Refreshing *Nahwu* Knowledge: PowerPoint as a Learning Tool for Arabic Education Students with a PMDG Background

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Abstract

Many students in the Arabic Language Education Department (ALED) at Unversitas Darussalam Gontor who graduated from Pondok Modern Darussalam Gontor (PMDG) have learned nahwu by using the modern book *an-Nahwu al-Wādih*. This book was an important part of their grammar studies during their time at the pesantren. However, after moving on to university-level education, many of them seem to forget the rules they once learned, possibly because they no longer study the material in depth or use it regularly. This study looks into how PowerPoint slides, made in a simpler and more visual format, can help these students remember nahwu rules they already learned in the past. The research was carried out with 40 participants obtained through quote sampling, all of whom are current students in the ALED at Universitas Darussalam Gontor and also alumni of PMDG. Each student took a pre-test to see how much they still remembered. Then, they studied a set of PowerPoint slides designed to explain nahwu in a clearer way. After that, they took a post-test. The results showed that most students did better on the post-test than on the pre-test. This means the PowerPoint slides helped them remember the material. Many of them also said that the slides were easier to understand and nicer to look at compared to reading from the book. This shows that using PowerPoint can be a useful way to help students refresh their grammar knowledge, especially if they have already learned it before.
Keywords: an-Nahwu al-Wādih, Arabic Teaching, Multimedia Learning, Nahwu, PowerPoint.

مراجعة معرفة النحو: البوربوينت كوسيلة تعليمية لطلبة قسم تعليم اللغة العربية من خلفية معهد دار السلام كونتور

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المستخلص

غالبا، تعلّم طلاب قسم تعليم اللغة العربية في جامعة دار السلام كونتور الذين تخرجوا من معهد دار السلام كونتور النحو من خلال الكتاب الحديث النحو الواضح. واعتبر هذا الكتاب جزءا مهمًا من دراستهم النحوية في فترة تعليمهم في المعهد. ولكن بعد التحاقهم إلى المرحلة الجامعية، بدأ كثير منهم يسقطون في بعض القواعد التي تعلموها من قبل، وربما يعود السبب إلى أنهم لم يعودوا يدرسون هذه المادة بعمق أو لا يستخدمونها بشكل منتظم. تهدف هذه الدراسة إلى معرفة مدى فاعلية استخدام شرائح البوربوينت المصمّمة بطريقة أبسط وأكثر بصرية في مساعدة هؤلاء الطلاب على تذكّر قواعد النحو التي تعلّموها سابقا. وقد أجريت هذه الدراسة على أربعين مشاركا، جميعهم طلاب حاليون في قسم تعليم اللغة العربية بجامعة دار السلام كونتور، وجميعهم من خريجي معهد دار السلام كونتور. شارك كل طالب لاختبار قبلي لقياس مدى تذكّرهم للمادة، ثم تعرّفوا على مجموعة من شرائح البوربوينت التي صمّمت لشرح مفاهيم النحو بطريقة أوضح. بعد ذلك، قاموا باختبار بعدي. أظهرت النتائج أن معظم الطلاب حصلوا على نتائج أفضل في الاختبار البعدي مقارنة بالاختبار القبلي، مما يدل على أن شرائح البوربوينت ساعدتهم على استرجاع المعلومات. كما أشار كثير منهم إلى أن الشرائح كانت أسهل للفهم وأكثر جاذبية من قراءة الكتاب. وهذا يدل على أن استخدام البوربوينت يمكن أن يكون وسيلة فعّالة لمساعدة الطلاب على مراجعة معلوماتهم النحوية، خاصة إذا كانوا قد درسوها من قبل.

الكلمات الرئيسية: النحو الواضح، تعليم اللغة العربية ، التعليم متعدد الوسائط، النحو، البوربوينت.

Introduction

Nahwu is one of the most important parts of learning the Arabic language. It is like the grammar that helps people understand how words work together in a sentence. Without knowing *nahwu*, it

can be very hard to read, write, or speak Arabic properly.[1] That is why students who want to be good in Arabic need to study *nahwu* seriously. It teaches the rules about verbs, nouns, and sentence structures, and these are all needed to understand Arabic texts, especially in classical or religious contexts.[2]

Many students who are now studying in the Arabic Language Education Department (ALED) at Universitas Darussalam Gontor have already learned *nahwu* before, especially those who studied at Pondok Modern Darussalam Gontor (PMDG). At Gontor, *nahwu* is taught using a famous book called *an-Nahwu al-Wādih*. This book is known for its modern style, and it was used in many modern pesantrens for many years. Students studied it regularly and practiced the rules inside and outside the classroom. The learning method at Gontor focused a lot on memorization, explanation by teachers, repeated exercises, and daily practices which helped students understand the basics of Arabic grammar deeply.[3]

However, even though they studied *nahwu* in detail during their time at Gontor, many students find that they forget the material after some time. As they move on to university-level studies, they are not always focused on reviewing the same grammar lessons again.

