

Enhancing Decision-Making Skills in Islamic Religious Education: A Study on Utilizing PowerPoint-Assisted Puzzle Learning with the Make-a-Match Model

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ABSTRACT

This study investigates the feasibility and effectiveness of employing puzzle learning media supported by PowerPoint applications, employing the make a match model, within the context of Islamic religious education. The make a match model engages students in a pair card game to deduce answers to conceptual questions. Following the Research and Development (R&D) methodology by Borg and Gall, this research aims to develop and assess the efficacy of puzzle learning media using a PowerPoint application with the make a match model, focusing on ethnic diversity material in Indonesia. The findings indicate that the puzzle learning media, supported by the PowerPoint application, attained an average material expert validity score of 3.25, media validation score of 3.78, and practitioner validation score of 3.4, suggesting its feasibility. Moreover, student responses from both limited and broad tests yielded an average score of 44, indicating an improvement in decision-making skills in Islamic religious education. The N-Gain scores of 0.5 in broad tests and 0.7 in limited tests, interpreted within the N-Gain criteria, demonstrate a significant increase, falling within the medium category. Furthermore, the t-test analysis reveals a significant difference, indicating the effectiveness of puzzle learning media supported by PowerPoint applications utilizing the make a match model as a learning medium.

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1. INTRODUCTION

Teachers have an inseparable role and function, namely: the ability to educate, guide, teach and train. The four abilities These are integrative abilities, which cannot be separated from each other with others (Sopian, 2016). Interactive PowerPoint can be innovated with a combination of educational

games as evaluation. Educational games make it easy for students to understand the material learning is delivered using unique and exciting methods so that students do not bored with general learning methods such as questions and answers, discussions, or lectures (Azizah, Yogica, Selaras, & Fuadiyah, 2022). Currently, education is very important to improve the quality of Human Resources (HR) in ensuring the sustainability of a nation's development. If education is one of the main instruments of Human Resources (HR) development, educators, in this case teachers as one of the elements that play an important role in it, have the responsibility to develop tasks and overcome problems that arise. Thus, it is important for every human being to take education that is able to lead him to explore his potential. Education is essentially one of the places to create generations who have potential both academically and religiously. In the world of education, it is not only required in one science, but to form a generation that has charity, piety, and has the values of love for past history for the Islamic struggle in accordance with their religious beliefs (Matari & Ali, 2019) .

Islamic religious education is an important lesson for every student who is Muslim. Because studying Islamic religious education can remind students of the importance of instilling Islamic values into students both individually and in society. Similarly, performing prayers, knowing the importance of increasing faith, the importance of helping, praying and upholding the history and struggle of the Prophet of Allah (Kuraedah, Gunawan, Wekke, & Hamuddin, 2018). Good and quality education is not just about making people intelligent students from the intellectual side only, but combining both. The three intelligences are: intellectual, emotional and spiritual intelligence. In forming students to have intellectual intelligence, emotional and spiritual then of course it must be accommodated by institutions education. There are three educational institutions in Indonesia, namely, schools, madrasas and Islamic boarding schools (Muhammad, 2021).

As Allah Almighty, will assume the position of a person who has more knowledge and knowledge among other humans by some degree. This verse is so clear that Allah Almighty, greatly glorifies knowledge and knowledge along with someone who studies because with knowledge man will be able to make his life directed and also beneficial for others. The teacher is a very decisive component in the implementation of the learning process in the classroom as a microelement of an educational success. Of course, the successful implementation of a learning strategy in the classroom depends on the teacher's expertise in using these methods, techniques, and learning strategies. Therefore, teachers as organizers of classroom education must be able to use various media and learning modules to compile or design lesson plans and make clear and detailed arrangements for the implementation of learning in elementary schools. It can go well in the future and achieve learning goals. With innovative media, students can learn actively and engage in the use of interesting and challenging media for students to solve a problem according to their development (Kusuma, Dini1, Murtono & Utomo, 2022).

