

THE INFLUENCE OF THE USE OF POWER POINT AND INTERACTIVE LEARNING VIDEOS ON THE INTENSITY OF LEARNING ACTIVITIES IN STUDENTS IN THE AL-QUR'AN HADITH SUBJECT AT MTsN 4 SINJAI

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Abstract

This study aims to analyze: (1) the effect of using PowerPoint on the intensity of students' learning activities, (2) the effect of using interactive learning videos on the intensity of students' learning activities, and (3) the difference in the effects of using PowerPoint versus interactive learning videos on the intensity of students' learning activities in the Al-Qur'an Hadith subject at MTsN 4 Sinjai. This study employs a quantitative approach with a quasi-experimental design. The data sources comprised 42 eighth-grade students of MTsN 4 Sinjai, divided into an experimental class (21 students) and a control class (21 students). Data were analyzed using descriptive and inferential statistical techniques. The results derived from the pretest and posttest evaluations indicate that the use of both PowerPoint and interactive learning videos significantly affects the intensity of students' learning activities at MTsN 4 Sinjai. Furthermore, a significant difference was observed in the posttest results between the PowerPoint class and the interactive learning video class. The implications of this study suggest that PowerPoint and interactive learning videos provide a more engaging, varied, and meaningful learning experience. These media serve as effective alternatives for explaining complex topics, clarifying the meanings of Qur'anic verses or Hadiths, and fostering a more communicative learning atmosphere. Consequently, these findings highlight the need for madrasahs to enhance support for information technology-based learning and to organize training programs for teachers in developing digital learning media.

Keywords: PowerPoint, Interactive Learning Videos, Intensity of Learning Activities.

Abstrak

Penelitian ini bertujuan untuk menganalisis: (1) pengaruh penggunaan PowerPoint terhadap intensitas aktivitas belajar siswa, (2) pengaruh penggunaan video pembelajaran interaktif terhadap intensitas aktivitas belajar siswa, serta (3) perbedaan pengaruh penggunaan PowerPoint dan video pembelajaran interaktif terhadap intensitas aktivitas belajar siswa pada mata pelajaran Al-Qur'an Hadis di MTsN 4 Sinjai. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-experimental. Sumber data dalam penelitian ini adalah siswa kelas VIII MTsN 4 Sinjai yang berjumlah 42 siswa, terbagi menjadi kelas eksperimen (21 siswa) dan kelas kontrol (21 siswa). Teknik analisis data yang digunakan meliputi analisis deskriptif dan analisis inferensial. Hasil penelitian menunjukkan bahwa berdasarkan hasil pretest dan posttest, terdapat pengaruh penggunaan PowerPoint maupun video pembelajaran interaktif terhadap intensitas aktivitas belajar siswa di MTsN 4 Sinjai. Selain itu, terdapat perbedaan yang signifikan pada hasil posttest antara kelas yang menggunakan PowerPoint dan kelas yang menggunakan video pembelajaran interaktif. Implikasi dari penelitian ini menunjukkan bahwa penggunaan PowerPoint dan video pembelajaran interaktif dapat memberikan pengalaman belajar yang lebih menarik, bervariasi, dan bermakna. Kedua media tersebut dapat menjadi alternatif yang efektif dalam menjelaskan materi yang sulit, memperjelas makna ayat atau hadis, serta membangun suasana pembelajaran yang lebih komunikatif. Hasil penelitian ini memberikan gambaran penting bagi madrasah untuk meningkatkan dukungan terhadap pembelajaran berbasis teknologi informasi, serta menyelenggarakan pelatihan bagi guru dalam mengembangkan media pembelajaran digital.

Kata Kunci: PowerPoint, Video Pembelajaran Interaktif, Intensitas Aktivitas Belajar.



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INTRODUCTION

Education is an investment in human resource development and is seen as a basic need for a society that wants to progress. The components of the education system that include human resources can be classified into two, namely: teaching staff and non-teaching staff. National education functions to develop abilities and shape the character and civilization of the nation that are useful in order to educate the nation's life, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The general goal of education is to develop individual potential to the maximum so that they can achieve progress in their personal, social, and professional lives.¹

According to Law No. 20 of 2003, education is defined as a conscious and systematic effort to create a learning climate and learning process to develop the potential of students with spiritual religious strength, self-control, good character, intelligence, noble morals, and skills needed for students, society, the nation and the state.²

Learning the Qur'an and Hadith is essentially not only aimed at providing theoretical knowledge to students, but also fostering active involvement in understanding, internalizing, and practicing the values contained therein. In this learning process, success is determined not only by the teacher's delivery of material, but also by the intensity of students' learning activities, namely their physical, mental, and emotional involvement, as well as their participation in participating in a series of learning activities. The higher the intensity of learning activities, the greater the opportunity for students to optimally achieve learning objectives.³

However, in reality, the intensity of student learning activities in the Al-Qur'an Hadith subject at MTsN 4 Sinjai is still relatively low. This is evident from several symptoms that appear during the learning process, such as a lack of attention when the material is presented, low initiative to ask questions, minimal involvement in discussions, and the tendency of some students to talk to themselves or engage in activities outside of learning. These conditions indicate that

¹Isnawardatul Bararah, "Efektifitas Perencanaan Pembelajaran Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 7, no. 1 (2017): 131–47.

² Rahmat Hidayat and Abdillah, *Ilmu Pendidikan Konsep, Teori Dan Aplikasinya* (Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019).

³Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2013), h. 45.

students are not actively involved, both mentally and physically, so that learning does not take place interactively and meaningfully.

