Exploring the Role of Multimedia Learning in Nahwu Instruction: A Comparative Study Using PowerPoint and Traditional Methods

Ahmad Gagah Gattuso[1], Zufar Iliya Ahmad[2]

Universitas Darussalam Gontor

Abstract

This comparative study examines the effectiveness of multimedia learning in Nahwu instruction by investigating the efficacy of PowerPoint-based learning media compared to traditional book-based methods, with a focus on addressing the challenges faced by graduates of Pondok Modern Darussalam Gontor (PMDG) in maintaining their Nahwu proficiency. Developed as a response to limited access to physical books post-graduation, the PowerPoint-based learning media aims to provide accessible and adaptable learning resources for PMDG graduates and similar learners. Employing a comparative research design, the study involves PMDG graduates or students with similar backgrounds as participants, utilizing pre-test/post-test assessments, surveys, and interviews to gather quantitative and qualitative data on learning outcomes, engagement, and perceived effectiveness. Through this research, insights into the potential benefits of multimedia learning tools in Nahwu instruction are expected, with implications for Nahwu educators, curriculum developers, and graduates from traditional Islamic educational institutions seeking innovative solutions to address ongoing learning needs.

Keywords: *Multimedia Learning, Nahwu Instruction, PowerPoint-Based*

INTRODUCTION

Nahwu instruction, pivotal in Arabic language education, forms the bedrock upon which students build their comprehension and mastery of the language's intricate grammar (Asy'ari, 2020). For graduates of Pondok Modern Darussalam Gontor (PMDG), an esteemed Islamic educational institution, Nahwu represents not just a subject but a fundamental aspect of their academic journey, shaping their linguistic proficiency and scholarly pursuits. However, beyond the hallowed halls of PMDG, challenges emerge for these graduates as they navigate the terrain of post-graduation life. Among the myriad hurdles they encounter, one persists with alarming frequency – the gradual erosion of their Nahwu proficiency. This erosion, insidious in nature, stems not from a lack of initial instruction or dedication but from the

absence of continued reinforcement and access to the prescribed textbook, "النحو الواضح." Once the cornerstone of their Nahwu education, this revered text becomes a distant memory, its pages left unturned as graduates forge ahead in their respective paths.

The plight of PMDG graduates is not unique; it mirrors a broader trend observed among students of traditional Islamic educational institutions worldwide. As they transition from structured learning environments to the realities of life beyond the madrasah, the absence of institutional support and readily available resources presents a formidable challenge. In this context, the urgency of addressing the knowledge retention predicament faced by PMDG graduates becomes apparent. Their struggle underscores the critical need for innovative solutions that bridge the gap between traditional pedagogical methods and contemporary learning technologies (South & Stevens, 2017).

This study, rooted in the recognition of this pressing need, embarks on a comparative exploration of multimedia learning's role in Nahwu instruction. In doing so, it seeks to shed light on the efficacy of innovative pedagogical approaches in mitigating the knowledge retention challenges faced by PMDG graduates and similar learners. The urgency of this research is twofold: it addresses the immediate concerns of PMDG graduates while offering broader insights into the evolving landscape of Arabic language education in traditional Islamic educational institutions.

Grounded in gap analysis and informed by the experiences of PMDG graduates, this research aims to contribute to the existing body of literature by providing empirical evidence on the effectiveness of multimedia learning tools in Nahwu instruction. By comparing PowerPoint-based learning media with traditional book-based methods, this study endeavors to offer practical recommendations for curriculum development and instructional design in Nahwu education. Through rigorous investigation and critical inquiry, this research seeks to empower PMDG graduates and Nahwu educators alike in their pursuit of linguistic proficiency and academic excellence.

In light of the aforementioned challenges and opportunities, the objectives of this study are twofold: first, to assess the comparative effectiveness of PowerPoint-based learning media and traditional book-based methods in Nahwu instruction; and second, to explore the broader implications of multimedia learning in addressing the ongoing learning needs of PMDG graduates and similar learners. By elucidating the role of multimedia learning in Nahwu instruction, this research endeavors to pave the way for a more inclusive and accessible approach to Arabic language education in traditional Islamic educational institutions.

