

CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING
POWER POINT MEDIA ON MICRO TEACHING SUBJECT AT
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU



SKRIPSI

*Submitted As A Partial Of The Recuirements For The Degree Of Sarjana
Pendidikan Islam At The Tarbiyah And Teaching Faculty IAIN PALU*

By :

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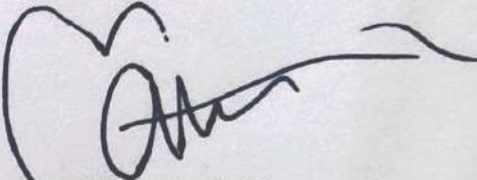
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APPROVAL SHEET

Thesis entitled "CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING POWERPOINT MEDIA ON MICRO TEACHING SUBJECT AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU". written by Moh Agil. B NIM 151010163, student of islamic education department at the tarbiyah faculty. After carefully researching and correcting the relevant thesis, each mentor considers that the thesis has fulfilled the scientific requirements and can be proposed to be tested in front of examiners.

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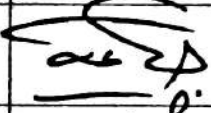




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PENGESAHAN SKRIPSI

Skripsi Saudara Moh Agil. B, NIM 15.1.01.0163 dengan judul “Creativity of Islamic Education Students (PAI) In Using PowerPoint Media on Micro Teaching Subject At State Institute For Islamic Studies”, yang telah dimunaqasyahkan oleh dewan penguji Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu pada tanggal 14 November 2019 yang bertepatan dengan tanggal 1 Rabiul Awal 1441 H, dipandang bahwa Skripsi tersebut telah memenuhi kriteria penulisan karya ilmiah dan dapat diterima sebagai persyaratan guna memperoleh gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Ilmu Keguruan Program Studi Pendidikan Agama Islam (PAI) dengan beberapa perbaikan.


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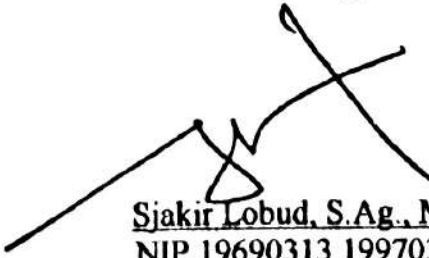
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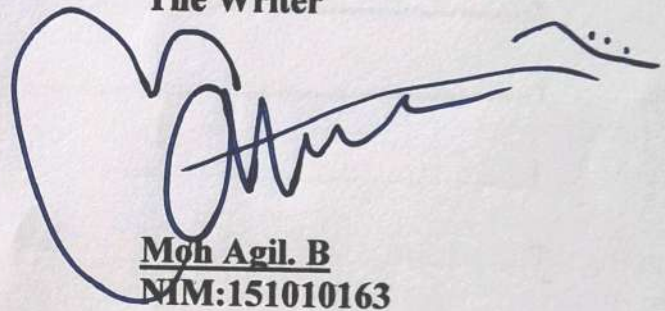
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Palu, 14 November 2019
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The Writer

A handwritten signature in blue ink, consisting of a large, stylized initial 'M' followed by a series of loops and a long horizontal stroke ending in three dots.

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ABSTRACT

Name : Moh Agil. B
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Title of Thesis : **Creativity Of Islamic Education Students (PAI) In Using PowerPoint Media On Micro Teaching Subject At State Institute For Islamic Studies IAIN Palu.**

The writing of this thesis discussing about “**Creativity Of Islamic Education Students (PAI) In Using PowerPoint Media On Micro Teaching Subject At State Institute For Islamic Studies IAIN Palu**”. By raising the problem 1. What is the form of learning creativity in the sixth semester of Islamic Education Students (PAI) in using PowerPoint media on micro teaching subject, 2. What are the inhabiting factors in the creativity of sixth semester students of Islamic Education Students (PAI) in using PowerPoint media on micro teaching subject.

In this research, researcher apply qualitative approach which are located at State Institute For Islamic Studies IAIN Palu. Data sources obtained from primary and secondary data relevant to the problem collected. Data collection techniques used are observation, interview, documentation. While the data analysis techniques is used are reducing existing data, verifying, analyzing

Research results showed that the lack of creativity in the use of PowerPoint media in micro teaching subject can be seen in terms of: first, the technique of arranging slides is still simple and students tend to lack the material. In the use of PowerPoint media is still considered as the content of the material and not as a tool. Secondly, the lack of interest, motivation and basic knowledge such as lecturer do not put too much emphasis on making PowerPoint slides so that the result of the presentation are less attractive and due to lack of facilities and infrastructure.

As for the research implication first, addressed to the state institute for Islamic studies IAIN Palu and all related parties to pay more attention to the quality of IT-based learning, especially those in the department of Islamic religious education at tarbiyah faculty. Secondly, it is aimed at the tarbiyah faculty to provide basic guidelines or rules for using PowerPoint media. Thirdly to lecturers courses in order to further enhance professionalism especially in the use of PowerPoint media.

CHAPTER I

INTRODUCTION

A. Background Of Problem

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.¹ Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences.² Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching have been implemented.³

Talking about micro teaching is related to the use of media in learning not just in modern times, the use of media or learning aids has also been known

¹ Elliot J S Afr Med J. A *Microteaching experiment* (MEDUNSA. 1982 Nov 27; 62(23), 70.

² Ismail, Sadiq Abdulwahed Ahmed. *J Lang Teach Res*, 1.

³ Pauline RF. *Microteaching, An integral part of science methods class*. (J Sci Teach Educ. 1993;4), 9-17.

since the time of the Prophet Muhammad (SAW). The Prophet (SAW) was a great educator for mankind. Although the first educator is Allah SWT. The Prophet Muhammad basically presented what was taught through action, then translated his actions in words. So that all the "material" taught by Muhammad will soon be accepted by his companions because of his words which begin with examples of concrete actions.

Prophet Muhammad is a great educator figure for Muslims. Even though the first educator is what is believed by Muslims is Allah SWT. Apostle's educational practice is full of educational content. Next is the Prophet's hadith about Learning Media

عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ : خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مَرْتَبَعًا ,
 وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ , وَخَطَّ خُطَطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ
 مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ , وَقَالَ : (هَذَا الْإِنْسَانُ , وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ أَوْ :
 قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي هُوَ خَارِجٌ مِنْهُ , وَهَذِهِ الْخُطَطُ الصِّغَارُ الْأَعْرَاضُ ,
 فَإِنْ أَخْطَأَهُ هَذَا , نَهَشَتْهُ هَذَا , وَإِنْ أَخْطَأَهُ هَذَا , نَهَشَتْهُ هَذَا) (رواه البخاري)⁴

Meaning:

"The Prophet S.A.W draws a rectangle, then draws a long line in the middle of the rectangle and exceeds the square boundary. Then he also made small lines inside

the square, next to it: (square drawn by the Prophet). And he said: "This is a human, and (rectangular) this is the death that surrounds it, and the line (length) that comes out, is the ideal. And these little lines are the barriers. If not (stuck) with this (line), then hit (line) this one. If it does not (line) that, then it hits (line) after it. If it is not about all (barriers) before, then he will surely be struck by anxiety. "(Narrated by Bukhari). He explained "If

⁴ Al-Imam Bukhari dan Abu Hasan As-Sindy, *Shahihul Bukhari bi Haasyiati al-Imam as-Sindy*, 72

humans can survive and avoid the grip of one disaster, another disaster will confront him, and if he survives all the calamities, he will never avoid the doom that surrounds him." (Narrated by Bukhari).⁵

Through this image visualization, Prophet Muhammad S.a.w explained in front of his companions, how humans with their aspirations and desires that are vast and numerous, can be hindered by the arrival of death, diseases, or old age. With the aim of giving advice to them not just (daydreaming) just dreaming (without realization), and teaching them to prepare themselves for death. If we correlate with the world of education, the hadith is related to one component in education, namely learning media. Understanding learning media itself is everything that is used as a means to facilitate the process of distributing knowledge to students.

Talking about micro teaching is certainly related to the use of media in learning, media is a very supportive thing in the process of transforming knowledge according to Trianto (2010: 199) Media as a component of learning strategy is a container of messages that the source or distributor wants to be forwarded to the target or recipient of the message, and the material to be conveyed is a message of learning, and that the goal is the learning process.⁶

⁵ <http://husein99.wordpress.com/2009/03/21/metode-edukasi-rasulullah-shallahu-alaihi-wassalam-bagian-2/>

⁶Trianto, *Mengembangkan Model Pembelajaran Tematik*. (Jakarta: PT Prestasi Puastaka, 2010: 199), 65.

From the explanation above that the media is something that must be used by an educator. For example, the media that the author tries to describe is the use of powerPoint media.

PowerPoint (PPT) is a tool that can be use effectively for students, If it's used properly, the students can identify the key points of presentation and help organize their thinking process. Using a sequential approach can facilitate the development of the student's thought process.

a teacher is required to be professional in every material he teaches as well as in the use of learning media. power point media is very important to use to support student learning outcomes. this as stated by riyana

"Microsoft Office Power Point Program is one of the software specifically designed to be able to display multimedia programs with an interesting, easy to make, easy to use and relatively inexpensive because it does not require raw materials other than tools for storing data."

According to Hujair AH. Sanaky argues that:

power point media is a presentation application program which is one of the application programs under Microsoft Office computer programs and display to the screen using the help of LCD projectors.⁷

Hujair AH. Sanaky revealed that power point applications have advantages, including:

1. Practical, can be used for all class sizes.
2. Provide the possibility of face to face and observe the response of the recipient of the message.

⁷ A.H Hujair Sanaky, *Media Pembelajaran*, (Yogyakarta: Safiria Insania Press, 2009), 127-128

3. Give the recipient the possibility to take notes
4. Having a variety of presentation techniques with various color combinations or animations.
5. Can be used repeatedly.
6. Can be stopped at each learning sequence because of complete control of the communicator.
7. Healthier than using a blackboard and OHP.⁸

the opinion of the experts above that the use of PowerPoints is effective in the learning process. interactive learning with animations that are impressive for students. In addition, with this media students can interact directly in learning and training both independently and collectively, both inside and outside the study hours. in this case the majority of students in the sixth semester of state institutions for Islamic students IAIN Palu who are preparing to become professional teachers think that being a teacher just to transfer knowledge with power point media is only a priority without the impression or value contained in the style presentation. as we know some teacher assignments include

a) mastery of the material

According to Rachman Abror argues that mastery of material is that teachers not only know and master the material in the field of study in the school curriculum, but also master study / application material and media in the field of study.

b) class management

⁸ Ibid

Good classroom management by teachers creates fun learning situations for students to be in the class community. Good classroom management provides a sense of comfort for students to be in and carry out learning activities

As teachers we already know that the main teaching tool must always be a teacher / lecturer, but on the contrary powerpoint has the potential to make other people better understand about the topic. One of the most important advantages of using PPT is that it is easy for students to focus. But in reality we always see that most students use power point media in the class do not get significant results.

in this case the researcher found weaknesses in media use, especially for sixth semester students in micro teaching courses at State Institute For Islamic Studies. The teaching and learning process is basically a process of communication, namely the process of delivering messages from message sources through certain media to the recipient of the message. Sometimes the process of interpretation is successful and sometimes fails.

This is the researcher's background to conduct further research on the creativity of sixth semester students in using PowerPoint media in micro teaching subject.

B. Problem Statement

Based on the background of the problem, some problems can be found, including:

1. what is the form of learning creativity in the sixth semester of Islamic religious education (PAI) in the use of PowerPoint media in the micro teaching subject
2. what are the inhibiting factors in the creativity of sixth semester students of Islamic religious education (PAI) in using PowerPoint media in micro teaching subject

C. Objectives of Research

objectives to be achieved in this study are:

1. To find out the form of learning creativity in the sixth semester students of Islamic religious education (PAI) in the use of PowerPoint media in micro teaching subject.
2. To find out the inhibiting factors of the creativity of sixth semester students of Islamic religious education (PAI) in the use of PowerPoint media in micro teaching subject.

D. Contributions of Research

The result of this research could be a meaningful contribution for several elements of education.

1. For educational institutions, it can be used as a source of information in the development of science, especially relating with learning media and the

level of creativity of sixth semester students in the development of PowerPoint media

2. For researcher, as reference material or comparative material for researcher who want to assess the problem that is relevant.
3. For prospective educators, can develop their knowledge about how to create creativity that is compatible with PowerPoint media.
4. For lecturers, this can be an additional method and method of teaching.
5. Providing input for other studies about increasing creativity using power point media in learning.

E. Scope of Research

Based on the problems identified, the author limits the problem to show the existence of students creativity at the sixth semester of Islamic religious education (PAI) in using PowerPoint media

CHAPTER II

REVIEW OF RELATED LITERARUE

A. Related Studies

The study related media. the word media comes from the Latin “plural of medium”. The traditional view is that it should therefore be treated as a plural noun in all its senses in English and be used with a plural rather than a singular verb.

Media studies is a discipline and field of study that deals with the content, history, and effects of various media; in particular, the mass media. Media studies may draw on traditions from both the social sciences and the humanities, but mostly from its core disciplines of mass communication, sciences, and communication studies. Researcher may also develop and employ theories and methods from disciplines including cultural studies, rhetoric (including digital rhetoric), philosophy, literary theory, psychology, The study had been investigated previously by many research, however each study has its own scope limitation and focus, for example the thesis came from Cecep Martopan with the title “PROBLEMATIKA PEMBELAJARAN MICRO TEACHING BAGI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI IAIN PALU”. The result of this study that founding several problem of students capability in presentation as a teachers on micro teaching subject. First, there were problem by internal and external factors. Second,

there were three main factors that can not separate including students, lecturers also facilities.

The same situation go to this study or the recent study. It provided another sight of the creativity of prospective educators in the micro teaching class from other related study. In this study researcher more impresses in the media that students can use on their presentation as a teacher in front of the class, that is why researcher carry out the research with the title "CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING POWERPOINT MEDIA ON MICRO TEACHING SUBJECT AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU.

Bruce & Marsh looks at it as a logical arrangement of educational activities aimed at improving the learning – teaching process. Richmond views the term as a scientific approach in solving, organizing, implementing and evaluating educational activities (teaching-learning). The National Council for Educational Technology-UK defined the term as the development, application and evaluation of educational system for improving human learning process. According Thompson et al. categorize five types of media research in educational technology, including evaluation research, media comparison studies, intra-medium studies, aptitude-treatment interaction studies, and alternative research designs. Because the current study compares the effects of two instructional delivery media (PowerPoint and conventional instruction) on learning and attitude, it is classified as a media comparison study. The goal of such studies is to determine if one medium has a greater effect on learning than another. Thompson et al state that: "The present

study is also classified as an aptitude treatment interaction study because it examines the interaction between preferred representation styles and the medium's characteristics on learning".¹ according Ruseffendi in Madeamin:

The media is all forms of intermediaries that people use as disseminators of ideas so that the idea reaches the recipient. Meanwhile, the media is also a channel that can expand the human ability to see, hear, feel, which was originally very limited".²

There are some experts that stated about teaching media. In the Introduction to Communication Studies Book. As Chandra said that:

Media is a tool or means used to convey messages from communicators to the public. There are some experts who look at communication between people, so the media that most dominate in communication are human senses such as the eyes and ears. Messages received later by the senses are then sent by the human mind to regulate and determine its attitude towards something, before being approved in action.³

Based on several definitions, it can be said that learning media are all forms material or events that establish certain conditions as a means intermediary in the learning process to achieve a goal learning that has the benefit of being able to clarify the message so as not to be too verbalitis, give stimuli that can equate student understanding and can provide effective and efficient learning.

¹ Thompson, A. D., M. R. Simonson, and C. P. Hargrave. 1992. *Educational Technology: A Review of Research*. (Washington, D.C.: Association for Educational Communications and Technology).

² Hafiz, A. (2008, Maret 6). *Animations Comics Film Production Post Productions Potensi Kartun dan Animasi*. Retrieved September 2008, from veegraph.com.

