

## The Use of PowerPoint Media to Enhance Understanding of Menstrual Knowledge

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**Abstract—** *This study aims to investigate the utilization of PowerPoint media in enhancing the understanding of menstrual fiqh among tenth-grade students at SMA Islam Sultan Agung 3 Semarang. Additionally, this research analyzes the supporting and inhibiting factors in the use of this media. The method employed is a descriptive qualitative approach, with data collection through observation, interviews, and documentation. Data analysis is conducted through data reduction, data presentation, and conclusion drawing, with data validity tested using source and technique triangulation. The results indicate that PowerPoint media is effective in presenting material in a visual and interactive manner, facilitating students' understanding of complex concepts such as menstruation, prohibitions during menstruation, and the procedures for purification after menstruation. Supporting factors include the availability of infrastructure such as projectors and laptops, high student interest in technology-based learning, and teacher professionalism. Conversely, inhibiting factors include frequent power outages, limited time allocated for Islamic Religious Education, and a lack of student discipline. To address these obstacles, teachers employ alternatives such as creating presentations using Canva or implementing group discussion methods*

**Keywords—** *PowerPoint Media, Menstrual Fiqh, Learning Comprehension, Islamic Education*

### I. INTRODUCTION

The advancement of technology in today's era is evident in many aspects, one of which can be seen in the field of education that utilizes educational media as a guide or source of information and materials in the learning process. Therefore, when using it, one must choose the appropriate and suitable media for the teaching process[1]. Islamic Religious Education is one of the important pillars in the development of individuals with noble character and honesty. One form of Islamic education is through the study of fiqh. The study of fiqh in schools is a fundamental component that encompasses Islamic law and teaches how to implement it. Therefore, the study of fiqh must be carefully considered in relation to the understanding of the students. The most important knowledge for a woman is the knowledge about menstruation for someone who has reached the age of maturity and experiences menstruation[2].

Media can also be defined as a bridge between the provider and the recipient of information[1]. Menstruation is the blood that flows from a woman's genitalia in a healthy state and is not due to childbirth or the breaking of the hymen. A woman who experiences menstruation is someone who has reached adulthood and is therefore obligated to perform mandatory acts of worship such as prayer, fasting, covering the body, and other obligations. If a student neglects mandatory duties, such as skipping prayer, they bear the burden of their own sins. Many students still feel confused about menstruation[3]. This is especially true for students who still lack understanding regarding menstruation. Therefore, the process of understanding the material on menstruation in schools becomes very important. The hope arising from this understanding is that students can comprehend menstruation and the laws related to the issues surrounding it.

#### *A. Research Question*

How to utilize PowerPoint media to enhance the understanding of fiqh related to menstruation among tenth-grade students at Sultan Agung Islamic High School 3 Semarang. And the supporting and inhibiting factors in the utilization of PowerPoint media.

#### *B. Significance of the Study*

This research has significant benefits both theoretically and practically. Theoretically, the results of the study are expected to provide guidelines for enhancing the understanding of fiqh related to menstruation among students by utilizing technology and digital media such as PowerPoint. Practically, this research is beneficial for the author as an additional insight into the material of fiqh related to menstruation, for the school principal in improving and refining the Islamic education system, and for teachers as a tool to enhance awareness and motivation in teaching fiqh related to menstruation. Lastly, for the students, it is hoped that they can develop a positive relationship with Allah, fellow humans, and the world, enabling them to lead a more meaningful daily life.

#### *C. Previous Studies*

Previous research by Naomi Srikanth titled "The Implementation of Interactive Learning Media in Supporting Sixth Grade Students' Understanding of Puberty" investigates how interactive learning media can assist sixth-grade elementary school students in understanding puberty[4]. Research by Nahdiyatul Abidah titled "Strengthening Women's Fiqh Education Through the Study of the Book Risalatul Mahid to Enhance Female Students' Understanding at SMPI Asshodi Bululawang Malang" aims to examine the implementation of the learning process, the improvement of students' understanding, and the obstacles in enhancing the understanding of menstruation material through the study of the book Risalatul Mahid for female students at SMPI Asshodi Bululawang Malang.[5].