The low intensity of learning activities can be influenced by several factors, such as learning methods that are still teacher-centered, the lack of selection of learning media that attract attention, facilities that have not been utilized optimally, and the diverse learning motivations of students.⁴ In fact, according to Gagné's learning theory, the intensity of learning activities can increase if the learning process involves stimuli that can attract attention, facilitate understanding, arouse curiosity, and provide feedback to students.⁵

Amidst current advances in educational technology, teachers have a significant opportunity to enhance student learning engagement through the use of media such as PowerPoint presentations and interactive learning videos. These two media are believed to be effective in addressing learning boredom, reactivating student focus, and increasing their desire to participate in the learning process.

Therefore, the use of PowerPoint and interactive learning videos is expected to be an alternative solution to increase the intensity of student learning activities, particularly in learning the Quran and Hadith. By using more varied, dynamic, and modern media, students will no longer be passive listeners but become active participants in the learning process.

Based on the results of initial observations at MTsN 4 Sinjai on October 23, 2024, researchers saw that the quality of Al-Qur'an Hadith learning was still very low, this was seen from the intensity of learning activities and student participation in understanding the material. Based on the symptoms above, the author can conclude that the intensity of student learning activities in the Al-Qur'an Hadith subject at MTsN 4 Sinjai is still low. Therefore, the author is interested in conducting a study entitled "The Effect of Using Power Point and Interactive Learning Videos on the Intensity of Learning Activities in Students in the Al-Qur'an Hadith Subject at MTsN 4 Sinjai."

LITERATURE REVIEW

Use of Power Point Media

Media are forms of communication, both printed and audiovisual, and their equipment. Media should be manipulable, visible, audible, and readable. The definitions given share a commonality: media is anything that can be used to convey messages from sender to receiver, thereby stimulating the thoughts, feelings, attention, interests, and attention of students in such a

⁴Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2013), h. 54.

⁵Robert M. Gagné, *The Conditions of Learning*, (New York: Holt, Rinehart and Winston, 1985), h. 56.

way that the teaching and learning process can be carried out.⁶More specifically, the understanding of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reorganizing visual or verbal information.⁷

Rossi and Breidle state that learning media are all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. According to Rossi, tools such as radio and television, if used and programmed for education, are considered learning media. Based on the above concept, the difference between media and learning media lies in the message and content intended to be conveyed. This means that any tool containing an educational message is considered educational media or learning media.⁸

PowerPoint is the use of Microsoft PowerPoint as a presentation tool to convey information, course material, or learning messages in structured, engaging, and easy-to-understand slides. This application encompasses the process of designing, compiling, and displaying content in the form of text, images, graphics, audio, and video to help clarify material and improve communication effectiveness. This application is extremely popular and widely used by various groups, including professionals, academics, practitioners, and beginners, for presentation activities.⁹

Rusman in the Eksponen journal *Power point* is an application designed to display multimedia applications in an attractive, easy-to-use, and relatively inexpensive way. Widada also stated that PowerPoint is software specifically designed to display multimedia programs in an attractive, easy-to-create, easy-to-use, and relatively inexpensive way, as it requires no raw materials other than the data storage device.¹⁰

AH Sanaki stated that the *mediapower point* is a presentation application program which is one of the application programs under Microsoft Office computer program and displays on the screen using the help of an LCD projector.¹¹

⁶tiara Melda, "Pengaruh Media Pembelajaran Audiovisual Powtoon Terhadap Pemahaman Konsep Peserta Didik Pada Mata Pelajaran Ipa Kelas V SDN 01 Tanjung Rejo Oku Timur," preprint, UIN RADEN INTAN LAMPUNG, 2023.

⁷Azhar Arsyad, "Media Pembelajaran," preprint, Jakarta: PT Raja grafindo persada, 2011.p. 12-13.

⁸Airani Demillah, "Peran Film Animasi Nussa Dan Rara Dalam Meningkatkan Pemahaman Tentang Ajaran Islam Pada Pelajar SD," *Jurnal Interaksi: Jurnal Ilmu Komunikasi* 3, no. 2 (2019): 106–15.

⁹Vivi Putri Yani et al., "Pengaruh Media Pembelajaran Berbasis Powerpoint Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 5 Kota Bima Tahun Ajaran 2022/2023," *Journal of Classroom Action Research* 5, no. SpecialIssue (2023): 262–68.

¹⁰Khusnul Khotimah, "Pemanfaatan Powerpoint Terintegrasi Dengan I-Springpresenter Sebagai Media Pembelajaran Ict," *Eksponen* 9, no. 1 (2019): 79–85.

¹¹Maryati Ninik Suhartini et al., "Pembuatan Power Point Berbasis Multimedia Sebagai Media Pembelajaran Rehabilitasi Sosial Di Sekolah Menengah Kejuruan," *FamilyEdu: Jurnal Pendidikan Kesejahteraan Keluarga* 5, no. 2 (2019): 54–65.

So it can be concluded that the use of *mediapower point* is a Microsoft application media designed to be used as a tool for conveying interesting messages and information, easy to make and relatively cheap, both in the learning process, presentations in companies, government and individuals.

