



Implementation Of The Use Of Powerpoint Media In Islamic Religious Education Learning At Private Junior High School Of Galih Agung Deli Serdang Regency

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Abstract

The low attention student to method lecture conventional in Islamic Religious Education learning in the digital era demands existence transformation of teaching media to be more visual and interactive. However reality on the ground show that utilization of PowerPoint media in schools private Still often limited to digitalization text without enrichment essential multimedia elements. Research This aim For describe in a way deep implementation use of PowerPoint media in Islamic Religious Education learning at Galih Agung Private Middle School, Deli Serdang. Using approach qualitative with method studies field, data collected through observation participatory passive, interview deep with Islamic Religious Education teachers and students class VIII, and review documentation teaching tools, then analyzed using the interactive model of Miles and Huberman. The results of the study disclose that PowerPoint implementation in progress in a way structured in three stages, namely conditioning opening spiritual atmosphere through appearance calligraphy and murottal, delivery core material that utilizes animation worship movements and exemplary videos For visualize draft abstract, and evaluation learning based quiz interactive that transforms evaluation become experience fun. However Thus, the effectiveness implementation This hampered by three constraint main nature systemic, namely limitations the number of LCD projectors is only two units for nine group study, supply electricity that is not stable and frequent outage suddenly, and investment time significant that must be devoted to teachers designing quality slides in the middle dense burden administrative. Implementation results study push addition means projector and power supply Power reserves, reduction burden teacher administration, formation community Study professional For share source Islamic visual power, as well as training design sustainable and contextual digital

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instruction.

Keyword: PowerPoint Media, Islamic Education Learning, Implementation Technology.

INTRODUCTION

Islamic Religious Education (PAI) at the elementary level School Intermediate First carry not quite enough multidimensional answer that is not only relies on the knowledge transfer aspect cognitive, but also internalization spiritual values and formation morals noble. In the era of increasing digital disruption massive, Islamic Education learning faces challenge Serious in the form of decline attention participant educate to method lecture conventional monotonous. Generation Z dominates junior high school bench at the time This are digital natives who have characteristics think fast, visual, and very close with gadgets. Consequently, a Islamic Education educators do not Can Again depends entirely on the teacher-centered method, but rather must integrate device technology that is capable bridge messages divine to be more relevant with their world. Reality This demand existence transformation of teaching media, where the material about faith, worship, and history Islamic civilization must served in a format that is not only informative but also aesthetic and interactive to be able to compete with onslaught other digital content that every day consumed students (Hasanah & Nurazizah, 2023).

Landscape post-graduate global education the Covid-19 pandemic has experience digital acceleration that has not yet occurred Once happen previously. Technology integration in room class No Again considered as supplements, but rather A inevitability For maintain continuity and quality learning. Cross- country studies show that capable institutions utilise device soft presentation optimally tend to own resilience more pedagogical strong when face to face with situation disruptive. The ability of teachers in compile engaging visual materials in a way direct correlated with level retention material students, especially in lessons that require understanding conceptual in-depth and narrative complex like religious education. In context This is the teacher's mastery of device digital presentation becomes indicator important that reflects readiness they face ecosystem hybrid learning that is now become the new normal in various parts of the world (Johnson et al., 2022).

Reality in many School Intermediate First private sector in the Deli Serdang area, North Sumatra, shows existence unique dynamics between potential and limitations. School private often is at in pressure competitive For show quality graduates who do not only superior in a way academic but also sturdy in mark Islam. For reach matter that, the ideal PAI learning process No Again glued to the book text and board write. However, based on observation early in several





private junior high schools, including Galih Agung Private Junior High School, it was seen that utilization laboratory computer and infocus Not yet fully optimized for religious learning. It's still there the tendency where PowerPoint media only used as replacement board write electronics, namely just move text from book to screen projector without existence enrichment essential multimedia elements. Conditions This cause question critical about how far is it really quality implementation of presentation media the in context learning values (Wahyuni & Nasution, 2023).

The global use of digital presentation media has proven capable reduce burden cognitive extrinsic student If designed based on principles design appropriate instructional methods. The cognitive theory of multimedia learning emphasizes that brain man processing visual and auditory information through separate channels, so that presentation blending materials images, text concise and narrative voice in a way harmonious will maximize capacity memory work. In religious education, of which there are many material nature abstract like draft faith to angel or incident metaphysical day apocalypse, static visual presentation or animation simple can functioning as bridge cognitive that makes draft abstract the become more concrete and easy understood by students age teenager the beginning that is still be at the stage transition operational concrete towards formal (Martinez & Chen, 2023).