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[1] Ismi Nujaima and Hendra Kurniawan, "The Role of Nahwu and Sharf Sciences in Arabic Language Learning," *Jurnal Al-Hibru* 1, no. 1 (January 14, 2024): 14–23, https://doi.org/10.59548/hbr.v1i1.104.

[2] Muallim Wijaya, "The Influence of Nahwu And Shorof Mastery on The Ability of The Students of KSK Fathimatuzzahro" 1, no. 1 (2023).

[3] Pradi Khusufi Syamsu, "Pembelajaran Bahasa Arab di Pondok Modern Darussalam Gontor," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (October 18, 2018): 18, https://doi.org/10.24235/ibtikar.v7i2.3319.

That is why this study wants to look at a different way to help them remember what they have learned. Instead of going back to the book, we try to use PowerPoint slides that are made in a simple and visual way. The hope is that these slides will make the old lessons easier to recall, and maybe even more enjoyable to learn again.

When the students at university, especially in the ALED, they often face a new kind of challenge. For example, the materials are usually more advanced, and the focus shifts toward other aspects of Arabic, like literature, teaching methods, or modern texts. Because of this shift, students do not always go back and review their basic *nahwu* knowledge. Over time, without enough repetition or practice, it becomes easy to forget. Also, university life brings more subjects and assignments, which can make students feel overloaded and lose focus on grammar.[4] So that, although they have already learned *nahwu* during their years at Gontor, many of them struggle to recall the rules and details they once knew.

Even though *nahwu* has been studied for a long time in both traditional and modern schools, most of the research only talks about how to teach it to beginners or how to explain the rules in the classroom. Not many studies have paid attention to students who already learned *nahwu* before but are now starting to forget it. Especially for students coming from pesantren backgrounds like Gontor, there is not enough research about how to help them

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[4] Gökçe DiŞlen, "The Reasons of Lack of Motivation From The Students' And Teachers' Voices," *The Journal of Academic Social Sciences* 1, no. 1 (January 1, 2013): 35–35, https://doi.org/10.16992/ASOS.13.

remember *nahwu* using new tools. That is why this study tries to fill that gap. It looks at whether using something simple like PowerPoint, something they are already familiar with, can help them recall what they used to know in an easier and more enjoyable way.

Because of these problems, this study wants to find out if PowerPoint can be used as a helpful way to connect what students learned in the past with how they study today. Since most of these students have strong basic knowledge from Gontor but have started to forget it, using a modern tool like PowerPoint might make it easier for them to review old lessons. It is already used in many classes, and could present information in a way that looks cleaner, more organized, and more visual than a regular book.[5] That's why it would be a good bridge between traditional learning and modern review methods.

This research was conducted to find out whether PowerPoint really helps students remember nahwu material they have already studied. It also wants to observe how students feel about using PowerPoint. Do they think it is easier to understand rules in *an-Nahwu al-Wādih*? Do they enjoy studying from slides more than reading from a book? By answering these questions, the study hopes to offer a simple solution for students who want to refresh their Arabic grammar knowledge in a more effective and enjoyable way.

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[5] Yukiko Inoue-Smith, "College-Based Case Studies in Using PowerPoint Effectively," ed. Shuyan Wang, *Cogent Education* 3, no. 1 (December 31, 2016): 1127745, https://doi.org/10.1080/2331186X.2015.1127745.

Method

This study used a quasi-experiment research design that aimed to see how well students could remember their old *nahwu* lessons after being given a short PowerPoint presentation. The design used was a one-group pre-test and post-test model, which means that the same group of students was tested before and after the learning activity.[6] There was no control group, but the results from before and after the PowerPoint intervention were compared to see if there was any improvement. Besides the test scores, the study also looked at how students felt about the learning experience by asking them to answer a few questions at the end.

The PowerPoint slides focused on the topic of *al-afʿāl al-khamsah* (Five Verbs), which is one of the topics that students usually study in *an-Nahwu al-Wādih* during their time at Gontor. The material was presented in a way that was simpler than the original book. It used large text, short explanations, and bright colors to help students focus. Important grammar points were shown clearly with examples, and each slide only covered one small part of the lesson, so it would be easier to follow.

