conquest of Mecca (*Fathu Makkah*) or animations of the Prophet's migration route were able to drastically increase students' focus duration compared to the use of conventional textbooks. Students tended to grasp the essence of the qualities of *Siddiq* and *Amanah* more quickly when these values were personified through modern case illustrations relevant to interactive slides (Hidayat N, 2022). This proves that teachers' creativity in processing digital assets is the key to bridging moral messages from the past with the learning style of today's digital generation.

Further discussion on the effectiveness of this medium is closely related to the increase in students' emotional engagement. Through audio features containing the recitation of *shalawat* or inspiring narration, Islamic Religious Education teachers were able to create a classroom atmosphere that was both religious and imaginative (Fitriani L, 2023). Based on observation, when the teacher displayed slides about the Prophet's compassion toward orphans accompanied by touching background music, an increase in students' empathy was evident. Theoretically, the use of interactive PowerPoint stimulates dual cognitive processing, in which verbal and visual information is processed simultaneously in students' minds, allowing their understanding of the Prophet as *uswatun hasanah* to become more complete and less fragmented. Students' active involvement in answering interactive quizzes embedded in PowerPoint also shows that this medium is able to stimulate critical thinking from an early age (Azizah N, 2024).

However, the success of PowerPoint use greatly depends on teachers' instructional design skills. The analysis of several teacher-made media samples shows a positive correlation between slide aesthetics and students' memory retention levels. Slides that apply the "less is more" principle, namely minimizing text and maximizing images or icons, were found to be more effective than slides filled with long paragraphs (Prasetyo B, 2021). Creative teachers were also able to use hyperlink features to create self-directed learning navigation for students in the computer laboratory. Nevertheless, this study also found that the main challenge lies in teachers' consistency in updating content so that it remains engaging. Therefore, collaboration among Islamic Religious Education teachers in the Teacher Working Group (*Kelompok Kerja Guru* or KKG) is very important for sharing

templates and creative content ideas, so that teachers' administrative workload does not hinder classroom innovation (Kusuma W, 2022).

Beyond technical aspects, the use of PowerPoint as a creative solution was also proven to foster students' pride in their Islamic identity. Through modern visualizations of the glory of Islamic civilization and the nobility of the Prophet's character, students no longer perceived religious lessons as outdated or irrelevant. This medium became an effective school-based *da'wah* tool for shaping students' moderate and tolerant character, in line with the personality of Prophet Muhammad as comprehensively depicted in the slides (Mansur, 2023). Teachers reported that behavioral changes among students, such as increased honesty during tests and greater politeness toward teachers, were indirect effects of value internalization supported by visual reinforcement in each learning session. This confirms that technology, when guided by teachers with a strong ideological vision, can become a powerful instrument for character education (Sari M, 2024).

As a conclusion to the discussion, the use of PowerPoint as a creative solution for Islamic Religious Education teachers has successfully broken the limitations of space and time in learning the history of Prophet Muhammad. Its effectiveness is not only measured by improved academic achievement, but also by the spiritual enthusiasm that emerges during the teaching and learning process. The role of the teacher remains irreplaceable, yet the presence of this medium provides a "new breath" for delivering moral education at the elementary school level. Schools are expected to continue supporting the provision of supporting facilities, such as projectors and stable internet access, in order to maximize the potential of this digital medium. Through the synergy of authentic content, interactive technology, and a humanistic pedagogical approach, the mission of shaping a righteous generation with noble character can be achieved more optimally amid the rapid flow of global information (Utomo S, 2021).

E. CONCLUSION

Based on the research findings and discussion presented, it can be concluded that the creative use of PowerPoint media has proven to be an effective solution for Islamic Religious Education teachers in delivering material on the exemplary character of Prophet Muhammad (peace be upon him) in elementary schools. The use of multimedia that integrates text, images, audio, and video is able to change students' perception of religious lessons, which were previously considered rigid, into a more dynamic and interactive learning experience. This effectiveness is reflected in the increase in students' attention, their ease in understanding abstract moral concepts through concrete visualization, and the development of emotional attachment to Prophet Muhammad as an exemplary figure. This innovation not only improves students' cognitive quality but also touches the affective aspect, which is the core of character education at the elementary level.

The successful implementation of this medium is strongly determined by teachers' pedagogical and digital competence in designing content that is not only visually aesthetic but also strong in terms of value substance. Teachers who are able to transform historical narratives into presentations that are relevant to students' daily lives through interactive

PowerPoint features have succeeded in creating a student-centered learning ecosystem. Although technical obstacles and limited time in media development remain challenges, the spirit of collaboration among educators through discussion forums has proven capable of overcoming these barriers.

Therefore, digital media such as PowerPoint are no longer merely supplementary teaching aids, but strategic instruments for instilling prophetic values in the modern era. As a recommendation for schools, continuous support is needed in the form of instructional media design training for Islamic Religious Education teachers, as well as the provision of digital infrastructure in every classroom. Educators are also encouraged to continue exploring the latest features and to prioritize the principle of simplicity in slide design so that the moral message remains the main focus. Future research is expected to develop learning media based on mobile applications or augmented reality to enrich more advanced Islamic Religious Education learning media. Through the synergy of technology and the sincerity of educators, the noble character of Prophet Muhammad is expected to be fully internalized in the nation's future generations.

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