On the other hand, quality A PowerPoint presentation in context Islamic education does not only measured from luxury effect transition or quality resolution the image. The most fundamental dimension lies in integrity the teaching content itself. The media must become loyal vehicle deliver values truth, not precisely reduce it. In eye Islamic Religious Education lessons, visual presentation must be subject to the corridor sharia, such as caution in display visual representation of angels or the prophets. Often happen misconceptions in the field, where teachers feel the more advanced a presentation medium, the more Good the quality, but precisely forget essence contextualization value. Therefore that, is necessary framework implementation that is not only emphasize aspect technological, but also aspects in-depth pedagogical and content knowledge, where teachers are able to choose visuals that are not violate religious rules but still capable awaken imagination religious students (Siregar & Lubis, 2021).

Focus study towards Galih Agung Private Middle School in Deli Serdang to become relevant remember his position as institution private Islamic education that serves segment public secondary schools in category This own source Power more technology adequate compared to public schools in general, thanks to support funding independent. Analyze more Far variables obstacle implementation, besides factor teacher competence, there are also





obstacles structural like limited time preparation teaching. Islamic Education teachers in many private junior high schools often burdened task extra outside of teaching hours, such as coaching spiritual, religious event committees, and practical worship guidance. This grind the time it should be allocated For exploration features advanced PowerPoint features such as morph transitions, trigger animations, or smart art graphics that are capable of convert static diagrams into more process flow live. In context Islamic Education learning, urgency appropriate use of visual media become the more crucial when face to face with difficult materials visualized However must believed, such as Isra Mi'raj event, the process of creation natural universe, or description heaven and hell.

Based on accumulation various the above problems and potentials, urgency study The implementation of PowerPoint media at Galih Agung Private Middle School, Deli Serdang found that its strong relevance. School This is microcosm from challenge contemporary Islamic education that is grappling between maintain substance values and adapt with visual civilization. Without existence analysis comprehensive background, efforts improvement quality Islamic Education learning only will become discourse rhetorical without point clear foothold. Therefore that, to be essential For browse in a way deep how the planning, implementation, and evaluation the use of PowerPoint media is ongoing in daily life at school said, so that can identified gaps concrete and contextual improvements for Islamic religious educators

METHOD

Determination methodology study is decisive fundamental step validity and depth findings in A studies scientific, especially when make an effort reveal complexity implementation of learning media in the environment education. For browse in a way deep how PowerPoint media is integrated in the process of learning Islamic Religious Education at Galih Agung Private Middle School, Deli Serdang, the research This in a way conscious and planned choose approach qualitative with method studies field. Choice This is not just preference administrative, but rather based on needs epistemological For catch reality social and pedagogical nature holistic, naturalistic, and loaded will meaning subjective from the perpetrators education. Approach qualitative viewed as the most appropriate inquiry strategy For explore something phenomenon central, understanding perspective participants, and identify patterns interactions that are not can quantified in a way simple, especially when face to face with dynamics interaction between teachers and students in utilization technology presentation in the room class (Creswell & Creswell, 2023).





In effort digging into rich, dense, and in-depth data, research This deploy three technique mutual primary data collection complementary and complementary convergent, namely observation, interviews, and documentation. The observation techniques applied is observation participatory passive, where the researcher present in class moment Islamic Religious Education learning is taking place, observing in a way thorough every detail of the teacher's use of PowerPoint media, starting from from visual display of slides, interactions that occur, up to students' verbal and non-verbal responses to the material presented, without participate mix in the instructional process. Observation This allows researchers For witness in a way direct reality implementation, not just listen possible verbal reports has undergo a selection process or memory bias from informant. Observation direct to phenomena that occur in a way natural is strength main studies field, because behavior man often contain complexity that is not fully realized by the perpetrator alone and only can arrested through careful and systematic observation (Creswell & Poth, 2024).