To support the study, a sample of the PowerPoint slides was also prepared, showing the kind of layout and content used during the intervention. These slides were not only made to explain the grammar but also to help the students remember it in a faster and

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[6] Tayyaba Gul Malik Rabail Alam, "Comparative Analysis Between Pre-Test/Post-Test Model and Post-Test-Only Model in Achieving the Learning Outcomes," *Pakistan Journal of Ophthalmology* 35, no. 1 (April 1, 2019), https://doi.org/10.36351/pjo.v35i1.855.

more friendly way than reading from a long and detailed book. The goal was to make the students feel less pressured and more confident in reviewing what they had already learned before.

Figure 1: PowerPoint Slide Preview
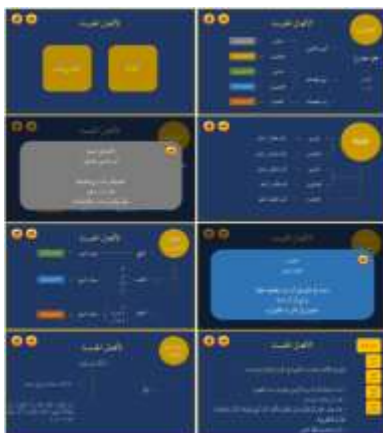
The participants in this study were 40 students who are obtained from quote sampling and currently studying in the ALED at the Universitas Darussalam Gontor. All of them had previously graduated from PMDG, where they received a strong foundation in Arabic grammar and other Islamic subjects. During their time at Gontor, these students had studied *an-Nahwu al-Wādih*, a modern grammar book that is widely used in many modern pesantrens and is known for its step-by-step explanations of Arabic grammar rules.[7]

Even though they had already learned *an-Nahwu al-Wādih* before, many of them were not actively reviewing it after entering university. This made them a suitable group for testing whether a

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[7] Zuhrotul Mufida, "Analysis of Nahwu Material in the Book Nahwu Wadhih," *ALIT: Arabic Linguistics and Teaching Journal* 1, no. 1 (June 15, 2024): 107–25.

modern tool like PowerPoint could help them recall their past grammar lessons. Since the goal of the study was to refresh previously learned material, it was important to choose participants who had already studied the topic before.

The participants were selected from several different classes under the same department. All students were informed about the purpose of the study and agreed to take part in the tests and the PowerPoint-based review session. Their cooperation and honest responses helped the research run smoothly and made the data more reliable.

To support this research, several instruments were used to collect the needed data and to understand the effects of the PowerPoint material on the students' memory. All of these tools were prepared carefully to match the level and background of the participants, who are currently students in the ALED at Universitas Darussalam Gontor. Since these students had already learned *an-Nahwu al-Wādih* during their time at PMDG, the focus was on helping them recall what they had previously studied, not teaching them something completely new.

The first instrument used was a pre-test. This test was given before the students viewed the PowerPoint slides, and it was made to check how much they could still remember about the topic of *al-afʿāl al-khamsah*. The questions in the test were based on the grammar points that had already been taught to them in the past. The results of this test gave a clear picture of the students' initial understanding and how much of the lesson they had forgotten.

After the pre-test, the students were shown a PowerPoint module that had been created especially for this study. The slides were designed to be simple, colorful, and easy to follow. They included examples, short explanations, and visual aids to help make the topic clearer. Compared to reading directly from *an-Nahwu al-Wādih*, the PowerPoint version was made to be more engaging and less overwhelming.

Once the students had gone through the PowerPoint material, they were asked to take a post-test. This test was almost the same as the pre-test in terms of difficulty and content, so it allowed the researcher to see whether there was any improvement after the intervention. Any change in the scores between the two tests could help show how effective the PowerPoint was in helping the students remember the grammar rules.

To complete the study, the students also answered a perception survey-questionnaire. This survey included several questions using a Likert scale, where students could choose how strongly they agreed or disagreed with certain statements about the PowerPoint. It also had a few open-ended questions where students could give their opinions in their own words. The goal of this survey was to find out what the students thought about the PowerPoint material, whether they found it helpful, easy to understand, and enjoyable to use compared to reviewing *an-Nahwu al-Wādih* on their own.