In this presentation pattern, PowerPoint can be specifically designed for individual learning that is interactive, even though the interactive level is not too high, PowerPoint is able to display pre-programmed feedback.¹²

PowerPoint presentations don't just consist of text, which can be quite boring. They can also display engaging images and sounds, available within the program. Essentially, this program consists of several visual elements and their operational controls. These visual elements include slides, text, images, and color fields that can be combined with pre-defined backgrounds. These visual elements can be created without movement or with specific movements according to your wishes. PowerPoint also has many benefits, including:

1. Students will pay more attention during the learning process because the learning model is interesting.
2. Students will easily remember the material given by the teacher.
3. It is easier for teachers to convey the material because it is arranged using slides.
4. During the learning process, it will not be boring because the delivery is more interactive and interesting.¹³

The advantages of using PowerPoint are as follows:

1. It stimulates children to find out more information about the teaching materials presented.
2. Easy to understand visual information messages.
3. The presentation is interesting because there is a play of colors, letters, and animation, both animated images and photos.
4. Can be reproduced according to needs, and can be used repeatedly.
5. Educators do not need to explain much of the teaching material being presented.
6. Can be stored in optical or magnetic data form (CD, floppy disk, flash disk).

The disadvantages of using PowerPoint are as follows:

1. Too bothered by computer devices.
2. It takes time and energy to prepare.

¹²Suhartini et al., "Pembuatan Power Point Berbasis Multimedia Sebagai Media Pembelajaran Rehabilitasi Sosial Di Sekolah Menengah Kejuruan."

¹³Rizki Rizki Hidayat and Sunhaji Sunhaji, "Penggunaan Media Power Point Berbasis Online Sebagai Dampak Pandemi Covid-19 Kelas IX Di SMP N 1 Kutasari, Kabupaten Purbalingga," *Jurnal Tawadhu* 6, no. 1 (2022): 1–12.

3. If the screen used is too small, it is likely that students sitting far from the monitor will have difficulty seeing the teaching materials displayed on the device.
4. Students must have sufficient skills to operate this program, so that the presentation runs smoothly without any obstacles.¹⁴

Based on the advantages and disadvantages of the PowerPoint media above, this program can increase student learning activities in the school environment because the presentation in delivering learning materials is very interesting so that students' attention is focused when the teacher delivers learning materials. Organizing Time.

Indicators of media use of power point that can attract learning activities and have clear objectives when presented because power point will help in making slides, outlines, presentations, including the following:

1. Creating interesting learning materials, namely creating learning that can attract students' attention, is the teacher's obligation.
2. Cultivating students' enthusiasm in receiving learning, namely cultivating students' enthusiasm, is the task and obligation of a teacher.
3. Learning materials are delivered in their entirety through material pointers, namely how to attract students' attention with summarized and clear material content.¹⁵

Use of Interactive Learning Videos

Learning using audiovisuals is the production and use of materials that are absorbed through sight and hearing and do not depend entirely on the understanding of words or similar symbols. Video is a moving image accompanied by sound. Video media is one type of audiovisual media and can depict a moving object with sound that matches the content of the image. Interactive is a state or process that involves reciprocity or mutual influence between two or more parties, for example between humans and humans, humans and machines, or students and learning media.¹⁶

Interactive learning videos have the following characteristics:

1. The existence of two-way interaction elements
2. Combining various media
3. Provide direct feedback

¹⁴Eva Saripatuniah, "Pengembangan Media Pembelajaran Video Animasi Berbantuan Levidio Storyboard Pada Materi Kimia Unsur," preprint, 2022.

¹⁵Yudhi Munadi, *Media Pempembelajaranan Sebuah Pendekatan Baru* (Jakarta: Gaung Persada, 2008), h. 150.

¹⁶Friendha Yuanta, "Pengembangan Media Video Pembelajaran Ilmu Pengetahuan Sosial Pada Siswa Sekolah Dasar," *Trapsila: Jurnal Pendidikan Dasar* 1, no. 02 (2020): 91–100.

4. Provides clear and structured navigation
5. Facilitating independent learning.¹⁷

Learning videos have many advantages and disadvantages in the learning process. The advantages of learning videos include:

1. Can be accessed anytime and anywhere so that distance and time are not a problem.
2. Can be watched repeatedly if students do not understand the explanation or material presented in the learning video.
3. The message conveyed is easy to accept and quickly remembered.
4. Learning the Qur'an and Hadith is clearer and more interesting.
5. Can explain things that are considered non-concrete, and provide real understanding
6. Able to develop students' thoughts and opinions
7. Describes real conditions in a short time.

Besides their advantages, learning videos also have disadvantages. The disadvantages of learning videos include the following:

1. The available videos do not match the desired learning needs and objectives, unless the videos are designed to suit your own needs.
2. Making learning videos requires a lot of money and time.
3. The video really emphasizes the importance of the material over the process of developing the material.¹⁸

Indicators of interactive learning video media are;

- a. content quality
- b. Interactivity aspect
- c. design and media, and
- d. learning effectiveness.

Intensity of Learning Activities

The intensity of learning activities is the level of strength, frequency, and sincerity exerted by students in carrying out a series of learning activities to achieve learning objectives effectively and efficiently. Learning is an activity carried out by students during the learning process. Students will be seen carrying out activities when they are learning.

¹⁷Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2020), h. 54.

¹⁸Vidia Anting Wulandari, "Analisis Kebutuhan Media Video Pembelajaran Inovatif Berbasis Realistic Mathematics Education (RME) Dalam Pembelajaran Matematika Di SMA N 8 Denpasar," preprint, Universitas Mahasaraswati Denpasar, 2023.

This is in line with Abraham Maslow's theory which states that motivation is the main determinant of intensity, where the intensity of learning activities will increase if students are motivated by fulfilling needs at a higher level and intensity will be hampered if their basic needs have not been met.

Gagné's theory explains that the intensity of learning activities does not just happen, but is influenced by a series of learning stimuli that attract, guide, activate, and strengthen the learning process of students.