³ Cangara, Hafied H, 2006, *Pengantar Ilmu Komunikasi*, PT. Raja Grafindo Persada, Jakarta

B. Element of Power Point Media

Definition of PowerPoint Media

Generally, PowerPoint slideshow (PPT) is a presentation created on software from Microsoft that allows users to add audio, visual and audio/visual features for a presentation. PowerPoint slideshow can include embedded images, audio and video to provide better visual impact. PowerPoint slideshows are also flexible, allowing presenters to customize the slides to fit their needs. For presenters, it helps to improve audience focus, for certain topics, PowerPoint slideshows help users in analyzing and synthesizing complexities. It supports and encourages teaching and learning processes.

PowerPoint has become the common presentation and teaching tool in educational and professional settings all over the world. PowerPoint is a useful tool that is now being used in many classrooms.

PowerPoint is an educational tool for teaching and delivering materials in classes. It was basically developed for presentation and not essentially for teaching and learning in a classroom. Its applications in teaching and learning settings should provide better means of communicating information to the students. Used thoughtfully, PowerPoint can enhance teaching sessions by providing a roadmap, reinforcing what we say and allow to use graphic and other multimedia to clarify understanding and to support different learning styles. In this paper, first we will look at general design principles that apply to any PowerPoint presentation. Then, we will see how teachers can use PowerPoint presentation specifically in their teaching.

The ease with which the text and graphic material from a PowerPoint presentation can be converted into a handout is both a very positive.

C. Effect of PowerPoint Presentations on Student Learning

The evidence that PowerPoint presentations influence learning is largely anecdotal. Bryant and Hunton state that the degree of improved learning is a function of a complex set of interactions among learner and medium attributes.⁴

Mason and Hlynka state that:

PowerPoint helps structure the content and processing of a lesson or lecture.⁵ Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint.⁶

Parks reports that students liked the lecture outline and graphs on the screen, and that the PowerPoint presentation had a positive influence on students.⁷

Harrison argues that PowerPoint enhances instruction and motivates students to learn. If this is true, the bigger question is, does PowerPoint help students learn?⁸

⁴ Bryant, S. M., and J. E. Hunton. 2000. *The Use of Technology in the Delivery of Instruction: Implications for Accounting Educators and Education Researchers*. *Issues in Accounting Education* (Vol. 15, No. 1) 129-162.

⁵ Mason R., and D. Hlynka. 1998. PowerPoint in the Classroom: *What is the Point?* *Educational Technology* (September-October) 45-48.

⁶ Cook, D. M. 1998. *The Power of PowerPoint*. *Nurse Educator* (Vol. 23, No. 4) 5.

⁷ Parks, R. P. 1999. Macro Principles, PowerPoint, and the Internet: Four years of the Good, the Bad, and the Ugly. *Journal of Economic Education* (Summer) 200-209.

⁸ Harrison, A. 1999. Power Up! Stimulating your Students with PowerPoint. *Learning and Leading With Technology* (Vol. 26, No. 4) 6-9.

The ease with which the text and graphic material from a PowerPoint presentation can be converted into a handout is both a very positive feature and a problem. The problem stems from the inevitable fact that it is so easy to provide students with the outline or copies of the slides used that there is a serious risk of that being the extent to which handouts are developed. A good handout.

PowerPoint presentations incorporate graphics, animation and color (imagery). Human information processing theories focus on how the human memory system gathers, transforms, compact, elaborates, encodes, retrieves, and uses information. Sensory registers, short-term memory and long-term memory are the three major storage structures of the human brain. The sensory system registers stimuli and holds them for a brief period until they are recognized or lost. Short-term memory with its limited capacity receives information from sensory registers. It holds information longer than the sensory registers through a rehearsal process recycling the information again and again. Long-term memory is a permanent store of human knowledge and receives information from both sensory registers and the short-term memory system.

Human information processing theories can shed light on how PowerPoint features (graphics, animation, etc.) may influence learning. One of the theories is Paivio's dual coding theory, the imagery system processes information about nonverbal objects, including images for shapes, pictures, models, animation, color, and sound.

Based on this explanation, the conclusions can be drawn that learning media is one component communication that is very important in conveying

material delivered by the communicator (teacher) to the communicant (student) to can provide the same stimulus, equalize experience and lead to the same perception in activities teaching and learning to achieve learning goals or can It is said that learning media is a series of processes or learning activities, where students are active in learning material lessons delivered by the teacher so they can reach a point good learning goals.

D. Understanding Creativity

Etymologically, the term of creative comes from Latin and is a term that is intended for both God and humans.⁹ According to Indonesian dictionary comes from creative basics, which has the ability to create something.¹⁰ While creativity itself means the ability to create or find something new that is different from before. Creativity is the ability of interaction between individuals and their environment. Someone influences and influenced by the environment in which he is located, thus changes in the individual and the environment can support or can hinder creative effort.

One of very important concepts in the field of creativity is the relationship between creativity and self-actualization. According to humanistic psychologists, Abraham Maslow and Carl Rogers stated a person is said to

⁹ The Classic Latin Dictionary, (Chicago: Follet Publishing Company, 1961), hlm 141 dalam Primadi Tabrani, *Kreativitas & Humanitas*, (Yogyakarta: Jalasutra, 2006). 18

¹⁰ Trisno Yuwono, *kamus lengkap Bahasa Indonesia*, (Surabaya: Arkola).330

actualize himself when someone uses all his talent to become what he is able to become. actualize, or realize his potential.¹¹

From the opinion we can assume that creativity is something that is born of habits and abilities and demands themselves to always thing forward and be creative.

1. Characteristic of creative

According to Slamet in Supriadi said that:

The characteristic of creativity can be grouped in two chategories, cognitive, and non cognitive. Cognitive features include originality, flexibility, fluency, and elaboration. Wheries non cognitive characteristics include motivational attitude and creative personalities. These two characteristic are equally important, intelegent there is not supported by creative personality will not produce anything. Creativity can only be born from intelegent people who have healthy phsycological conditions. Creativity is not just a brain act but an emotional and health variable mentally is very influency on the birth of a creative work. Intelegence without a healthy mentality is very difficult to produce creative work.¹²

Harris suggested that:

creativity the ability to imagine or make something new, the ability to build new ideas by combining, change, re-change existing ideas, an attitude, willingness to accept change and renewal, play with ideas and have freedom in view, a process, namely the process of working hard and continuous little by little to make changes and improvements to the work carried out.¹³

Creativity which is the result of creative thinking that is very important for human life.

¹¹ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta : Rineka Cipta,1999).19

¹² The Classic Latin Dictionary, (Chicago: Follet Publishing Company, 1961), hlm 141 dalam Primadi Tabrani, *Kreativitas & Humanitas*, (Yogyakarta: Jalasutra, 2006). 18

¹³ Asep Saepul Hamdani, *Pengembangan Kreativitas Siswa Melalui Pembelajaran Matematika dengan Soal Terbuka (Open Ended).*, h 2.

from some of the opinions above it can be assumed that creativity greatly supports the creation of various new creations and innovations in life. good creation comes from someone's experience and perseverance in learning it so that it produces a product.

E. The relations Between PowerPoint Media and Creativity

PowerPoint is often used to make it easier for users to arrange the material to be conveyed and make audiences easier to understand presentation material because it only displays the main points presented in the form of slides In the process of preparing this slide, creativity is needed to support success in the presentation. Because, in cases that are often encountered, the audience is less focused and bored when the material is displayed monotonous. Creativity is not just luck but is realized hard work. The failure for creative people is only a confounding variable for success. so the authors are interested in conducting research on creativity in using PowerPoint media.

According to Andrew Childress there are 10 ways to make powerpoint presets more creative is :

1. Use Custom PPT Theme Designs

Most importantly, consistently use custom PowerPoint themes. Microsoft has a default theme that it can use for free, pictures on screenshot 1.1

2. Default Slide Layout.

In a PowerPoint theme, we will find a layout, which is a special slide design. Most themes will include content layout options that can use as a starting

point for slide design. Use the built-in Slide Layouts from the Home > Layout dropdown to choose a starting point for your PowerPoint slide. screenshot 1.2

3. Align the Text Consistently

When working with text on slides, this can help to ensure that it is aligned consistently. Sync text so the slide looks clean. In the example below, basically there are three text boxes: titles, paragraphs, and list of points. Note that all of these texts are aligned to the left consistently. All of the main text elements on this slide are aligned consistently to the left edge of their box.

Aligning text was an "aha" moment that I learned when I started studying slide design. It's one of those steps that makes a slide look much neater and professional, so keep it in mind when designing. screenshot 1.3

4. Exports files

No matter how great PowerPoint presentation slides look, we need to think about how user will use the presentation file.

Any of these are likely scenarios if you're regularly sending presentations to other users:

- a. The viewer may not have PowerPoint installed on their computer.
- b. The recipient may be using a totally different version of PowerPoint that renders the presentation differently. Maybe you don't want the user to be able to make any edits or see your notes in the presentation file.

PowerPoint presentations can be exported as PDF to ensure better compatibility. In this case, my favorite tip is to export the presentation as a PDF. To do that, go to File > Export > Create PDF, and then save your presentation as a

PDF. This is sure to help most of your users see the presentation just the way you intended. screenshot 1.4

5. Color Scheme

Many PowerPoint themes have more than one color scheme that can be applied to presentations. On the Design tab, click drop down next to Themes to try a different color scheme. Design drop-down > Themes contain various color schemes that we can apply. Usually, this will rearrange your entire presentation.

6. Edit Slide Masters for Consistency

The slide master controls the design for PowerPoint slide. Instead of making the same change to each and every slide, we can apply a change to a slide master, and it'll affect all of the PowerPoint presentation slides that use the same master. In this example, the applied a logo to the slide master to make sure it's in the same spot and size on multiple slides in the presentation. It's ideal to apply a logo to the slide master itself, for example. This will keep the logo the same size and in the same position on each and every slide.

To do that, go to View > Slide Master. On the right side, can likely to see a variety of slide masters that control designs for multiple slides. Drop the elements that we want to remain consistent onto one of the slide masters.

7. Alignment Feature

PowerPoint presentation slides look better when the objects on them are in line with one another. There's a certain visual rhythm that occurs when objects line up in the center or along certain boundary lines.

In this screenshot, we can see some faint red and white lines that help line up elements equidistant from the top and bottom of the slide.

When start dragging objects on slide, we'll see guiding lines that pop up. These are very intuitive, and we'll likely notice that they help you line up your objects. We might seem them pop up when we've got a box that's equidistant between two other objects on the slide, for example. This is one of the best tricks for improving the look of your PowerPoint slide. Spend some time making sure that your key elements line up cohesively.

8. Use Stock Assets

Use a variety of stock photos, graphics, and specially designed fonts that can use in your presentation. Instead of reusing the same stock of photos or clip art.

9. Reduce Your Content

Nothing makes viewers listen faster than overload with slide content. Sometimes we try to make a lot of points so that the audience loses everything because of the excess information. one of the best steps we can take for our slides is to only reduce the number of items in it. Convert some of the points typed into the things you will say verbally. Remember: PowerPoint slide decks are help, not the presentation itself.

10. PowerPoint Animations

Using animation can bring key points to slides in style¹⁴

¹⁴ https://business.tutsplus.com/tutorials/powerpoint-presentation-tips--cms-29886?ec_unit=translation-info-language

CHAPTER III

RESEARCH METHODS

A. Type Of Research

The type of this research, namely research with the existence of field data as the main data source. This type of research obtain data it uses field research namely by interview and observation, and library research obtained from books related to problems main.

B. Research Approach

In this study, researcher apply a qualitative approach that is a way of analyzing the results of research that produces analytical descriptive data, namely data expressed in writing or verbally as well as behavior real, which is researched and studied as something intact.¹ From material collected, then the researcher analyzed the method descriptive. Descriptive method is an attempt to make the enunciation systematic, factual and accurate regarding the facts and characteristics of a particular population or area ².

C. Research Location

In this case the researcher will conduct research at State Institute For Islamic Studies IAIN Palu, (The Faculty of Tarbiyah and Teaching Science/PAI).

¹ Mukti Fajar ND and Yulianto Achmad, *Dualism of Normative & Empirical Law Research*, (Yogyakarta: Student Library, 2010), 192.

² Sumadi Suryabrata, *Research methodology*, (Jakarta: PT. Grafindo Persada, cet. 11th, 1998), 18.

D. Type and Data Sources of The Research

There are two steps in data collection techniques

1. Primary Data Sources

The primary data in question includes data obtained from interviews in The Faculty of Tarbiyah and Teaching Science, especially students of Islamic Education Students (PAI) in this case they who had learned Micro Teaching subject and already conduct the presentation using PowerPoint media and also lecturer of micro teaching subject as well as from researcher observation.

2. Secondary Data Sources

Secondary data sources are the types of data that are used as supporting basic data, or even can be defined as data sources that are able or able to provide information or additional data which can strengthen basic data.³

In this study, which is a secondary data source is something that has competence with the problems that are the subject of this research in the form of magazines, books, newspapers, or data in the form of photographs. According to S Nasution, secondary data is "data obtained from personal letters, daily books, until the official documents of the government agencies."⁴

³ Joko P. Subahyo, *metode penelitian dalam teori dan praktek*, (Jakarta: Rineka Cipta, 1991), 87-88.

⁴ S.Nasution, *Metode Research Cet. IV*, (Jakarta : Bumi Aksara, 2004), h. 143

E. Method of collecting data

field research in the field is intended to obtain primary data, namely by:

1. Observation

Observation is a technique of data collection conducted by systematically observing and recording the symptoms under investigation.⁵ observation functions as an exploration. and this result can be obtained a clearer picture of the problem and get instructions on how to solve it.⁶

Data collection techniques with observations are used if the research is related to human behavior, work processes, symptoms and the observed respondents are not too large.⁷

In operating this method micro teaching learning using PowerPoint media is expected to support teaching and learning activities effectively both in terms of educators and students who operate the media as learning tools. The researcher tried to describe the review of the increase and decrease in the level of creativity in using PowerPoint media from sources of valid data

2. Interview

An interview is a dialogue conducted by the interviewer to obtain information from an interviewer and the answers are recorded.⁸ Primary data in this study was obtained through unstructured interviews, so that in obtaining data or

⁵ Choid Nharbuko,(dkk), *metode penelitian* (Jakarta: Bumi Aksara, 1997), 70.

⁶ S. Nasution, *Metode Research (penelitian)* (Jakarta: Bumi Aksara, 2004), 106.

⁷ Sugiyono, *metode penelitian administrasi* (Bandung: Alfabeta, 2004), 166.

⁸ Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktek*, (Jakarta: PT Rineka Cipta, 2002 edisi Revisi cet. Ke 12), 132.

information is not fixed in the interview text. in this study, researchers conducted interviews with several informants who were considered competent in this field, namely the lecturers in charge of micro teaching courses. besides interviewing primary data used in this study also came from observations.⁹

3. Documentation

Data collection by retrieving data from documents which are a formal record with authentic evidence.

F. Data Analyzing Method

The stages are data researchers to analyze the accuracy of the data after being obtained, namely:

1. Data collection

Extract information and data from various sources or respondents. Namely by interviewing, observing, analyzing documents and photographs existing activities.

2. Classifaying

Reducing existing data by compiling and classifying the data obtained into a particular pattern or setting certain to facilitate reading and discussion in accordance with research needs.

3. Verifying

Data verification is proof of the validity of the data to ensure the validity of the data collected. This verification is done by asking for data sources

⁹ Sugiyono, *Metodeenelitian kualitatif kuantitatif dan R&D* (cet. XIII; Jakarta: Alfabeta 2011), 137.

(informants) and giving the results of interviews that are responded to whether the data is in accordance with what was informed by it or not.¹⁰

4. Analyzing

What is meant by analyzing is the process of simplifying words into forms that are easier to read and also easy to interpret.¹¹ By describing the data that has been classified, then interpreted by linking the existing data sources while analyzed according to the items studied in this study then poured out descriptively in the research report. In this case the data analysis used by the researcher is descriptive qualitative, which is an analysis that describes the situation or a phenomenon with words or sentences, then separated according to the category to obtain conclusions.¹² In processing data or the process of analysis, the researcher presents first the data obtained from the field or from the interview.

5. Conclusion

As the final stage of processing data is concluding. Concluding is the conclusion of data obtained after being analyzed to obtain answers to the reader for anxiety about what is presented in the background of the problem.¹³ From the collected material, the researcher analyzes the descriptive method. Descriptive

¹⁰ Nana Sudjana, Awal Kusuma, *Proposal Penelitian Di Perguruan Tinggi* (Bandung: Sinar Baru Alnesindo, 2008), 84.

