

# Powerpoint as Educative Media to Optimize Internalization of Hindu Education

**I Putu Suarnaya**

STKIP Agama Hindu Singaraja, Indonesia  
suarnayaiputu@gmail.com

**Abstract:** This study aimed at: (1) making instructional design with power point as IT-based educative media to optimize internalization of Hindu education; (2) trying out the instructional design with power point as IT-based educative media to optimize internalization of Hindu education; (3) using SWOT analysis for the use of power point as IT-based educative media to optimize internalization of Hindu education; (4) knowing the effect of the use of IT-based educative media upon the learning outcome of Hindu education. Based on the analysis, it was found that: (1) there were three steps that have done to produce the power point as IT-based instructional media, i.e. prototype design, try out, and revision; (2) the produced power point of instructional media in Cycle I could be tried out optimally and there were some revisions conducted to improve the instructional quality; (3) the conducted SWOT analysis could improve the instructional quality when using the power point as the IT-based instructional media; and (4) based on the observation, it was found that the students had positive attitude upon the Hindu instructional by using power point as the IT-based instructional media. In general, there is significant difference of learning outcome of the students in Cycle I and Cycle II.

**Keywords:** power point, educative media, internalization

## I. INTRODUCTION

The latest issue and phenomena is that the teacher is not professional in handling teaching learning process which arises dissatisfaction from the students, people as well as teacher. Based on the empirical experiences so far, students' learning outcome in form of cognitive aspect does not reach minimum standard, which means that many students' learning outcome are below the standard. In term of affective aspect, the internalization of positive attitude is considered not fulfilling the people's expectation. Negative attitudes such as ignorance, vandalism, coming late to school, lying, ignoring daily obligation, disrespectful to the elders, teacher and friends in daily life becomes some success indicators in designing affective learning. Students' fighting, free sex, pornography, causes students' behavioral aberration.

Low quality of affective learning causes unexpected behavior of the students or deviating from the moral norms (Suarnaya, 2010). It is related to the optimum and appropriate Hindu learning design so there is tendency that the learning design does not orientate on cognitive aspect but also affective aspect because Hindu education could strengthen mental and faith development of the young generation. Result of the observation showed that teachers of Hindu was difficult to accept the change of learning paradigm that is more innovative because they were caught by conventional thinking in designing learning. The paradigm of teacher-centered with pure lecturing was still very strong attaching on Hindu teachers' mind who was neglecting communication and information technology in this vast developing and mostly used in the learning process. The low quality of Human Resources of Hindu teachers causes low ability of adopting IT-based educational technology to be used or utilized in the learning process.

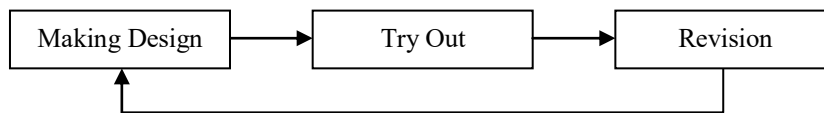
The above facts are the real condition based on the observation and empirical experiences on the field of which the Hindu teachers have less-ability in preparing optimum precondition in the learning

process. It causes less-interesting learning process since the teachers plan the learning process without using Information, Communication Technology (Suarnaya, 2009). Related to the condition in which the condition of learning process of Hindu is less effective and efficient, so it is attempted to use information technology through computer application program, i.e. power point, to know the effect of the use of power point upon the Hindu education internalization.

## II. METHODS

This research was designed with the final target of producing IT-based power point instructional media, which aimed at optimizing Hindu education internalization. It was directed to improve the quality of process and outcome of the students' learning at Class VIII Public Junior High School 1 Singaraja in Hindu subject learning. In this design, instructional package means a product package of IT-based power point instructional media which was developed based on integrated system approach. This research was focused on the attempt of establishing prototype component of IT-based power point instructional media and integrating the performance synergy through limited try out, so it is categorized as research and development. Based on the research design, there were three steps that should be conducted i.e. prototype design, try out, and revision.

Try out of the instructional media implementation was conducted through classroom action based research (CAR). In general, the purpose of this CAR was to improve the instructional implementation, especially in this research to improve the instructional implementation in Hindu learning subject through the use of IT-based power point instructional media. This try out was designed in two cycles, in which the Cycle I consisted of one meeting and Cycle II consisted of one meeting. The material was about *SRADHA*, i.e. *Bhuana Agung*, *Bhuana Alit* and the History of Hindu Religion. The research design can be seen in the following Figure 1.