Research by Ida Nurhidayah titled "The Implementation of Women's Activities in Enhancing the Understanding of Women's Fiqh for Eighth and Ninth Grade Students at MTS Negeri 4 Sleman" aims to increase students' awareness and understanding of the importance of women's fiqh in life[6].

## II. METHOD

#### *A. Research Design*

To achieve the objectives and benefits of the research mentioned above, the researcher employs qualitative research with data consisting of descriptive information from specified sources.

#### *B. Participants*

This research utilizes two sources of data, namely primary data and secondary data. Primary data is obtained through the researcher's direct observations at SMA Islam Sultan Agung 3 Semarang and interviews with Islamic Education teachers and students. Islamic Education teachers serve as data sources because they understand the students' comprehension and the learning process. Students are the focus of this research as it measures their understanding and their role as recipients of the learning process using PowerPoint media. Meanwhile, secondary data consists of sources that do not provide unfiltered access to the researcher, such as journals, articles, books, and school documents[7].

#### *C. Data Collection Methods*

In data collection, this research employs observation, interviews, and documentation. The researcher uses participant observation, meaning the researcher is involved in the learning process. Furthermore, the researcher conducts interviews with Islamic Education teachers and students at SMA Islam Sultan Agung 3, using structured interviews where the researcher prepares

detailed and structured written questions. Lastly, documentation refers to the recording of events that have occurred or been carried out[8]. In this research, the researcher employs data collection methods through documentation, such as documenting activities and related supporting files like learning Standard Operating Procedures (SOP).

### D. Data Analysis Techniques

In this analysis, the researcher uses the analysis method according to "Miles and Huberman," which includes data reduction, data presentation, and verification. Data reduction involves selecting and summarizing the data that has been generated, allowing the researcher to provide a clearer picture and facilitate further data collection. Data presentation is the process of presenting data in a more understandable form, such as graphs, tables, or diagrams[8]. Verification, using an inductive method that analyzes data derived from statements or facts specifically related to general data, allows the researcher to reveal the collected data[8].

## III. RESULTS AND DISCUSSION

### A. Understanding of Menstrual Fiqh Among Tenth Grade Students at SMA Islam Sultan Agung 3 Semarang.

PowerPoint media is a learning tool that can capture students' attention, making the learning process less boring and facilitating teachers in delivering the material.

The table below relates to students' understanding before the learning process, where most students are still confused about the understanding of menstrual fiqh.

Table 1. Pre-Test Results

No	Pretest				
	Correct Answers	Number of Questions	Total Score	Score	Total
1.	27	30	27:30x100	90	1
2.	26	30	26:30x100	86.67	3
3.	25	30	25:30x100	83.33	3
4.	24	30	24:30x100	80	2
5.	23	30	23:30x100	76.67	2
6.	22	30	22:30x100	73.33	3
7.	21	30	21:30x100	70	3
8.	20	30	20:30x100	66.67	1
9.	19	30	19:30x100	63.33	1
10.	18	30	18:30x100	60	1
11.	17	30	17:30x100	56.67	1
12.	16	30	16:30x100	53.33	1
13.	14	30	14:30x100	46.67	2
14.	13	30	13:30x100	43.33	3
15.	12	30	12:30x100	40	1
	Total			1,996	
	Mean			71.3	28

Based on the results of the table, it can be concluded that the average score obtained is 71.3, with the highest score being 90 and the lowest score being 40. Among the 30 questions tested, the question with the most correct answers was about the definition of menstrual blood in terms of language. Conversely, the question with the most incorrect answers was about the definition of

interrupted menstruation. The question that received the most correct answers was "What is meant by menstrual blood in terms of language?" The answer, according to its definition, is that menstruation is a type of blood that comes from a woman's womb and does not occur in a state of illness. Meanwhile, the question with the most incorrect answers was "What is meant by interrupted menstruation?" This refers to a situation where a woman experiences bleeding that stops during her normal period and then reappears.