One of the learning media that can support the achievement of learning objectives as described above is a puzzle. Puzzle is a form of puzzle with the arrangement of picture pieces into a whole picture unit, puzzle learning media can improve students' abilities and make students become more active in the learning process. When students don't get support for their active play characteristics, they end up playing alone. This causes them to struggle with focusing on their education. Without proper group play, passive students do not get the opportunity to play an active role in the group. This creates a huge gap in student education. Students do not have the opportunity to actively use media to arrive at a more creative and critical solution to a problem. They are not motivated to learn and are unlikely to be interested when learning occurs (Li, Liu, Wang, Liu, & Zeng, 2022). Media Puzzle is an innovative learning media that is rarely used by teachers. Puzzle media has the benefit of increasing students' interest in learning. The materials needed to develop learning innovations in history subjects are paper, markers, scissors, glue and a ruler. An example of using Puzzle media is material about revolutionary heroes. Teachers can create the names of revolutionary heroes. Next, students are asked to attach paper containing the names of revolutionary heroes to the picture of the revolutionary hero. The benefit of puzzle media is that it can increase students' interest in taking history subjects. Many students are enthusiastic about puzzle media because they are considered very fun.

Apart from that, the existing learning media is not yet ideal, as well as the low involvement of students in using it, researchers have made learning media a new active role. With that in mind, they create challenging and engaging learning media that students can actively use. This media can also be played by students to help solve a problem, especially in decision making in Islamic religious education lessons. Puzzles are formed by several small images that when assembled form a larger picture. Therefore, puzzles containing images of educational material are usually represented by still images. puzzles are educational games that young children can use; They are also a form of visual media that can be used for learning and play (Fransiska & Sukmawarti, 2020).

In addition to Microsoft Word and Excel, Microsoft Office PowerPoint stands out as a versatile tool for supporting effective learning. As highlighted by Slameto, Sulasmono, and Wardani (2017), PowerPoint is tailored to display multimedia content attractively, with user-friendly features that facilitate easy creation and utilization. Its affordability, requiring only standard data storage tools, adds to its appeal. PowerPoint's slide facilities allow for the organization of talking points, while animation features enable dynamic modifications, as noted by Franco and DeLuca (2019). Moreover, the incorporation of visuals, sound, and effects further enhances slide presentations, aligning with diverse learning modalities. Furthermore, the integration of puzzle learning media with PowerPoint applications utilizing the make a match model has shown promising results in enhancing decision-making skills within Islamic religious education contexts. This fusion of technology and pedagogy holds significant potential for enriching educational experiences and fostering deeper learning outcomes in religious education settings.

2. METHODS

In this study, researchers employed the Research & Development (R&D) method to develop puzzle learning media, assisted by a PowerPoint application, using a make-a-match model for teaching ethnic diversity in Indonesia. The procedure followed the development framework established by Borg and Gall. The research and development process comprised six stages: research and information gathering, initial product planning, product development, validation, revision, and field trials.

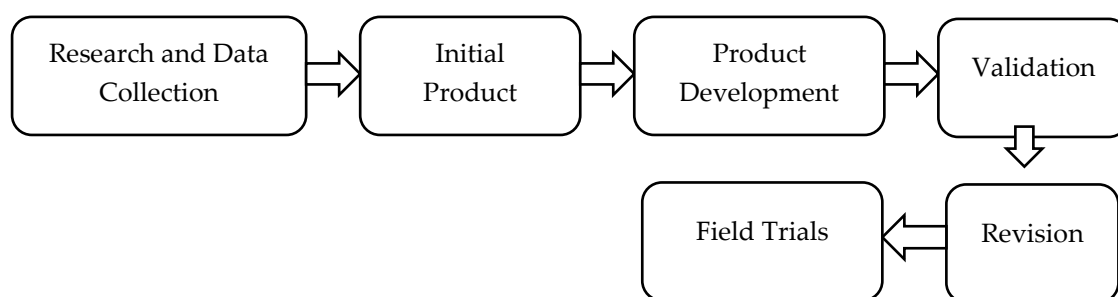


Figure 1. Borg and Gall 2017 Development Steps

The initial step taken is data collection by making observations at the research location will take place, namely SD Negeri Nusa Indah II, then the initial product planning is to draft a product design then to the next stage, namely product development that is realized using the PowerPoint application, after that validation is carried out consisting of material validation, media validation, practitioner validation, after conducting validation tests, the researcher revises if there is Improvements suggested by subject matter experts, media experts, and classroom teachers. The last stage is to conduct field trials where field trials are carried out, the activities carried out are observations of teaching materials used by grade VI students of SD Negeri Nusa Indah II. This research was conducted at SDN Nusa Indah II on July 21, 2022, and July 23, 2022. This study was conducted twice, namely a limited test conducted by 12 students and a broad test conducted by 30 grade VI elementary school students. Data analysis

techniques are qualitative techniques. Quantitative techniques contain paired sample t-tests and n-gains to find out and process data about effectiveness, practicality, and validity.