**Figure 1**  
**The Design of Research and Development**

The subjects of this research were students Class VIII Public Junior High School 1 Singaraja, in total of 206 students. Object of this research was the instructional media, multimedia instructional implementation, Hindu education internalization (the quality of instructional and learning outcome) of students Class VIII Public Junior High School 1 Singaraja.

**Research Instruments**

The main instrument of this research is the product prototype of the IT-based power point instructional media. This product package was produced through design making process, and revision of product prototype components based on its necessity.

Along this process, the supporting instruments were: (1) feedback questionnaire instrument to measure content validity and visual performance of the use of the IT-based power point instructional media to present the learning material; (2) students learning outcome test consisting of pre-test and post-test which were used to know students’ learning outcome; (3) observation guidance sheet was used to direct observation upon the use of IT-based power point instructional media at class. Textbook and student worksheet were used as the basis in making instructional media to be appropriate with the established lesson plan; (4) digital camera was used to make picture material illustration which was directly taken from the field. The pictures used for illustration should be appropriate with the described material; and (5) the last instrument was CD-RW to save Power Point format which was previously designed. This CD-RW is the last product which was produced in this research and became one of the instructional media which could be used to improve quality of presentation display of the Hindu teacher at Junior High School in general and especially at Public Junior High School 1 Singaraja.

**Kind and Source of Data**

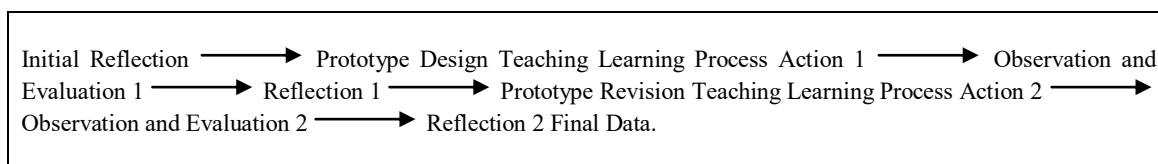
The needed kinds of data in this research were:  
(1) quantitative data in form of numbers gained from

this research and needed further calculation, in which the data were total number of students and students’ learning outcome of Hindu subject at Class VIII Public Junior High School 1 Singaraja. The data of learning outcome consisting of pre-test and post-test; (2) qualitative data were not in form of numbers but they were in form of information or statements which could not be calculated with unit of calculation. The data were explanations or information about the effect of the use of power point as the IT-based instructional media upon students’ learning outcome of Hindu subject at Class VIII Public Junior High School 1 Singaraja; (3) in this research, the primary data source was the data which were gained directly and explanation of the students Class VIII and the teacher of Hindu subject in Public Junior High School 1 Singaraja; and (4) this research was also supported by secondary data source, i.e. indirect data which can complete the writing of this research report such as learning outcome of students Class VIII Public Junior High School 1 Singaraja.

**Technique of Data Collection**

In accordance with the above explanation concerning the research design, the try out was done in form of classroom action based research (CAR). This CAR was done in cyclic process. In Cycle I, the students were given pre-test to know how far the students were able to absorb the material with main material about *Sradha* before using power point as IT-based instructional media.

Further, the students were given post-test to know how far the students were able to absorb the same material and questions after the students got the learning material by using power point concerning *Sradha* (Universe: *Bhuana Agung* and *Bhuana Alit*) in the class, after finishing one cycle and knowing the result, which was continued to Cycle II in one meeting with material of the History of Hindu Religion. Cycle II was the improvement of Cycle I. Every cycle was developed to be four activities steps, i.e. prototype design, teaching learning process, observation, and reflection as mentioned in Figure 2.



**Figure 2**  
**The Cycle of Data Collection Step**  
(Adapted from Arikunto, 2002)

### **Initial Reflection**

Before conducting the action, there was initial reflection by identifying the existing problems at class. Based on the initial reflection, it was designed planning and steps of action in implementing the power point as the IT-based instructional media. The details of planning and steps in every cycle is described as follows.