After the data is collected in a way gradual and simultaneous from third technique, come on researchers in the phase crucial in the form of data analysis using the Miles and Huberman interactive model. Analysis model This is not a one-way linear process direction, but rather A cycle ongoing interactive in a way continuous and simultaneous during and after ongoing data collection. Components First from this model is data reduction, an intellectual process that demands researchers For do sorting, simplification, abstraction, and transformation of raw data that emerges from notes field, transcript interviews, as well as set document. At this stage this, researcher No just discarding data that is considered No relevant, but rather in a way active selecting, focusing, and organizing data in such a way appearance so that themes related substantive direct with PowerPoint implementation can stand out to surface, while information that is residual and not essential set aside. Reduction process This has ongoing since researchers determine framework conceptual, selecting question research, and determine the case to be researched, and continue continue throughout cycle research (Creswell & Poth, 2024).

Component second in Miles and Huberman's interactive model is data presentation, namely step compile a group information that has been reduced to in something form coherent and systematic narrative so that allows withdrawal conclusion. In study In this, the presentation of data is realized in form text narrative lengthy descriptive, rich in contextual detail, and complete with with quotes direct from results interview as well as portrait results relevant observations. The goal is For build A story complete analytics about How Islamic Education teachers plan presentation slides they, how is the slide operated and responded to within class, and How dynamics policy school influence the whole process. The narrative text is composed No





nature dry and just report facts, but rather knitted in a way compact so that readers can feel atmosphere class and understand channel logical connection every data pieces. Good data presentation is foundation that allows analysis more carry on walk in a way valid, because with view the data that has been organized visually and narratively, researchers can start recognize patterns, relationships causal, as well as anomalies that require investigation more in (Rossman & Rallis, 2022).

Peak from series qualitative data analysis is withdrawal conclusion and verification, which is component third from the Miles and Huberman model. Researchers move from dense description going to interpretation meaning, trying find propositions key, configuration thematic, or even a tentative model that explains phenomenon Implementation of PowerPoint media at Galih Agung Private Middle School, Deli Serdang. Initial conclusions that emerged often Still nature tentative, vague, and needy testing repeat. Therefore that, verification done in a way sustainable throughout the research process, both through checking raw data replay, discussion peer review, triangulation source and methods, as well as checking member to informant For ensure that interpretation researchers in harmony with the meaning intended by the subject. Strict verification process This is guarantee distinguishing qualities conclusion research credible qualitative from opinion speculative solely, so that findings end study truly can accountable in a way scientific and have Power transferability to context similar (Sugiyono, 2022).

Overall series methods that have been described in a way detailed This each other related and forming One unity complete logic. Started from election paradigm qualitative with studies field, election exact location and subject targets, deployment technique observation, interviews, and documentation in a way simultaneously, until ongoing interactive model data analysis in a way iterative, everything constructed For answer in a way deep question about How actually PowerPoint media is implemented in Islamic Religious Education learning at Galih Agung Private Middle School, Deli Serdang. Framework methodological This No only functioning as procedure technical, but also reflects commitment study For catch reality religious education in the digital era honest, contextual, and full meaning (Hardani et al., 2022). Thinking systematic means think about all component with consider the role of each component and how interact One each other so that set goals can achieved completely (Azmi et al., 2022).

RESULTS AND DISCUSSION

Implementation Using PowerPoint

The implementation of PowerPoint media in the Islamic Religious Education learning process at Galih Agung Private Middle School, Deli Serdang represents A pattern structured and





integrated utilization in a way systematic to in three stages crucial activity teaching, namely stage opening learning, stage delivery core material, and stages evaluation learning. Findings This obtained through a rigorous data triangulation process, where the information collected from observation straight inside class, analysis documentation teaching tools, as well as confirmation through interview deep with informants each other conform and strengthen One each other. At this stage opening learning, Islamic Religious Education teachers at school This No treat PowerPoint simply as board digital announcements that broadcast title chapters and competencies base in a way administrative, but rather optimize it as instrument conditioning atmosphere sacred and inspiring learning. Based on results recorded observations in notes field, the opening slide is displayed always designed very artistically, displaying calligraphy elegant basmalah background behind gradation color blue soft, accompanied illustrations of mosques or natural panoramas that are inspiring awareness will the greatness of Allah SWT.

Temporary that, from review documentation against the collected PowerPoint files, it was found that teachers are consistent insert audio of the Al-Quran recitation with a duration of short on the first slide played in a way automatic so presentation started, so that so student enter class and sit in their respective places, ears they direct greeted by chanting paragraph holy and soothing heart and focus mind. Conditioning multisensory kind of This own a solid neuro - pedagogical foundation, because combination between beautiful visual stimuli and calming auditory stimuli in a way simultaneous capable activate wave conducive alpha brain for reception information new, at once dampen residue possible mental disturbance carried away student from activity previously (Rahman & Hidayat, 2022).