3. FINDINGS AND DISCUSSION

3.1 *Development of Puzzle Learning Media*

Decision-making skills are very important in Islamic religious education to help students make informed choices that are in line with religious teachings and values. Strong decision-making abilities can result in better moral and ethical judgment, which is an integral part of practicing and understanding Islam. The As mentioned above powerpoint uses the make a match model in improving decision-making skills in Islamic religious education lessons, This is a learning model through the use of question cards and answer cards for competitions, each student must find a pair from the question card or answer card he gets. By using matching, students will be more interested and challenged in their learning because matching increases student activity. In pair learning, there are question cards and answer cards prepared by the teacher and distributed to all students. Students then look for other students from the cards obtained to pair up in the form of answers or questions. Based on the advantages and disadvantages of using pairs, researchers found a solution to this problem: teachers prepare everything they need in the learning process in advance, and teachers work with students to create rules to maintain a good classroom atmosphere. This approach aims to enhance students' decision-making skills in Islamic religious education lessons, both within the classroom and in everyday life. Decision-making in Islamic religious education is a fundamental skill crucial for daily application. As students mature, the ability to make informed decisions will significantly impact their lives. In conclusion, decision-making in Islamic religious education lessons involves a thought process of selecting alternatives based on future predictions.

Furthermore, the results of research and development of puzzle learning media using make a match-based power point application to improve decision-making skills in Islamic religious education lessons for grade VI students on ethnic diversity material in Indonesia. The development of puzzle media using the thematic learning PowerPoint application of ethnic diversity material in Indonesia consists of 5 stages (Kusuma, Dini, Murtono & Utomo, 2022), namely: a) The first stage carried out is the analysis stage.; b) The second stage is design; c) The third stage is development; d) The fourth stage is the implementation stage and; e) The fifth stage is the evaluation stage.

3.2 *Test Results*

The results of collecting information from the analysis stage are formulated into a design of the developed product. The development of the design prototype begins with designing images of ethnic diversity in Indonesia into the form of puzzles, then collecting material on ethnic diversity in Indonesia and making questions that are in accordance with the material and then pouring into PowerPoint slides, then compiling puzzles using power point applications, and the result is a new product design. The development of learning media is carried out by combining various components. The first component is the first slide which contains the title of learning media and material in learning. The second component contains the text of the material on ethnic diversity in Indonesia. The third component in learning media is how to use media. The fourth component is the puzzle pieces and the place to arrange the selected puzzle pieces. The fifth component contains a numbered board where you can choose the questions to answer. The last component is a numbered question that contains a statement about the material of ethnic diversity in Indonesia, which must be completed by looking for answers on the same PowerPoint slide (Bidarra & Martins, 2010).

The results of expert validation data analysis related to puzzle learning media products using the PowerPoint application developed have been carried out including 20 aspects of assessment from material experts, 9 aspects of media assessment from media experts, and 15 aspects of practitioner assessment from teaching teachers. Based on the results of the material assessment by material experts showed a value of 3.25 which can be categorized as "very feasible", and the media assessment

conducted by media experts showed a value of 3.78 which was included as the "very feasible" category, then the practitioner assessment conducted by a teaching teacher showed a value of 3.4 with which the media puzzle using a PowerPoint application on ethnic diversity material in Indonesia was said to be "very feasible". The assessment of the results of expert validation above is in accordance with the Likert scale assessment used by researchers with information if the value obtained has a range of $x \geq 3$ values included in the "very feasible" criteria, then with the acquisition of expert validation results it can be said that puzzle learning media using make a match-based PowerPoint application on ethnic diversity material in Indonesia is in the valid category.