¹¹ Masri Singaribun, Sofyan Effendi, *Metode Penelitian Survey* (Jakarta LP3ES, 1987), 263.

¹² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung Remaja Rosdakarya, 2006), 331.

¹³ Nana Sudjana, Ahwal Kusuma, *Proposal penelitian*, 16 , (Jakarta 2000), h. 11.

method is an attempt to make a systematic, factual and accurate enunciation of the facts in the learning process. ¹⁴

Then, it will be analyzed based on the level that must be achieved by students in Creativity Of Islamic Education Students (PAI) In Using PowerPoint Media On Micro Teaching Subject At State Institute For Islamic Studies IAIN Palu. Thus the analytical method used in this thesis is more to analytic descriptive analysis, because it describes or gives an overview of the object under study through data or samples that have been collected.

Penelitian: Sekretaris/ Abu Nur

Dp. Marcia, DA Treasurer/ Drs.HM.PH.Dr. LARRY LINDA

Companion Members/ Pdi Bidi/ Drs. Anji Mardiana & Drs. H. Fandi

Drs. Bachar KH, Abd Mursalin, Doktor Syarif Zuhairudin, Drs. Hani Murtas

Jadi Rudy, Yusuf Zuber S, Group/ Arsyad, Pratiwi, Ibtisam in the collaboration

with IKIP Ujung Pandang Palu Branch and UINTAU UINILAS Branch in Palu and

moral support and material facilities provided by the local government. The

initiative was carried out in opening two faculties at once, namely the Tarbiyah Faculty

led by K.H. Zaidi Abidin Dutaembek as the Dean and Drs. Bachar as his deputy,

and the Faculty of Ushulud Din led by KH. Hefi Qasim Mangga and Drs. H.F.

Tangman as its representative. The founding and operation of the faculties is

the initial phase of the process and struggle for the establishment of the UIN

"La almanah" Palu. The response of the community should not be very positive,

as evidenced in the beginning of the existence of new faculties, especially the

¹⁴ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, cet. Ke-11, 1998), h. 18.

CHAPTER IV

RESULT OF RESEARCH

A. Description of State Institute For Islamic Studies IAIN Palu

On the initiative of several Muslim scholars, both from universities, government, ulama, and zu'ama in the city of Palu, in May 1966 a committee was formed which was named the Preparatory Committee for the Establishment of IAIN "Datokarama" Palu. The structure and personnel of the committee are as follows:

Chairperson: Abidin Ma'ruf, SH Deputy Chairperson: KH. Zainal Abidin Betalembah Secretary: Abu Naim Syaar. , BA Deputy Secretary: Isma'un Dg..Marotja, BA Treasurer: Drs.HM.Ridwan Deputy Treasurer: H.Dg. Mangera Gagarannusu Members: Pati Bidin Drs. Andi Mattalata, S Drs. H.F. Tangkilisan Drs. Buchari KH. Abd.Muthalib Thahir Syahrul Zainuddin Abd. Rauf Muchtar Tadj Rusdy Toana Zuber S. Garupa Arsyad Parampi Thanks to the collaboration with IKIP Ujung Pandang Palu Branch and UNTAD UNHAS Branch in Palu and moral support and material facilities provided by the local government. The committee succeeded in opening two faculties at once, namely the Tarbiyah faculty led by KH. Zainal Abidin Betalembah as the Dean and Drs. Buchari as his deputy, and the Faculty of Usuluddin led by KH.Mas Qasim Maragau and Drs. H.F. Tangkisan as his representative. The standing and operation of the two faculties is the initial pillar of the preparation and struggle for the establishment of the IAIN "Datokarama" Palu. The response of the community turned out to be very positive, as evidenced at the beginning of the admission of new students, approximately 125 people who became students in the two faculties in the academic year 1966/1967.

The lobbyists and entrepreneurs also did not stop at the center to reach obsession. But always collided with regulations, legislation, and various academic requirements that have not been met. So that the Central Department of Religion has not been able to "approve" the establishment of IAIN "Datokarama" Palu. And according to the direction and direction of the Minister of Religion at that time, the two faculties were made as Filial status of IAIN "Alauddin" Ujung Pandang.

After operating for two years, on May 8, 1969 (21 Safar 1389 H). The status of the two faculties (Tarbiyah and Ushuluddin) was upgraded from Filial to a branch of Ujungpandang IAIN "Alauddin", which was inaugurated by the Secretary General Ministry of Religion of Indonesia. Maj. Gen. (ret.) Ahmad Hafiluddin Djojoadikusumo, on behalf of the Minister of Religion of Indonesia (at that time, KH.M.Dahlan). The Dean of the Tarbiyah Faculty was entrusted to KH. Abd. Muthallib Thahir, and the Dean of the Faculty of Usuluddin was entrusted to KH. Saggaf Aljufri. In 1979, KH. Abd.Mutalib Thahir passed away to Rahmatullah. So Drs. Husein Alyafie as Acting Dean (Pts) until 1983. However, due to his dual position as a Member of the DPRD Tk. I Central Sulawesi. Drs. Husein Alyafie resigned as Pts. Dean. He was replaced by Drs. Bochari who later became the definitive Dean of the Tarbiyah Faculty. Since switching status from filial to branch, the two faculties have grown rapidly and gained public trust. So, in 1984, the status of the two faculties increased again to the Middle School based on PP Number 33 of 1985. With this new status, it means giving authority to carry out education up to level 1 (S1) level. Previously it only had limited authority at the Bacheloriat level (Bachelor's Degree). In 1988, KH. S. Saggaf Aljufri, MA resigned

from his position as Dean of the Faculty of Ushuluddin because of busyness as Chairman of PB Alkhairat. His leadership was continued by Drs. Moh.Arsyad Ba'asyien, who at that time served as Deputy Dean. In subsequent developments, based on Presidential Decree (KEPRES) No. 9 of 1987 concerning the Organization Structure of IAIN.

The Ushuluddin Faculty IAIN "Alauddin" in Palu is no longer listed as a Branch Faculty, and must accept the reality as the Filial Faculty. Only in 1993, based on KEPMENAG No. 389 of 1993 concerning Organization and Work Procedure of IAIN "Alauddin" and KEPMENAG No. 403 of 1993 concerning the IAIN Statute "Alauddin", the status of the Ushuluddin Faculty in Palu was again recognized as a Branch Faculty. There is a note which should not be thrown away, that although it had experienced a degradation of status for several years, it was like a fire that never goes out, the Faculty of Ushuluddin. Being aware of the various potentials and assets of IAIN "Alauddin" in Palu, especially the number of students enrolled in the 1994-1995 academic year reached 1,278 people, further strengthening the desire and reason to have a stand-alone IAIN. These reasons and desires were fully responded and backed up by the regional government (Governor and DPRD I) by giving written recommendations and providing 60 ha of land in Sibedi Village, Marawola Subdistrict (9 Km from Palu City) for the development of a new campus and a number of funds. necessary in the context of the realization of these desires. Full support was also given by MUI Tk.I Central Sulawesi by providing a recommendation that IAIN "Alauddin" in Palu in the next 25 years be an attachment for submitting a proposal to the Minister of Religion of Indonesia

through the Chancellor of IAIN "Alauddin" for consideration. However, again aralpun crosses halfway through the struggle. With the publication of KEPRES No. 11 of 1997 concerning the Establishment of the State Islamic High School (STAIN), the struggle to realize the IAIN stood alone for a while "ran aground" in the middle of the road. Even so, a glimmer of hope surfaced. Because, STAIN is a formal transitional institute towards a stand-alone IAIN, if it then has the requirements needed for that. What is certain, the struggle must continue until the ideals are fulfilled.

With the approval of KEPRES No. 11 of 1997 concerning the Establishment of the State Islamic High School (STAIN), all branch faculties of the 14 parent IAINs in Indonesia with a number of faculties spread in various regions automatically switched status to the State Islamic High School (STAIN), including the Faculties Tarbiyah and the Faculty of Ushuluddin IAIN "Alauddin" in Palu. As a follow up to the above mentioned KEPRES, the Indonesian Minister of Religion issued Decree No. 303 of 1997 concerning Organization Work Procedures of STAIN Palu and KEPMENAG RI No. 336 of 1997 concerning STATUTA STAIN Palu. And for setting the status transfer from the Regional Faculty to become STAIN, the Director General of Islamic Guidance issued Decree No.: E 136 1997 concerning the Guidelines for the Transfer of Status. Logical consequences of the transition status based on a set of rules as mentioned above, the Faculty of Tarbiyah changed into the Tarbiyah Department with three Study Programs. Namely: Islamic Education, Arabic Language Education and Islamic Education. The Ushuluddin Faculty was changed to the Ushuluddin Department with three Study Programs,

namely: Aqeedah Philosophy, Interpretation of the Hadith and Comparative Religion. In accordance with the authority given for STAIN to be able to open new majors in the framework of development, the Syari'ah College of Science from the Datokarama Education Foundation, which was directly fostered by IAIN: Alauddin "in Palu since 1995, was then integrated with the STAIN Palu and became the Syari'ah Department with two Study Programs, namely: Mu'amalah and Comparison of Schools / Laws. The name "Datokarama" Foundation was later enshrined as the name STAIN Palu based on the Decision of the STAIN Palu Senate (November 24, 1997) with the consideration that the name "Datokarama" has historical value as a figure the first carrier of Islam in the Palu valley and became the name of the IAIN championed since its inception in the City of Palu. Datokarama has the real name Abdullah Raqi, a figure who came from Pagaruyung, the Sultanate of Padang Pariaman. During his presence in the Palu valley (1603-1650 Miladiyah) he succeeded in converting the kings in the Palu valley. Datokarama is a title given by Palu valley community leaders to Abdulllah Raqi, thanks to his services and wisdom. Ordinary people also call it "To Nabaraka" (people who have / bring karamah / glory, because it has spread Islam in the Palu valley. Institutionally, the transition of status is quite detrimental in terms of the leadership of the institution, but on the other hand is very giving brighter prospects. With the transfer of status, STAIN "Datokarama" Palu has full autonomy both in managing personnel, finance, facilities and facilities as well as in developing its academic quality, and it is also possible to hold a varied study program so that it can accommodate interests diverse communities in Islamic studies. Even in

accordance with applicable regulations, can also open Post-graduate programs. In addition to professional education programs at D1, D2, D3 and Deed IV. These opportunities are distinct advantages that make STAIN more likely " Datokarama Palu develops competitively for men answer the demands and challenges of a more severe and complex future. From the history of STAIN Datokarama Palu, which if stretched backward since the filial opening of IAIN Alauddin Makassar (Tarbiyah and Ushuluddin faculties) in 1966/1967 and STIS Datokarama in 1995, the STAIN Datokarama Palu actually was 40 years old, a long enough age for mature themselves in carrying out their duties and functions. Therefore, God willing, campus life must be able to show maturity in all aspects, both in the field of teaching education, research and community service and student development. Some pioneering figures, faculty leaders and chairmen of the last STAIN period have been very instrumental in laying the foundations, and development of IAIN / STAIN, so that STAIN Datokarama Palu can develop, including: Abidin Ma'ruf, SH., Drs. Abu Naim Syar, BA, Drs. HM Ridwan, Drs. H.F Tangkilisan, Drs. H. Rusdi Toana, Zainuddin Abdurrauf, KH. M. Qasim Maragau, KH. Zainal Abidin Betalembah, KH. Muthalib Thahir, KH. Saggaf M. Aljufrie MA., Drs. H. Husein Alyafie M. HI., Drs. H. Bochari, Prof. Dr. HM. Noor Sulaiman PL, and H.M Arsyad Ba'asyien MH. The presence of STAIN Datokarama Palu as the State Islamic Higher Education Institution so far, has participated in coloring the pattern of development of Indonesian human resources in general and in particular the Central Sulawesi region. The alumni who have been reported have taken part in many areas of community life, both as teachers / lecturers, employees of the Ministry of Religion

and other Departments / Agencies at the Provincial / City / Regency level, politicians (City / Regency, Province, National, entrepreneurs, journalists, and figures religion / community in the city / rural areas, the total number up to 2006 is 2910 alumni. The Datokarama Palu STAIN alumni are always together with the government and the people of Central Sulawesi in every development that is carried out. Current Situation After going through a long process, every leader from period to period always strives and strives to improve the Palu Datokarama Institute. Therefore, until now the STAIN Datokarama Palu institution has several departments and study programs at STAIN Datokarama Palu.¹ After a long process, every leader from period to period always strives and strives to improve the Palu Datokarama Institute. Therefore, until now the STAIN Datokarama Palu institution has changed its status to become Palu State Islamic Institute (IAIN) Palu and has several majors.²

1. History of The Faculty of Tarbiyah And Teaching Science

The Faculty of Tarbiyah And Teaching Science (FTIK) is one of the three faculties within the Palu State Islamic Institute (IAIN). Previously, FTIK was a Faculty of Tarbiyah And Teaching Science located in Datokarama Palu State Islamic College (STAIN). Change of status of Datorakarama Palu STAIN to Palu IAIN based on Republic of Indonesia Presidential Regulation No. 51 of 2013 and RI Minister of Religion Regulation No. 92 of 2013 concerning the organization and work procedures of IAIN Palu became the foundation for the

¹ <http://iainpalu.ac.id/?q=id/sejarah>

² https://id.wikipedia.org/wiki/IAIN_Datokarama_Palu#Keadaan_Sekarang

establishment of FTIK. The officials who lead the Tarbiyah Department until the transition to status as IAIN is

1. Dra. Hj. Sanimbar Mustafa, M.Pd. (1997-2002)
2. Drs. Ramang, M.Pd.I. (2002-2006)
3. Dra. Retoliah, M.Pd.I. (2006-2010)
4. Drs. Rusli Takunas, M.Pd.I. (2010-2014)

FTIK was first led by Dr. H. Yusra, M.Pd. (2014-2018) based on the decision of the Chancellor of IAIN Palu No. In.18 / R / KP.07.6 / 73/2014 concerning the Appointment of Vice Chancellors and Deans in the IAIN Palu environment for the 2014-2018 period. FTIK graduates have participated in coloring the style of development of Indonesian human resources, especially in the area of Central Sulawesi. The graduates are expected to become Muslim scholars who are experts in the field of Islamic education who have the ability to apply and teach Islamic science based on scientific knowledge and classical Islamic civilization, both through school education and non-school education as well as the ability to design concepts and management of Islamic education.³

2. Departement of Islamic Education Students (PAI)

The Curriculum of Islamic Education Students

Smtr	Kode MK	Nama Mata Kuliah	SKS
I	INS. 1001	Pancasila	2
	INS. 1002	Kewarganegaraan	2
	INS. 1003	Bahasa Indonesia	2
	INS. 1004	Bahasa Arab	3
	INS. 1005	Bahasa Inggris	3
	FTIK. 1002	Dasar-Dasar Pendidikan	2
	FTIK. 1003	Psikologi Pendidikan	2
	FTIK. 1001	Sejarah Peradaban Islam	2
II	FTIK. 2001	Ulumul Hadits	3
	FTIK. 2002	Ulumul Qur'an	3

