



The Effectiveness of Using LCD Projectors in Increasing Interest in Learning PAI Student of SMPN 3 Lemito Pohuwato District

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Abstract

The effectiveness of using LCD Projector media on interest in PAI learning in SMPN 3 Lemito students in Pohuwato Regency. Research on the use of LCD Projector media has been carried out by several researchers, but has a different object. This study will focus on the interest in learning PAI in students of SMPN 3 Lemito in Pohuwato Regency. The focus of this research is based on the problem of lack of interest in learning PAI in students of SMPN 3 Lemito in Pohuwato Regency. To overcome this problem, it is necessary to have a learning support media, namely LCD projector media that can effectively increase students' interest in learning PAI. This study aims to determine the effectiveness of using LCD Projector media in increasing interest in PAI learning. The research method used in this research is the method descriptive qualitative with data collection based on activities and learning effectiveness and statistics with the help of SPSS for windows version 17.00. The test was carried out on the results of the Pre-test and the results of the Post-test given that the average score of the students' Post-Test results after using the LCD Projector was 80.27 with a standard deviation of 10.423. The percentage of completeness reached 87.9% because it reached 29 students who completed. This means that the Post-Test results after using the LCD Projector media are in the complete category. so that the use of LCD Projector media is effective in increasing interest in PAI learning in students of SMPN 3 Lemito in Pohuwato Regency.

Keywords: Effectiveness, LCD Projector, Interest in Learning PAI

Introduction

Education is a conscious effort carried out by certain parties so that changes occur for the better (Purba et al., 2021), both spiritually, intelligence and changes in attitudes and behavior (Solihah, 2021). National education has a function to develop the ability of students (Humaeroh & Dewi, 2021). A teacher who wants his students to achieve maximum results (Juharman, 2021),

then in teaching teachers should use appropriate learning media (Telaumbanua et al., 2021). The selected media are adjusted to the material and activity strategies that have been selected and determined (Saripah, 2021).

Based on interviews conducted by the author with the PAI teacher at SMPN 3 Lemito. Data obtained that the school is still remote and the internet network is limited.

During the teaching and learning process students are less interested in learning, because teachers still use manual media to teach. audio visual.

Effectiveness comes from the word effective which implies the achievement of success in achieving the goals that have been set. While the effectiveness in the field of education can be viewed from two aspects: 1) The effectiveness of teaching teachers, especially regarding the extent to which the types of planned learning processes can be implemented properly. 2) The effectiveness of teaching students, especially regarding the extent to which the desired learning objectives have been achieved through the activities of the teaching and learning process taken (Zakiah Drajat, 2016).

A learning can be said to be effective if it uses media that is interesting, fun and easy to access. According to Arsyad (2016:4) learning media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. LCD media for learning activities at school (Apri & Yakin, 2021).

The use of media cannot be separated from rapidly developing technological advances, one of which is LCD media. LCD (Liquid Crystal Display) media is a projection tool that is able to display media elements such as images, text, videos, animations, videos either separately or in combination between these media elements and can be connected to other electronic devices used by teachers to communicate. Presentation media that is channeling messages and can stimulate students' thoughts, feelings, and desires so that they can help the learning process occur in them (Akbar, 2016). This is in line with the opinion of Sahuri (2017) that the use of innovative learning resources in the teaching and learning process can generate new interests and desires, generate motivation and stimulate learning activities.

Students who are interested in learning have the following characteristics: 1) have a permanent tendency to pay attention and remember something that is being studied continuously, 2) there is a sense of love and pleasure towards something of interest, 3)

gain a sense of pride and satisfaction in learning. something that is of interest, 4) prefers one thing to another, and 4) is manifested through participation in activities or activities (Slameto, 2013: 180)

Therefore, in today's conditions, it is important for a teacher to develop a learning media based on digital technology literacy as an alternative learning media, especially Islamic Religious Education subjects to increase student interest in learning.