The response of grade VI students to learning material on ethnic diversity in Indonesia using puzzle learning media using make a match-based PowerPoint application can be said to be quite good. This is evidenced by the results of student questionnaires that obtained an average of 75%. According to Sugiyono (Nurfadhillah, Tantular, Syafitri, Fauzan, & Haq, 2021) According to (Fathoni, Zikky, Nurhayati, & Prasetyaningrum, 2018) argues that the learning model, in this learning interaction, teachers must provide freedom to students. Models *make a match* is included in innovative and fun learning models, thus making models that can be used not only students but also teachers who become more innovative in making teaching methods (Ferdig, Baumgartner, Hartshorne, Kaplan, & Mouza, 2020). This can be seen from the results of student questionnaire data reaching good interpretation criteria and getting a positive response, and students also feel interested in the material that has been delivered using a make a match-based PowerPoint application so as to show an improvement in decision-making skills in Islamic religious education lessons of students, especially grade VI students which the author researched.

3.2.1 Limited Test

Table 1. Test Results Paired Sample T Test

Paired Samples Test									
	Paired Differences					t	f	D Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
pre-post	-5.917	3.476	1.003	-8.125	-3.708	-5.896	11	.000	

The results of the t-test analysis using SPSS showed results of $0.000 < 0.005$. Posttest learning outcomes are more than pretest learning outcomes, so that puzzle learning media assisted by PowerPoint applications using the make a match model is effective to improve decision-making skills in Islamic religious education lessons of students.

Significance	Rated α	Information
0,000	0,05	The paired sample t-test results of the limited test show smaller so it can be said that there is an average difference.

The average pretest and posttest scores in the limited trial for decision-making ability in Islamic religious education lessons increased, so it can be said that this puzzle learning media was successful and successful in limited trials.

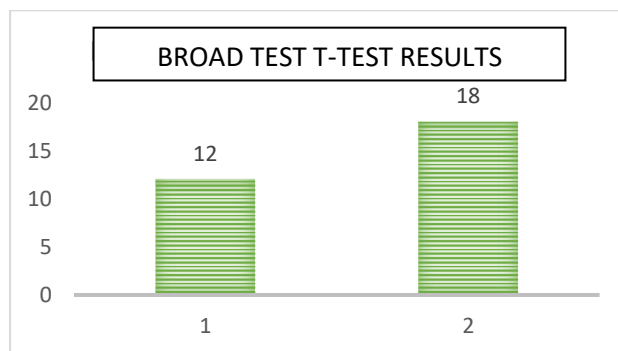


Figure 1. T-Test Results in Limited Test

From the data above, it can be corroborated by the value of N gain with the average formula as follows:

$$N_{gain} = \frac{\text{skor tes akhir} - \text{skor tes awal}}{\text{skor maksimal} - \text{skor tes awal}}$$

The criteria for N-Gain level according to Hake are as follows:

Table 2. N-Gain Criteria

Gain	Criterion
$g \geq 0.7$	High
$0.3 \leq g < 0.7$	Medium
$g < 0.3$	Low

After calculating the N-Gain value is 0.4 and after interpreting the N-Gain criterion, it is obtained that the increase is included in the moderate category.

3.2.2 Extensive Test

After carrying out a limited test, researchers carried out a broad test in which the extensive test was carried out in the same location but the research subjects were more than the limited test.

Table 3. Paired Test Results Sample T Test

Paired Samples Test									
	Paired Differences						T	f	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		D			
				Lower	Upper				
pre - post	-9.067	4.110	.750	-10.601	-7.532	-12.083	29	.000	

The results of the t-test analysis using SPSS showed results of $0.000 < 0.005$. Posttest learning outcomes are more than pretest learning outcomes, so that puzzle learning media assisted by PowerPoint applications using the make a match model is effective to improve decision-making skills in Islamic religious education lessons of students.

Significance	Rated α	Information
0,000	0,05	The paired sample t test results of the limited test show smaller so it can be said that there is an average difference.

It can be seen in the graph below that the average pretest and posttest scores in this limited trial for decision-making ability in Islamic religious education lessons increased, so it can be said that this puzzle learning media was successful and successful in limited trials.