Entering stage delivery core material, transformation PowerPoint's role in just tool help become an instructional medium main looks the more real and significant. Observations made in a way participatory passive inside class during a number of session Islamic Education learning shows that the teacher does not Again dominate stage class with monotonous verbal lectures, but rather functioning as facilitator who guides attention students on visual presentations on the screen projector while give narrative contextual explanation. Presentation slides displayed in the phase This The same very No reflect practice digitalization book text only move paragraphs long to in digital format, because based on analysis collected PowerPoint file documents, each slide only load bullet points essential in keyword and sentence forms short, supported by relevant images, diagrams, or short videos in a way thematic. When discussing material jurisprudence about procedures prayer, for example, the teacher displays animation movement consistent prayer accompanied by text reading and translation, so student can observe position details hands, feet, and body in a way appropriate without must experience frequent visual





distortions happen when the teacher demonstrates right in front class and not all student get corner clear view.

Temporary that, on the material morals about story the exemplary behavior of the prophets, the teacher inserts Islamic animated video clips with a duration of three up to five minutes that describe scenes key from story said, which then made into as material discussion reflective for all over class. The interaction patterns that are built of this strategy is very dynamic, where students who previously passive start show initiative For ask, comment, or even linking video display with their personal experiences, a recorded phenomena with clear in transcript interview students who will described in the section next. Shift from the transmission model knowledge One direction towards the construction model knowledge together This is essence from learning the 21st century which places student as subject active in the learning process, not just receptacle passive recipient information (Santoso et al., 2023).

At the stage evaluation learning, the implementation of PowerPoint at Galih Agung Private Middle School, Deli Serdang shows leap innovative beyond function conventional device soft presentation. Based on documentation collected in the form of an evaluation file interactive designed by Islamic Religious Education teachers, found that the teacher has develop system quiz PowerPoint based with utilise hyperlink and button features action For create experience evaluation formative that resembles game educational. Every question displayed in one separate slide with three until four option answers that are each connected in a way hyperlink to the feed slide different return. If student choose the correct answer, they will directed to the slide that displays animation star, message appreciative like "Masha Allah, your answer right !", and continued to question next. On the other hand, if selected answer wrong, student will directed to the slide that displays motivation gentle like "Check it out return Yes, you Certain can !" accompanied by knob For return to question originally. Observation in class show that atmosphere the usual evaluation colored tension and anxiety, change become full enthusiasm and laughter when student scramble answer and answer each other encouraging friends who are still try find answer Correct.

More Far again, the mechanism evaluation interactive This allows teachers to quick identify areas of material that are still Not yet understood in a way collectively by students, because every selected answer direct visible on the screen and can be made into foothold For give clarification instantly. Practice integrated assessment in a way smooth with the learning process This is embodiment from draft evaluation authentic that is not only measure results end, but also become part not inseparable from experience Study That itself. The data collected through interview with the PAI teacher confirming that development quiz interactive This need



investment time and creativity that is not a little, but satisfaction see response positive student become reward intrinsic that makes business the feels very valuable and worthy For Keep going developed in the following semesters (Fadhilah & Anwar, 2023).

Such an implementation of PowerPoint structured and innovative at Galih Agung Private Middle School, Deli Serdang, not happen in room empty, but rather is fruit from the adaptation and refinement process sustainable activities carried out by Islamic Religious Education teachers together with support policy head school. Documentation in the form of device collected learning from the previous semester show existence evolution increasingly sophisticated slide designs ripe from time to time. In presentation files early, still found dense slides text with size letter small, minimal illustrations, and using monotonous default templates. However, in presentation files that are more... new, looks improvement significant quality in the form of use palette more colors harmonious, more layout clean with white space principle, better font selection easy read, and integration Images resolution height taken from credible Islamic sources. Evolution this visual quality prove that the Islamic Education teacher at school the has develop kind of sensitivity design growing instructional along with accumulation experience and experimentation in class.