Table 2. Post-test Result

Posttest				
Correct Answers	Number of Questions	Total Score	Score	Total
29	30	29:30x100	96.67	2
28	30	28:30x100	93.33	5
27	30	27:30x100	90	4
26	30	26:30x100	86.67	3
25	30	25:30x100	83.33	1
24	30	24:30x100	80	4
23	30	23:30x100	76.67	4
22	30	22:30x100	73.33	1
21	30	21:30x100	70	2
19	30	19:30x100	63.3	1
15	30	15:30x100	50	1
Total			2,316.67	
Mean			82.71	28

Based on the table, it can be concluded that the average score obtained is 82.71, with the highest score being 96.67 and the lowest score being 50. Among the 30 questions tested, the question with the most correct answers was about the definition of menstrual blood in terms of language. The answer, according to its definition, is that menstruation is a type of blood that comes from a woman's womb and does not occur in a state of illness. Meanwhile, the question with the most incorrect answers was about the definition of irregular menstrual cycles. The answer is that changes in the menstrual cycle each month are influenced by hormon.

Students are able to explain the concept of menstrual fiqh after the learning process and participate in the post-test on menstrual fiqh, resulting in an improvement in their understanding of menstrual fiqh compared to before the learning. Below is a detailed description of the comparison between the pre-test and post-test results, which shows an increase in understanding of menstrual fiqh using PowerPoint media.

The number of participants who scored a maximum of 90 on the pre-test was only two, while the number of participants who scored above 90 on the post-test reached seven, with two

individuals scoring 96.67 and five individuals scoring 93.33. There was one participant who received a minimum score of 40 on the pre-test, while one participant scored 50 on the post-test. Based on the maximum and minimum scores, a significant improvement was found between the pre-test and post-test. The average score for the pre-test was 71.3, while the average score for the post-test was 82.71.

The use of PowerPoint media refers to the selection of methods, models, and materials to enhance learning outcomes. Miftahul Muthoharoh, in her research, concluded that the utilization of media, specifically the use of PowerPoint, aims to leverage learning resources to achieve educational objectives. The process of utilizing media should be based on the specifications of the desired learning design. The principles of utilization are also related to the characteristics of the students[9].

PowerPoint serves as an effective learning medium due to its ability to present material in an interactive and engaging manner, thereby enhancing students' understanding and memory retention. However, educators are required to design strategies for utilizing PowerPoint creatively and innovatively so that its maximum potential can be fully optimized to improve the quality of learning across various levels and fields of study[10]. PowerPoint, especially when utilized interactively, becomes an effective learning tool in the field of humanities, such as fiqh studies. Its use has been shown to enhance learning outcomes, foster student motivation, and make the learning process more engaging, provided that both educators and students receive adequate support in its operation[11].

PowerPoint media can enhance student engagement and motivation through the presentation of material that is visually appealing and interactive. Elements such as images, graphics, audio, animations, and hyperlinks make the learning process more dynamic and less monotonous, encouraging students to be more enthusiastic in following and understanding the material. Not only does it beautify the presentation, but appropriate visualization also helps students build stronger conceptual connections, especially in subjects that are abstract or narrative in nature, such as humanities and religious education. Thus, PowerPoint not only serves as a teaching aid but also acts as a catalyst for pedagogical transformation towards a more communicative and participatory learning approach[12].

The interactive teaching and learning process using media can influence student learning outcomes, allowing educational objectives to be achieved. Interactive PowerPoint presentations incorporating multimedia elements such as animations, quizzes, and interactive links have proven effective in enhancing students' understanding and memory retention of the learning material, both in the fields of humanities and religious education.[12].

Several studies have shown a significant improvement in exam results and learning outcomes when PowerPoint is used as a learning medium, compared to conventional methods, with effectiveness levels ranging from moderate to high[13]. The implementation of PowerPoint media in modern education, particularly in Islamic Religious Education, has proven to yield higher academic achievements, increased student engagement, and the development of more positive attitudes compared to conventional methods. The shift towards a technology-based interactive learning model is a strategic response to the demands of the times, which require active participation and independence from students. The success of this transformation heavily relies on teachers' readiness, both in mastering technology and in designing innovative and meaningful learning scenarios. Therefore, ongoing training and institutional support are key factors in ensuring that PowerPoint serves not just as a presentation tool, but as a transformative pedagogical instrument. The use of interactive PowerPoint media has empirically shown a significant positive impact on improving student performance[14]. In the learning of Aqidah Akhlak, for example, the average student score increased from 69.70 in the pre-test using traditional methods to 85.29 in the post-test after the implementation of PowerPoint as a learning medium. Another study revealed that before the use of PowerPoint, only about 14–23% of



