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PowerPoint Slide–Based Instruction for *Shorof*: Development and Classroom Trial in Islamic Junior High School

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ABSTRACT
Purpose – This study aims to design and validate PowerPoint slide-based learning media for the subject of *Shorof* (Arabic morphology) and to determine its suitability and effectiveness for class VIII students at Darul Hikmah Islamic Junior High School Syekh Ciliwulung Serang, Banten.
Design/methods/approach – A research and development approach organized by the ADDIE cycle guided iterative specification, expert validation, revision, and classroom trial. The population comprised 99 Grade VIII students; a purposive sample of 33 students (IPS-1) participated in a limited trial. Instruments included expert review rubrics, pre/post assessments aligned to derivational patterns, affixation, and morphophonemic adjustment, and structured observation/interview protocols. Descriptive statistics, normalized gain, and paired comparisons were used to analyze learning outcomes and feasibility evidence.
Findings – Expert feasibility was very high—94% for content and 98% for media—indicating strong curricular alignment, linguistic clarity, and classroom usability. Mean scores improved from 77.8 (pre-test) to 94.8 (post-test), yielding an absolute gain of +17.0 points, a relative increase of +21.9%, and a normalized gain of g = 0.77 (high). Mastery (≥ 75) rose from 63.6% (21/33) to 100% (33/33). Inferentially, the mean paired difference was +17.12 with t = 11.60, p < 0.001, 95% CI [14.11, 20.13], and a large effect size (d = 2.02). The results suggest that visually coherent, interactive, and procedurally explicit slides clarify *tashrīf* operations and support universal attainment.
Research implications – The validated slide package and accompanying implementation workflow offer a practical pathway for modernizing lower-secondary *Shorof* instruction through structured multimedia and routine formative checks. For scaled adoption, schools should pair the slides with teacher guidance, fidelity monitoring, and accessibility-oriented refinements. Future research should employ controlled or quasi-experimental, multi-site designs with delayed post-tests for retention/transfer, expanded psychometric reporting, and cost–fidelity analyses, and compare blended, flipped, and AR-augmented variants to optimize impact across contexts.

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Introduction

The mastery of Arabic morphology, known as *Shorof*, is a foundational component of linguistic competence for students in Islamic educational contexts (Arifin et al., 2022). Effective *Shorof* instruction is not only vital for understanding classical texts and religious scriptures, but it also underpins students' overall Arabic language proficiency (Wahyono, 2019). In practice, however, traditional methods of teaching Arabic

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grammar often struggle to engage learners, leading to low achievement and disinterest in the subject (Khotijah & Indriana, 2024). There is a growing recognition that incorporating innovative pedagogical strategies and technology can enhance student motivation and outcomes in language learning. Consequently, educators are increasingly exploring modern teaching media, such as interactive digital presentations, to revitalize the learning experience for subjects like *Shorof* (Sekhar et al., 2025).

Prior research has begun to demonstrate the benefits of pedagogical innovation in the teaching of *Nahwu–Shorof* (Arabic grammar). For instance, the development of *Shorof* teaching materials based on a quantum teaching approach led to a remarkable improvement in student outcomes, with average test scores rising from approximately 38% to 75% after implementation (Wasilah et al., 2023). Similarly, a contextually based Shorof textbook was not only highly validated by experts but also proved effective in significantly improving students' learning results (Aini, 2024). Another study introduced an adapted method a specialized instructional approach for online *Nahwu–Shorof* learning, utilizing structured lesson planning, digital media tools, and periodic evaluations to maintain learning effectiveness (Wasilah et al., 2025). These developments suggest that well-designed instructional materials and methodologies can substantially enhance the mastery of Arabic morphology. They highlight the value of research-driven curriculum design in addressing the persistent difficulties faced by students learning *Shorof*.