Result and Discussion

After going through the full process of testing and reviewing the material, the results clearly showed that there was a noticeable

improvement in the students' understanding of *al-af'āl al-khamsah*. By comparing the pre-test and post-test scores of all 40 participants, we can see that most students scored better after using the PowerPoint slides. This means that their memory of the topic improved just by going through a simple and visual review session. The average score in the pre-test was 62.88, while the average in the post-test increased to 77.75. This shows a positive change that supports the idea that PowerPoint can help students remember what they already learned.

Table 1: Sample Pre-test and Post-test Scores of Selected Participants

Participant ID	Pre-test Score	Post-test Score	Improvement
001	35	55	+20
006	49	75	+26
012	40	61	+21
015	34	51	+17
020	35	58	+23
023	33	49	+16
028	31	50	+19
032	49	76	+27
036	44	69	+25
040	36	51	+15

Table 2: Distribution of Pre-test and Post-test Scores by Range

Score Range	Pre-test (n)	Post-test (n)
0–20	0	0
21–30	0	0
31–40	18	0
41–50	19	2
51–60	3	16
61–70	0	15
71–80	0	7

This improvement also shows a meaningful effect when looked at from a statistical point of view. Even though this research is small in scale and uses only one group, the difference between pre- and post-test scores is enough to say that the intervention had a real impact. The gain in learning was not something that happened randomly, it was related to how the material was presented.[8] The use of PowerPoint, with its simpler and more focused layout, made it easier for students to follow the explanation and remember the rules.

Table 3: Summary of Pre-test and Post-test Scores (N = 40)

Metric	Pre-test Score	Post-test Score
Mean	40.75	61.38

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[8] John Hattie, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, Reprinted (London: Routledge, 2010).

Standard Deviation	6.02	7.69
Minimum Score	30	48
Maximum Score	52	76
Paired t-test (t-statistic)	–	48.74
Paired t-test (p-value)	–	1.47E-36

The slides used in this study were very different from the usual look of a grammar book like *an-Nahwu al-Wādih*. Instead of long texts and complex examples, the PowerPoint used big fonts, highlighted key points, and added colors to help students focus on the most important parts. Each grammar rule was explained step by step, with clear examples underneath. The way the information was divided into short sections also helped the students not feel overwhelmed. This made it easier for them to go back and read a slide again when they needed to review a certain rule.

All of these elements: simple layout, clean visuals, and clear structure worked together to help students refresh their memory.[9] It did not teach them something completely new, but it made it easier for them to recall what they already knew from *an-Nahwu al-Wādih* in a faster and more enjoyable way.

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[9] Patchara Vanichvasin, "Effects of Visual Communication on Memory Enhancement of Thai Undergraduate Students, Kasetsart University," *Higher Education Studies* 11, no. 1 (December 5, 2020): 34, https://doi.org/10.5539/hes.v11n1p34.

Besides looking at the test scores, this study also tried to understand how the students felt about learning *nahwu* using PowerPoint. After finishing the post-test, the 40 participants were asked to answer a few questions about their experience. The questions were part of a perception survey that helped show how the students reacted to the new learning tool. The results of the survey gave us a better picture of whether the students enjoyed the learning process and if they found the slides helpful.

From the answers collected, most of the students shared a positive response toward the use of slides. Out of 40 participants, 18 students (45%) said they were very satisfied with the PowerPoint material, and 16 students (40%) said they were satisfied. Only a small number, 4 students (10%), felt neutral, and just 2 students (5%) said they were dissatisfied. None of the participants chose very dissatisfied. This shows that the majority of students (85%) appreciated the use of PowerPoint as a review tool.

Many students explained that the slides were easier to understand compared to reading from *an-Nahwu al-Wādih*. They felt the language used in the PowerPoint was simpler, and the explanations were more direct. The slides didn't have long paragraphs or too many technical terms, which helped them stay focused on the main points. Several students also liked how each grammar rule was placed on a separate slide. This allowed them to study the material step by step without feeling confused. They said the information was clear, not heavy, and easier to remember. Some even mentioned that it felt like the content had been "broken down"

into small parts, which made the topic of *al-af'āl al-khamsah* easier to digest and less stressful to review.

In addition, most students agreed that the slides were useful for quick revision. They liked how they could look at the slides again quickly before a test or when they wanted to refresh their memory. Since the design was visual and well-organized, they didn't need to spend too much time flipping through a book to find the information they needed. Overall, the results of the survey showed that the students had a positive experience and believed that PowerPoint could really help them recall *nahwu* concepts that they had previously learned through *an-Nahwu al-Wādih*.