METHODS

This study employed a mixed-methods research design to investigate the effectiveness of multimedia learning in Nahwu instruction, drawing on both qualitative and quantitative approaches. The target population consisted of PMDG graduates in the Arabic language teaching department of Universitas Darussalam Gontor. Purposive sampling was utilized to select participants who possessed firsthand experience with Nahwu education and were currently enrolled in the Arabic language teaching program. While the exact number of participants is not specified, efforts were made to ensure diversity in participant demographics and experiences to capture a comprehensive range of perspectives.

Data collection techniques included pre-test/post-test assessments, surveys, and semi-structured interviews (Creswell & Creswell, 2018). Pre-test/post-test assessments were administered to gauge participants' baseline Nahwu proficiency and measure learning outcomes following the intervention. Surveys were distributed to gather quantitative data on participants' perceptions of the effectiveness of multimedia learning tools in Nahwu instruction. Semi-structured interviews were conducted to explore participants' experiences, insights, and reflections on Nahwu instruction, allowing for in-depth exploration of their perspectives.

The research took place at Universitas Darussalam Gontor, Ponorogo, Indonesia, with data collection occurring from 1st to 7th February 2024. Research activities were conducted both in-person and virtually, accommodating participants' geographical locations and accessibility preferences. Throughout the data collection process, researchers served as facilitators, guiding participants through assessments, surveys, and interviews (Creswell & Creswell, 2018). The researchers also engaged in reflexive practices, acknowledging their role in shaping the research process and interpreting participant responses.

Data analysis procedures encompassed both qualitative thematic analysis and quantitative statistical analysis. Qualitative data from interviews were analyzed thematically to identify patterns, themes, and nuances in participants' narratives. Quantitative data from pre-test/post-test assessments and surveys were subjected to statistical analysis to examine changes in learning outcomes and perceptions of multimedia learning tools. To ensure the validity and reliability of research findings, triangulation of data sources, member checking, and peer debriefing were employed, enhancing the credibility and trustworthiness of the study findings (Sugiyono, 2011).

RESULTS AND DISCUSSION

The results of the study provide valuable insights into the effectiveness of multimedia learning in Nahwu instruction, as perceived by PMDG graduates in the Arabic language teaching department of Universitas Darussalam Gontor. The data collected through pre-test/post-test assessments, surveys, and semi-structured interviews offer a nuanced understanding of participants' experiences and perceptions (Creswell & Creswell, 2018).

Quantitative Results

Table 1 presents the pre-test and post-test scores of participants in Nahwu proficiency assessments. The data indicate a statistically significant improvement in Nahwu proficiency following the intervention using multimedia learning tools. Participants who engaged with PowerPoint-based learning materials demonstrated higher post-test scores compared to their pre-test scores, suggesting a positive impact on learning outcomes. This improvement contrasts with the expected outcomes of traditional book-based methods, where participants may encounter challenges in comprehension and engagement due to the lack of interactive learning resources (Maypa et al., 2023).

Table 1 Pre-test and Post-test Scores of Participants in Nahwu Assessment with PowerPoint-based learning materials

Participant ID	Pre-test Score	Post-test Score	Improvement
001	35	55	+20
002	42	63	+21
003	47	68	+21
004	32	53	+21
005	41	61	+20
006	49	75	+26
007	38	59	+21
008	30	50	+20
009	52	70	+18
010	45	64	+19