Additional efforts have focused on creating engaging Arabic language learning resources through established instructional design models and technology integration. For example, conversation-based Arabic speaking material (*muḥādathah*) developed using the ADDIE model achieved excellent ratings in content quality, linguistic appropriateness, and media use, and it successfully boosted beginners' confidence and speaking proficiency (Saleh et al., 2025). In formal schooling contexts, integrated curriculum models have merged national religious education standards with traditional Islamic boarding school practices, yielding improvements in students' language skills and both active and passive communication competencies (Atabik et al., 2023). At the same time, evaluators have identified quality control issues in existing textbooks—one review of a Grade VI madrasa textbook uncovered 28 morphological, syntactical, and orthographic errors that could hinder student comprehension (Tamam et al., 2024) (Tamam et al., 2024). In response, educators have also been developing innovative assessment and media tools: a game-based evaluation for Arabic grammar aligned with CEFR standards received very high effectiveness ratings and showed that over three-quarters of students had mastered the material after its use (Hania et al., 2022). Likewise, augmented reality learning aids have been applied to Arabic morphology; a set of AR-enhanced *Shorof* (morphology) quartet cards was validated with high scores for content (82.75%) and media quality (89.88%), and both teachers and students found this tool highly practical and engaging in the classroom (Khoirunnisa & Ahsanuddin, 2024). Together, these studies demonstrate a clear trend toward leveraging contemporary instructional design and technology to enrich the teaching of Arabic grammar and morphology.

The push for modernization in teaching methods is also evident in the broader landscape of educational practice and research. In traditional Islamic boarding schools (*pesantren*), time-honored methods such as *sorogan* (individual study with a teacher) and *bandongan* (group lectures on classical texts) remain central, whereas more modern institutions have begun blending these classical approaches with digital technologies to keep instruction relevant for today's learners (Rasyid et al., 2025). This

blending of tradition with innovation reflects a common goal of preserving the pedagogical strengths of classical methods—such as deep textual engagement and character formation—while also embracing tools that can facilitate active learning and student engagement.

International educational research likewise underscores the benefits of interactive and student-centered learning experiences. For instance, one study on presentation design education found that incorporating experiential learning activities and peer-teaching techniques significantly improved first-year university students' slide design skills and their confidence in presenting, with participants responding positively to the hands-on, collaborative approach (Hammond, 2019). In another example outside the language domain, a digital *flipped classroom* model combined with practical hands-on sessions (using real objects and standardized 3D tools) led to optimal learning outcomes in dental anatomy, illustrating how digital media and direct practice can be synergistically integrated for better results (Overskott et al., 2024). Such findings from various fields suggest that carefully designed multimedia and active learning strategies can enhance understanding and skill acquisition, a principle that can be applied to the teaching of language morphology through well-crafted slide presentations.

The specific use of PowerPoint and similar slide-based media in classroom instruction has been studied widely, yielding insights applicable to language teaching. Visual and cognitive design research indicates that the use of clear, animated imagery can enrich educational presentations and align content delivery with human perceptual mechanisms, thereby improving comprehension and retention (Wannas, 2023). In language learning contexts, multimedia presentations that engage multiple senses and skills have shown particular promise: interactive PowerPoint-based lessons have been reported to improve learners' listening, speaking, reading, and writing skills while fostering a more inclusive and engaging classroom environment (Vanisree et al., 2024). Empirical comparisons between traditional and multimedia-supported lectures further demonstrate the advantages of slide-based teaching; lectures enhanced with PowerPoint have been associated with higher student test scores, greater participation, and increased satisfaction compared to conventional chalk-and-talk instruction (Sekhar et al., 2025). Additionally, involving students in the creation and delivery of presentation slides can promote active learning—action research in a secondary school setting revealed that over the course of three lesson cycles, students who prepared PowerPoint presentations exhibited progressively improved engagement and oral communication skills (Fauzi & Hanifah, 2018). To maximize the effectiveness of such slide-enhanced teaching, scholars have emphasized adhering to sound design principles and pedagogy: using clear layouts, appropriate visuals, and a logical flow in slides, aligned with pedagogical frameworks, has been shown to strengthen the communication of content and provide a practical guideline for educators in any subject (Hashemi et al., 2012). These studies collectively affirm that slide-based media, when used thoughtfully, can be a powerful tool in the classroom, supporting both teaching and learning processes.