Media such as PowerPoint and interactive learning videos support most of Gagné's stages, especially in attracting attention, presenting material in an interesting way, facilitating learning activities, and strengthening retention.

The intensity of learning activities can be seen from the physical and mental activity of students during the learning process. When students are physically and mentally engaged, they will experience a more enjoyable learning environment, thereby maximizing learning outcomes. The need for activity in learning is a crucial principle or principle in interactive teaching and learning, as it serves as its rationale.

Based on the explanation above, the intensity of learning activities can be defined as the level of strength, sincerity, and frequency of student involvement in a series of learning activities, which include both physical and mental activities. This intensity reflects how actively students participate during the learning process to effectively achieve learning objectives.

Learning is a process, and many factors influence its success. Therefore, there are several factors that support and hinder the teaching and learning process.

Factors that influence learning, both those that support and those that hinder, can be classified into two, namely:

1. Internal factors, for example physical condition, intelligence, memory, motivation, concentration, and so on.
2. External factors include the conditions of the student's learning environment, school environment, family environment, classroom environment, and teacher efforts to teach students.

These two factors are then explained in the following explanation:

1. Motivation

Sartan in his book *Psychology Understanding of Human Behavior*, quoted by Ngalim Purwanto, said that motivation is a complex statement in an organism that directs behavior/actions towards a goal or stimulus.

2. Concentration

Sardirman defines concentration in relation to learning as "focusing all the power of attention on a learning situation". Meanwhile, Slameto defines it as "focusing attention on learning and setting aside other things that have nothing to do with learning".

3. Intelligence

Intelligence in this sense is equated with intelligence, namely the ability to face and adapt to new situations quickly and effectively, know and use abstract concepts effectively, know relationships and learn them appropriately.

4. Memory

In relation to learning activities, memory means the soul's ability to receive, store, and produce learning impressions, whether in the form of learning materials, experiences, or other forms.

5. Physical condition

A person's physical condition greatly influences their activities, and this also applies to learning. In order for a person to learn well, their health must be maintained as well as possible. As Slameto stated, in order for a person to learn well, they must ensure their body remains healthy by always observing the rules regarding work, sleep, rest, exercise, reaction, and worship.

Besides these factors, there are still many factors that influence student learning, including those from the environment, including family, community and school.¹⁹

There are several external factors in learning, for example:

1. Conditions of the student learning environment
2. When students learn in a good environment, enthusiasm may emerge within them.
3. School environment
4. Family environment
5. Classroom environment
6. Teachers' efforts to teach students

The principles of learning activities in this case are viewed from the perspective of the development of the concept of the soul according to psychology. By examining the psychological elements of a learning subject/student, we can determine the principles of activities that occur in that learning. Because it is viewed from a psychological perspective, the specific items that become the focus of attention are the human components that carry out activities in teaching and

¹⁹ Andi Thahir and Babay Hidriyanti, "Pengaruh Bimbingan Belajar Terhadap Prestasi Belajar Siswa Pondok Pesantren Madrasah Aliyah Al-Utruiyyah Kota Karang Bandar Lampung," *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)* 1, no. 2 (2017): 55–66.

learning, namely teachers and students. Ramayulis also stated that learning activities include physical and spiritual activities. In relation to this, Nasution also divided the principles of learning activities and concepts regarding the soul into two, namely the psyche (soul) according to the old psychology and the psyche according to modern psychology.

Learning activities from a psychological perspective are broadly divided into two views, namely old psychology and modern psychology.

1. According to the old psychological view

John Locke compared the soul to unwritten paper (*tabularasa*), which then receives scribbles or content from outside sources (the teacher). Meanwhile, according to Herbart, the soul is the sum of responses mechanically controlled by the laws of association. Here, too, it is the teacher who must convey these responses. Combining these two concepts clearly means that in the teaching and learning process, the teacher will always dominate the activities. Students are too passive, while the teacher is active, and all initiatives come from the teacher. Students are like empty bottles filled with water by the teacher. Children's activities are primarily limited to listening, taking notes, and answering questions when the teacher asks them.

2. According to the view of modern psychology

According to modern conceptions, the human soul is dynamic, possessing its own potential and energy. Therefore, students can naturally become active due to motivation and encouragement from various needs. Students are viewed as organisms driven to develop. The educator's task is to guide children in developing their talents; in education, children must be active. Teachers can only provide learning materials, but the students themselves are the ones who process and digest them according to their individual talents and backgrounds.

The types of learning activities classified by Paul D. Dierich divide learning activities into 8 groups, including:

- a. Visual activities, reading, looking at pictures, observing experiments, demonstrations, exhibitions, and watching others work or play.
- b. Oral activities, stating a fact or principle, connecting a goal, asking a question, giving advice, expressing an opinion, interviews, discussions and interruptions.
- c. Listening activities, listening to the presentation of material, listening to conversations or group discussions, listening to a game, and listening to the radio.
- d. Writing activities, writing stories, writing reports, checking essays, making summaries, doing tests, and filling out questionnaires.
- e. Drawing activities, drawing, making graphs, charts, diagrams, maps and patterns.

- f. Metric activities, conducting experiments, looking at tools, holding exhibitions, organizing games, dancing, and gardening.
- g. Mental activities, reflecting, remembering, solving problems, analyzing factors, seeing relationships, and making decisions.
- h. Emotional activities, interest in differentiating, being brave, calm, etc. The activities in this group are found in all types of overlapping activities.

Learning activities carried out by students can be physical or psychological, such as:

1. Listen.
2. Looking.
3. Touching, smelling, and tasting.
4. Read.
5. Writing or taking notes.
6. Read the overview or summary and underline.
7. Observing tables, diagrams, and charts.
8. Compiling working papers
9. Thinking
10. Exercise or practice.