### **Cycle I**

#### **Step of Prototype Design**

In this step, the researcher collaborated with the Hindu teacher to design the IT-based power point as instructional media. The prototype design was conducted in life cycle system procedure: (1) analysis; (2) design; (3) implementation; and (4) maintenance. First, in analysis step, the need and media of power point were analyzed. The analysis means finding the content and material that would be presented or written in the Hindu instructional media, i.e. material about *Sradha*. The materials were chosen based on the lesson plan and the result of consultation with Hindu subject teachers in Public Junior High School 1 Singaraja.

Second, after the analysis, the next step was system design. In this step, it was designed the media that would be used as the IT-based instructional media. This step consisted of interface design process from visual effect. The process of interface and visual effect design assisted the designing process of the power point as IT-based instructional media to be more interesting. Third, system implementation step is a procedure to be done to finish the design of system, test and start to use the system based on the design or final design which was resulted on the step of physical design.

The product as produced in designing step would be implemented by using power point. In this step, it was arranged format of information presentation as well as other technical aspects. By the end of this implementation step, the research was almost finished, in which the further step was try out. In this try out, if there were mistakes or weaknesses, so the process would be repeated from design step. Fourth, in maintenance step, there was improvement activities done based on the findings from the design step. This maintenance activity was done as long as there was an inappropriateness of the given result.

#### **Step of Implementation of Teaching Learning Action**

In this step, this research was focused on observation of learning process at class. The Hindu teacher conducted the learning process by using the IT-based instructional media in form of power point. The time allocation for each meeting was 2 hours of lesson time (2 x 40 minutes). Before the learning process, the teacher prepared the instructional material. One of the materials was the IT-based instructional media in form of power point. Soon after everything was prepared, the students entered the multimedia room orderly.

The first activity was checking students' attendance, and then the students were given 10 minutes to answer 10 questions as the pre-test. Before,

the teacher continued to the learning material, the teacher told the students about the competence standard, basic competence, and learning indicator. Afterward, the teacher delivered the material by using the IT-based power point instructional media which had been prepared previously. Along the learning process, the teacher allowed the students to deliver questions. After the material was delivered, in the end, the teacher allowed the students to conclude the learning. Before ending the meeting, the students were given 10 minutes to answer 10 questions as post-test about *Sradha* which had been discussed in the meeting.

#### **Step of Observation and Evaluation**

In this step, an observation sheet was used. The focus of this observation was class condition along the learning process at class and how was the effect of the use of IT-based power point instructional media upon students' learning outcome. Evaluation was conducted after the action of Cycle I. Things that were evaluated were students' understanding upon the given materials and some obstacles faced in Cycle I. In Cycle I, the students were given questionnaire containing questions related to the students' response upon the use of IT-based power point instructional media. Students' understanding on the given materials was evaluated through post-test.

#### **Step of Reflection**

The following step was reflection step. In this step, the researcher reflected the action that had been conducted in Cycle I. The result of observation and evaluation in Cycle I were used as the basis of reflection. This reflection aimed at recognizing the weaknesses and successes of the action in every cycle as well as determining the improvement steps in Cycle I.

### **Cycle II**

#### **Step of Prototype Design**

Basically, in Cycle II there were some improvement of the action conducted in Cycle I. The prototype design step in Cycle II was the same as in Cycle I, but in Cycle II, there were only minor design improvement in certain parts which was considered not perfect in Cycle I. In this step, the researcher collaborated with the Hindu teacher to design the IT-based power point as instructional media. The prototype design was conducted in life cycle system procedure: (1) analysis; (2) design; (3) implementation; and (4) maintenance.

First, in analysis step, the need and media of power point were analyzed. The analysis means finding the content and material that would be presented or written in the Hindu instructional media, i.e. material about universe and the History of Hindu religion (Suarnaya, 2009). The materials were chosen based on the lesson plan and the result of consultation with Hindu subject teachers. Second, after the analysis, the next step was system design. In this step, it was designed the media that would be used as the IT-based instructional media. This step consisted of interface design process from visual effect. The process of

interface and visual effect design assisted the designing process of the power point as IT-based instructional media to be more interesting.

Third, system implementation step is a procedure to be done to finish the design of system, test and start to use the system based on the design or final design which was resulted on the step of physical design. The product as produced in designing step would be implemented by using power point. In this step, it was arranged format of information presentation as well as other technical aspects. By the end of this implementation step, the research was almost finished, in which the further step was try out. In this try out, if there were mistakes or weaknesses, so the process would be repeated from design step. Fourth, in maintenance step, there was improvement activities done based on the findings from the design step. This maintenance activity was done as long as there was an inappropriateness of the given result.