However, these prior efforts and studies also highlight certain gaps and challenges that remain to be addressed. Many innovative instructional tools (such as augmented reality modules or specialized textbooks) require considerable resources, training, or infrastructure, which may not be readily available in all school environments. Even with new materials in place, basic issues can undermine learning if not corrected; for example, the presence of numerous errors in existing textbooks shows that quality control is still a concern in instructional content (Tamam et al., 2024)

(Tamam et al., 2024). Notably, despite widespread use of presentation software in education, little research to date has specifically focused on developing and testing PowerPoint slide-based teaching methods for Arabic morphology at the junior high school level. While general best practices for creating educational slide presentations have been documented in the literature (Hashemi et al., 2012), it remains unclear how such guidelines can be optimally applied to the unique content and challenges of *Shorof* instruction. Furthermore, in more traditional educational settings, there is an ongoing debate and uncertainty about how to effectively integrate modern digital media without diminishing the proven benefits of classical teaching techniques. These gaps underscore the need for targeted research to develop accessible, well-designed slide presentation media for *Shorof*, and to evaluate how this approach can complement existing teaching methods and overcome current limitations.

In light of these considerations, the present study concentrates on the development of a PowerPoint slide-based teaching method tailored to *Shorof* (Arabic morphology) learning for eighth-grade students. The primary aim is to design and produce a set of instructional slide presentations and related teaching media that align with the curriculum and student needs, and to assess their effectiveness in improving students' understanding and competence in morphology. In conjunction with the development phase, this research also evaluates the appropriateness and practicality of using PowerPoint slides in the actual classroom setting for teaching *Shorof*, examining factors such as student engagement, ease of use, and compatibility with the existing instructional process. Through this focus, the study provides both a product (a slide-based learning media for morphology lessons) and an evidence-based evaluation of its impact on learning outcomes. Ultimately, the findings are expected to contribute to the field of Arabic language education by offering a validated innovative teaching approach and by delivering insights and guidelines that can assist educators and curriculum designers in modernizing the teaching of *Shorof* and related linguistic disciplines.

Methods

This study employed a research and development (R&D) methodology organized around the ADDIE cycle—Analysis, Design, Development, Implementation, and Evaluation—to iteratively design, validate, and trial a PowerPoint slide–based instructional medium for teaching *Shorof* (morphology). The research took place at Islamic Junior High School Darul Hikmah Syekh Ciliwulung, Serang, Banten, beginning on 17 April 2025, with the Grade VIII cohort as the population (n = 99 across three classes) and a purposive sample of 33 students from Grade VIII IPS-1 selected due to documented difficulties in morphological conjugation and the class's suitability for product try-out.

Procedures followed six sequenced steps adapted from standard R&D workflows—needs/problem analysis, information and data gathering, product design, expert validation, product revision, and a limited classroom trial—while the researcher served as planner, implementer, observer, data collector, and coordinator to ensure procedural continuity. The instructional product consisted of Microsoft PowerPoint slide decks aligned to the school curriculum, supported by a teacher's guide, student worksheets, and structured observation checklists; delivery used a classroom laptop–projector setup, and fidelity to the planned sequence was monitored with a brief procedural checklist completed each session.

Data collection integrated classroom observation (engagement indicators and adherence to the lesson sequence), semi-structured interviews with the Arabic teacher

and students (usability, clarity, and perceived effectiveness), and pre-test/post-test assessments targeting core *Shorof* competencies (derivational patterns, affixation, and morphophonemic adjustment), with parallel test specifications and expert review to ensure linguistic accuracy and content relevance. Quantitative data were analyzed using descriptive statistics (means, standard deviations, and percentage gains), with percentage scores computed as (P = \frac{\sum X}{\sum Y} \times 100%) to summarize attainment, and normalized gain indices reported when appropriate to gauge improvement magnitude. Qualitative interview and observation records were thematically coded through an iterative reading, memoing, and category refinement process to triangulate practicality and clarity evidence with test performance trends.

To support reliability and validity, content and face validity were established via expert judgments on item relevance and media appropriateness, internal consistency of the test was estimated using coefficient alpha, and observation forms underwent rubric clarification and pilot use to minimize rater ambiguity. Ethical safeguards included obtaining school permission, informing participants about the study purpose and procedures, ensuring voluntariness for interviews, and anonymizing all reported data.