Indicators or instructions that can be used as a reference for student learning activities are;

1. viewing activity
2. oral activities
3. listening activities
4. writing activities
5. mental activity
6. motor activity
7. emotional activity.

RESEARCH METHODS

This study uses a quantitative approach. A quantitative approach is a research method that emphasizes theory testing through the measurement of variables with numbers and statistical data analysis. This approach was chosen based on the research objective: to examine the causal relationship between the use of PowerPoint and learning videos as independent variables and learning activities as dependent variables. With a quantitative approach, researchers can identify

the presence or absence of influence and the extent of that influence objectively and measurably. The quantitative research approach is confirmatory because it focuses on testing hypotheses and theories. In research activities, a researcher first states a hypothesis, then tests it with empirical data to see if the hypothesis is supported.³⁶

This research is located at MTsN 4 Sinjai which is located in North Sinjai District, Sinjai Regency, South Sulawesi Province, the researcher took the location at MTsN 4 Sinjai. Population is all data that is of concern to someone within a scope and time that we determine. So the population here is related to data not humans. If every human provides data, then the number of populations will be the same as the number of humans. The sampling technique that will be used in this study is purposive sampling. The selected classes are class VIIIA as the control class and class VIIIB as the total experimental class of the entire sample, namely 42 students. The determination of classes as experimental and control classes is based on the similarity of characteristics, namely the same number of students. Data collection techniques using questionnaires and documentation.

The research instrument used in this study is a questionnaire, and the scale used is a Likert scale, where the Likert scale is a process of determining scores on respondents' answers carried out by making appropriate classifications and categories depending on the respondents' responses,³⁷ then respondents were asked to choose whether they strongly agree, agree, undecided, disagree and strongly disagree. To test the research instrument using a validity test and an instrument reliability test.

In this study, the data processing techniques used by researchers to answer the problem formulation and hypothesis are statistical data processing techniques, including descriptive analysis techniques and inferential analysis techniques.

RESULTS AND DISCUSSION

Description of the use of PowerPoint on the intensity of learning activities for students in the Al-Qur'an Hadith subject at MTsN 4 Sinjai.

Based on the data obtained from the research, it is known that the intensity of Al-Qur'an Hadith learning activities obtained the highest score of 91 from each class with the lowest score of 56. The average value was 69.66, the median value was 76 with a standard deviation of 10.18. For more details, the data can be seen in the following table:

**Table 1 Descriptive statistics of the intensity of pretest learning activities
in class VIIIA**

Number of Samples	21
Maximum Score	91
Minimum Score	56
Mean	69.66
Standard Deviation	10.18
Variance	103,633
Range	35
Number of Interval Classes	5

Based on the results of descriptive analysis for intensity pretest learning activities in class VIII A, the range obtained was 35, the number of interval classes was 5, and the interval value was 7, For more details, the data can be seen in the following frequency distribution table:

Table 2: Intensity of pretest learning activities in sample class VIIIA

Interval Class	Interval	Frequency	Presentation
1	56-62	6	29%
2	63-69	6	29%
3	70-76	3	14%
4	77-83	4	19%
5	84-91	2	10%
Amount		21	100%

Table 2 above presents the frequency distribution of the intensity of pretest learning activities in sample class VIIIA, which illustrates the distribution of scores before the treatment. The data are grouped into five interval classes with a total of 21 respondents. The first interval class, with a score of 56-62, has the highest frequency of 6 students, representing 29% of the total sample. The same frequency and percentage level (6 students or 29%) is also found in the second interval class (63-69). The third interval class (70-76) includes 3 students or 14% of the sample. There is a slight increase in scores in the fourth interval class (77-83) with a frequency of 4 students, equivalent to 19%. Finally, the highest interval class (84-91) has the lowest frequency of only 2 students, which accounts for 10% of the total sample. Overall, it can be seen that the majority of students (58%) have pretest scores concentrated in the two lowest interval classes (56-69), indicating a relatively low initial level of Qur'an Hadith learning activities before the treatment was administered.

Based on the data obtained from the research, it is known that the intensity of Al-Quran Hadith learning activities with the highest score of 102 from each class with the lowest score of 71. The average value obtained was 89.23, the median value was 90.00, while the variance was 62.39, with a standard deviation of 7.89.

Table 3. Intensity of posttest learning activities in class VIII A

Number of Samples	21
Maximum Score	102
Minimum Score	71
Mean	89.23
Standard Deviation	7.89
Variance	62.39
Range	31
Number of Interval Classes	5

Based on the results of descriptive analysis for intensity posttest learning activities in class VIII A, the range obtained was 31, the number of interval classes was 5, and the interval value was 6, For more details, the data can be seen in the following frequency distribution table:

Table 4. Intensity of posttest learning activities in class VIIIA

Interval Class	Interval	Frequency	Presentation
1	69-74	1	5%
2	75-80	2	10%
3	81-86	5	24%
4	87-92	7	33%
5	93-102	6	29%
Amount		21	100%

Based on Table 4, the intensity of post-test learning activities for class VIII A students showed varying results. Overall, there were 21 students, with the highest percentage, namely 33% (7 students), being in Interval Class 4 (87-92), indicating that most students achieved scores in that range after the treatment using PowerPoint. The interval class with the second highest frequency was Interval Class 5 (93-102) with 29% (6 students), indicating that a large number of students also achieved excellent scores. Conversely, the smallest percentage was in Interval Class 1 (69-74), namely only 5% (1 student), indicating that few students obtained the lowest scores,

and Interval Class 2 (75-80) with 10% (2 students). This frequency distribution generally shows that the majority of students (62% or 13 students) obtained post-test scores above 87.