Learning and adaptation process experienced by this teacher in line with theory development teacher professionalism in the digital era, where competence integration technology No obtained in a way instant through training short, but rather through cycle repetitive in the form of try, reflect results, receive bait come back from students, and do improvements to the cycle next. Observation to phenomenon this also confirms that success implementation technology education is very dependent on the willingness of teachers to go out from the comfort zone and in a aware undergoing the learning process throughout tiring life However empowering (Nuraini & Syamsuddin, 2022).

Problems in Using PowerPoint

Although implementation of PowerPoint media in Islamic Religious Education learning at Galih Agung Private Middle School, Deli Serdang has show encouraging achievements, portrait intact field No can served without reveal in a way Honest various obstacles and barriers that color journey integration technology this. Findings from third data sources, namely observation, documentation, and interviews, in convergent pointing to three constraint main mutual related and forming multidimensional challenges for both teachers and party school. The first and most obvious obstacle eyes and most often complained about related with limitations device hard, especially availability of LCD projectors that are not yet available adequate compared to with



amount class and frequency its use. Observation in the environment school disclose that Galih Agung Private Middle School, Deli Serdang, only has two LCD projector units that function with okay, meanwhile amount group Study reach nine scattered classes from grade VII to class IX. With ratio availability lame tool said, PAI teachers do not can necessarily using PowerPoint every time I teach, but must apply system scheduling and taking turns with the subject teacher other lessons that you also want utilise the same device.

Condition This often forcing Islamic Education teachers to change plan his learning in a way sudden when projector currently used by other classes or when device the currently in condition damaged light like the lights are starting to come on dim and not yet had time repaired. Impact from limitations This No only nature logistics only, but also psychologically, because the teacher who has difficult tired prepare a well-thought- out presentation slide must swallow disappointment when the plan fail executed consequence factor technical outside his control. Limitations infrastructure technology in schools, especially at the elementary level medium private sector, is problem plural structural found in various regions of Indonesia and has become focus attention of researchers education. The gap between expectation policy digitalization learning with reality provision facilities in the field create burden double for teachers, who are in one side sued For innovate use technology, but on the other hand not facilitated with source adequate power (Widodo & Rahmawati, 2021).

The second obstacle that emerged in a way sporadic However bring impact significant disruption is problem supply electricity that sometimes outage in a way suddenly in the Deli Serdang area. Based on notes observations and statements of informants, blackouts electricity on site study No can predicted the schedule and often happen precisely during study hours productive, especially when weather currently bad or There is disturbance technical from network distribution local. In a number of opportunity, researcher witness in a way direct what is the learning process like ? ongoing with fluent suddenly completely stopped because flow electricity disconnected, causing projector dead, screen become dark, and all content presentation that has been arranged with difficult tired become No can accessible. Teachers are forced to quick switch to method all - round backup limited, such as write return bullet points important on the board write or depend on memory For continue explanation without visual support that has been planned. Situation like This No only bother channel delivery material that has been designed in a way trace, but also potential break concentration students who suddenly must adapt self with change method in a way sudden.

More Far again, uncertainty availability electricity cause kind of latent anxiety among teachers who every time will start learning with PowerPoint always covered feeling of





apprehension, worry presentation that has been prepared will return in vain. Impact psychological This in a way No direct can grind teacher motivation to Keep going invest time in develop complex and high- quality presentation slides high, because the more complicated presentations made, the more the potential is also great losses experienced when electricity blackout in the middle presentation. Problem infrastructure base like availability stable electricity is factor elementary which is often escape from discussion about integration technology education, even though without existence guarantee supply reliable energy, all effort digitalization learning only will standing on top fragile and easy foundation collapse (Anderson & Smith, 2023).

The third obstacle that was revealed in a way deep from interview with the Islamic Education teacher is internal and personal constraints, namely need will investment significant time For designing and creating presentation slides that are attractive, aesthetic, and pedagogical. Islamic Religious Education teachers at Galih Agung Private Middle School, Deli Serdang, specifically Honest confess that create One session a truly PowerPoint presentation quality is not work that can completed in count minutes in between times free time, but rather requires a planning process, searching source visual power, layout design, and time - consuming testing time hours. This process started from determine structure the material to be presented, selecting Islamic pictures that are not only beautiful but also accurate in a way content and not violate provision sharia in represent entity specific, looking for relevant short videos from video sharing platforms, to arrange animations and transitions that are not excessive However still capable maintain attention student.