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Before, the teacher continued to the learning material, the teacher told the students about the competence standard, basic competence, and learning indicator. Afterward, the teacher delivered the material by using the IT-based power point instructional media which had been prepared previously. Along the learning process, the teacher allowed the students to deliver questions. After the material was delivered, in the end, the teacher allowed the students to conclude the learning. Before ending the meeting, the students were given 10 minutes to answer 10 questions as post-test about *Sradha* which had been discussed in the meeting. Basically, the step of implementation of teaching learning action in Cycle II was the same as in the Cycle I. there were some improvement made concerning the action that had been done Cycle I.

### **Step of Observation and Evaluation**

In this step, an observation sheet was used. The focus of this observation was class condition along the learning process at class and how was the effect of the use of IT-based power point instructional media upon students' learning outcome. Evaluation was conducted after the action of Cycle II. Things that were evaluated were students' understanding upon the given materials and some obstacles faced in Cycle II. Students' understanding on the given materials was evaluated through post-test. Related to the implementation of

observation and evaluation in Cycle II, there were some improvements made based on the questionnaires answered by the students. These improvements aimed at optimizing the process and result of the learning, as well as improving students' learning outcome.

### **Step of Reflection**

The following step was reflection step. In this step, the researcher reflected the action that had been conducted in Cycle II. The result of observation and evaluation in Cycle I were used as the basis of reflection. This reflection aimed at recognizing the weaknesses and successes of the action in every cycle as well as determining the improvement steps in Cycle II. The result of observation and evaluation in Cycle I showed that the students were happy to follow Hindu lesson when using instructional media of power point at classroom.

With this media, the students were expected to be easier in understanding the material of universe which was taught by the teacher since the power point contained interesting pictures and animations. In Cycle II, it was expected no more weaknesses since there were some improvement made in this cycle. If there was weakness, there would be revision made and continued to try out step. This cyclic process should be done until there were no more weaknesses containing on the product.

### **Technique of Data Analysis**

This research used some technique of data analysis such as: (1) descriptive data analysis; (2) SWOT analysis; and (3) T-test and one-way ANOVA. Descriptive data analysis was used to describe instructional package which was used to design power point as IT-based instructional media.

## **III. RESULTS**

General pattern of instructional design was the power point media designing collaboratively with the Hindu teacher. In this research some steps were conducted, i.e. (1) designing lesson plan, in Cycle I with material universe and in Cycle II with material the History of Hindu religion, (2) collecting data based on the topic, (3) designing power point based on the topic, (4) preparing idea, (5) presenting slide, (6) presenting the design, (7) saving file of power point into CD-RW.

The process and result of try out was conducted in students Class VIII Public Junior High School 1 Singaraja consisting of: (1) the process of learning implementation at class; and (2) students' learning outcome. The process of learning implementation was based on the lesson plan consisting of two cycles, which was previously conducted pre-test and post-test. From the result of observation of try out in Cycle I, there were some things that should be improved: (1) the teachers were not used to operate power point media; (2) the time of displaying power point was too fast so the students were difficult to understand and record important material; (3) the teacher could learn and use the IT-based power point instructional media; (4) the teaching learning process was fun; (5) the students were more active in the learning process; and

(6) communication of the teacher and students was multi-direction in the learning process.

In term of the students' learning outcome compared to the instructional implementation test,

there was difference between the result of pre-test and post-test in Cycle I based on T-test as presented in Table 1.

**Table 1**  
**The Result of T-test in Cycle I**

Class VIII	The Result of T-test	Significance	Description
A1	-8.767	0.000	Significant
A2	-2.716	0.012	Not significant
A3	-15.740	0.000	Significant
A4	-8.779	0.000	Significant
B1	-12.430	0.000	Significant
B2	-9.610	0.000	Significant
B3	12.207	0.000	Significant
B4	12.322	0.000	Significant

The result of SWOT upon learning quality is described in revision step after tryout of power point media by improving the things that should be revised in Cycle I and be better in Cycle II. To revise cycle I, SWOT analysis was done by spreading questionnaire to all students and direct observation in learning process in the class. SWOT analysis consisted of: (1) strength; (2) weakness; (3) opportunity; and (4) threat.