³ <http://ftik.iainpalu.ac.id/profil/sejarah-berdiri/>

	FTIK. 3003	Fiqh dan Ushul Fiqhi	3
	INS. 2001	Filsafat Ilmu	2
	INS. 3001	Metode Studi Islam	3
	PAI. 2001	Belajar dan Pembelajaran	3
	PAI. 2002	Sejarah Pendidikan Islam	3
	PAI. 2003	Pembelajaran Baca Tulis Al-qur'an	3
III	INS. 3001	Kajian Islam Klasik	3
	PAI. 3001	Hadis Tarbawiy	2
	PAI. 3002	Tafsir Tarbawiy	2
	PAI. 3003	Materi dan Pembelajaran PAI di SD	3
	PAI. 3004	Materi dan Pembelajaran Qur'an Hadis di Mad.	3
	PAI. 3005	Materi dan Pembelajaran SKI di Madrasah	3
	PAI. 3006	Psikologi Belajar PAI	2
	PAI. 3007	Ilmu Pendidikan Islam	3
	PPT. 3008	Manajemen Kewirausahaan	3
IV	PAI. 4001	Pengembangan Sumber Belajar PAI	2
	PAI. 4002	Pengembangan Kurikulum PAI	3
	PAI. 4003	Materi dan Pemb. Pembelajaran PAI di SMP	3
	PAI. 4004	Materi dan Pembelajaran Fiqhi di Madrasah	3
	PAI. 4005	Materi dan Pemb. Akidah Akhlak di Madrasah	3
	PAI. 4006	Metode dan Strategi Pembelajaran PAI-1	2
	PAI. 4007	Pemikiran Pendidikan Islam Klasik & Modern	2
	PAI. 4008	Etika Profesi Guru PAI	2
	PAIP. 4001	Pendidikan Islam Interdisipliner	3
	PAIP. 4002	Manajemen Lembaga Pendidikan Islam	3
V	PAI. 5001	Materi dan Pembelajaran PAI di SMA/SMK	3
	PAI. 5002	Statistik Pendidikan	3
	PAI. 5003	Evaluasi Pembelajaran PAI	3
	PAI. 5004	Manajemen Pembelajaran PAI	2
	PAI. 5005	Media dan Teknologi Pembelajaran PAI	3
	PAI. 5006	Metode dan Strategi Pembelajaran PAI-2	3
	PAI. 5007	Perencanaan Sistem Pembelajaran PAI	3

	PAIP. 5001	Layanan Konseling Pendidikan Islam	3
	PAIP. 5002	Eduparenting Islam	3
VI	PAI. 6001	Metode Penelitian Pendidikan	3
	PAI. 6002	Penelitian Tindakan Kelas	3
	PAI. 6003	Filsafat Pendidikan Islam	2
	PAI. 6004	Kapita Selekta Pembelajaran PAI	2
	PAI. 6005	Microteaching	3
	PPT. 6001	Edupreneurship	2
	PAIP. 6001	Penelitian Tindakan Sekolah/ Madrasah	3
	PAIP. 6002	Politik dan Kebijakan Pendidikan Islam	3
	VII	PAI. 6001	Metode Penelitian Pendidikan
VIII	FTIK. 8001	Kuliah Kerja Nyata (KKN)	4
	FTIK. 8002	Komprehensif	3
	FTIK. 8003	Skripsi	6
Total			147

According to the Curriculum which is a reference for learning in the environment of IAIN Palu in the sixth semester, students are trained with micro-learning teachers quite a lot, but the main task is to implement the learning process. Therefore, students of the Tarbiyah Faculty of Islamic Religious Education as a prospective teacher must be equipped with sufficient teaching skills. The skills in teaching are given to students formally in Microteaching In addition to indirectly in the study conducted by the lecturer.

3. PowerPoint Media

In the learning process, researchers take several approaches to know the ability of students to use the PowerPoint media. The use of this media is commonly used in each class of micro teaching learning in Islamic Religious (PAI) majors to view student capabilities in the presentation as a teacher, PowerPoint becomes one of the instruments that is inseparable in this training process. Students' creativity in

stacking, greatly affects the level of success more than the mastery of the material in the media.

B. The creativity of Islamic religious students in the use of Media PowerPoint on micro Teaching course

Related to the creativity of students in the use of PowerPoint media, researchers conducted the research in the faculty of Tarbiyah And Teaching Science majoring in Islamic Education Students to obtain field data as much as according to the focus of research. Researchers are taking data sources by selection of informant from class to class which includes students of six-semester of Islamic Religious Education and microteaching lecturers.

In the process of collecting the data researchers perform the process in random from sixth class. After conducting research with observation methods, interviews, and documentation can display the following research findings:

1. Student

Students are one of the most important elements in a study that will be the wheel of a nation's successor. Islamic Education Students (PAI) State Institute For Islamic Studies has different backgrounds, some students are from public schools and some are from religious schools and even Islamic Education students IAIN Palu have different motivations and interests, which brings out various forms of creativity that exist in each of them, as expressed by one of the following lecturers/informant:

Islamic religious education students who follow micro teaching have different background from SMA (Senior High School), Aliyah (Islamic Religious School), and even SMK (Vocational High School) So indirectly affect the level of their creativity in terms of design then no wonder when

the results are found different presentation of each student, because it is possible students who come from SMK or Vocational school majors Multimedia displays creations or add more interesting features into the PowerPoint presentation because of the background and experience that he has been in the vocational level.⁴

Mahasiswa-mahasiswa pendidikan agama islam yang mengikuti pembelajaran micro teaching memiliki latar belakang yang berbeda-beda ada yang dari SMA, Aliyah, bahkan SMK jadi secara tidak langsung mempengaruhi tingkat kreativitas mereka dalam hal perancangan maka tidak heran ketika ditemukan hasil presentasi yang berbeda dari setiap mahasiswa, karena mungkin saja mahasiswa yang berasal dari sekolah SMK kejuruan jurusan multimedia menampilkan kreasi atau menambah fitur-fitur yang lebih menarik ke dalam presentasi powerpoint dikarenakan background serta pengalaman yang telah ia alami dijenjang SMK.⁵

Islamic Education Students have several subjects that started from in the morning including microteching courses, After completion of class researchers conducted interviews on Islamic Education Students' creativity in the use of PowerPoint media on micro teaching subject with an informant/sorority sixth semester, she said that:

The purity of the learning materials is very important to be understood in presenting using PowerPoint media by adding the features that I use. such as images, animations, to make the audience more interested. It is usual I do in every presentation in PowerPoint I think the audience can understand what I convey even though not all of them understand with material exposure.⁶

Kemurnian dari materi pembelajaran sangatlah penting untuk dipahami dalam melakukan presentasi menggunakan media powerpoint dengan menambah fitur yang biasa saya gunakan seperti gambar, animasi, agar audiens lebih tertarik. Hal ini biasa saya lakukan dalam setiap presentasi saya menggunakan powerpoint menurut saya audiens bisa memahami apa yang saya sampaikan meskipun tidak semua dari mereka mengerti dengan pemaparan materi.⁷

⁴ An interview with Mr. Drs. Ramang, M.Pd. as lecturer of *Micro Teaching* subject at IAIN Palu

⁵ Ramang, Dosen Mata Kuliah *Micro Teaching* Institut Agama Islam Negeri Palu.

⁶ An interview with student of Islamic Religious Education on the sixth semester, sister Fieny Anggreany

⁷ Wawancara dengan Mahasiswa PAI semester enam, saudari Fieny Anggreany

Related with that expressed by the student/informant to connect the phrase from the previous informant one of student expressed:

I pay more attention to the number of slides in my PowerPoint because most of my classmates are more dominant in placing the contents of the material with a lot of amount so sometimes some of them when doing a presentation are more focused towards The screen projector than focus towards the audience. Then because too many slides on PowerPoint presentation an audience seem bored, it can be seen from the behavior of the increasingly noisy audience in the classroom.⁸

Saya lebih memperhatikan jumlah slide pada powerpoint saya karena kebanyakan dari teman-teman sekelas lebih dominan menempatkan isi materi dengan jumlah yang banyak sehingga terkadang beberapa dari mereka ketika melakukan presentasi lebih berpusat kearah screen proyektor dari pada ke arah audiens. Kemudian karena terlalu banyak slide pada presentasi powerpoint audiens tampak terlihat bosan, hal ini dapat dilihat dari perilaku audiens yang semakin ribut didalam kelas.

After conducting interviews to the informant, resercher finds the use of media power point of PAI students in sixth semester still focuses on the type of classic design/planning that is only focused on the various features that exist, so that 10 features of the creative concept is not delivered to the fullest.

Good and correct use as well as structured pattern drafting, consistency in the use of Align Text can improve presentation quality more look neat, development of 10 creative concept is a very good technique if applied In media use.

The mastery of feature concept in this media produces a clear and good presentation. PowerPoint Media is a tool used to assist and support the learning

⁸, An interview with student of Islamic Religious Education on the sixth semester, sister Nur Intan

process so in its use should be prepared properly so that the audience can understand the intent and purpose of a presentation.

Before the use of PowerPoint media, it is expected that sixth semester Islamic Religion Education Students can understand all aspect of micro teaching learning from the aspect of opening material to closing material. This is an accordance with the explanation in the sixth semester student/informant that:

in micro teaching learning our lecturer put more emphasis on the pattern or process of the way we teach, we are required to be able to open and close lessons properly and correctly starting from greetings, mastery of classes, giving motivation etc, we are trained from all aspects to become a professional teacher. But here the use of media is only one of the instruments for assessing micro teaching subject.⁹

Pada pembelajaran microteaching dosen kami lebih menekankan pada pola atau proses cara kami mengajar, kami dituntut agar dapat membuka dan menutup pelajaran dengan baik dan benar mulai dari salam, penguasaan kelas, memberi motivasi,dll kami dilatih dari segala aspek untuk menjadi seorang guru yang profesional. Namun disini penggunaan media hanya menjadi salah satu dari instrumen penilaian mata kuliah micro teaching.

From the information above that in this micro teaching subject lecturer emphasizes overall things that must be mastered from a prospective educator. This is based on several competency assessments that must be achieved from an educator.

As for the five steps of micro teaching learning procedures according to Asril Zainal are as follows:

1. Introduction, (understanding the concept of learning micro teaching)
2. Presentation of models and discussion

⁹ An interview with student of Islamic Religious Education on the sixth semester, sister Ramlah

3. Teaching planning including learning media
4. Teaching practice.
5. Feedback discussion.¹⁰

Regarding the opinion above, media as an important component in learning micro teaching so researcher think that when we hear the word of micro teaching our minds are automatically directed at the use of PowerPoint media.

In this section one of the informant had the same view as the researcher he said:

Right, when we hear the word of micro teaching subject automatically our thoughts are suggestive of using PowerPoint media. as if it was something that needed to be provided. Like food, micro teaching without PowerPoint is the same as vegetables without salt. But in using it we still don't rely understand the basic rules in its use, in making PowerPoint we are only based on the skills we have to design as creatively as possible so that the audience is captivated by the presentation of our material through the use of these media. Because in the subject of instructional media lecturers do not emphasize too much on the procedures for the preparation of the PowerPoint media, we are only instructed to make PowerPoint as attractive as possible and then collected at the lecturer of the course without any explanation or discussion of the techniques or procedures for making them.¹¹

Betul ka, ketika kita mendengar kata micro teaching, secara otomatis pemikiran kita tersugesti dengan penggunaan media powerpoint. Seakan-akan itu adalah hal yang harus disediakan, ibarat makanan, micro teaching tanpa powerpoint sama seperti sayur tanpa garam, namun dalam penggunaannya kita masih belum terlalu paham dengan role, atau aturan-aturan dasar dalam penggunaannya, dalam pembuatan powerpoint kita hanya berlandas pada skill yang kita miliki untuk mendesain se kreatif mungkin agar audiens terpujau dengan cara penyajian materi kita melalui penggunaan media tersebut. Karna dalam mata kuliah media pembelajaran dosen tidak terlalu menekankan materinya pada tata cara penyusunan media powerpoint tersebut, kita hanya diperintahkan untuk membuat powerpoint semenarik mungkin kemudian dikumpulkan pada dosen mata kuliah

¹⁰ Zainal Asril, *loc.cit.*

¹¹ An interview with student of Islamic Religious Education on the sixth semester, sister zulfani.

tersebut tanpa ada penjelasan/pembahasan tentang teknik-teknik atau tata cara pembuatannya.

In the narration above, one of the informant hangs together sitting in the interview process has said:

yes, we were not direct in more detail about the preparation process, but in my opinion it is one of the learning processes so that we are more diligent in preparation and more aware of the features contained in it, in the presentation that I made I was able to place several images on my PowerPoint, but I realize that there are many other features in this media that I don't know yet.¹²

Iya kak, kami tidak diarahkan secara lebih rinci tentang proses penyiapannya, akan tetapi menurut saya itu adalah salah satu proses pembelajaran agar kita lebih tekun dalam persiapan serta lebih mengetahui fitur-fitur yang ada didalamnya, dalam presentasi yang saya buat saya bisa menempatkan beberapa gambar yang terkait pada powerpoint saya, tetapi saya menyadari bahwa masih banyak fitur-fitur lainnya dalam media ini yang belum saya ketahui.

From the statement above it can be understood that the role of educators is needed in technical matters regarding stability, content, and goals where students are guided to be more flexible, fluent in their use and able to elaborate specifically on 10 creative features. In the interview process students were a little confused when the researcher asked about the characteristics or standard of using a good PowerPoint media because so far they only created the media according to their imagination and knowledge, this is accordance with the information of the informant from the following Islamic Education Student:

I only make PowerPoint according to my needs because when the lecturer gives an assignment using the media then I use it again. This is how I use it sometimes I put more emphasis on the material, sometimes I also emphasize more creations, this depends on the material and the

¹² An interview with student of Islamic Religious Education on the sixth semester, sister
Riska

circumstances. For example, when I see an audience get bored with the presentations I have presented, this is where the role of creativity is to stimulate the concentration of the audience. But I see that many of my friends have not used it maximally in terms of the audience in receiving material.¹³

Saya hanya membuat powerpoint sesuai dengan keperluan saya karna ketika dosen memberikan tugas dengan menggunakan media tersebut, barulah saya menggunakannya lagi. Ini adalah bagaimana cara saya menggunakannya terkadang saya lebih menonjolkan materi, terkadang saya juga lebih menonjolkan kreasi, ini tergantung dari materi serta situasi dan kondisi contohnya, ketika saya melihat audiens jenuh dengan presentasi yang saya paparkan, disinilah peranan kreativitas untuk merangsang konsentrasi audiens. akan tetapi saya melihat bahwa banyak dari teman-teman saya belum maksimal dalam menggunakannya dilihat dari segi konsentrasi audiens dalam menerima materi.

2. Lecturer

The lecturer is one of the elements that plays an important role in a learning activity because the lecturer is like a compass that leads to the desire goal. Objective and integrated guidance is needed by student in the process of capacity building, especially in making good and correct PowerPoint. Students realize that PowerPoint serves as a learning tool not as material content. However students also view that failure in the delivery of material is also caused by good or bad media presented.

Therefor active participation of lecturers is expected to emphasize this aspect. in line with the narration above one of the informant/lecturer informs:

The role of lecturer is very important and even has an obligation to design ICT-based learning because now it has entered the era if we look at schools now, teacher are encouraged to develop concepts of learning that are already ICT-based, so if our current students especially in the sixth semester of Islamic Religious Education are not given a strengthening of content and creative media based learning media student will be left behind. Then I think

¹³ An interview with student of Islamic Religious Education on the sixth semester, brother Afwan

we need to approach internally and externally. Internally we see from the motivation of students themselves that there is no awareness or willingness to push themselves to develop learning media as a teacher?, externally of course this must be supported by a system and lecturers who keep pushing. Another factor is when the student does not have the tools (laptop) to make PowerPoint, then indeed our condition is here because after the disaster so almost all facilities lost their function and students who presentation must be encouraged by using PowerPoint and what media standards students must display. I think it depends on the lecturer here needs to build it with what develops means that there are adjustments to the development of ICT in accordance with the era.¹⁴

peran dosen sangat penting bahkan memiliki kewajiban untuk mendesain pembelajaran berbasis ICT karena saat ini sudah masuk di era tersebut jika kita melihat ke sekolah, guru-guru sekarang didorong untuk membangun konsep pembelajaran yang sudah berbasis ICT, jadi jika mahasiswa kita sekarang khususnya PAI semester enam tidak diberi penguatan konten dan media pembelajaran berbasis media kreatif maka mahasiswa bisa ketinggalan. Kemudian saya kira kita perlu melakukan pendekatan secara internal dan eksternal, secara internal kita lihat dari motivasi mahasiswa itu sendiri ada tidak kesadaran atau kemauan untuk mendorong dirinya mengembangkan media pembelajaran sebagai calon guru?, Dari segi eksternal tentu ini harus didukung oleh system dan dosen yang terus mendorong, factor lainnya yaitu ketika mahasiswa yang bersangkutan tidak memiliki alat/laptop untuk membuat powerpoint, kemudian memang kondisi kita disini karena pasca bencana jadi hampir semua fasilitas kehilangan fungsinya, dan mahasiswa yang presentasi harus didorong dengan menggunakan powerpoint dan bagaimana standar-standar powerpoint yang harus ditampilkan mahasiswa, saya kira itu tergantung dosennya, dan dosen disini perlu membangun itu dengan apa yang berkembang artinya ada penyesuaian-penyesuaian perkembangan ICT yang sesuai dengan zaman.