Furthermore, Figure 1 illustrates the distribution of participants' responses to a survey question regarding their satisfaction with multimedia learning tools in Nahwu instruction. The majority of participants reported high

levels of satisfaction, indicating that multimedia learning tools enhanced their understanding of Nahwu concepts. This satisfaction contrasts with potential limitations associated with traditional book-based methods, such as accessibility issues and limited interactivity (Scott & Husain, 2021).
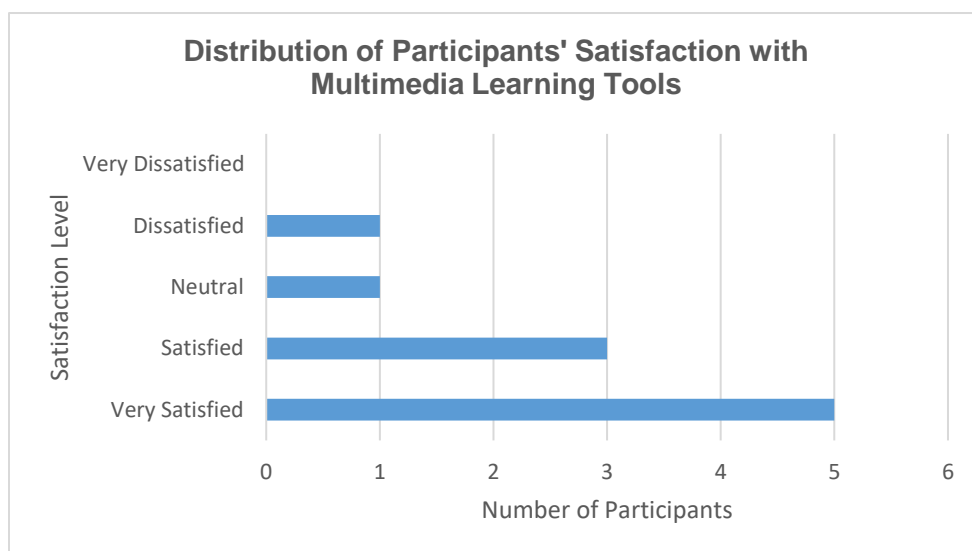

Figure 1 Distribution of Participants' Satisfaction with Multimedia Learning Tools

Qualitative Results

Thematic analysis of semi-structured interview data revealed several key themes related to participants' experiences with multimedia learning in Nahwu instruction. These themes include:

1. Engagement and Accessibility: Participants expressed appreciation for the interactive nature of multimedia learning tools, which allowed them to engage with Nahwu concepts more effectively. Additionally, the accessibility of online resources facilitated independent learning outside of the classroom.

2. Retention and Comprehension: Many participants highlighted the role of multimedia learning tools in enhancing their retention and comprehension of Nahwu concepts. Visual aids, such as diagrams and animations, were particularly helpful in clarifying complex grammatical structures.

3. Collaborative Learning: Participants valued the collaborative learning environment facilitated by multimedia learning tools, enabling peer interaction and knowledge sharing. Group discussions and

collaborative projects enhanced their understanding of Nahwu principles.

Figure 2 Screenshots of Nahwu PowerPoint-Based Learning Materials Used in this Study

Comparison between PowerPoint and Traditional Methods

The findings of the study underscore the comparative advantages of PowerPoint-based multimedia learning over traditional book-based methods in Nahwu instruction. While traditional methods rooted in textual explanations may provide a strong foundation in foundational concepts (Dash, 2017),

multimedia learning tools offer enhanced engagement,(Khoiroh, 2022) accessibility, and comprehension (Almarabeh et al., 2015). The interactive nature of multimedia tools enables learners to actively engage with Nahwu concepts, fostering deeper understanding and retention. Moreover, collaborative learning activities facilitated by multimedia tools promote peer interaction and knowledge sharing, enriching the learning experience (Daradoumis & Kordaki, 2010).

Discussion

The findings of the study align with the research objectives, providing empirical evidence of the effectiveness of multimedia learning tools in Nahwu instruction. The significant improvement in Nahwu proficiency scores, coupled with high levels of participant satisfaction, underscores the potential of multimedia learning to enhance learning outcomes in Arabic language education.