According to Muhammad Agus Sugiarto (2019) "Effectiveness of Using LCD Media in Motivating Student Learning" found results in the use of LCD media can stimulate student motivation because the material displayed is in the form of audio-visual, where students who have visual and audio learning styles are equally easy to understand. . This is evident when research activities are carried out, students feel very enthusiastic and happy when the teacher uses the LCD.

However, according to Bunyamin Suryana, Endin Mujahidin, Wido Supraha.(2019) "The Relationship of Students' Perceptions About the Use of LCD Media And Learning Motivation With Student Achievement". Proving the results of research that there is a significant positive relationship between students' perceptions of the use of LCD media and student achievement with a correlation coefficient $r_{y1} = 0.925$ in the State Elementary School, Ciampea District. There is a significant positive relationship between learning motivation and student achievement with a correlation coefficient $r_{y2} = 0.935$ at the State Primary School in Ciampea District. There is a significant positive relationship between students' perceptions of the use of LCD media and work motivation together with student achievement at the State Elementary School in Ciampea District with a double correlation coefficient equation (r_{yx1x2}) of 0.943.

Nurhayati N (2021) "The Use of Liquid Crystal Display (LCD) Media to Improve the Quality of Islamic Religious Education Learning "The results of interviews with school principals, and homeroom teachers

of Class V and PAI teachers in both schools obtained information that the planning for the use of LCD media in Islamic Religious Education can be implemented very well, namely conducting an assessment with the principles of fairness, transparency, objective and validity by using LCD media in learning. This data is supported by documents related to the use of the media.

Therefore, in today's conditions, it is important for a teacher to develop a learning media based on digital technology literacy as an alternative learning media, especially Islamic Religious Education subjects to increase student interest in learning.

Method

This research is a descriptive qualitative research with data collection based on activity and learning effectiveness. The researcher describes in depth the use of LCD projectors in increasing student interest in SMPN 3 Lemito in Pohuwato district. The results of the description were taken through observations

and interviews of research subjects.

Broadly speaking, this research was conducted in three stages, namely:

- 1) The first stage of the pre-test includes Learning Observations, instrument preparation, instrument validation, licensing arrangements, pre-test giving, analysis of pre-test results, and determination of samples.
- 2) The second stage is the use of LCD in learning.

The third stage of the post-test includes giving a post-test by giving a questionnaire back to students after using the LCD in learning followed by data analysis.

Results and Discussion

Description of Pree-Test Results

Pree-Test descriptive statistics on PAI material before using LCD Projector media, are presented in Table 1.1

Table 1.1 Descriptive Statistics of Pree-Test Hasil Results

Statistics	Statistical Value
Sample Size	33
Ideal Score	100
mean	52.12
Range	77
Mode	62
Standard Deviation	20,592
Variance	424,047
Minimum	8
Maximum	85

The data in Table 1.1 shows that the results of the Pree-Test of students before using the LCD projector media obtained an interval score of 8-85 .

The scores of students' Pree-Test results before using LCD Projector media were grouped into 5 categories, then the distribution and percentage were obtained as shown in Table 1.2:

Table 1.2 Distribution of Frequency and Percentage of Pree-Test Results

interval	Category	Frequency	Percentage
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85 – 100	Very high	1	3.03
65 – 84	Tall	10	30,30
55 – 64	Currently	7	21.21
35 – 55	Low	10	30,30
0 – 34	Very low	5	15,16
Amount		33	100

The data in Table 1.2 distribution of frequencies and percentages, shows that the results of the Pree-Test of students before using the LCD Projector media were 5 students (15.16%) who were in the very low category, 10 students (30.30%) were in the low category, 7 students (21.21%) in the medium category, 10 students (30.30%) in the high category and 1 student (3.0%) in the very high category.

Based on Table 1.1 and Table 1.2, it is obtained that the average value of the students' Pree-Test results before using

the LCD Projector media is 52.12 with a standard deviation of 20.592. The percentage of completeness only reached 27.3% because only 9 students completed. This means that the results of the Pree-Test of class VIII students of SMPN 3 Lemito, Pohuwato Regency before using LCD Projector media, are in the "Incomplete" category.