Continue and strengthen the argument above the researcher return to interview an informant/lecturer of micro teaching:

For the current condition not all students use PowerPoint because of an emergency, but some of them use the media there are also more creative equipped with animations but the number of students who do that is fairly small. In general they only copy and paste the material even though it is very good if they are put audio-visual animation on materials about history, tayamum, the way of ablution and so on, but so far the students I teach in

¹⁴ An interview with , Mr. Arifuddin M Arief S.Ag. M.Pd as lecturer of *micro teaching* subject atIAIN Palu

micro teaching are only one or two people who are able to provide such creativity. Ideally in improving quality there needs to be specific standard that is consistent in the use of PowerPoint so that this becomes a guideline for all of us.¹⁵

Untuk kondisi yang baru-baru ini memang tidak semua mahasiswa menggunakan powerpoint karena kondisi darurat, tetapi sebagian dari mereka menggunakan media tersebut kalau masalah kreasi ada juga yang lebih berkreasi dilengkapi dengan animasi-animasi tetapi jumlah mahasiswa yang melakukan itu terbilang sedikit, pada umumnya hanya melakukan copy paste materi. Padahal sangat bagus sekali jika mereka menempatkan animasi audio visual pada materi-materi tentang sejarah, tayamum, tata cara berwudhu dan sebagainya tetapi selama ini mahasiswa yang saya ajar pada micro teaching hanya satu dua orang saja yang mampu menyediakan kreativitas seperti itu. idealnya dalam peningkatan kualitas perlu adanya standar regulasi khusus yang konsisten dalam penggunaan powerpoint sehingga ini menjadi pedoman kita semua.

From the statement above, we can understand that in general students still have difficulty in creating presentations based on creative media so that lecturer expected to keep abreast of the times in their provision of IT-based learning processes then the researcher considers that it is true that the faculty or institute needs to establish guidelines or standards for the use of modern PowerPoint media, of course based on the modern era. This is needed for equality and also as a faculty/institute characteristic in using PowerPoint media.

C. The Inhabiting Factors Of The Creativity Of sixth Semester Students Of Islamic Education (PAI) In The Use Of PowerPoint Media In Micro Teaching Subject.

In general, creativity is seen as an innate factor that is owned by certain individuals. In growth development it was found that did not develop automatically but it requires stimulation from environment.

¹⁵ An interview with Mrs. Dra. Retoliah, M.Pd.I as lecturer of *Micro Teaching* subject at IAIN Palu

In this process there are several main factors that inhibiting students creativity in using PowerPoint:

1. Student.

The role of students in learning is very important considering students are both subject and object in the learning process. Moreover in the use of PowerPoint in micro teaching subject because students play an important role in this media based teaching. So that the final target to be achieved in learning micro teaching is the development of prospective teachers who have extensive knowledge about the us of PowerPoint learning media. Fluent in its use, able to explore, and elaborate on it. One informant also said that:

Students are one of the main composition in studied especially in micro teaching subject where PowerPoint is the only medium use in learning. I am still having trouble determining the right animations as a presentage, the accuracy of using content is still a fundamental problem. I am sure that there are still many aspects that must be developed in this media.¹⁶

Mahasiswa merupakan salah satu komposisi utama didalam suatu pembelajaran terlebih lagi dalam mata kuliah micro teaching, dimana powerpoint menjadi satu-satunya media yang digunakan dalam pembelajaran. Saya masih kesulitan dalam menentukan animasi-animasi yang tepat dalam presentasi, keakuratan penggunaan konten masih menjadi masalah mendasar. saya yakin bahwa masih banyak aspek yang harus dikembangkan dalam media ini.

Then the statement above is confirmed by the statement aof one of the informant interviewed by the researcher:

In the use of this PowerPoint media we still use our reasoning in the design of the presentation, I tend to use features that I have identified such as design features, align text, custom animation, and new page. Some of these features are the one I am most familiar with in designing PowerPoint so as to speed

¹⁶ An interview with student of Islamic Religious Education on the sixth semester, brother Moh Fadhil

up the designs. Since in making this media based material most students make it when the learning time is near so they rush in their design.¹⁷

Dalam penggunaan media powerpoint ini kami masih menggunakan nalar kami dalam perancangan presentasi, saya cenderung menggunakan fitur-fitur yang sudah saya kenali seperti fitur design, align text, custom animation, new page, beberapa fitur inilah yang paling familiar saya gunakan dalam perancangan PowerPoint sehingga mempercepat dalam mendesainnya, berhubung dalam membuat materi berbasis media ini sebagian besar mahasiswa membuatnya pada saat waktu pembelajaran itu sudah dekat sehingga terburu-buru dalam pendesaiannya.

In the statement above it can be seen that students tend to be confused in the preparation by maximizing the use of features. With limited resources and internal factors students who are reluctant to enrich the source itself in the use of this media as teaching materials. .

2. Lecturer

Lecturers are very influential in learning especially in strengthening the making of PowerPoint based media learning schemes, the success and failure of learning also depends on the effort of the lecturer who teaches it. In any teaching system educators become an inseparable part, only the roles they play will differ according to the system.

The following are four lecturer competencies that must be possessed, as revealed by one informant is:

In the teaching, a lecturer is required to have four competencies. That is personal competence, social competence, professional competence, and pedagogical competence.¹⁸

¹⁷ An interview with student of Islamic Religious Education on the sixth semester, brother Risman.

¹⁸ An interview with student of Islamic Religious Education on the sixth semester, sister Wirda

Sebagai seorang dosen harus memiliki empat kompetensi yaitu kompetensi personal, kompetensi social, kompetensi professional, dan kompetensi pedagogik

In the context of this professional competence. The lecturer should be able to transfer of knowledge with all mastery element in his scientific field, especially in powerpoint media. The lack of professionalism of a lecturer greatly influences the development process in the aspect of improving the quality of learning.

In line with the statement above, an informant said:

Sometimes in the learning process, the lecturer late for class so that why the duration of the learning process becomes short because of the time taken up.¹⁹

This statement was confirmed by a lecturer/informant:

I think speaking about context of learning is all important because all interests are integrated. PowerPoint is part of the learning component on aspects of the use of instructional media, one of the teaching skills of teachers which is demand in learning is not only apperception skills but also the skills of utilizing methods, media, and learning resources. As a lecturer of micro teaching subject. This concept needs to be implanted more intensely into the soul of students.²⁰

Saya kira berbicara pada konteks pembelajaran semua penting karena semua kepentingan itu terintegrasi. Powerpoint adalah bagian dari komponen belajar pada aspek penggunaan media pembelajaran, salah satu keterampilan mengajar guru yang juga menjadi tuntutan pada pembelajaran micro teaching adalah bukan hanya keterampilan apersepsi tetapi juga keterampilan mendayagunakan metode, media, dan sumber belajar. Sebagai dosen micro teaching pemahaman ini perlu ditanamkan lebih itens kedalam jiwa mahasiswa.

¹⁹ An interview with student of Islamic Religious Education on the sixth semester, sister Ftri

²⁰ An interview with , Mr. Arifuddin M Arief S.Ag., M.Pd as lecturer of *micro teaching* subject atIAIN Palu

From some of these statements we can interpret that in addition to the inadequate facilities and infrastructure factors in the tarbiyah faculty environment, other inhibiting factors of creativity are influenced by several components:

1. Internal factors of students who tend to be weak in finding information about features that can be utilized in the use of PowerPoint media. Of course, this is also integrated in the interests and motivation of students.
2. External factors originating from the environment be it friends, family, etc. then not all students have PC/laptop as well as. Those related to lecturer professionalism.
3. Inadequate facilities and infrastructure at each presentation.

Regarding facilities and infrastructure an informant said:

The importance of delivering a total presentation greatly influences the creativity itself especially for now teachers who want to get certified must go through a teacher professional education program by implementing a learning phase called "*Daring*" (Dalam Jaringan) namely online based learning. I think this kind of learning should also be applied to micro teaching so students in tarbiyah faculty majoring Islamic Education can prepare it all.²¹

Pentingnya penyampaian presentasi yang total sangat mempengaruhi dari kreativitas itu sendiri apalagi untuk sekarang bagi guru yang ingin mendapatkan sertifikasi harus melalui suatu program Pendidikan Profesi guru (PPG) dengan menerapkan suatu tahap pembelajaran yang disebut *Daring* (Dalam Jaringan) yaitu pembelajaran yang berbasis Online. Saya rasa pembelajaran seperti ini mestinya diterapkan juga pada micro teaching agar mahasiswa yang ada di fakultas keguruan dapat mempersiapkan itu semua

In the statement above we can find that online based facilities and infrastructures do not yet exist in the Islamic Education department, especially n

²¹ An interview with Mrs. Retolia as lecturer of *Micro Teaching* subject at IAIN Palu

the subject of micro teaching. The learning process continues to develop therefore IT-based learning needs to be further expanded its meaning not only as a program to take the certificate but also as a preparation for students to become a professional educator.

In this research researchers tried to find a trail of creativity from Islamic religious education students of sixth semester through 10 basis of Creative theory, Apparently seen in terms of observation, interviews, as well as documentation found that students are only able to use some features of the ten creative features that researchers present the frequently used features that are:

1. Use stock Asset

Most of the students are fluent in importing some creative features in the use of PowerPoint on the use of stock assets ranging from images, videos, as well as moving animation (gif) But the use is still rigid and not yet flexible. Example of Screenshots of one of the informant contained in appendix 2.2

2. Use PowerPoint animation

The use of animation in images, text, or video can be said that as a whole sixth semester students are able to elaborate this feature regularly example screenshots of one of the informant contained in the appendix 2.3

3. Colour Scheme

Students are able to use this feature, besides being easily found in the PowerPoint application, this feature is very helpful to them in the preparation of a consistent color scheme. Example of Screenshots of one of the informant contained in appendix 2.4

4. Theme custom

Custom themes that exist with creations are a thing to be aware of, in their use they are able to custom with the creations they have. Example of Screenshots of one of the informant contained in appendix 2.5

5. Default slide layouts

Most themes including content can be selected students as the initial points in the design of slides. Example of Screenshots of one of the informant contained in appendix 2.6

6. Reduce content

Most students already know that PowerPoint is a tool not as the content of the material. Example of Screenshots of one of the informant contained in appendix 2.7

From the information above can be seen that the students of Islamic religious education of sixth semester cannot be mastered the basics in the use of PowerPoint in accordance with the theory that researchers present, Simplicity in the presentation is still one factor that can be said most of Islamic religious education students have not reached the creative stage.

Here are some features that are difficult to implement by Islamic Religious Education student semester six on the use of PowerPoint media.

1. Align Text consistently

In drafting techniques, students are less likely to know that the align (flat letter) is consistently important in the preparation of words or sentences. Keeping

text aligned with the same orientation will actually make the slide look clean.

Screenshots images inconsistent word/sentence placement 2.8

2. Export File

Many of the students do not know the features of this one, in this feature we can convert the shape of PowerPoint into PDF/XPF document format, video, etc. One of them is a scenario that may occur if we regularly send presentations to other users:

- a. People who see it may not install PowerPoint on their computer.
- b. The recipient may be using a completely different version of PowerPoint that makes the presentation look different.
- c. probably you don't want users to be able to make edits or view your notes in the presentation file.

So through this feature, students can be more creative, even if they don't use PowerPoint media. Image Screenshots on Appendix 2.9

3. Futures of Alignment

Students tend not to use this feature in slide creation in PowerPoint. In the screenshot 3.1, we can see some vague red and white lines that help form the same element with the top and bottom shapes of the slide.

When we start dragging objects on the slide, we'll see the guiding lines that appear. It's very intuitive, and we'll probably notice that it helps in the drafting of objects.

4. Edit Master

At this stage students are not likely to know the features of this one. The Master slide Edit feature makes it easy to control the slide design, changes to this master slide will affect all the slides that use the same master. These features make it easier for us to use date logos, etc. Screenshots can be viewed on 3.2

CHAPTER V

CLOSING

A. Conclusion

With the end of preparation of this thesis, at the end of the discussion the researcher needs to provide some conclusions as an answer to the result of the assignments of the creativity of Islamic Religious Education students in the use of PowerPoint media in the micro teaching subject at the State Institute For Islamic Studies IAIN are following.

1. The use of PowerPoint media in The State Institute For Islamic Studies IAIN Palu environment especially in the sixth semesters of Islamic Education Student is relatively low, this is evidenced in the discovery of data from observation, interviews, and documentation. The use of media is still classic in terms of the utilization of existing features in the use of PowerPoint, the creativity of Islamic Religious Education students in the use of PowerPoint media in the micro teaching subject at IAIN Palu has not yet reached 10 PowerPoint presentation features. Some of the students only know half of these features.
2. Inhabiting factors of creativity of Islamic Religious Education students in the use of PowerPoint media on micro teaching subject in IAIN Palu is caused by two factors namely internal and external factors, from an internal perspective is that sixth semester Islamic Religious Education students have different levels of creativity so that there are those who are fluent in their

use and some are still confused in maximizing PowerPoint media. Another factor is the lack of student interest in this media so it is rare to learn it except when there are assignment that require students to use this media. Then in its use students tend to be passive in finding the latest information about the use of PowerPoint-based learning media,. For external factors influenced by the lack of individual facilities such as laptop. Then natural disasters that have occurred paralyze most of the existing system in the IAIN Palu environment.

B. Research Implication

With respect and without patronizing based on the result of the study the researcher suggest:

1. To the honorable and beloved from the bottom of the heart of most in Institute Agama Islam Negeri IAIN Palu tertiary institutions and all related parties to always instill a sense of concern for learning, especially that which takes place in the department of Islamic Religious Education by meeting all the needs of IT-based learning in supporting the success of learning and student creativity in use of PowerPoint media.
2. To whom we are proud of the faculty of Tarbiyah and Teacher Science in order to further improve the quality in terms of media-based learning namely in accordance with the expectations of researchers and educators who are located in the IAIN Palu so that there is a basic reference In the form of format on PowerPoint slide preparation and supported with adequate WIFI facilities and take-off on ONLINE learning.

3. Lecturers who are mentors (Parents) in learning to try to improve the quality of their competence in the field of teaching and provide motivational supplements to students majoring in Islamic Education to become a qualified and kind teacher.
4. For students to try and never give up (spirit) in practicing his hidden skills as a teacher who always triggers his creative ideas in a learning.
5. For the government is expected to disburse more funds for the interests of institutions that are located throughout the territory of Indonesia.