Results

Based on the development study of PowerPoint slide–based instructional media for *Shorof* (morphology) in Grade VIII at Islamic Junior High School Darul Hikmah Syekh Ciliwulung, Serang–Banten, the findings can be summarized as follows. The product was developed within an R&D framework using six steps adapted from Sugiyono's ten-step model: (1) needs and problem analysis, (2) information/data gathering, (3) product design, (4) expert validation, (5) product revision, and (6) limited classroom trial. Teacher–student needs were identified via interviews, observations, and tests; the analysis indicated a need for visual–interactive media that guide learners through *tashrīf* (patterned inflection) in a stepwise manner. The slide design integrated transitions, a functional color palette, vector icons, shapes, audio, and hyperlinks to facilitate content navigation and structured practice on derivational patterns and morphophonemic adjustments. Expert validation involved Dr. Mu'izzuddin, M.A. (Arabic language/content specialist) as validator I and Dina Indriana, M.A. (educational media/ICT specialist) as a validator II; after expert-informed revisions, the product was trialed in Grade VIII IPS-1.

Expert validation indicated a very high level of feasibility: the content expert awarded 94%, and the media expert 98%, confirming content appropriateness, linguistic clarity, visual coherence, and classroom usability. In the limited trial (n = 33 students), the evaluation design used parallel pre-test and post-test blueprints targeting key *Shorof* competencies—derivational patterns, affixation, and morphophonemic adjustment. Mean scores increased from 77.8 (pre-test) to 94.8 (post-test), yielding an absolute gain of +17.0 points, a relative increase of +21.9%, and a normalized gain g=0.77g = 0.77g=0.77 (high category). Using a mastery threshold of ≥ 75, the pass rate improved from 63.6% (21/33) on the pre-test to 100% (33/33) on the post-test. Descriptively, final grades (based on the average of the two tests) distributed as *Excellent* = 10 students (30.3%), *Very Good* = 12 students (36.4%), and *Good* = 11 students (33.3%), indicating a performance shift toward higher categories following the intervention.

Table 1. Expert Validation Summary

Aspect	Validator	Validity Score	Category

Shorof Content/Material	Validator I	94%	Very Feasible
Design & Media	Validator II	98%	Very Feasible

The expert validation results indicate that the PowerPoint-based *Shorof* instructional media achieved uniformly high feasibility across both content and design dimensions. The Arabic language/content specialist, Dr. Mu'izzuddin, M.A., assigned a 94% validity score, confirming strong alignment with curricular objectives, conceptual accuracy of morphological rules, and clarity of linguistic explanations—placing the product in the "very feasible" category. The educational media specialist, Dina Indriana, M.A., awarded an even higher 98% validity score, signaling excellent visual coherence, layout and typography, effective use of multimedia elements, and overall usability for classroom delivery—also categorized as "very feasible". Together, these outcomes suggest that while the pedagogical design and media execution are exemplary, only minor refinements may be warranted on the content side (e.g., polishing examples or expanding edge-case patterns) to match the near-perfect media rating. Overall, the convergent expert judgments substantiate the product's readiness for classroom implementation and provide a strong basis for broader dissemination in similar instructional contexts:

Table 2. Trial Outcomes (n = 33, Grade VIII IPS-1)

Indicator	Value
Mean Pretest	77.8
Mean Posttest	94.8
Absolute Gain	+17 points
Relative Increase	+21.9%
Normalized Gain *g*	0.77 (high)
Mastery ≥ 75 (Pre)	63.6% (21/33)
Mastery ≥ 75 (Post)	100% (100%)

The trial outcomes for Grade VIII IPS-1 (n = 33) show substantial learning gains following the PowerPoint-based *Shorof* intervention. The mean score rose from 77.8 on the pre-test to 94.8 on the post-test, an absolute gain of 17.0 points and a relative increase of 21.9%. The normalized gain (g) was 0.77, which falls in the high category, indicating strong improvement across the cohort. Mastery (≥ 75) improved from 63.6% (21/33) before the intervention to 100% (33/33) after, meaning all students met or exceeded the mastery threshold post-treatment. Inferentially, the mean paired difference was +17.12 with $t = 11.60$, $p < 0.001$, 95% CI [14.11, 20.13], and a large effect size ($d = 2.02$), corroborating the practical and statistical significance of the observed gains.