Description of Post-Test Results

Post-Test descriptive statistics on statistical material after using LCD Projector media are presented in Table 1.3.

Table 1.3 Descriptive Statistics of Post-Test Results

Statistic	Statistical Value
Sample Size	33
Ideal Score	100
mean	80.27
Range	43
Mode	88
Standard Deviation	10,423
Variance	108,642
Minimum	55
Maximum	98

The data in Table 1.3, shows that the results of the Post-Test students after using LCD Projector media obtained interval scores between 55 to 98; the mean is 73.88; range 43; mode of 88; standard deviation of 10,423; variance of 130,883; a minimum value of 55; and a maximum value of 98.

Table 1.4 Distribution of Frequency and Percentage of Post Test Results

interval	Category	Frequency	Percentage
85-100	Very high	18	54.5%
65-84	Tall	12	36.4%
55-64	Currently	3	9.1%
35 – 54	Low	0	0%
0 – 34	Very low	0	0%
Amount		33	100%

The scores of students' Post-Test results after using LCD Projector media are grouped into 5 categories, then the distribution and percentage will be obtained as shown in Table 1.4.

The data in Table 1.4 distribution of frequencies and percentages, shows that the results of the Post-Test of students after using the LCD Projector media are 3 students (9.1%) in the medium category, 12 students (36.4%) in the high category and 18 students in the high category. students (54.5%) who are in the very high category.

Based on Table 1.3 and Table 1.4, it is obtained that the average value of the students' Post-Test results after using the LCD Projector media is 80.27 with a

standard deviation of 10.423. The percentage of completeness reached 87.9% because it reached 29 students who completed. This means that the Post-Test results of class VIII students of SMPN 3 Lemito, Pohuwato Regency after using LCD Projector media are in the "Completed" category.

Results of Student Activity Observation Data Analysis

The types of student activities observed were activities that were in accordance with learning by using LCD Projector media and activities that were not in accordance with learning. The percentage of student activities that are in accordance with learning (activities 1-6) from the first meeting to the fourth meeting can be seen in Diagram 1.1, as follows:

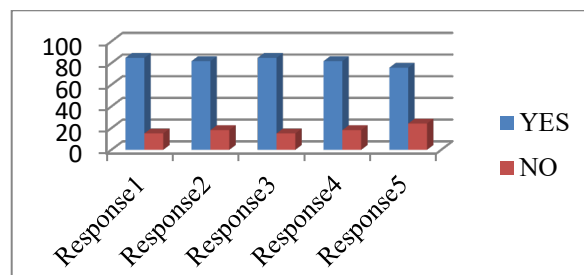


Diagram 1.1: Diagram of the Percentage of Student Activities according to learning

The percentage of student activities that are not in accordance with learning or carrying out other activities outside of learning activities from meeting I to meeting IV can be seen in Diagram 1.2 below:

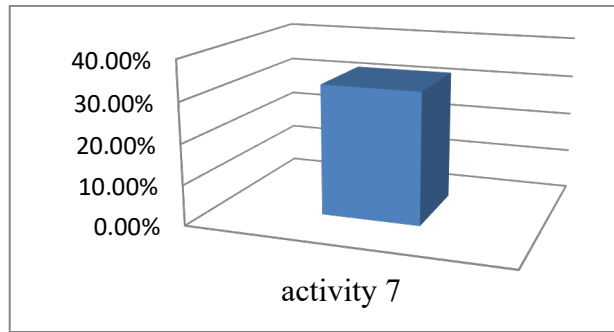


Diagram 1.2 Percentage of student activities that are not in accordance with

Based on the description above, the percentage of student activities that are not suitable for learning is 32.2%.