From the analysis that was done in the learning process by using IT-based power point instructional media, some strength were found. These strengths were: (1) teacher was getting able to organize the class better; (2) the students were more active in the learning process; (3) students were getting critical in solving problem; (4) communication between teacher and student was getting smoothly; (5) the students were faster in absorbing the material; (6) the students did not feel bored in following the learning process until the end; (7) it was more practical and modern; (8) the students were fast in absorbing the material since the teacher only showed the important parts of the material; (9) it added the perspective of the students since they did not know theories from book and power point; and (10) making the learning time to be more efficient.

These strengths should be optimized in Cycle II so Cycle II would be better than Cycle I. Based on the implementation of Cycle II, these strengths were optimized in Cycle II. Some weaknesses were also found in Cycle I such as: (1) the teacher was not used to operate instructional media of power point; (2) time to present the power point was too fast so the students were difficult to record important things; (3) less of relevant pictures to support the material; and (4) by using power point, the material only limitedly presented important parts, while the development could not be presented optimally.

Besides these weaknesses, some students also said some weakness of the power point: (1) the students were vastly tired since their eyes always focused on the screen; and (2) for students who were not interested in Hindu subject, they had opportunity to play and disturbed the other students. These weaknesses were minimized in order to make better implementation in Cycle II. The main task of the researcher and teacher was improving things that were considered disturbing the teaching learning process so

the students would be more interested in following the lesson in Cycle II. Actually, these weaknesses were minimized in Cycle II. However, some weaknesses could not be improved such as in using power point, the presented material was limited, since the main purpose of using power point is delivering the important point only. Some students could not absorb the material if the teacher only presented the important points.

The opportunities of using IT-based power point instructional media were: (1) teacher of Hindu subject in Public Junior High School 1 Singaraja was familiar with the advance of technology; (2) the learning process was fun; (3) the teacher could create new instructional media; (4) the students were more active in following Hindu subject when using power point; (5) the learning became more relax and comfortable; (6) Hindu subject is not less-important than other subjects in Public Junior High School 1 Singaraja, since there was less appreciation on Hindu subject in this school; (7) students were more interested in Hindu subject; (8) it could create new and more concrete learning situation; (9) students got new perspective that was not found in book; and (10) the students were happy to follow the learning process since the power point animation varied.

These opportunities in Cycle I could be used and implemented well in Cycle II. The threats found in this research were: (1) avoiding the IT-based power point instructional media from virus infection. It is because the media was vulnerable with virus attack; and (2) continuous use of power point will make students' eyes to be tired to see screen. These threats should be handled in order to be an opportunity in Cycle II. In this case, this threat could be an opportunity by copying the file so there would be back up data for the file. In order to avoid students' tiredness, the teacher could make a break in using the power point, so students' eyes could be rested.

These improvements have been done in Cycle II, so the threats in Cycle I could be changed into opportunity in Cycle II. Based on the result of SWOT analysis as described above, it could be a basis to improve Cycle I, so Cycle II could be better. In general, Cycle II has improved which can be seen from the result of SWOT analysis of Cycle II. This SWOT analysis was based on the direct observation and

students' questionnaire. In term of the students' learning outcome compared to the instructional implementation test, there was difference between the result of pre-test and post-test in Cycle II based on T-test as presented in Table 2.

From the result of One-Way ANOVA, it can be concluded that there was significant change about the comprehension and internalization of the students in

Hindu subject in Cycle I and Cycle II when using power point as instructional media. However, these numbers are only initial instruction about the result and effort of developing power point instructional media as internalization media for Hindu subject learning, so there should be further research to evaluate and get optimal result.

**Table 2**  
**The Result of T-test in Cycle II**

Class VIII	The Result of T-test	Significance	Description
A1	-5.268	0.000	Significant
A2	-10.661	0.000	Significant
A3	-5.122	0.000	Significant
A4	-5.619	0.000	Significant
B1	-6.950	0.000	Significant
B2	-10.112	0.000	Significant
B3	-11.051	0.000	Significant
B4	-16.321	0.000	Significant

#### IV. DISCUSSION

The vast development of computer technology, especially software technology provides positive contribution in the instructional media development for the improvement of instructional quality. Many instructional media to improve or increase knowledge have been created such as interactive CD ROM (Suharsono, 2006). However, mostly the content is too general. Related to this issue, this research developed IT-based instructional media in form of power point with material of universe and the History of Hindu Religion. The media is based on information technology. It means that the developed media in form of power point could provide information and communication by using technology.