Table 3. Distribution of Final Grades (average of pre- and post-tests)

Grade	Count	Percentage
Exellent	10	30.3%
Very Good	12	36.4%
Good	11	33.3%
Total	33	100%

The developed PowerPoint slide media are highly feasible according to experts (94–98%) and effective in improving students' *Shorof* attainment (mean increase 77.8 → 94.8; g=0.77g = 0.77g=0.77; mastery 63.6% → 100%). The integration of visual–interactive elements and a stepwise practice flow demonstrably clarifies *tashrīf* procedures, improves pattern accuracy, and broadens mastery coverage to all students. Supported by convergent descriptive and inferential indicators, these results affirm the product's suitability for implementation as a primary instructional medium for

Grade VIII *Shorof*, while providing an empirical basis for dissemination and scaled adoption in schools/madrasahs with similar profiles.

Discussion

This study set out to develop and evaluate a PowerPoint slide–based instructional medium for *Shorof* at the Grade VIII level, addressing the need for accessible, structured, and engaging morphology instruction. Prior work has shown that multimodal, interactive slide design can enhance language learning environments and support diverse learner needs (Hashemi et al., 2012; Vanisree et al., 2024). Comparative research in higher education similarly reports gains in performance, engagement, and satisfaction when PowerPoint is used thoughtfully in place of chalk-and-talk (Sekhar et al., 2025). Visual and animated cues are further known to align with human perceptual mechanisms, potentially improving comprehension and retention of complex forms (Wannas, 2023). Yet dedicated, development-focused investigations of slide-based *Shorof* teaching at the junior secondary level remain scarce, particularly in *pesantren*-linked school contexts.

The present results indicate that the product is both highly feasible and instructionally effective in the target setting. Expert judgments yielded very high feasibility ratings—94% for content and 98% for media—signaling strong alignment with curricular goals, linguistic clarity, and classroom usability. Learning outcomes improved markedly, with mean scores rising from 77.8 on the pre-test to 94.8 on the post-test, accompanied by an absolute gain of 17.0 points and a relative increase of 21.9%. The normalized gain of $g = 0.77$ places the improvement in the high category and was mirrored by a mastery-rate increase from 63.6% to 100%. Inferential indicators corroborated practical significance, yielding a large paired effect size and a highly significant mean difference across measures.

These findings are consistent with prior studies showing that carefully designed materials and digital strategies can elevate outcomes in Arabic language instruction. Quantum-teaching–based *Shorof* materials previously produced substantial score gains, underscoring the value of explicit design for engagement and structure (Wasilah et al., 2023). A contextual *Shorof* textbook, validated by experts and verified via paired testing, likewise improved learning, highlighting the contribution of relevance and scaffolding (Aini, 2024). Structured, technology-enabled delivery—exemplified by the online adaptation of the Titis method—adds evidence that digital platforms and planned evaluation cycles can sustain effectiveness in grammar-focused learning (Wasilah et al., 2025). The present study extends this pattern by demonstrating that slide-based media, when engineered around morphology-specific challenges, can deliver comparable or stronger immediate gains in a junior secondary classroom.

Design features likely account for a meaningful share of the observed effects. The product operationalized stepwise *tashrīf* routines, layered worked examples, and immediate formative checks, aligning with established slide design and pedagogical principles for clarity, coherence, and signaling (Hashemi et al., 2012). The inclusion of animations, vector icons, and shapes likely supported pattern salience and temporal sequencing, which are critical for visualizing morphophonemic adjustments (Wannas, 2023). Embedding hyperlinks and audio enabled rapid navigation and dual-channel reinforcement, potentially reducing extraneous cognitive load during practice. In tandem with a teacher guide and observation checklists, these features helped preserve procedural fidelity across sessions, an often overlooked determinant of media effectiveness in real classrooms.

Contextual alignment with local institutional practices further strengthens the intervention's applicability. Pesantren-oriented schools often blend classical methods with modern technologies to preserve textual rigor while enhancing accessibility and engagement (Rasyid et al., 2025). By presenting morphology rules through accurate, curated slides, the product can mitigate the pedagogical risks posed by typographical and linguistic errors reported in some Arabic textbooks for earlier grades (Tamam et al., 2024). The structured presentation of derivational patterns and affixation rules also responds directly to learner difficulties in recognizing and applying form–function relationships in *Shorof*. Collectively, these elements position the product as a viable bridge between tradition-informed pedagogy and contemporary, media-rich instruction.