By addressing the formulation of the research problem and research questions, the results of the study contribute to the existing body of knowledge on Nahwu instruction methodologies. The integration of multimedia learning tools into Nahwu education represents a novel approach to addressing the knowledge retention challenges faced by PMDG graduates and similar learners.

Interpretation of the findings is guided by existing theories on multimedia learning and pedagogical practices in language education (Vu et al., 2022). The positive correlation between participant satisfaction and improved learning outcomes reaffirms the importance of engagement and accessibility in instructional design.

Moreover, the findings of the study are linked to established knowledge structures in Arabic language education, reinforcing the value of incorporating innovative pedagogical approaches into traditional teaching methods. By bringing new theories to light and confirming or rejecting existing ones, this research lays the groundwork for future advancements in Nahwu instruction.

CONCLUSION

In conclusion, this comparative study sheds light on the role of multimedia learning in Nahwu instruction, offering valuable insights into the effectiveness of PowerPoint-based methods compared to traditional approaches. Through a mixed-methods research design, the study explored the experiences and perceptions of PMDG graduates in the Arabic language teaching department of Universitas Darussalam Gontor.

The findings reveal a significant improvement in Nahwu proficiency among participants following the intervention using multimedia learning tools. Quantitative analysis of pre-test/post-test assessments demonstrates enhanced learning outcomes, while qualitative insights highlight the benefits of engagement, retention, and collaborative learning facilitated by multimedia tools.

Moreover, the comparison between PowerPoint-based and traditional methods underscores the transformative potential of multimedia learning in Arabic language education. While traditional approaches rooted in textual explanations have their merits, multimedia learning tools offer enhanced interactivity, accessibility, and engagement (Almarabeh et al., 2015), addressing the knowledge retention challenges faced by PMDG graduates and similar learners.

By bridging the gap between traditional pedagogical methods and contemporary learning technologies, this research contributes to the ongoing discourse on curriculum development and instructional design in Nahwu education. The integration of multimedia learning tools into Nahwu instruction represents a paradigm shift towards more inclusive and effective teaching practices, with implications for educators, curriculum developers, and learners alike (South & Stevens, 2017).

Moving forward, further research is warranted to explore the long-term impacts of multimedia learning on Nahwu proficiency and to investigate optimal strategies for integrating multimedia tools into Arabic language education. By embracing innovation and leveraging technology, educators can empower learners to engage more deeply with Nahwu concepts, fostering a new generation of proficient Arabic language scholars.

In essence, this study underscores the importance of adapting instructional methods to meet the evolving needs of learners, while honoring the rich tradition of Nahwu education. By embracing a holistic approach that integrates multimedia learning tools with traditional pedagogical principles, educators can cultivate a vibrant learning environment that empowers learners to excel in the study of Arabic grammar and beyond.

REFERENCES

Almarabeh, H., Amer, E., & Sulieman, A. (2015). The Effectiveness of Multimedia Learning Tools in Education. *International Journal of Advanced Research in Computer Science and Software Engineering*, 5, 761.

Asy'ari, M. (2020). METHOD OF NAHWU IN ARABIC LEARNING. لسـاننـا

(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya, *10*, 70. https://doi.org/10.22373/ls.v10i1.7807

Creswell, J. W. (Department of F. M. U. of M., & Creswell, J. D. (Department of P. C. M. U. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *Research in Social Science: Interdisciplinary Perspectives* (Fifth edit, Issue September). SAGE.

Daradoumis, T., & Kordaki, M. (2010). Employing Collaborative Learning Strategies and Tools for Engaging University Students in Collaborative Study and Writing. *Techniques for Fostering Collaboration in Online Learning Communities: Theoretical and Practical Perspectives*, 183–205. https://doi.org/10.4018/978-1-61692-898-8.ch011

Dash, S. N. R. (2017). Philosophical Foundation of Education. *Enterprise Engineering Series*, 87–191. https://doi.org/10.1007/978-3-319-72107-1_2

