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Developing Morph PowerPoint Media Using Deep Learning for The Conquest of Mecca

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ABSTRACT
This research aims (1) to determine the feasibility of interactive learning media based on Morph PowerPoint with a Deep Learning approach on the topic The Conquest of Mecca and (2) to identify students' responses and learning interest after using the developed media. The study employed a Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The media was designed to create a more engaging, meaningful, and reflective learning process that helps students understand the historical and spiritual values of the event. Data were collected through expert validation (media and material experts) and student response questionnaires during product trials. The results showed that the developed media obtained an average feasibility score of 80% from material experts and 73.7% from media experts, both categorized as feasible. Student responses reached 92.3%, indicating that the media was highly feasible and effective in enhancing learning motivation and interest. The integration of Morph and Zoom Animation features successfully visualized the historical narrative dynamically, improving students' engagement and critical reflection in Islamic history learning. Therefore, Morph PowerPoint media with a Deep Learning approach is considered an innovative alternative for Islamic Cultural History (SKI) learning in the digital era.

Keywords: *Morph PowerPoint; Deep Learning; Islamic Cultural History; Learning Media; The Conquest of Makkah.*

INTRODUCTION
In the current digital era, education faces challenges to innovate learning media that can foster students' active engagement and deep understanding of learning materials. In Islamic education, especially in the subject of *Sejarah Kebudayaan Islam* (SKI), learning activities are often conducted conventionally through lectures and textbook reading, which leads to low student interest and shallow comprehension. This situation reflects a gap between the expected learning outcomes such as critical, reflective, and meaningful understanding of Islamic history and the actual classroom practice, which tends to be teacher-centered and monotonous. Particularly, the topic of the Conquest of Mecca contains not only historical facts but also moral and spiritual values that require interactive and visual approaches to be effectively understood.

One of the innovative learning media that can bridge this gap is Morph PowerPoint, a feature in Microsoft PowerPoint that allows smooth transitions and dynamic visual effects integrating images, text, and animation Miftakhul Muthoharoh (2019). Supported by the constructivist theory of Vygotsky and Piaget, this media enables students to actively construct knowledge through experience and interaction. When combined with a *deep learning* approach, which emphasizes conceptual understanding and critical reflection, Morph PowerPoint can transform historical learning into a more engaging, meaningful, and student-centered process.

Previous studies, such as Syavira (2021), Rhiyanto & Rachmadiarti (2023), and Wulandari et al. (2023), have demonstrated that interactive PowerPoint media can increase students' motivation and comprehension across various subjects. However, research integrating Morph PowerPoint with the deep learning approach in Islamic historical learning especially the Conquest of Mecca remains limited.

Therefore, this study presents a novelty in developing and implementing Morph PowerPoint-based media supported by deep learning principles to foster deeper comprehension and moral reflection.

This article aims to develop an interactive Morph PowerPoint learning media with a deep learning approach on the Conquest of Mecca material for grade X students at MA Ghozaliyah Sumber Mulyo Jogoroto Jombang and to analyze its feasibility, effectiveness, and impact on students' motivation and understanding. The research intends to strengthen and extend previous findings by providing an innovative and contextually relevant solution for Islamic history education in the digital era.

METHOD

This study employed a Research and Development (R&D) approach Sugiyono (2019) aimed at producing a valid and effective interactive learning media based on Morph PowerPoint using a Deep Learning approach for Islamic Cultural History (SKI) material, particularly the topic *The Conquest of Mecca*. The research design referred to the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) developed by Dick and Carey (1996), as this model provides a systematic and flexible structure that supports the development of technology-based learning media.

The research was conducted at MA Ghozaliyah Sumber Mulyo Jogoroto Jombang, with the research subjects being Grade X students. Data collection was carried out through several stages in accordance with the ADDIE model.

At the Analysis stage, the researcher conducted classroom observations and interviews with teachers and students to identify problems, needs, and limitations in SKI learning. The analysis results indicated that students' learning motivation was still low and that the learning media used were less engaging.

At the Design stage, the researcher prepared a storyboard and learning structure that integrated Morph PowerPoint features (Morph and Zoom Animation) with the principles of Deep Learning, emphasizing reflection, analysis, and conceptual understanding. The media content was arranged based on learning objectives, indicators, and the historical sequence of *The Conquest of Mecca*.

The Development stage involved the process of creating the Morph PowerPoint media, validation by learning media experts and Islamic history material experts, and revisions based on suggestions and feedback from the validators. Validation instruments were used to assess content accuracy, language clarity, design quality, and the level of interactivity of the media.

At the Implementation stage, the media was tested through three stages: individual testing (3–5 students), small group testing (6–10 students), and field testing (a full class of 19 students). During the testing process, data were collected through observations, questionnaires, and pre-test and post-test assessments to measure students' motivation, comprehension, and responses to the learning media.

The final stage, Evaluation, was conducted to assess the effectiveness of the media in improving students' motivation and understanding. Formative evaluation was carried out throughout the product development process, while summative evaluation was conducted after the media implementation to analyze final learning outcomes. The instruments used included expert validation sheets, student response questionnaires, observation sheets, and pre-test and post-test questions.

Data analysis used descriptive quantitative analysis with a Likert scale to determine the level of media validity and student responses. The results were then interpreted into percentage categories ranging from *"Very Infeasible"* to *"Very Feasible."* This process ensured that the developed Morph PowerPoint learning media met the standards of feasibility, attractiveness, and educational effectiveness in supporting the application of Deep Learning in Islamic history learning.