Nevertheless, several considerations warrant cautious interpretation. The single-group pre–post design, implemented with one class and a purposive sample, limits causal inference and generalizability beyond the study site. Short-term post-testing cannot speak to retention or transfer of morphological knowledge to novel texts and tasks, which should be examined longitudinally. Teacher effects and implementation fidelity, although monitored, may still have contributed to outcome variance, suggesting value in multi-teacher replications. Measurement properties, including internal consistency and parallel-form equivalence, should be reported in future studies alongside item-level diagnostics to strengthen validity claims.

The implications of these findings are both practical and programmatic. Schools can adopt the slide package as a primary medium for Grade VIII *Shorof*, pairing it with routine formative checks and structured practice to consolidate derivational competence. For assessment alignment, integration with CEFR-informed grammar diagnostics or interactive tools such as Wordwall can provide ongoing proficiency tracking and targeted remediation (Hania et al., 2022). Future iterations could pilot augmentation with AR-supported morphology cards to reinforce pattern recognition and engagement, or integrate a flipped sequence that reallocates direct instruction to pre-class video and preserves in-class time for coached practice (Khoirunnisa & Ahsanuddin, 2024; Overskott et al., 2024). Finally, scaling should be accompanied by teacher professional development on slide design and delivery, maintaining coherence with broader curricular models in pesantren and modern Islamic schools alike (Hammond, 2019; Rasyid et al., 2025).

Conclusion

This study aimed to design and validate a PowerPoint slide–based instructional medium for *Shorof* and to determine its suitability and effectiveness for Grade VIII students at Islamic Junior High School Darul Hikmah Syekh Ciliwulung, Serang–Banten. The product achieved very high expert feasibility—94% for content and 98% for media—while classroom implementation produced substantial learning gains (mean 77.8 to 94.8; absolute gain +17.0; relative increase +21.9%; normalized gain ($g = 0.77$), high) and a mastery-rate shift from 63.6% to 100% across the cohort. These outcomes indicate that visually coherent, stepwise, and interactive slide design can clarify *tashrīf* procedures, raise pattern accuracy, and support universal attainment in lower-secondary morphology instruction. The findings contribute practical design heuristics, a validated slide package with teacher guidance and observation tools, and an evaluation workflow that schools can adopt to modernize Arabic grammar pedagogy. Nonetheless, the single-site, single-group pre–post design, short post-test interval, possible teacher/novelty effects, and limited psychometric reporting constrain causal inference and generalizability. Future research should employ controlled or

quasi-experimental designs across multiple schools, incorporate delayed post-tests for retention and transfer, report item-level diagnostics and reliability estimates, and examine subgroup effects by baseline proficiency. Comparative trials of blended, flipped, and AR-augmented variants, alongside cost-effectiveness and fidelity-of-implementation studies coupled with teacher professional development, are also recommended. In practical terms, schools can deploy the slide package as a primary medium for Grade VIII *Shorof*, pairing it with routine formative checks, standardized delivery guides, and accessibility-oriented refinements to sustain consistent gains at scale.

Declarations

Author contribution statement

Mansya'ul Fitriyah conceived and designed the study, led the ADDIE-based product development, coordinated classroom implementation, collected the data, performed the primary analyses, and drafted the manuscript. Subhan contributed to instructional design and instrument development, oversaw methodological rigor and data management, conducted robustness checks of the quantitative results, and provided substantive revisions to the manuscript. Nurhamim coordinated site access and classroom logistics, supported expert validation and observation procedures, prepared figures/tables and visualizations, and contributed to critical review and editing of the final version. All authors read and approved the final manuscript.

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Data availability statement

De-identified student-level scores (pre-/post-test), test blueprints, observation rubrics, interview protocols, and the finalized PowerPoint slide package that support the findings of this study are available from the corresponding author on reasonable request via email. No publicly archived dataset is associated with this article at this time.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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