students were able to meet the learning competency standards; however, this figure drastically increased after this approach was applied. These findings indicate that PowerPoint is not just a visual aid, but also a strategic medium capable of enhancing conceptual understanding and overall learning outcomes, especially when used systematically and contextually by competent educators[15].

The use of media like this is akin to the verse from the Qur'an found in Surah Al-Nahl: 44: "We sent them with clear signs (miracles) and scriptures."

The conclusion in the learning of fiqh related to menstruation in class X at Sultan Agung 3 High School is relevant to the objectives of using media, as well as the skills and creativity of the teacher or presenter, while considering the level and background of the students.

#### *B. Supporting and Hindering Factors in the Utilization of PowerPoint Media*

PowerPoint media can help students understand menstruation. Students find it easier to grasp the material presented through engaging visual media. The interactive elements make the learning process more interesting, which in turn motivates and energizes students in their studies. The supporting factors in the learning of fiqh related to menstruation need to be backed by three aspects, as fulfilled at Sultan Agung 3 Islamic High School in this fiqh learning. These three aspects are adequate facilities and infrastructure, student interest, and sufficient teacher professionalism.

The success of integrating PowerPoint media in Islamic Education is greatly influenced by the availability of adequate supporting facilities[16], a high level of student motivation[17], as well as the professional competence of teachers in designing and delivering the material[18]. When these three elements work synergistically, PowerPoint can transform learning into a more interactive, attractive experience that significantly impacts students' understanding and participation. In this context, PowerPoint not only serves as a supplement but also functions as a pedagogical bridge between technology and the religious values conveyed in a contextual and meaningful way.

On the other hand, the hindering factors in the learning of fiqh related to menstruation in class X at Sultan Agung 3 High School include issues such as occasional power outages, short class hours for Islamic Education, and inadequate facilities and infrastructure. According to research conducted by Warkitin et al. from STKIP Persada Khatulistiwa Sintang in 2022, it is stated that when educational facilities and infrastructure are insufficient, the teaching and learning process will inevitably be disrupted[19]. There are other factors that also hinder the learning process of fiqh related to menstruation in this school, namely the limited class hours for Islamic Education. The third factor that poses a challenge to the learning of fiqh related to menstruation in this school is the weak discipline among students. Based on the researcher's observations, it was found that many students do not take the lessons seriously and often arrive late to class. Additionally, during the lessons, some students are preoccupied with playing on their gadgets or chatting with friends, which causes them to not pay attention to the teacher's explanations. These issues related to student discipline can negatively impact the students' understanding of the material.

Although PowerPoint offers many advantages in supporting the learning process, some students still face challenges, particularly due to limited technological skills or a lack of understanding of its features. This underscores the importance of the teacher's role in providing guidance, training, and ongoing technical support. The effectiveness of using PowerPoint will be optimally achieved when supported by a positive and participatory learning culture, as well as the implementation of active and contextual teaching strategies. With this combination, PowerPoint can function not only as a visual aid but also as a medium to encourage collaboration, exploration, and critical thinking in learning[20].

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The use of PowerPoint media in the learning of fiqh related to menstruation has resulted in an improvement in students' understanding at Sultan Agung 3 Islamic High School in Semarang, as evidenced by tests conducted. The use of PowerPoint media significantly enhances students' understanding, with the average pre-test score (82.71) being higher than the post-test score (71.3).

The main supporting factors in this study include the availability of facilities such as projectors and laptops, students' high interest in technology-based learning, and the professionalism of teachers in creating engaging and relevant PowerPoint materials. On the other hand, the hindering factors encountered include technical issues such as frequent power outages, limited class time for Islamic Education, and a lack of student discipline during the learning process.

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