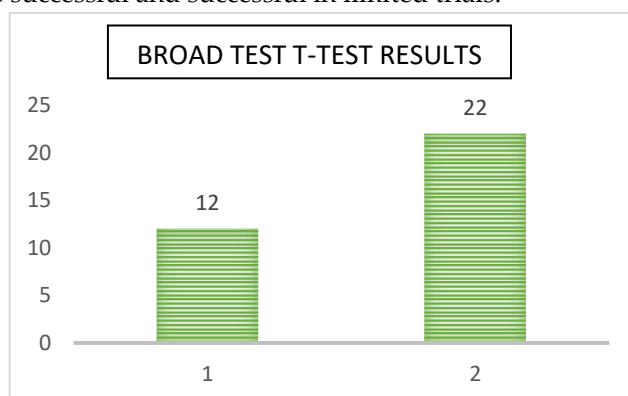


Figure 2. T-Test Result in Extensive Test

From the data above, it can be corroborated by the value of N gain with the average formula as follows:

$$N_{gain} = \frac{\text{skor tes akhir} - \text{skor tes awal}}{\text{skor maksimal} - \text{skor tes awal}}$$

After calculating the N-Gain value is 0.7 and after interpretation on the N-Gain criterion it is obtained that the increase is included in the moderate category. After going through several stages in this research and development, the final result of this research is in the form of puzzle learning media using a make a match-based powerpoint application with ethnic diversity material in Indonesia, where teachers must be able to develop learning designs that can optimize their abilities and can minimize difficulties and obstacles during the learning process (Franco & DeLuca, 2019).

Discussion

The researchers provide test questions to measure decision-making abilities in Islamic religious education lessons of students that can or cannot be improved using matching-based PowerPoint applications after using educational learning media. These trials include limited trials and extensive trials with pretest and posttest respectively. According to Effendy (2016), conducting *pretests* and *posttests* can help teachers evaluate and improve activities and ways of teaching and can increase student motivation, readiness to learn, and interest in learning so that learning outcomes can increase. This is evidenced by the results of the limited trial pretest showing an average score of 12 and the results of the limited trial posttest increased to 18, In the results of the study showed that the average score of students on the limited test and broad test increased. Based on the paired sample t-test, 0.00 is obtained in a limited test whose value is smaller than 0.05. So it can be said that there is a significant influence with the application of puzzle learning media using make a match-based PowerPoint applications that have been developed in ethnic diversity material in Indonesia. The results of the N-Gain calculation show that in limited trials the pretest and posttest questions carried out are included in the high category. With a score of 0.4, it shows that by using puzzle learning media.

Furthermore, the results of the implementation of extensive trials conducted on more students than limited trials using puzzle learning media using PowerPoint applications showed good results. In this broad trial, researchers also provide pretest and posttest questions, PowerPoint applications can increase or not and the results increase, as evidenced by the results of the broad trial pretest showing an average score of 12 and the results of the broad trial protest increased to 22. The results showed that the average score of students in the broad trial improved. Based on the paired sample t test, 0.000 is obtained on the area test whose value is smaller than 0.05. So it can be said that there is a significant influence with the application of puzzle learning media using make a-based PowerPoint applications.

The results of the N-Gain calculation show that the pretest and posttest questions carried out are included in the medium category on the broad test. With a score of 0.7. Thus, it can be concluded that puzzle learning media using make a match-based PowerPoint application in ethnic diversity material in Indonesia has increased in the feasibility of using learning media.

Learning is a process through which individuals gain knowledge, abilities, skills, and positive values by utilizing various resources. Effective learning involves the active participation of both students as learners and teachers as facilitators, necessitating a structured learning process. This process is characterized by being conscious and intentional, influenced by the learning activities, and requiring interaction between teachers and students. This interaction forms a communication process, where information is transferred from the teacher, the source of information, to the students, the recipients. The use of media in the learning process facilitates this transfer of information, enhancing the interaction and overall effectiveness of the educational experience.

Media is part of the communication process, and the quality of communication is affected by the channels used in communication. The channel in question is the media. Because learning is basically a communication process, the media in question is a learning medium. Learning media consists of two important elements, namely, the element of the device or hardware (hardware) and the element of information it carries (software/message). Thus, learning media requires equipment to present information, but most importantly, information or learning resources in learning media (Nurfadhillah et al., 2021).

Learning media plays a very important role in teaching and learning activities. Therefore, as educators, teachers must understand the role and benefits of learning media in supporting effective learning so that learning can be done correctly, both directly and indirectly. It can be concluded that the benefits of learning media are to clarify the understanding of learning material, motivate and motivate students to be proactive and interact directly with the environment, students or teachers.