Table 4: Distribution of Participants' Satisfaction

Satisfaction Level	Participants	Percentage
Very Satisfied	18	45%
Satisfied	16	40%
Neutral	4	10%
Dissatisfied	2	5%
Very Dissatisfied	0	0%

The results of this study can also be explained by looking at a few learning theories that support the way people understand and remember information. One of the most well-known theories is called Multimedia Learning Theory by Richard Mayer. According to this theory, students learn better when they receive both visual and

verbal input at the same time.[10] In this study, the PowerPoint slides combined written text with visual elements like color, spacing, and layout. This helped the students process the information more easily. Instead of just reading from a page like in *an-Nahwu al-Wādih*, they saw short explanations alongside examples and headings that made everything more organized and less confusing. This kind of learning helped their brains connect the ideas more strongly and remember them better during the post-test.[11]

Another idea that supports the results is related to adult learning, which is called andragogy. Although the participants are still university students, they already have a strong background in *nahwu* from their time at PMDG. This means that they are not complete beginners, and they are learning in a more mature way. Adult learners usually prefer lessons that are clear, directly useful, and easy to relate to their previous knowledge.[12] The PowerPoint slides used in this research gave them just that, familiar content presented in a new and simpler format. Because the material was relevant and well-structured, it was easier for them to connect it with what they had learned from *an-Nahwu al-Wādih*, which helped strengthen their understanding.

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[10] Richard E Mayer, "Multimedia Learning," *The Psychology of Learning and Motivation* 41 (2002): 87–139.

[11] Richard E. Mayer, ed., *The Cambridge Handbook of Multimedia Learning*, Second Edition, Cambridge Handbooks in Psychology (New York: Cambridge University Press, 2014).

[12] Nataliya Machynska and Halyna Boiko, "Andragogy – The Science of Adult Education: Theoretical Aspects," *Journal of Innovation in Psychology, Education and Didactics* 24, no. 1 (2020): 25–34.

Finally, the idea of spaced repetition and memory also plays an important role here. The students had already learned *al-af'āl al-khamsah* before, but since they hadn't reviewed it in a long time, the knowledge was buried deep in their memory.[13] By giving them a new way to look at the same topic through PowerPoint, the study acted like a "reminder" that brought the old knowledge back to the surface. Because the presentation was short and focused, it didn't overwhelm them, it just refreshed their memory and helped their brain reconnect the grammar rules they already knew.[14] This shows that even simple tools like slides can make a big difference in helping students remember what they've learned before, especially when the presentation style fits their learning needs.

Conclusion

This study showed that PowerPoint slides can effectively help students recall *nahwu* concepts they had previously learned through the traditional method, particularly from *an-Nahwu al-Wādih*. The participants, who are students in the Arabic Language Teaching Department at Universitas Darussalam Gontor and alumni of PMDG, demonstrated significant improvement in understanding after reviewing grammar through slides, especially in the topic of *al-*

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[13] Noraini Mohd Noor et al., "Spaced Learning: A Review on the Use of Spaced Learning in Language Teaching and Learning," *Journal of Language and Linguistic Studies* 17, no. 2 (June 23, 2021): 1023–31, https://doi.org/10.52462/jlls.71.

[14] Sean H. K. Kang, "Spaced Repetition Promotes Efficient and Effective Learning: Policy Implications for Instruction," *Policy Insights from the Behavioral and Brain Sciences* 3, no. 1 (March 2016): 12–19, https://doi.org/10.1177/2372732215624708.

afʿāl al-khamsah. Based on the results, most students agreed that PowerPoint made the grammar rules easier to understand and more enjoyable to study compared to reading directly from the book.

These findings answer the main questions of the study. Yes, the students found it easier to understand grammar rules through the PowerPoint slides than through *an-Nahwu al-Wādih*, and yes, they enjoyed using slides more than reading from the book. This suggests that PowerPoint can serve as a helpful tool to support traditional learning, especially for review purposes. While it does not replace classical books, it offers a simpler and clearer format that strengthens students' memory and confidence in grammar.

This approach can also be expanded beyond *nahwu* to other classical subjects such as *ṣarf* and *balāghah*, which are often seen as difficult. Presenting these topics in simple and well-designed slides may help students review them more easily. It is recommended for Arabic education programs, especially those with pesantren-background students, to begin incorporating digital visual materials as part of their learning tools. Future research could also explore comparing PowerPoint to other tools like videos or interactive apps to see which method works best for refreshing classical knowledge in modern classrooms.

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