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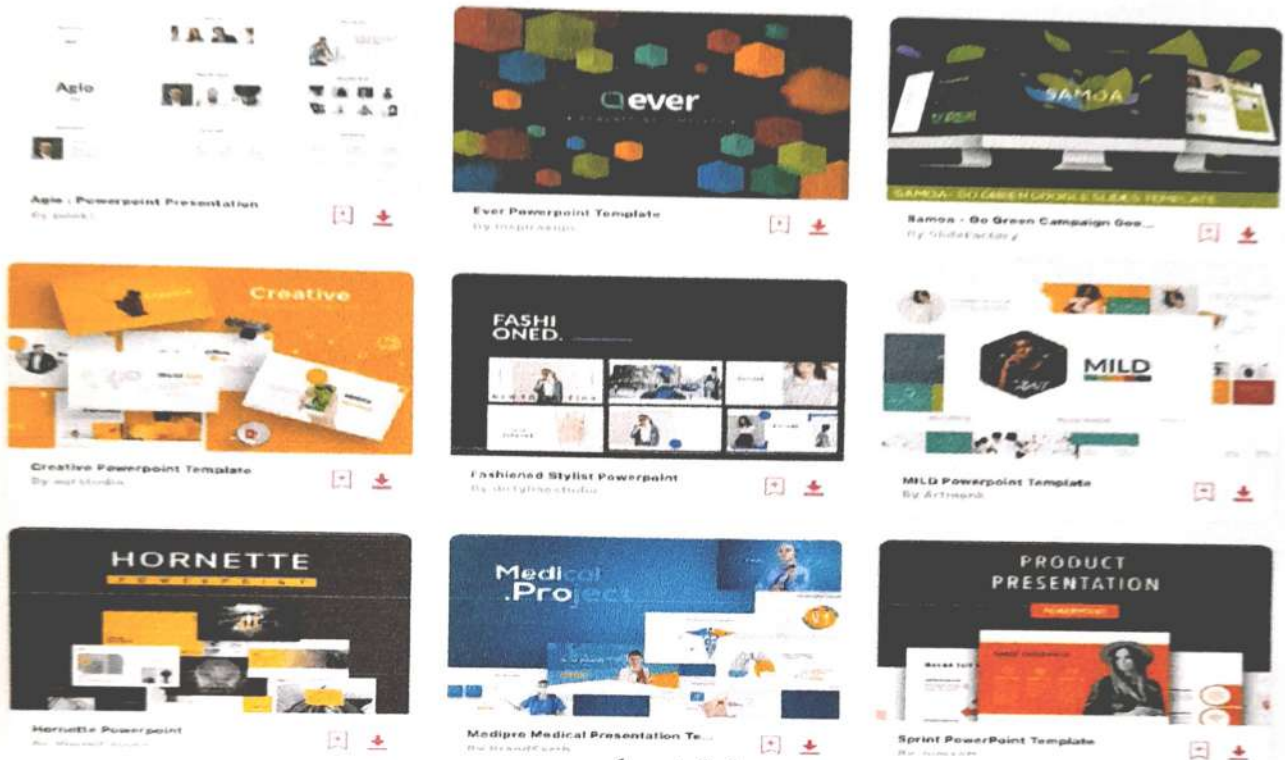
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APPENDIX I OF IAIN PALU