Description of the Use of Interactive Learning Videos on the Intensity of Al-Qur'an Hadith Learning Activities of Students at MTsN 4 Sinjai

Based on the data obtained from the research, it is known that the intensity of the learning activities of the Al-Quran Hadith with the theme of achieving life by avoiding materialistic, hedonistic and consumerist traits before using interactive learning videos obtained the highest score of 100 with the lowest score of 63. The average value was 77.33, the median value was 77 with a standard deviation of 9.8.

Table 5. Descriptive statistics of the intensity of pretest learning activities in class VIII B

Number of Samples	21
Maximum Score	100
Minimum Score	63
Mean	77.33
Standard Deviation	9.8
Variance	97,033
Range	37
Number of Interval Classes	5

Based on the results of descriptive analysis for intensity pretest learning activities in class VIII B, the range obtained was 37, the number of interval classes was 5, and the interval value was 7, For more details, the data can be seen in the following frequency distribution table:

Table 6. Frequency Distribution of Intensity of Student Learning Activities

Interval Class	Interval	Frequency	Presentation
1	63-69	5	24%
2	70-76	6	29%
3	77-83	5	24%
4	84-90	2	10%
5	91-100	3	14%
Amount		21	100%

Based on Table 6, the frequency distribution of the intensity of students' learning activities (after treatment using interactive learning videos) shows a fairly even distribution of scores but

tends to be centered in the middle range. Of the total of 21 students, Interval Class 2 (70-76) has the highest frequency with 6 students or 29%, indicating that almost a third of students achieved scores in this range. The next two interval classes, namely Interval Class 1 (63-69) and Interval Class 3 (77-83), each had 5 students with the same percentage of 24%. In contrast, Interval Class 4 (84-90) had the second lowest frequency with 2 students or 10%, and Interval Class 5 (91-100) had 3 students or 14%. Overall, it can be concluded that the majority of students (77% or 16 students) obtained scores for the intensity of Al-Qur'an Hadith learning activities in the range of 63 to 83.

Based on the data obtained from the research, it is known that the intensity of the learning activities of the Qur'an and Hadith with the theme of achieving life by avoiding materialistic, hedonistic and consumerist traits obtained the highest score of 111 from each class with the lowest score of 70. The average value was 92.76, the median value was 93, with a variance of 76.29, and a standard deviation of 8.73.

Table 7. Descriptive statistics of the intensity of posttest learning activities in class VIIIB

Number of Samples	21
Maximum Score	111
Minimum Score	70
Average (Mean)	92.76
Standard Deviation	8.73
Variance	76.29
Range	41
Number of Interval Classes	5

Based on the results of descriptive analysis for intensity pretest learning activities in class VIII A, the range obtained was 41, the number of interval classes was 5, and the interval value was 8, For more details, the data can be seen in the following frequency distribution table:

**Table 8. Distribution of frequency of intensity of posttest learning activities
class VIIIB**

Interval Class	Interval	Frequency	Presentation
1	70-77	1	5%
2	78-85	1	5%
3	86-93	10	48%
4	94-101	7	33%
5	102-111	2	10%
Amount		21	100%

Based on Table 8, the frequency distribution of the intensity of learning activities in the Posttest for class VIII B shows results that are heavily dominated by high scores. Of the total of 21 students, the majority of scores were concentrated in Class Interval 3 (86-93), which achieved the highest frequency of 10 students with a significant percentage of 48%. Furthermore, Class Interval 4 (94-101) contributed 7 students or 33%. Combined, 81% (17 students) of the students obtained scores between 86 and 101. In contrast, the lowest scores were obtained by only a few students, where Class Interval 1 (70-77) and Class Interval 2 (78-85) each had only 1 student or 5%. Meanwhile, Class Interval 5 (102-111) had 2 students or 10%, indicating that there were several students who obtained the highest scores. Overall, the results of the posttest for class VIII B showed that the majority of students (91% or 19 students) achieved a learning activity score above 85. Furthermore, the frequency distribution of the intensity scores of the Al-Quran Hadith learning activities after the learning treatment using Interactive Learning Videos.

Description of the Differences in the Use of Power Point and Interactive Learning Videos on the Intensity of Students' Learning Activities in the Al-Qur'an Hadith Subject at MTsN 4 Sinjai.

After conducting research on both sample classes in learning activities in the form of power point and interactive learning videos, the author can describe the differences in learning activities in the power point class and interactive learning videos on the intensity of learning activities of the Quran and Hadith. The total subjects in the experimental class were 21 students using power point and the control class were 21 students using interactive learning videos, the total number of subjects was 42 students. Based on the results of descriptive statistics, the mean score of the intensity test of learning activities for the experimental class using power point was 89.23, the median score was 90, the variance score was 62.39, with a standard deviation of 7.89. The maximum score was 102 while the minimum score was 71 so that the distance/range of the

two groups was 31. While the mean score of the intensity test of learning activities for the control class using interactive learning videos was 92.76, the median score was 93.00, the variance score was 76.29, with a standard deviation of 8.73. The maximum score is 111 while the minimum score is 70 so the distance/range between the two groups is 41. The description of the differences in the posttest learning activities can be shown in the following table:

**Table 9. Posttest of the intensity of students' learning activities in class
VIII A and VIII B classes**

Posttest Treatment	Distribution	Statistics
<i>Power point</i> Class VIIIA	Mean	89.23
	Median	90
	Variance	62.39
	Standard deviation	7.89
	Minimum	71
	Maximum	102
	Range	31
Class VIIIB Interactive Learning Video	Mean	92.76
	Median	93
	Variance	76.29
	Standard Deviation	8.73
	Minimum	70
	Maximum	111
	Range	41

Source: Descriptive test output data with SPSS program

Description of the use of PowerPoint and interactive learning videos based on the questionnaire:

The Influence of Power Point Use on the Intensity of Al-Qur'an Hadith Learning Activities of Students at MTsN 4 Sinjai

Based on the researcher's observations, the use of PowerPoint media provides a consistent and comprehensive effect in supporting the learning process. Students become more active, responsive, and demonstrate practical skills in accordance with the demands of learning the Qur'an and Hadith. This means that PowerPoint can contribute to increasing the intensity of student learning activities both in attitudes, behavior, and technical skills. Therefore, the use of

PowerPoint media in learning at MTsN 4 Sinjai is seen as an effective strategy to optimize students' learning abilities in the affective and psychomotor domains in an integrated manner.

During the implementation of learning using PowerPoint media, researchers observed that the affective aspects of students experienced significant development. Students showed positive attitudes towards the Al-Qur'an and Hadith lessons, such as enthusiastically following the teacher's explanations, paying close attention to the slide displays, and showing interest when the verses or hadith material were presented in an attractive visual manner. PowerPoint media containing verse texts, supporting images, and summary points were considered to help students understand the material more easily and enjoyably. This feeling of comfort and pleasure became a psychological factor that encouraged increased learning activities in the classroom. Learning was not only understood as an obligation, but as an interesting and interactive learning experience. This is in line with Sudjana's view that visual media in learning can foster student interest and motivation, thereby influencing the quality of their learning outcomes.

In addition to increasing motivation, the use of PowerPoint also fosters an appreciation for the learning process. Students appear more disciplined in paying attention and responding to teacher directions presented through slideshows. They more easily understand the learning structure because the flow of material is clearly organized on the PowerPoint display. Students' activeness in asking and answering questions also increases, indicating that their emotional engagement with the lesson is improving. This aligns with affective theory in education, which emphasizes that students' emotional readiness is crucial to learning success.

The Influence of the Use of Interactive Learning Videos on the Intensity of Students' Learning Activities in the Al-Qur'an Hadith Subject at MTsN 4 Sinjai.

Learning using interactive video lessons not only helps students understand conceptual material but also creates a more engaging and meaningful learning experience. Interactive videos allow students to listen to explanations of the material through visualizations of verses and hadiths, illustrations of stories of the prophets, and examples of the application of Quranic values in everyday life. Students are more actively engaged in interactive features such as short quizzes and prompt questions that appear during the video, making the learning process more participatory. Thus, interactive video lessons can optimally encourage student attention and engagement in learning.

The results of this study are in line with previous research conducted by Fajriyah and Lestari which stated that the use of interactive video media in Islamic Religious Education learning can significantly increase student participation compared to the use of conventional lecture methods.⁴⁰ Other research by Siti Mutmainnah also found that interactive learning videos

can increase student involvement in learning the Qur'an and Hadith, especially in the discussion and question and answer aspects related to understanding verses.

Based on the student response questionnaire, the majority of students responded positively to the use of interactive learning videos. Students reported that the videos helped improve concentration, facilitated understanding of difficult verses and hadith, and made the learning environment more enjoyable. They felt more confident in expressing their opinions and were more active in participating in learning activities. Thus, interactive learning videos significantly contributed to increasing the intensity of student learning activities in the classroom.

Differences in the Effect of Using Power Point and Interactive Learning Videos on the Intensity of Al-Qur'an Hadith Learning Activities

The effect of using PowerPoint can be seen from the difference in the intensity of students' learning activities in the control class, which obtained a low average score compared to the experimental class, namely those using interactive learning videos. The existence of a class with the use of PowerPoint as a comparison shows that learning the Qur'an and Hadith using the application of interactive learning videos is more effective. Before the researcher provided learning to the control class VIII A and the experimental class VIII B, the researcher first determined a trial in which students were asked to work on pretest and posttest questions on the subject of the Qur'an and Hadith.

Based on the results obtained, the mean score for the class after using PowerPoint was 89.23 and 92.76 for the class after using interactive learning videos. Thus, it can be stated that there is a significant difference in the intensity of learning activities between the two classes. Correlating with these results, the author can assume that learning using PowerPoint can increase the intensity of learning activities, but it turns out that the increase is not as large as that obtained with the application of interactive learning videos.

This is different from learning that uses interactive learning videos. This media can provide a fun and engaging learning experience because it presents a combination of audio, visualizations of verses and hadiths, story illustrations, and short quizzes that can stimulate students' active thinking, answering, and responding directly. Thus, students are no longer simply listening, but are instead involved in learning activities independently and collaboratively.

Based on the research results, which analyzed pretest and posttest data obtained from the learning activity intensity instrument, an increase in learning activity was found in both classes. However, the increase in the class using interactive video was significantly higher than in the class using PowerPoint. This indicates that interactive video media not only provides better

understanding of the material but also acts as a stimulus that can maintain students' focus and motivation throughout the learning process.

Through statistical testing using the t-test technique on the posttest data, the calculated t-value was greater than the table t-value. This indicates a significant difference in the intensity of learning activities between the class using PowerPoint and the class using interactive learning videos. In other words, the hypothesis stating that there is a significant influence between the treatment in the two classes on the intensity of student learning activities is declared accepted.