Time burden This become the more heavy remembering the Islamic Religious Education teacher at school private often No only teaching in one class, but must handle a number of group Study at a time with different characteristics, besides tasks addition like coaching activity religious students, committee warning day large Islamic and administrative learning others. Interview in-depth research done disclose that the Islamic Education teacher at school This often must sacrifice time Rest or time together family at home For finish presentation slide design, a rare personal sacrifice highlighted in discussion about integration technology education. Dilemma between demands produce presentation quality in one sides and limitations time as well as energy on the other hand creates tension continuous professionalism, and in a number of case can encourage teachers to take road shortcut with return using old slides without update substantial. Phenomenon This show that policy integration technology in learning No can executed with only provide device hard and training technical, but also must be consider aspect burden teacher work in general holistic so that the expected innovation No precisely become





source fatigue and demotivation new for educators (Hassan & Mahmood, 2024). Observing third obstacles that have been identified in a way more analytical, visible clear that obstacles the No stand individually in a way isolated, but rather each other related and forming A net systemic barriers. Limitations amount LCD projector causes teachers to have to scramble timetable usage, which in turn reduce teacher flexibility in determine When He will convey material using PowerPoint. When finally get In turn, teachers are faced with uncertainty supply electricity that can thwart plan learning that has been arranged with ripe.

Temporary that, the time and energy that has been poured out For create attractive slides felt the more No comparable when two obstacles previously often obstruct execution presentation mentioned in class. Series mutual barriers strengthen This create circle the devil who when No intervened in a way strategic by the parties schools and stakeholders policy, potentially encourage teachers to back to method teaching conventional which is considered more practical, more safe from risk failure technical, and not need investment time preparations that are as big as use of PowerPoint. Although Thus, it is necessary noted that in the middle various limitations In this regard, the Islamic Religious Education teachers at Galih Agung Private Middle School, Deli Serdang are still show commitment and creativity that is worthy appreciated, with Keep going try utilise every gap existing opportunities For present experience richer visual learning for students. Mental toughness and dedication professional kind of This is asset the largest owned by the school in face various challenge implementation technology education that is still Far from the ideal (Putri & Haryono, 2023).

CONCLUSION

Based on all over series findings research that has been described in a way comprehensive, can withdrawn thread red that implementation of PowerPoint media in Islamic Religious Education learning at Galih Agung Private Middle School, Deli Serdang has ongoing in a way structured and integrated in three stages main, namely opening, delivery materials, and evaluation, which are collective capable transform atmosphere learning from the beginning monotonous and teacher- centered becomes more lively, interactive, and student - centered. Success This supported by the creativity of teachers in designing slides that don't only aesthetic but also full of spiritual content, such as use calligraphy, murottal, animation worship movements, and quizzes interactive hyperlink- based which creates evaluation felt like game educative without pressure. However thus, success the No present without obstacles, reasons reality on the ground disclose existence three constraint main mutual related, namely limitations the number of LCD projectors that require teachers to implement system rotation, instability





supply frequent electricity cut off session presentation in a way suddenly, and burden big time for teachers to designing quality slides in the middle dense task teaching and administrative. Obstacles This form circle obstacle systemic which if No quick overcome potential grind teacher motivation and hinder the ongoing digital transformation process pioneered.

Implementation results study This push a series step strategic needs quick taken by the party schools and stakeholders interest related. Galih Agung Deli Serdang Private Middle School needs to quick strive addition of LCD projector unit in a way gradually so that the ratio availability tool with amount group Study become more proportional, accompanied by procurement device supply Power reserves such as an uninterruptible power supply or a small generator For anticipate blackout electricity suddenly. Meanwhile Therefore, Islamic Religious Education teachers need to given freedom time special during working hours For develop and update material presentation they, for example through subtraction burden non- teaching administrative or provision of special hours development of learning media every week. Head schools are also expected can facilitate formation community Study professional between subject teachers lessons, so that created culture share templates, Islamic visual assets, and practices good that can speed up the learning process collective at a time relieve burden individual teachers. At a higher level area, service education local need consider allocation of aid funds special For procurement infrastructure technology in schools private medium that during This escape from priority budget, as well as organize training design applicable and sustainable digital instruction for Islamic Religious Education teachers so that they No just capable operate device soft, but also skilled designing beautiful, communicative, and consistent presentation obey the corridor Islamic law in every visual representation displayed.

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