Tarbiyah building

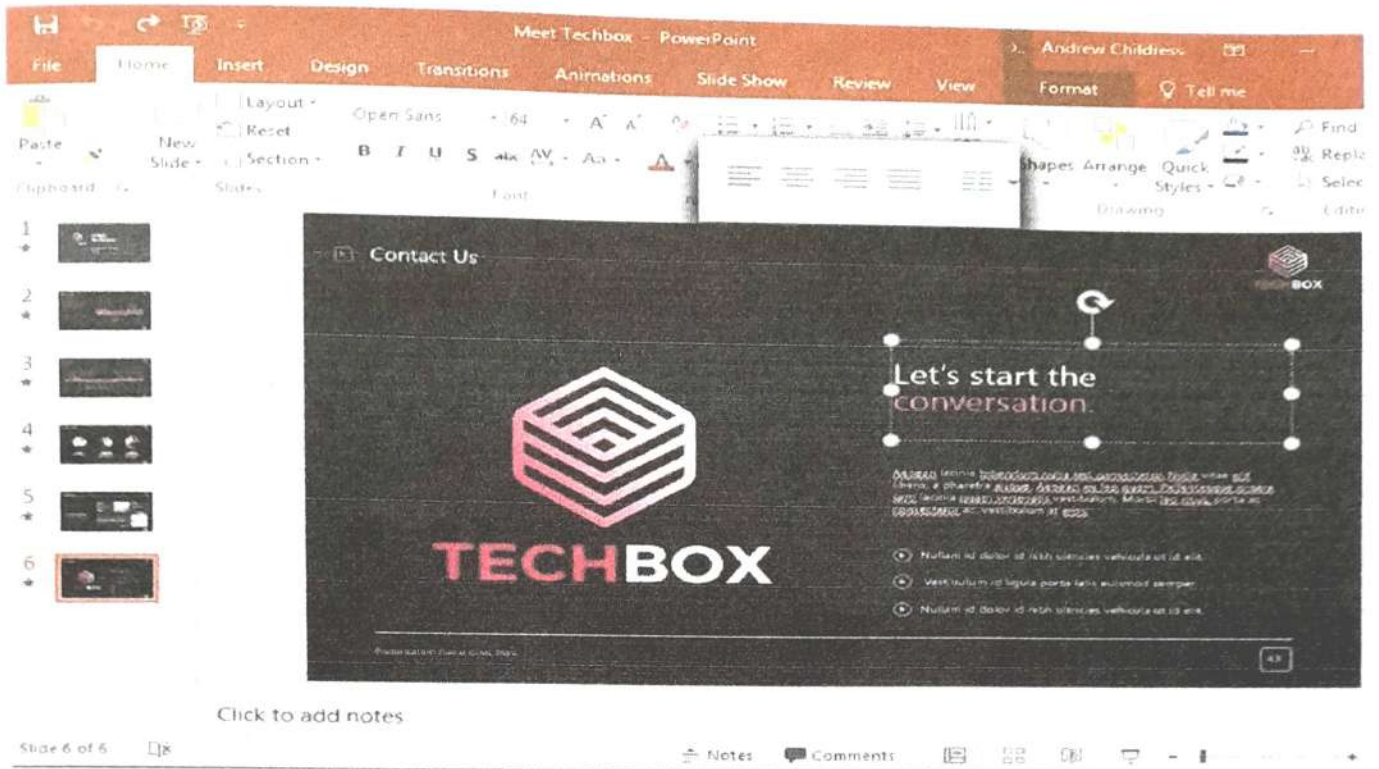
APPENDIX II 10 BASED CREATIF SCREENSHOOT OF POWERPOINT



screenshoot 1.1



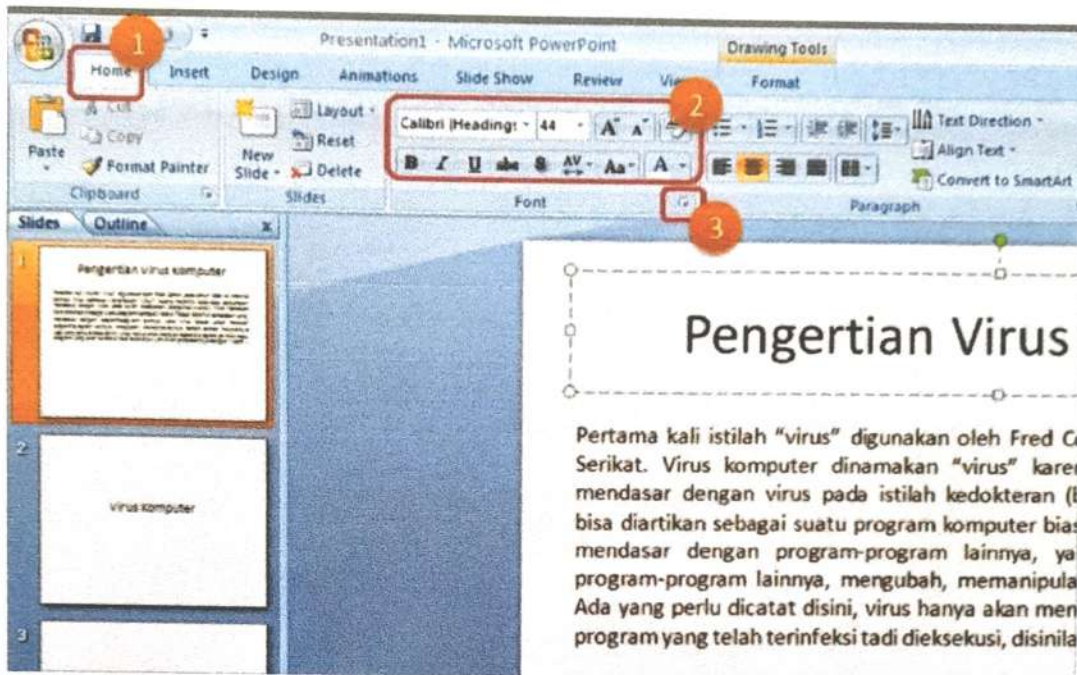
screenshoot 1.2



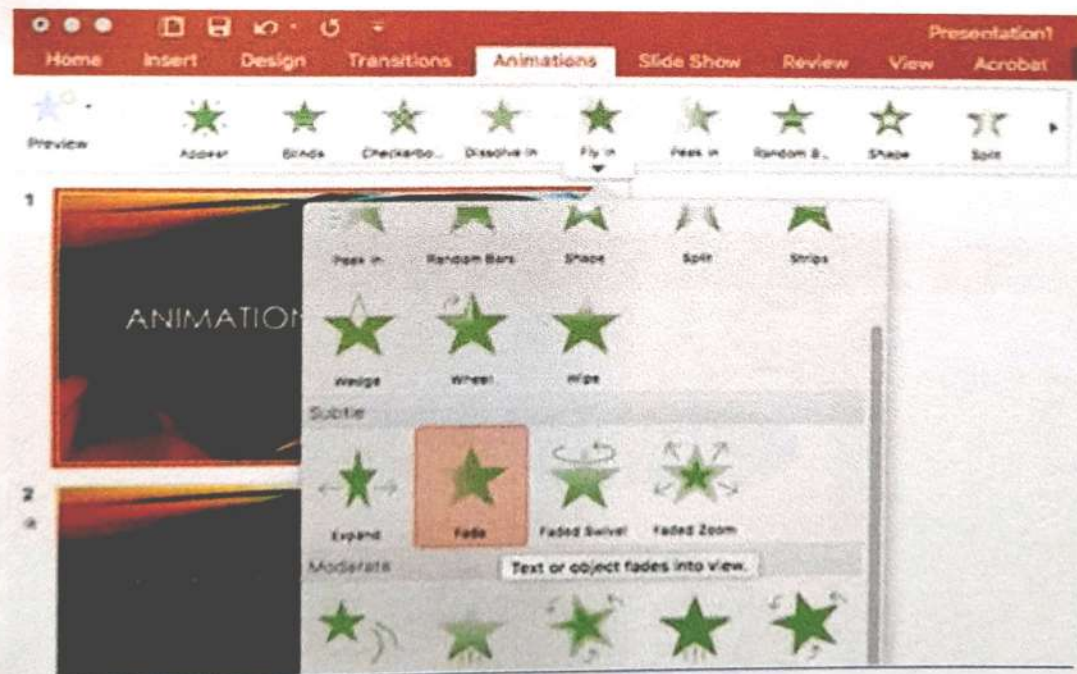
screenshot 1.3



screenshot 1.4

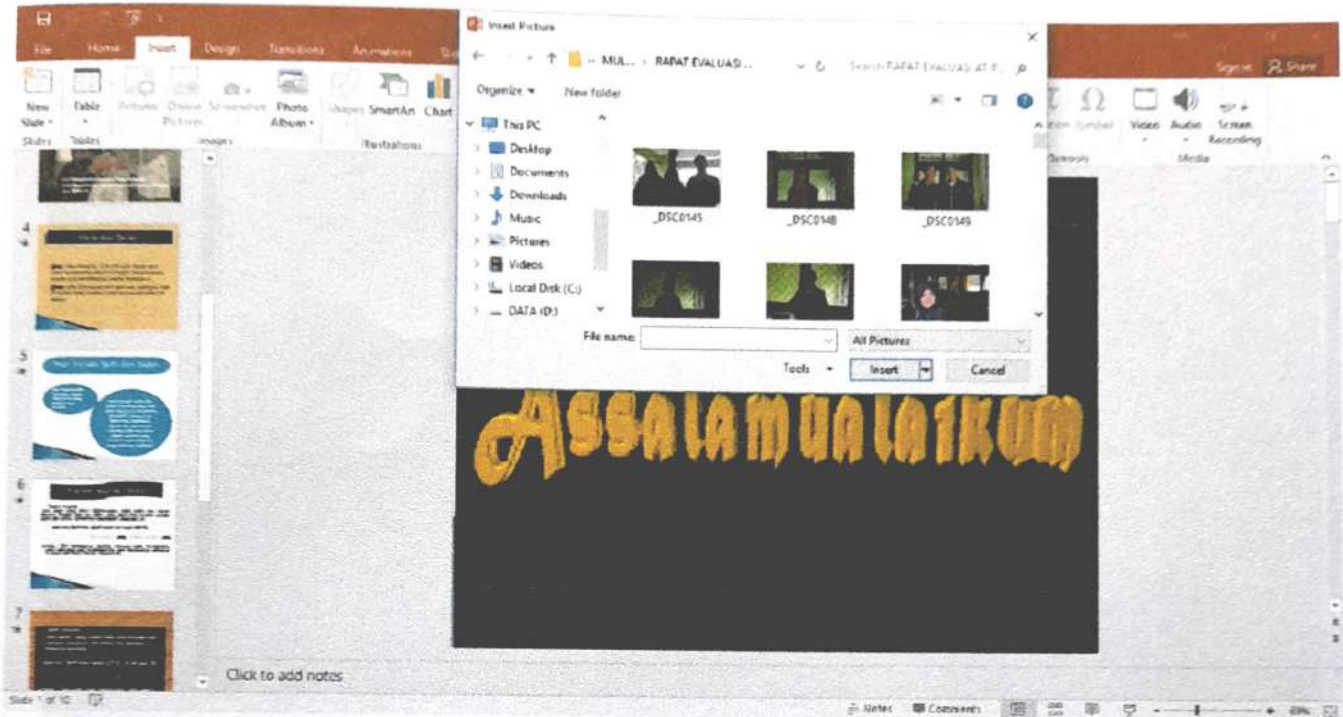


screenshot 1.9

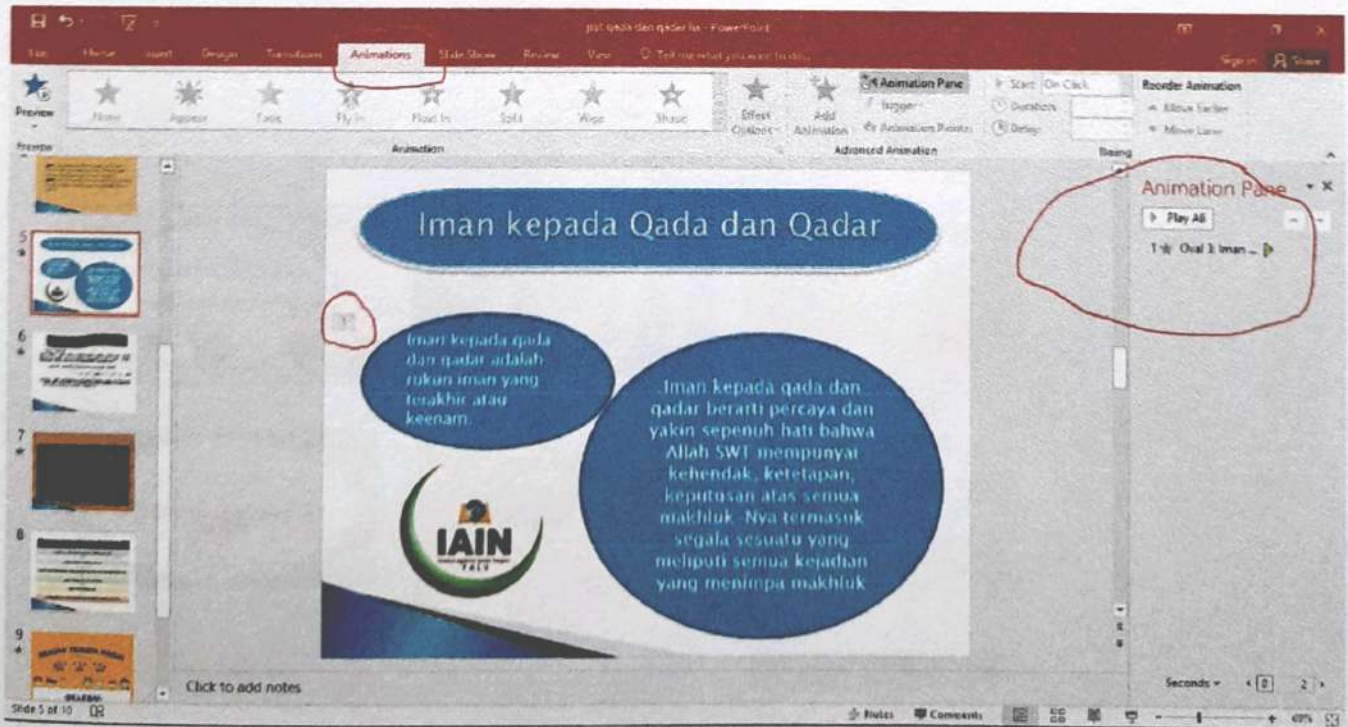


screenshot 2.1

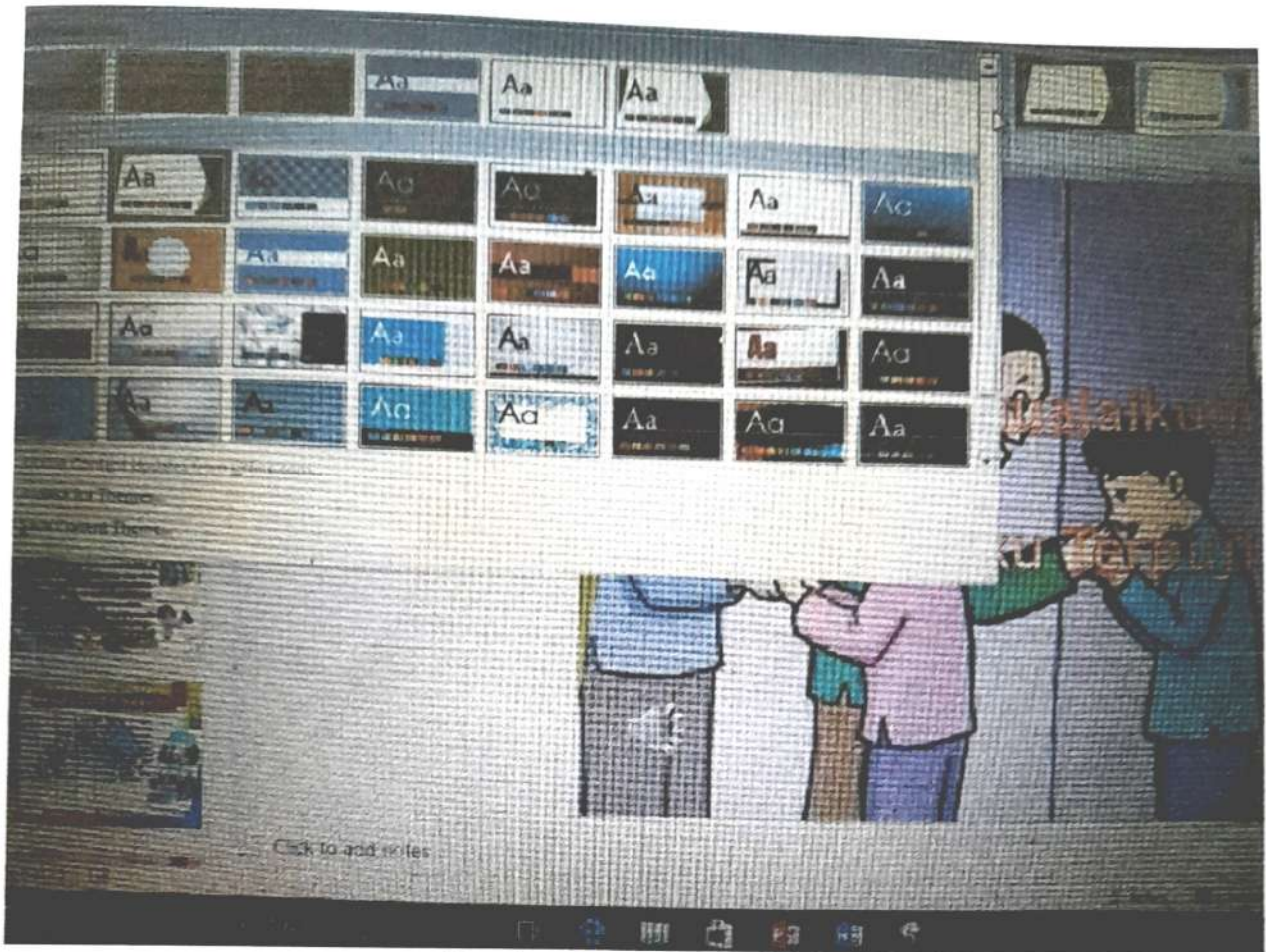
APPENDIX III PPT PICTURES OF INFORMAN



Gambar 2.2 Use Stock Asset



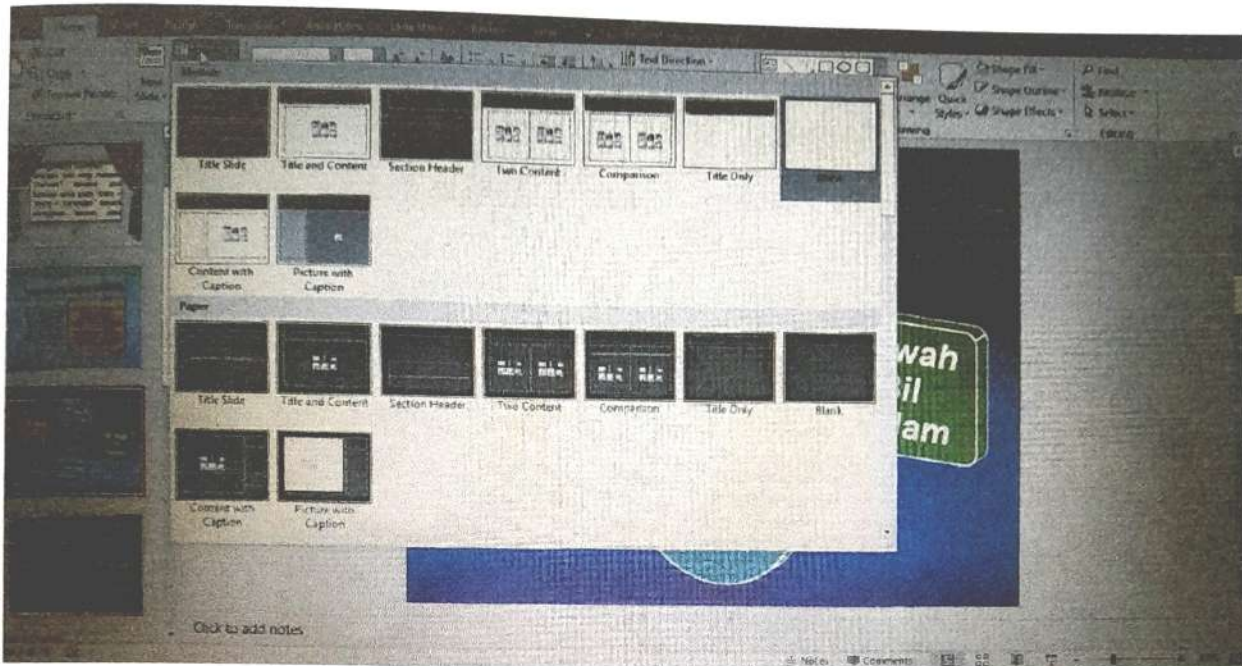
Gambar lampiran 2.3 Use PowerPoint Animation