RESULT AND DISCUSSION

Result

The result of this development research is an interactive learning media based on Morph PowerPoint with a Deep Learning approach on the topic *The Conquest of Mecca* for tenth-grade students at MA Ghozaliyah Sumber Mulyo Jogoroto Jombang. The media was developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).

The validation results from the material expert showed a feasibility percentage of 80%, which falls into the *feasible* category. This indicates that the content presented in the media aligns well with the Learning Objectives (TP), Learning Outcomes (CP), and Competency Achievement Indicators (IPK) established for the Islamic Cultural History (SKI) subject. The language aspect was rated as effective, communicative, and easy for students to understand.

The validation results from the media expert obtained an average score of 73.7%, also categorized as *feasible*. The display design aspect achieved the highest score (85%), indicating that the media possesses attractive, dynamic visual quality and successfully utilizes Morph and Zoom Animation features. However, the cover design and presentation aspects received lower scores (68% and 70%, respectively), suggesting that improvements are needed in the initial display and navigation structure to make the media more informative.

The student response trials also showed positive results. In the small-group trial, the average score was 75.5%, while in the large-group trial, it increased to 92.3%, which is categorized as *highly feasible*. These findings indicate that students found the media engaging, easy to understand, and that it encouraged greater participation and activity in the learning process using Morph PowerPoint media.

Table 1. Assesment Result

Assesment Aspect	Validator/Responden	Average Score (%)	Category
Material Validation	Material Expert	80%	Feasible
Media Validation	Media Expert	73,7%	Feasible
Student Response	Student (Class X)	92,3%	Very Positive

Discussion

The results of this study confirm that the use of interactive technology-based media, such as Morph PowerPoint, can transform the paradigm of Islamic Cultural History (SKI) learning from being textual and monotonous into a more engaging and meaningful experience. This finding is consistent with constructivist theory (Vygotsky & Piaget), which emphasizes that knowledge is actively constructed through learners' experiences and interactions within their learning environment.

The Deep Learning approach applied in this media has proven effective in encouraging students to think critically, analyze spiritual and historical values, and reflect on the relevance of historical events to modern life. Learning, therefore, is not only focused on memorizing facts but also on developing moral awareness and Islamic values.

Compared with previous studies by Rhiyanto & Rachmadiarti (2023) and Syavira (2021), which also utilized interactive PowerPoint media, this research introduces innovation through the integration of Morph and Zoom Animation features, resulting in a more dynamic and narrative presentation. In addition, the incorporation of Deep Learning concepts provides greater depth of meaning to historical materials, extending beyond mere visual appeal.

The 92.3% increase in learning interest observed during field trials indicates that this media successfully created an active and reflective learning experience. Students demonstrated high enthusiasm toward the visual displays and animations presented and found it easier to understand the context and moral values embedded in the *Conquest of Mecca* event.

These findings reinforce Hattie's (2018) argument that learning experiences involving high cognitive engagement and active participation enhance knowledge retention and motivation. Therefore, the use of Morph PowerPoint integrated with the Deep Learning approach can serve as an innovative alternative for SKI learning and supports the implementation of the Merdeka Curriculum, which emphasizes active and reflective learning.

Overall, the Morph PowerPoint learning media based on the Deep Learning approach has been proven to be feasible, engaging, and effective in Islamic history education. This media not only increases students' learning motivation but also strengthens their conceptual understanding and spiritual values through visual, reflective, and interactive learning experiences.

CONCLUSION

The development of interactive learning media based on Morph PowerPoint using a Deep Learning approach for the topic *The Conquest of Mecca* for tenth-grade students at MA Ghozaliyah Sumber Mulyo Jogoroto Jombang was successfully implemented using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation).

The results of the study indicate that the developed media is feasible, practical, and effective for use in Islamic Cultural History (SKI) learning. Validation by material and media experts confirmed that the product meets academic and technical standards and is capable of presenting historical material in an engaging and meaningful manner. The integration of Morph and Zoom Animation features proved effective in creating dynamic and interactive visualizations, enabling students to understand complex

historical events more easily.

Students' responses showed a significant increase in motivation and learning engagement. The Deep Learning approach implemented through reflective questioning, critical thinking, and the internalization of moral and spiritual values successfully transformed the learning process from passive to active and reflective. This demonstrates that the developed media not only enhances students' interest in learning but also deepens their conceptual understanding and reflection on Islamic values.

Substantively, this study confirms that interactive, technology-based learning media can serve as an innovative solution to the monotonous learning patterns often found in SKI classes. The Morph PowerPoint learning media contributes to creating a meaningful learning experience aligned with the principles of the Merdeka Curriculum, which emphasizes student-centered, reflective, and contextual learning.

However, this study has certain limitations, particularly regarding the scope of implementation and the use of PowerPoint 2019 features, which may restrict access for schools with limited technological resources. Future research is recommended to develop the integration of this media into online platforms or other software to expand its reach and effectiveness across diverse learning environments.

Overall, the Morph PowerPoint learning media based on the Deep Learning approach provides an innovative, engaging, and meaningful learning alternative that enhances students' motivation, conceptual understanding, and appreciation of Islamic values through an interactive and reflective history learning experience.

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