One of the uses of media to support the effectiveness of learning is Microsoft Office PowerPoint which is a computer program for presentations developed by Microsoft, in addition to Microsoft Word and Excel which have been known to many people. Looking at the statement (Slameto et al., 2017) The power point program is one of the software specifically designed to be able to display multimedia programs that are attractive, easy to make, easy to use and relatively cheap, because it does not require raw materials other than tools for data storage. Microsoft Office Power Point provides slide facilities to accommodate talking points that will be delivered to students. With the animation facility, a slide can be modified attractively. Likewise with the facilities: front picture, sound, and effects can be used to make a good slide. Thus, accommodating according to student learning modalities. Furthermore, there is a puzzle learning media with the help of a power point application that uses the make a match model in improving decision-making skills in Islamic religious education lessons.

Puzzle or commonly referred to as Puzzle, is one of the media that can be used for learning activities. Students can also use jigsaw puzzles or what might be called forming and combining pictures with techniques to solve the puzzles they play. Puzzles can also be in the form of text or images that must be matched to be complete or appropriate. Puzzles can also help students reveal information, especially in terms of writing skills. Develop PowerPoint-assisted puzzle media to improve cognitive skills related to learning and problem-solving (Leahy & Sweller, 2019). It also trains reasoning, memory, concentration and patience. PowerPoint-assisted educational media can also increase students' interest in learning because they are fun and allow students to be more active in learning. This media can also make students more excited in the learning process because with the help of PowerPoint this media can be more interesting and fun for students with the features contained in PowerPoint so that it can eliminate student boredom during the learning process.

Student interest in learning can be fostered by using interesting and varied learning media. The tedious learning process can also be eliminated by using media that is fun for students. This media also has benefits such as clarifying learning information so that it is easy for students to understand, making abstract subject matter, and most importantly can attract students' interest in the learning process. The

media used is PowerPoint assisted puzzle media where this media can improve cognitive skills related to the ability to learn and solve problems. In addition, it also trains the ability to reason, memorize, concentrate, and train patience (Simanjuntak, Simbolon, Pasaribu, & Simanjuntak, 2020).

PowerPoint-assisted puzzle media can also increase students' interest in learning because this media is interesting so that students are more active in learning. This media can also make students more excited in the learning process because with the help of PowerPoint this media can be more interesting and fun for students with the features contained in PowerPoint so that it can eliminate student boredom during the learning process. Based on the theory above, it can be concluded that to achieve learning objectives, good communication is needed, and the lessons received by students will be easier to understand by using learning media that can increase student enthusiasm, the theory is in accordance with the development of make a match-based puzzle learning media because it has the appropriate theory, namely in the learning process to improve abilities decision making on Islamic religious education lessons of students on the material of ethnic diversity in Indonesia (Utami, 2016).

The creation of this media involves various supporting and inhibiting factors. Among the supporting factors are the availability of necessary resources in schools, such as laptops, projectors, and WiFi networks. However, there are also inhibiting factors to consider, including the time-consuming nature of crafting the media, requiring adjustments to animation, sound, backgrounds, and images to align with the content. The research findings highlight several advantages of PowerPoint-assisted puzzle media. Firstly, it captures students' attention effectively and fosters psychomotor skills development. Additionally, it offers cost savings, promotes interactive learning experiences, aids teachers in lesson delivery, and enhances classroom engagement. Nonetheless, there are notable disadvantages to be mindful of, such as reliance on projectors for display and vulnerability to disruptions like power outages, as noted by Boccardi et al. (2013). In considering the implementation of this media, educators should weigh these factors carefully to maximize its benefits while mitigating potential challenges, ensuring a conducive learning environment conducive to student engagement and academic achievement.

4. CONCLUSION

In conclusion, the research outcomes demonstrate that the utilization of puzzle learning media through PowerPoint applications, employing the make a match model, has been effectively implemented within the context of teaching ethnic diversity to sixth-grade elementary school students in Indonesia. This assertion is supported by comprehensive analyses of various metrics, including the assessment of learning media development, its feasibility, student feedback, and the enhancement of decision-making skills in Islamic religious education. The findings suggest favorable interpretations across these evaluation criteria. The development of puzzle learning media using the make a match model within a PowerPoint-based application for teaching ethnic diversity to sixth-grade elementary school students aligns closely with the parameters established by both the researchers and the supervisory guidelines. Through meticulous development and alignment with pedagogical objectives, this research contributes valuable insights into leveraging technology-enhanced learning strategies for promoting cultural understanding and decision-making skills among students in the Indonesian educational context.

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