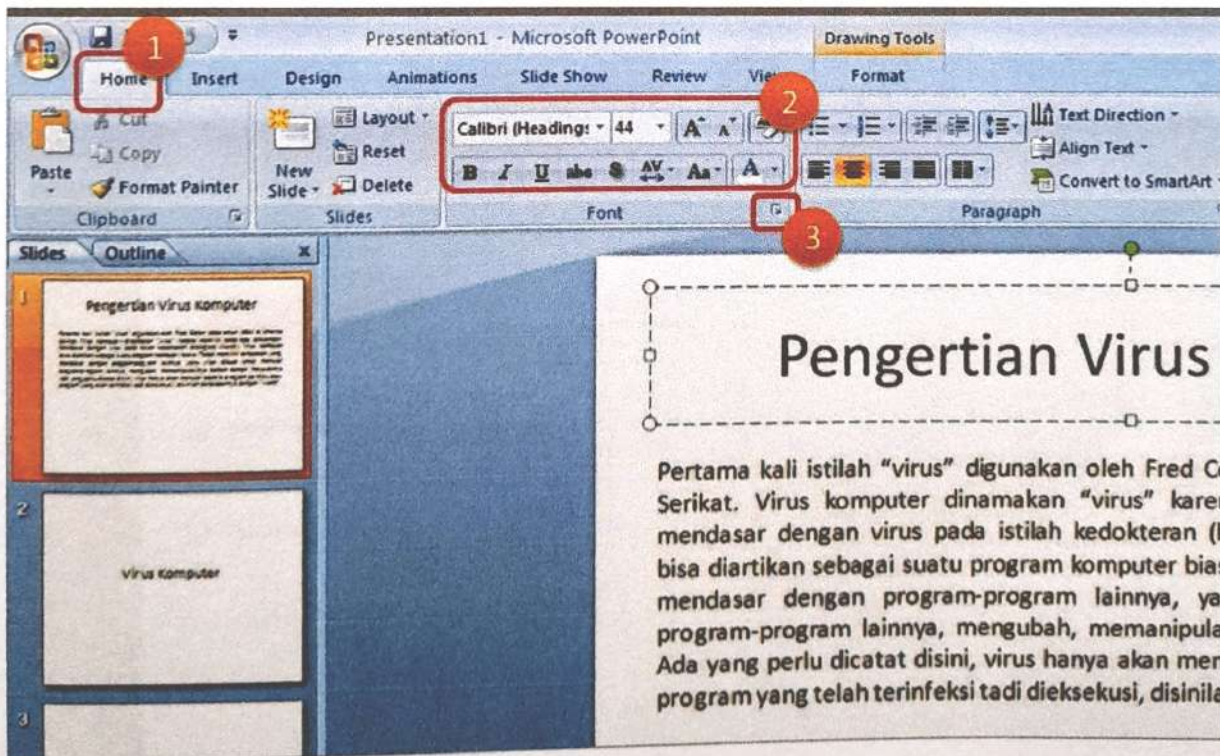
Gambar 2.4 Colour scheme



Gambar 2.5 Theme custom

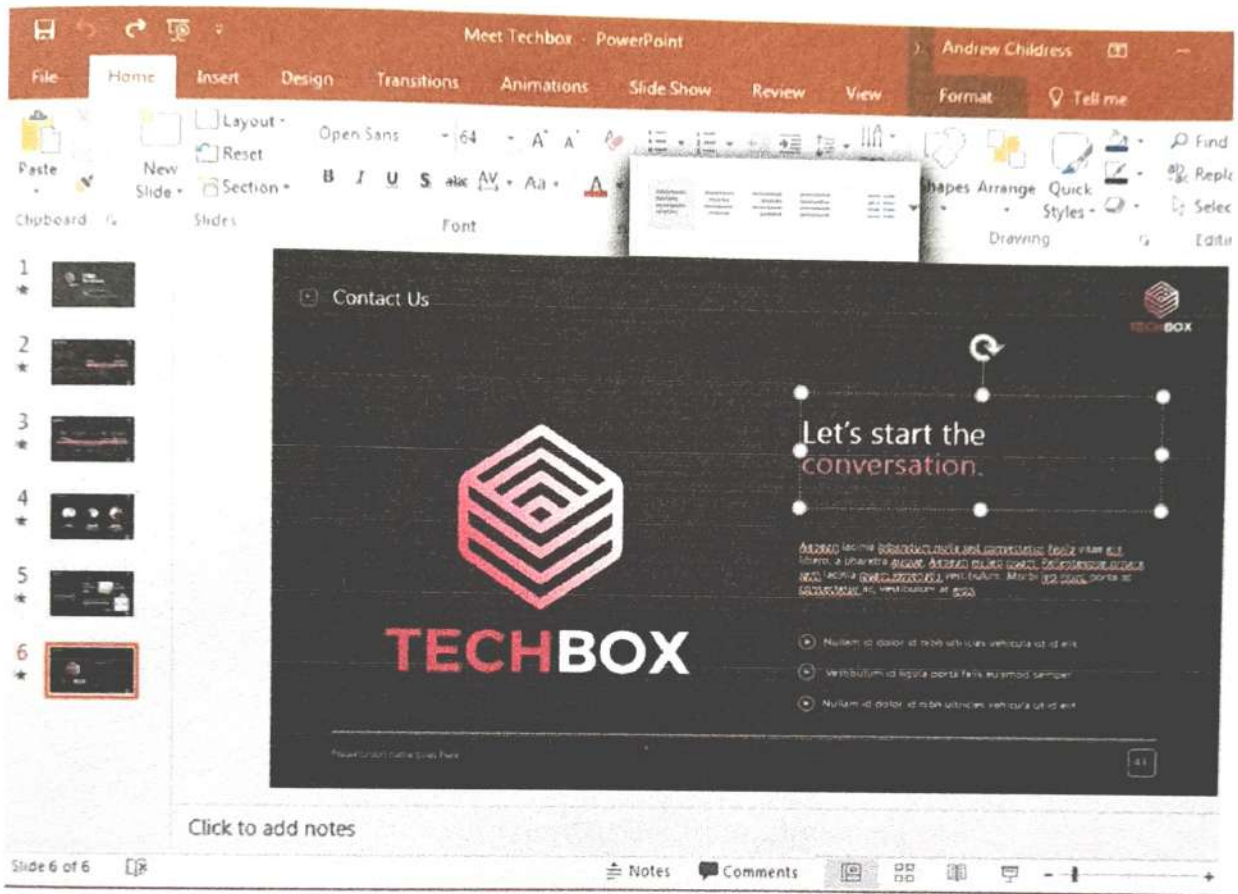


Gambar 2.6 Use the default slide layouts

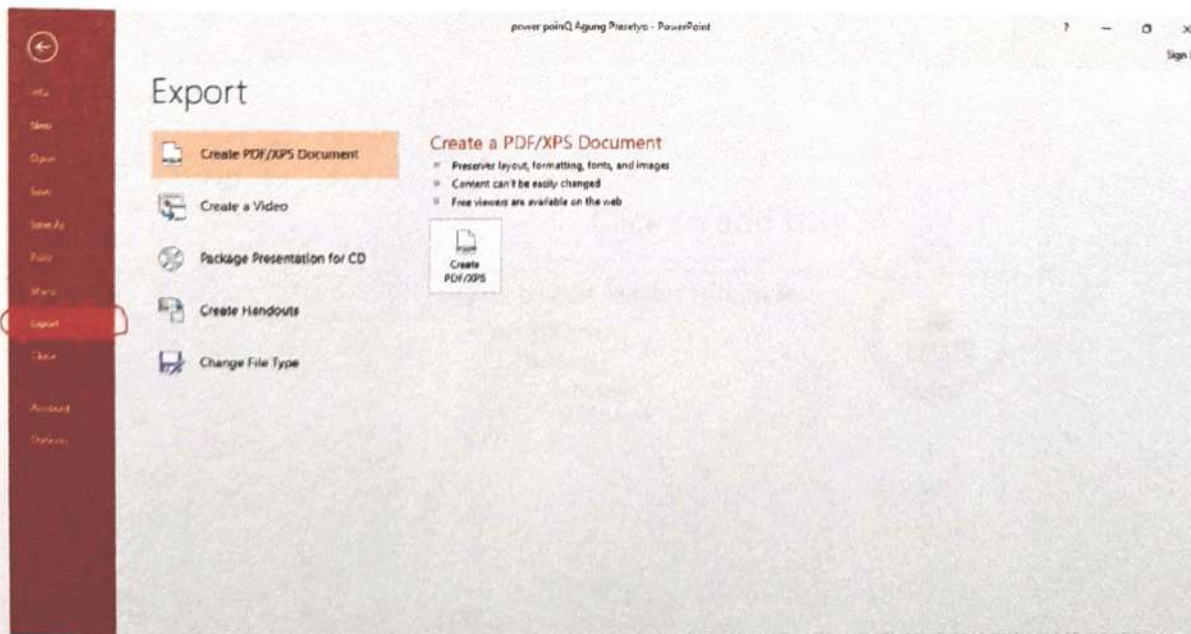


Gambar 2.7 Reduce content

STUDENTS PROBLEM IN FEATURES DESIGN



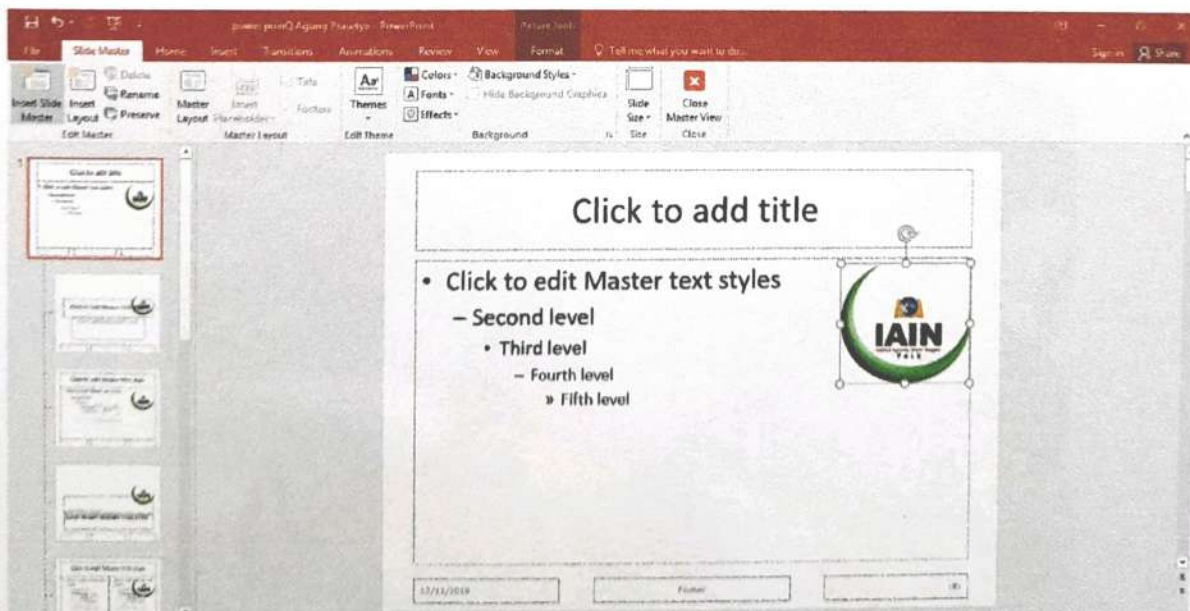
1. Gambar 2.8 Konsistensi align text



2. Gambar 2.9 Export Files



3. Gambar 3.1 Fitur alignment



4. Gambar 3.2 Edit Master

APPENDIX III DATA OF DOCUMENTATION



An Interview with Student of IAIN Palu









An Interview with Lecturer of IAIN Palu









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INSTITUT AGAMA ISLAM NEGERI PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : /36/In.13/F.I/PP.00.9 /02/2019 Palu, 6 Februari 2019
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Nurdin, S.Pd., S.Sos.,M.Com.,PhD (Pembimbing I)
2. Hj.Nurasmawati, S.Ag., M.Hum (Pembimbing II)
3. Drs.Muhammad Ihsan, M.Ag (Penguji I)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Asslamu Alaikum War. Wab


Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Moh. Agil
NIM : 15.1.01.0165
Jurusan : PENDIDIKAN AGAMA ISLAM (PAI)
Judul Skripsi : CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING POWERPOINT MEDIA ON MICROTEACHING SUBJET AT STATE INSTITUTE FOR ISLAMIC STUDES (IAIN) PALU

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 7 Februari 2019
Waktu : 11.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung.F.

Wassalam.

a.n. Dekan
Ketua Jurusan Pendidikan Agama Islam

Sja'ir Lobud, S.Ag., M.Pd
NIP: 19690313 199703 1 003

Catatan : Undangan ini di foto copy 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk penguji I



**BERITA ACARA
SEMINAR PROPOSAL SKRIPSI**

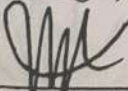
Pada hari ini KAMIS, tanggal 7 bulan Februari tahun 2019, telah dilaksanakan Seminar Proposal Skripsi :

Nama : Moh Agil B
NIM : 151010163
Jurusan : Pendidikan Agama Islam (PAI - ...)
Judul Skripsi : CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI)
IN USING POWER POINT MEDIA ON MICRO TEACHING
SUBJECT AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU
Pembimbing : I. MURDIN, S. Pd., S. Sos., M. Com., P. Hd
II. Dr. Hj. NurAsmawati, S. Ag., M. Hum
Penguji : Drs. MUHAMMAD IHSAN M. Ag

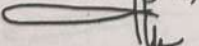
SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	91	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	89	consider Theories as the basic of creativity.
4.	PENGUASAAN	90	
5.	JUMLAH	360	
6.	NILAI RATA-RATA	90.	

Pembimbing I,


NIP. 196903011999031005


Pembimbing II,


Nur Asmawati.
NIP. 197407262010032002

Palu,

2019

Penguji


Muhammad Ihsan
NIP. 196905301992031006

Mengetahui
a.n. Dekan
Ketua Jurusan PAI,

Sjakir Lobud, S.Ag., M.Pd.
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**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20 / 20**

Nama : Moh AGIL . B
NIM : 15.1.01.0163
Jurusan : Pendidikan Agama Islam (PAI - ...)
Judul Skripsi : CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING POWER POINT MEDIA ON MICRO TEACHING SUBJECT AT STATE INSTITUTE FOR ISLAMIC STUDES (IAIN) PALU.
Tgl / Waktu Seminar : KAMIS 7 FEBRUARI 2019 11.00 WITA - selesai

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Agung k	15.1.01.0058	PAI		
2.	BADUDIN BURHANUDIN	15.1.01.0177	PAI A		
3.	Agung Prasetyo	15.1.0159	PAI 2		
4.	Lani Rismawati	15.1.01.0050	VIII / PAI		
5.	siti fatmah	15.1.01.0060	VIII / PAI		
6.	Sinar Jayanti	15.1.01.0155	VIII / PAI		
7.	Ririn Indryani	15.1.01.0168	VIII / PAI		
8.	Indah Savi	15.1.01.0140	VIII / PAI		
9.	Moh. Haikal	15.1.01.0170	VIII / PAI		
10.	Aswandi	15.1.01.0169	VIII / PAI		
11.	FARUK	151030043	VIII / MP		
12.	FAIZAL	1510300242	VIII / MP		
13.	Luka Nurhasanah	15.1.09.0028	VIII / HKI		
14.	Fiony Anggary	16.1.01.0091	VI / PAI		
15.	Syarifan Nurhasanah	15.1.16.0012	VIII / PAI		

Pembimbing I,

NIP.

Pembimbing II,

Nur Asmawati
NIP.

Palu, 2019
Penguji,

Muhammad Ihsan
NIP. 196505301992031006

Mengetahui
a.n. Dekan
Ketua Jurusan PAI,

Sjakir Lobud, S.Ag., M.Pd.
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Nomor : 2625 /In.13/F.I/PP.00.9/10/2019
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 23 Oktober 2019

Yth. Ketua Prodi Pendidikan Agama Islam
di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Moh. Agil B
NIM : 15.1.01.0163
Tempat Tanggal Lahir : Kilo, 17 Maret 1997
Semester : IX (Sembilan)
Program Studi : Pendidikan Agama Islam
Alamat : Jl. Malontara
Judul Skripsi : CREATIVITY OF ISLAMIC EDUCATION STUDENTS (PAI) IN USING POWERPOINT MEDIA ON MICRO TEACHING SUBJECT AT STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU
No. HP : 081341004223

Dosen Pembimbing :

1. Nurdin, S.Pd, S.Sos, M.Com, Ph.D
2. Dr. Hj. Nur Asmawati, S.Ag, M.Hum

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Prodi yang Bapak pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan, -

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



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Nomor : 2335/10.13/F.1/PP.00.1/04/2019
Lamp : -
Hal : Surat Keterangan
Telah Meneliti

Yang bertanda tangan dibawah ini:

Nama : Sjakir Lobud, S.Ag., M.Pd.
NIP : 19690313 199703 1 003
Jabatan : Ketua Prodi Pendidikan Agama Islam

Menerangkan:

Nama : Moh. Agil B
NIP : 15.1.01.0163
Tempat Tanggal Lahir : Kilo, 17 Maret 1997
Program Studi : Pendidikan Agama Islam

Bahwa mahasiswa yang bersangkutan telah melaksanakan penelitian di Prodi Pendidikan Agama Islam Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Palu terhitung sejak 27 Maret s/d 29 April 2019 dalam rangka menyusun skripsi dengan judul: *"Creativity Of Islamic Education Students (PAI) In Using Powerpoint Media On Micro Teaching Subject At State Institue For Islamic Studies (Iain) Palu"*.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.



KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA : Moh Agil . B
 NIM. : 15 10 10 163
 JURUSAN : PAI

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Kamis 19 Juli 2018	Mustamin	Penerapan Model Pembelajaran world square pada mata pelajaran Aqid di MTsN 2 Parigi Kecamatan Parigi Kabupaten Parigi Moutong	1. Drs. Bahar M. H. 2. Andi Anwar, S. Ag. M. Pd.	
2	Kamis/19/07/2018	Moh. Sahri Ikhsan	Efektifitas Metode Bernyanyi dalam meningkatkan kemampuan dengarkan Peserta didik di madrasah tsanawiyah binawabo	1. Dra. H. Muhi. Jabir. M. Pd 2. Tibri Fahirah. S. Pd. I. MPd I	
3	Kamis 19 Juli 2018	Moh. Nazung	Peta guru PAI dalam mencegah Propaganda radikalisme Islam pada Peserta didik di SMK Muhammadiyah 1 Palu	1. Prof. Dr. H. Saif S. Pettala-gi M. Pd. 2. Ruslan S. Ag. M. Pd.	
4	Jumat 20 Juli 2018	Humairah	Efektifitas Penerapan Metode Kerja Kelompok Pada Pembelajaran Bhs. Arab di kelas VIII Madrasah Tsanawiyah 2 Tali-tali	1. Dr. Moh. Idhan. S. Ag. M. Pd. 2. Andi Anwar, S. Ag. M. Pd	
5	Jumat 20 Juli 2018	Arifin	Nilai-nilai Pendidikan Islam yang terkandung dalam Tradisi Mamechi suku Gorontalo Di Desa Busungi Kec. Aulapana tele Kab. Tana Uya. uya	1. Drs. Gunawan B. Dulumina, M. Pd I 2. Saludin, S. Ag. M. Ag.	
6	Jumat 20 Juli 2018	Andi Almaz	Nilai Pendidikan Islam dalam Oran Numan ayat 12-19 dan implementasinya terhadap pendidikan anak dalam keluarga	1. Dr. H. Askar, M. Pd. 2. Suharis, S. Ag., M. Ag.	
7	Jumat 20 Juli 2018	Mujizat	Penerapan Metode Index card Match untuk Meningkatkan Motivasi Belajar siswa pada Mata Pelajaran Pendidikan Agama Islam Di Smp Negeri 1 Sulae	1. Dr. Rutiha. S. Ag. M. Ag 2. Hamka. S. Ag. M. Ag	
8	Jumat 20 Juli 2018	TRISTYANTI	Pemanfaatan kitab quranis dalam meningkatkan keterampilan motorik halus pada anak usia 5-6 tahun di TK karya Talibah Guntara Palu	1. Dra. Retouah. M. Pd. I 2. Kasmiati S. Ag. M. Pd. I	
9	Jumat 20 Juli 2018		Upaya pengembangan ASPK (agregatif) untuk website website eksperimen di kelas PAI di smp Muhammadiyah 1 Palu	1. Dr. Retouah, M. Pd. I 2. M. Nurrahman L. W. Pd. I	
10	Jumat 20 Juli 2018	Moh. Idhan	Strategi Pembelajaran Guru Pendidikan Agama Islam terhadap Pembelajaran Model Peserta Didik tunj. Galtin di sekolah ker. busa (SLB) Heleri Desa Duka Kab. Donggala	1. Dr. Gusnabih M. Pd 2. Jumri H. Tahang Basire S. Ag. M. Ag	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



BUKU KONSULTASI Pembimbingan Skripsi

Nama : Moh Agil B
NIM : 15 10 10 163
Jurusan/Prodi : PAI / Tarbiyah
Judul Skripsi : The use of PowerPoin Media in
improving The creativity of Teaching
PAI students on Micro Teaching
subject PAI IAIN Palu

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU


5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.


JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Moh. Agil B
 NIM: 151010103
 Jurusan.Prodi : PAI/Tarbiyah
 Judul Skripsi : The use of Power Point Media in Improving
 The Creativity of Teaching

Pembimbing I :
 Pembimbing II :

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	27/01/19	L	- perbaiki rumus - perbaiki rumus - perbaiki rumus - perbaiki rumus	di
2	Friday 18th/2/19	-	- Make the title clear/specific Media power point - Support the Details of paragraph - Read for references	di

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			know well The way you researcher make conclusion	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			If possible show your video recording of the research Meeting.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan Pendidikan Agama Islam (PAI)
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 IAIN Palu

Yang bertanda tangan di bawah ini:


- Nama : KURDI, S. Pd., S. Sos., M. com., Ph.D
 NIP : 1969030119891005
 Pangkat/Golongan :
 Jabatan Akademik : Ketua Jurusan FEBI
 Sebagai : Pembimbing I
- Nama : Dr. Hj. Nuearawati, S. Ag., M. Hum
 NIP : 19740726200032002
 Pangkat/Golongan :
 Jabatan Akademik : Ketua Jurusan TBI
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

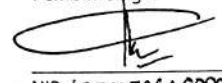
Nama : MDH. Agil B
 NIM : 15.1.010.163
 Jurusan : Pendidikan Agama Islam (PAI)
 Judul :

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I


 NIP. 1969030119891005

Palu,
 Pembimbing II

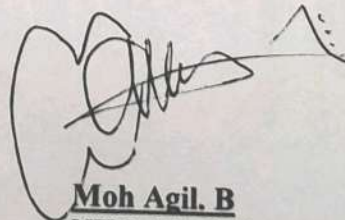

 NIP 19740726200032002

INTERVIEW GUIDELINES

1. What is your opinion about the creativity of sixth semester Islamic education students?
2. What is the form of the PowerPoint you are making?
3. What features do you use in PowerPoint?
4. What are inhibiting creativity in PowerPoint?
5. What steps should be taken to increase Creativity?


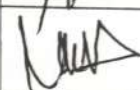

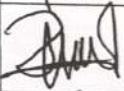
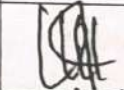
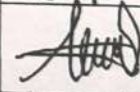
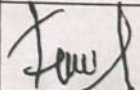
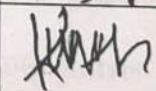
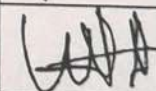
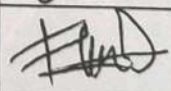
Palu, 14 November 2019
17 Rabiul Awal 1441 H

The Writer



Moh Agil. B
NIM:151010163

LIST OF INFORMANTS

NAME	POSITION	SIGNATURE
Drs. Ramang, M.Pd.I.	Lecturer of Micro Teaching	
I Arifuddin M Arief S.Ag., M.Pd	Lecturer of Micro Teaching	
Dra. Retoliah, M.Pd.I	Lecturer of Micro Teaching	
Fieny Anggreany	Student	
Nur Intan	Student	
Ramlah	Student	
zulfani.	Student	
Riska	Student	
Afwan	Student	
Moh Fadhil	Student	
Risman.	Student	
Wirda	Student	
Ftri	Student	

BIOGRAPHY

Moh Agil B, born in Kilo (Poso Pesisir Utara) Central Sulawesi on March 17, 1997. Researchers born from the wedding of Mr. Ismail Balosi and Mrs. Rahma S Adu.. Researchers began to study at SDN Kilo Poso Pesisir Utara district of Poso in 2003 to 2009, and went to school in SMP 1 Alkhairaat City of Palu in 2009 until the year of 2012, Then went to go to MAN 1 Poso Pesisir in 2012 until the year 2015, Further researchers studied at State Institute For Islamic Studies IAIN Palu on majoring Islamic religious education (PAI), Tarbiyah Faculty.



During study in the Department of Islamic Religious Education Faculty of Tarbiyah IAIN Palu, researchers active in various institutional organizations inside and outside the campus then served as a secretary HMJ of PAI and actively conducting extracurricular activities in the field of linguistic. In addition to his interest in education-related fields He also has a hobby of playing music especially guitars. For him education and arts are related to each other.