Results of Data Analysis Regarding Student Responses

To determine the teacher's ability to manage learning, it can be seen in the percentage of student responses to the use of LCD Projector media in PAI learning (response aspects 1-5) from meeting I to meeting IV can be seen in Diagram 1.3, as follows:

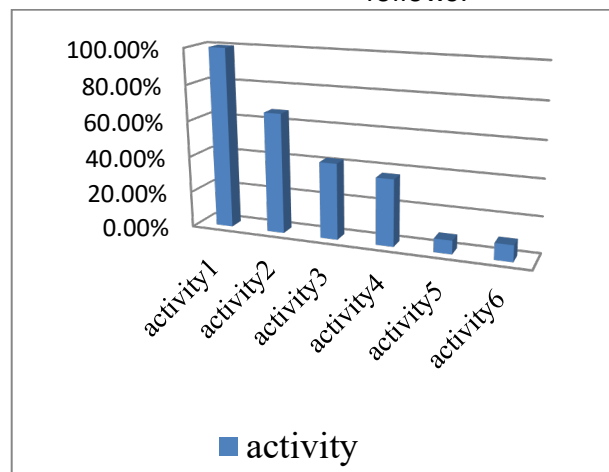


Diagram 1.3. Analysis of the percentage of student responses to LCD projector media Based on the results of the analysis of student responses to PAI learning using LCD Projector media above, it can be found that the average student who gave a positive response to the use of LCD Projector media was 81.61%.

Results of Data Analysis of Teachers' Ability to Manage Learning

To determine the teacher's ability to manage learning, it can be seen in the percentage of teachers' ability to manage learning using LCD Projector media in PAI learning from meeting I to meeting IV can be seen in Diagram 1.4, as follows:

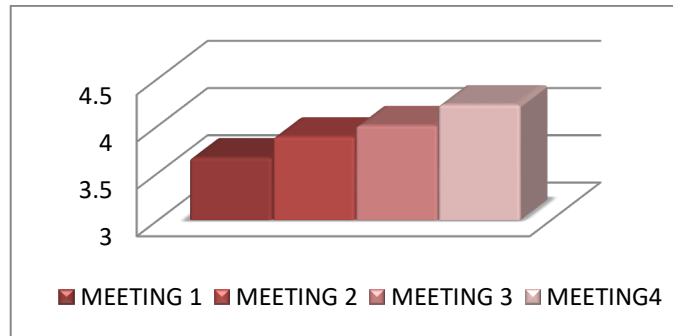


Diagram 1.4. Results of Ability Analysis in Managing Learning

Based on the description above, it is found that 3.94 is the average value of the teacher's ability to manage learning, it can be concluded that the average ability to manage learning using LCD Projector media is "good".

Description of Inferential Statistics Results

Hypothesis testing in this study uses the method descriptive qualitative with data collection based on activities and learning effectiveness and statistics with the help of SPSS for windows version 17.00. The test is carried out on the results of the Pre-test and the results of the Post-test given.

Based on the results of the data analysis for inferential statistics in Appendix B.3 (paired t-

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Final Test - Initial Test	28.152	18.192	3.167	21.701	34.602	8.890	32	.001

test) the value of $p = 0.001$ for $\alpha = 0.05$, statistically the hypothesis H_0 is rejected and H_1 is accepted.

Conclusion

Based on the results and discussion above, it can be concluded that the use of LCD Projector media is effective in increasing student interest in learning PAI at SMPN 3 Lemito, Pohuwato Regency. This research is expected to be developed to produce a fun PAI learning media so that it can be used by all educators.

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Author Profile

Darmawati, born in Jeneponto Regency on June 27, 1990. In 2016, the author has completed the undergraduate level in the Islamic Religious Education study program at the University of Muslim Indonesia (UMI) Makassar with a Bachelor of Islamic Education (S.Pd.I), then continued his education to the Strata 2 (S2) level at the Indonesian Muslim University (UMI) Makassar. The author majored in Islamic Religious Education and succeeded in obtaining a Master of Education (M.Pd) degree in 2018. The author's current activity is as a permanent lecturer in Islamic Religious Education, Faculty of Teacher Training and Education, Pohuwato University, Gorontalo. The author is also active in research and writing learning books.