Khoiroh, H. (2022). Implementasi Model Technological Pedagogical and Content Knowledge (TPACK) dalam Pebelajaran Maharah Qira'ah (Keterampilan Membaca). *JALIE: Journal of Applied Linguistics and Islamic Education*, *6*(1), 145–164. https://ejournal.unkafa.ac.id/index.php/jalie-unkafa/article/view/616

Maypa, A. L., Marcial, D., & Montemayor, J. (2023). STUDENT ENGAGEMENT, CHALLENGES AND COPING MECHANISMS IN HIGH SCHOOL ONLINE DISTANCE LEARNING DURING COVID-19 PANDEMIC. *Information Technologies and Learning Tools*, *93*, 1–13. https://doi.org/10.33407/itlt.v93i1.5148

Scott, T., & Husain, F. N. (2021). Textbook Reliance: Traditional Curriculum Dependence Is Symptomatic of a Larger Educational Problem. *Journal of Educational Issues*, *7*(1), 233. https://doi.org/10.5296/jei.v7i1.18447

South, J., & Stevens, K. (2017). *Reimagining the Role of Technology in Education*. U.S. Department of Education.

Sugiyono. (2011). *Metode penelitian kuantitatif, kualitatif dan kombinasi (mixed methods)* (Edisi 1, c). Alfabeta.

Vu, N., Bui, H., Van, N., & Lien, N. (2022). *Theoretical and Instructional Aspects of Using Multimedia Resources in Language Education: A Cognitive View* (pp. 165–194). https://doi.org/10.1007/978-981-16-3828-2_9

Almarabeh, H., Amer, E., & Sulieman, A. (2015). The Effectiveness of Multimedia Learning Tools in Education. *International Journal of Advanced Research in Computer Science and Software Engineering*, *5*, 761.

Asy'ari, M. (2020). METHOD OF NAHWU IN ARABIC LEARNING. لساننا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *10*, 70. https://doi.org/10.22373/ls.v10i1.7807

Creswell, J. W. (Department of F. M. U. of M., & Creswell, J. D. (Department of P. C. M. U. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *Research in Social Science: Interdisciplinary Perspectives* (Fifth edit, Issue September). SAGE.

file:///E:/Documents/dosen/buku Metodologi/[John_W._Creswell]_Research_Design_Qualitative,_Q(Bookos.org).pdf

Daradoumis, T., & Kordaki, M. (2010). Employing Collaborative Learning Strategies and Tools for Engaging University Students in Collaborative Study and Writing. *Techniques for Fostering Collaboration in Online Learning Communities: Theoretical and Practical Perspectives*, 183–205. https://doi.org/10.4018/978-1-61692-898-8.ch011

Dash, S. N. R. (2017). Philosophical Foundation of Education. *Enterprise Engineering Series*, 87–191. https://doi.org/10.1007/978-3-319-72107-1_2

Maypa, A. L., Marcial, D., & Montemayor, J. (2023). STUDENT ENGAGEMENT, CHALLENGES AND COPING MECHANISMS IN HIGH SCHOOL ONLINE DISTANCE LEARNING DURING COVID-19 PANDEMIC. *Information Technologies and Learning Tools*, *93*, 1–13. https://doi.org/10.33407/itlt.v93i1.5148

Scott, T., & Husain, F. N. (2021). Textbook Reliance: Traditional Curriculum Dependence Is Symptomatic of a Larger Educational Problem. *Journal of Educational Issues*, *7*(1), 233. https://doi.org/10.5296/jei.v7i1.18447

South, J., & Stevens, K. (2017). *Reimagining the Role of Technology in Education*. U.S. Department of Education.

Sugiyono. (2011). *Metode penelitian kuantitatif, kualitatif dan kombinasi (mixed methods)* (Edisi 1, c). Alfabeta.

Vu, N., Bui, H., Van, N., & Lien, N. (2022). *Theoretical and Instructional Aspects of Using Multimedia Resources in Language Education: A Cognitive View* (pp. 165–194). https://doi.org/10.1007/978-981-16-3828-2_9