This developed media is used to improve media effectiveness to ease students in their learning. As mentioned by Tajudin (2007a) and Tajudin (2007b), in order to improve the effectiveness of the instructional media of power point, some elements should be considered such as: (1) communicative; (2) creative; (3) simple; (4) unity; (5) presentation object description in form of image; (6) appropriate picture; (7) typography; (8) layout; (9) moving visual element; and (10) navigation. These ten elements were used as guidance in developing the IT-based power point instructional media in this research. Operationally, this research was conducted to develop IT-based power point instructional media. The developed media was tried out in students Class VIII Public Junior High School I Singaraja.

Based on the result of tryout, observation and interview some students, some conclusion could be drawn such as: (1) the learning was more interesting; (2) the students were involved in learning; (3) the students were brave to propose their ideas; (4) the students were braver to perform in front of the class; (5) the students were more serious in learning; (6) the students' learning outcome was better than previously; (7) students were faster in absorbing the material of Hindu subject when using IT-based power point instructional media because the students will be better in learning text if they are accompanied with real

pictures; (8) the important feature of the IT-based power point instructional media was the animation, so the students were interested to listen the material presented by the teacher, which can be confirmed from dual coding theory (Sari, 2007). It is in line with the research conducted by Suarnaya (2007) which stated that the use of educative instructional media could improve internalization of conceptual knowledge from Cycle I into Cycle II 8.696% and conceptual implementation with category A (excellent) with improvement of conceptual implementation internalization of 26.087%.

From the previous step of try out the following step is revision. Revision is conducted to evaluate students' learning outcome. There are three benefits of learning process evaluation, i.e. comprehending something, making decision, and improving learning quality. Instructional process consists of three components, namely input, proses, and output. Example of the input component that should be evaluated in this research is the learning material relevant with the material? Are there any materials, tools and learning media? Etc. The example of process component that should be evaluated in this research is the existing instructional media used optimally? Does the way of teaching of the teacher help the students to learn well? Is the way of teaching effective? Etc. The example of output component that should be evaluated in this research is the students' learning outcome.

Evaluation has an important role in learning. Dara accuracy of students' ability or data of students' difficulty in learning in this research really depends on accuracy of the tools and process of evaluation (Toha, 2003). Test of learning outcome is the test used to measure students' ability in absorbing the lesson. To know how far the students absorbing the learning material, there should be an evaluation. In this research, evaluation was conducted to know how far the purposes of learning were achieved by the students in form of their learning outcome in Cycle I and Cycle II. In this case, students' learning outcome was evaluated and how far the students absorbed Hindu

learning material when using IT-based power point instructional media.

Related to the development of IT-based power point instructional media, one of the success measurements is the existence of significant difference between class group or there is no significant difference of learning score between learning subject group. From the comparison of learning outcome in Cycle I and Cycle II, averagely there was improvement from Cycle I to Cycle II. However, from the classification of the class in Public Junior High School 1 Singaraja, class VIII A2 is classified as superior class. Students of class VIII A2 were selected and chosen from other classes who had score above the average score.

However, the result of pre-test and post-test of this class when using IT-based power point instructional media was not significant. Based on the research conducted by Nurtjahjwilasa (2004), it was found that students with low score and education background tended to require assistance, of which one of them is animation to understand the delivered material. In this research, students class VIII A2 looked not so enthusiastic in following the teaching learning process with IT-based power point instructional media compared to other classes.

Based on the finding and discussion of this research, it can be synthesized that there are some methods that can be used to get key information in finding and developing quality instructional system. One of them is integrating the result of quantitative and qualitative data from the empirical finding. The test result of IT-based power point instructional media provides guidance that there should be improvement especially in writing lesson plan and improvement of power point instructional media to improve instructional quality and students' learning outcome.

## V. CONCLUSION

Based on the research problem and finding of this research, some conclusions can be drawn such as: (1) there are three steps that have been conducted to produce the IT-based power point instructional media, namely prototype design, try out and revision; (2) IT-based power point instructional media that was produced in Cycle I could be tried out optimally and some revision were conducted to improve the instructional quality; (3) the conducted SWOT could improve the instructional quality when using IT-based power point instructional media; and (4) the result of observation showed that students had positive attitude upon the Hindu learning when using IT-based power point instructional media. In general, there is significant difference between students' learning outcome in Cycle I and Cycle II.

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