Furthermore, the differences that occur can be caused by various factors, such as the ability of the media to facilitate students to play an active role, the interactions that are built during learning, and the ability of the media to attract students' attention more effectively.⁴³ The role of educators as facilitators is also very important in maximizing the use of media so that students do not only become recipients of information but also active actors in the learning process.

The research findings, which demonstrate the superiority of interactive learning videos over PowerPoint, align with the opinions of learning media experts who state that the combination of audio-visual materials in a presentation allows students to process information better, thereby encouraging cognitive and psychomotor learning activity. Furthermore, multimedia-based learning is also considered capable of fostering learning interest, significantly increasing student activity throughout the learning process.

Thus, it can be concluded that interactive learning videos have a greater influence in increasing the intensity of students' learning activities in the Al-Qur'an Hadith subject compared to the use of PowerPoint media. Interactive video media can create more lively, challenging, and meaningful learning, so that students are encouraged to be more involved and active during learning activities.

CONCLUSION

This study demonstrates that the use of PowerPoint and interactive learning videos is associated with increased intensity of students' learning activities in Qur'an and Hadith instruction at MTsN 4 Sinjai. Both classes experienced increases between the pretest and posttest measurements. In the PowerPoint class, the mean score increased from 69.66 to 89.23, while in the interactive-video class, the mean increased from 77.33 to 92.76. These patterns indicate that the use of visual and audiovisual learning media can support greater student involvement in the learning process.

The use of PowerPoint contributes to learning activities by presenting Qur'anic and Hadith materials in a structured and visually accessible format. Text, images, summarized points, and organized slide sequences help direct students' attention and provide clearer learning pathways. Classroom observations reported increased attention, responsiveness, questioning, and participation, suggesting that PowerPoint can support visual, oral, mental, and emotional dimensions of student learning activity.

Interactive learning videos provide a more multimodal learning experience by combining visual presentation, audio explanation, illustrations, and interactive elements such as questions and short quizzes. The posttest mean of the interactive-video class was higher than that of the PowerPoint class, at 92.76 compared with 89.23. The reported statistical test also indicates a significant difference between the two groups. These findings suggest that audiovisual and interactive characteristics may provide stronger stimulation for maintaining students' attention and active participation.

Nevertheless, the comparison between the two media needs to be interpreted carefully because the two classes had different initial pretest means. The interactive-video class began with a mean of 77.33, whereas the PowerPoint class began at 69.66. Consequently, a direct comparison of posttest means alone does not fully separate media effects from pre-existing differences between the groups. A more rigorous comparison should account for baseline scores through gain-score analysis, ANCOVA, or another appropriate statistical procedure.

Overall, PowerPoint and interactive learning videos both provide potential instructional benefits for increasing the intensity of Qur'an and Hadith learning activities, while interactive videos show a higher posttest mean within the data reported in this study. Future research should employ stronger quasi-experimental procedures, larger samples, clearer group assignment, and complete inferential statistics to determine more precisely the comparative effectiveness of different digital learning media on students' visual, oral, listening, writing, mental, motor, and emotional learning activities.

Research Novelty

The novelty of this study lies in directly comparing two forms of digital instructional media, PowerPoint and interactive learning videos, in relation to the intensity of Qur'an and Hadith learning activities. Rather than focusing solely on

cognitive learning outcomes, the study positions learning intensity as a multidimensional form of student engagement involving visual, oral, listening, writing, mental, motor, and emotional activities. This provides a broader perspective on digital-media effectiveness within Islamic religious education.

A further contribution lies in demonstrating differences between relatively static visual presentation and richer audiovisual-interactive stimulation. PowerPoint primarily organizes information through structured slides, text, images, and visual presentation, whereas interactive learning videos combine audio, moving visuals, contextual illustrations, and interactive prompts. The higher posttest mean reported for the interactive-video class suggests that the level of media interactivity and sensory richness may be relevant to sustaining attention and participation, although stronger statistical control is required before establishing comparative effectiveness conclusively.

The study also contextualizes digital-media use within Qur'an and Hadith learning, where student engagement involves not only understanding instructional content but also maintaining attention, responding to religious messages, discussing values, and actively participating in classroom activities. This contextual focus provides an empirical basis for developing media-supported Islamic education that moves beyond teacher-centered delivery toward more participatory learning experiences.

Research Implications

Theoretically, the findings support the view that student learning activity can be strengthened when instructional stimuli attract attention, facilitate understanding, encourage responses, and provide opportunities for feedback. The results are consistent with the theoretical orientation used in the study, particularly Gagné's emphasis on instructional stimuli and the role of active psychological and physical engagement in the learning process. Digital media should therefore be examined not only by their technological sophistication but also by the extent to which they activate different dimensions of student learning.

Pedagogically, Qur'an and Hadith teachers can combine PowerPoint and interactive learning videos according to instructional objectives. PowerPoint can be used to organize concepts, verses, hadith texts, summaries, and discussion points, while interactive videos can support contextual visualization, demonstrations, reflective

questions, and short formative activities. Rather than treating both media as competing alternatives, teachers may integrate them sequentially to maintain attention and provide varied opportunities for students to observe, listen, discuss, respond, reflect, and practice.

Institutionally, madrasas should support teachers through adequate digital infrastructure, media-development training, and instructional design assistance. The selection of digital media should remain aligned with learning objectives and student characteristics rather than being based solely on technological novelty. Schools can also evaluate digital-media effectiveness through systematic pretest–posttest data and classroom observation so that decisions regarding learning technology are based on evidence of student engagement and instructional quality.

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