

# Application of PowerPoint-Based Learning Media in Improving Arabic Vocabulary Memorization Skills

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**Abstract:** This study will determine how PowerPoint-based learning media (PPT) can improve Arabic vocabulary mastery in class X, MA Babussalam Takalar. In addition, this study also aims to determine the results of students' Arabic vocabulary mastery after the application of PowerPoint-based learning media (PPT) in the class. The type of research used in this study is Classroom Action Research (CAR), which consists of three main stages: planning, action, and reflection. This classroom action research is a democratic participatory process that aims to improve the quality of learning practically. This approach is relevant to modern education, which demands more interactive and effective learning methods. The study results showed that using PowerPoint-based learning media went well and effectively improved students' Arabic vocabulary mastery. In the initial or pre-cycle stage, students were tested to determine their initial level of Arabic vocabulary mastery. As a result, only eight students achieved the minimum completeness criteria (KKM) set. This condition indicates an urgent need to improve the learning methods used. Next, in the action stage in the first cycle, students were introduced to learning materials through PowerPoint media, with the theme of Ta'aruf or self-introduction. This media is designed to provide a more interesting learning experience through visualization through text, images, and animation. At this stage, the average student score increased to 76, with a classical completion rate of 63%. Although there was an increase, the results were still categorized as "less good," so corrective steps were needed in the next cycle. Based on the results of this study, it can be concluded that the use of PowerPoint-based learning media has a very positive contribution in improving student learning outcomes, especially in the mastery of Arabic vocabulary in class X, MA Babussalam Takalar. This method has been proven to significantly increase student learning motivation and learning outcomes, so it can be used as an effective alternative in the Arabic language learning process in the future.

**Keywords:** Application of PowerPoint; PowerPoint-Based Learning; Improving Arabic Vocabulary.

## How to Cite?

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## 1. Introduction

Education is an essential aspect of human life and an inseparable part of preparing quality human resources. Education is a basic need that touches various aspects of life, personally, socially, and globally. Education is firm and humane, reflecting the need to adapt to the changing times. As long as humans exist, educational issues will always be a concern, both in an enormous scope such as educational strategies for political and economic preparation, and in a small scope, such as the development of methods, learning techniques, educator skills, students' understanding, and the philosophical values that underlie the educational process itself (Mushthofaiyyah et al., 2021).

As a vital means in human resource development, education has a strategic role in educating the nation's life and forming individuals who are skilled, competent, and able to contribute to community development. Therefore, efforts to improve the quality of education continue to be carried out continuously, both through conventional approaches and innovations. One of the educational institutions that has a vital role in this process is the Madrasah. A madrasah that is managed professionally, both in terms of learning, educators, and management systems, can produce qualified graduates who are ready to compete in various challenges in the future. On the other hand, madrasahs with poor management face many obstacles, such as the lack of development of the learning system, low student motivation, and the lack of competitiveness of graduates in education and work (Arif et al., 2019).

One of the innovations that can be applied to improve the quality of learning is the use of technology-based learning media, such as PowerPoint (PPT). With this medium, the student learning experience becomes more interactive and engaging. Students receive material in the form of writing and get visualizations through relevant supporting images. These pictures help students remember and understand the vocabulary being taught, rather than just accepting writing on the board. Learning media like this is essential, especially in learning Arabic, because it can make it easier for students to understand, remember, and strengthen their understanding of the material learned at school.

However, the challenge often faced in learning Arabic in Madrasah is the less innovative teaching style. This makes students feel bored and even have difficulty understanding the lesson. Appropriate learning media are needed to overcome these obstacles, which can create an active, fun, and efficient learning atmosphere. A good learning media must also optimize students' potential to improve their mastery of Arabic vocabulary more effectively. Thus, learning Arabic can be more structured, efficient, and enjoyable.

In the context of learning Arabic at MA Babussalam Takalar, the main problem is the low mastery of students' vocabulary. Based on the results of an interview with Wiwin

Fauziah, S.Pd., an Arabic teacher at MA Babussalam Takalar, it is known that students often feel bored during the learning process. This boredom has an impact on low learning motivation and student learning outcomes. Most students still cannot achieve the Minimum Completeness Criteria (KKM) set for Arabic subjects, which is a score of 70. The observation results also showed that students often had difficulty remembering Arabic vocabulary, so their learning outcomes tended to be low.

Seeing this problem, the researcher provides a solution by applying PowerPoint-based learning media (PPT). PowerPoint is a presentation application program that is part of Microsoft Office. The program has various features that allow teachers to deliver material interactively and engagingly. In Arabic learning, PowerPoint can present new vocabulary visually, accompanied by pictures and animations, so students can more easily understand and remember the material. The use of PowerPoint is expected to create an active, not dull, and far from boring learning atmosphere. With a more conducive learning atmosphere, students are expected to increase their motivation and mastery of Arabic vocabulary.

This study uses the class action research method (PTK). Classroom action research is a form of research conducted by teachers in their classrooms to improve the learning process through a series of systematically designed actions. This research was carried out in several cycles, which included the stages of planning, implementation, observation, and reflection. Through this approach, researchers can identify problems directly, design appropriate solutions, and evaluate the results for continuous improvement.

## 2. Methods

### 2.1. Types and Approaches of Research

Through self-reflection, Classroom Action Research (PTK) is used to examine learning problems in the classroom to find solutions. This is done by performing various planned actions in real-world situations and evaluating the impact of each action. Meetings involving PTK – especially analysts – strive to continue cultivating the ability to distinguish and overcome problems that arise in the classroom by taking significant steps to overcome problems or advance the situation. Since then, they have carefully watched its implementation to gauge its progress. This applies well.

The benefits of learning room training (PTK) for teachers are to assist educators in developing further learning, skills, and confidence, increase teacher confidence, and successfully involve educators in building information and capacity. PTK helps students achieve better academic results. In order for PTK to run well, different conditions are needed. These circumstances include the support of the entire school staff and the

opportunity for teachers to build, test, work together, and build trust among students and educators (Saraswati, 2021).

## 2.2 Location and time of the study

This research was conducted at the Islamic School in Class X of MA Babussalam Takalar. The exam is conducted on students in grade X. This exploration is completed in Arabic subjects. It was conducted for approximately one month in the even semester of the 2024/2025 academic year.

## 2.3 Research subjects

Class X MA Babussalam Takalar is the main subject of this research, and the subject is Class X students of MA Babussalam Takalar, which is 25 people.

## 2.4 Data collection methods

Scientists gather research information from information sources using information gathering techniques. Data collection is an important stage in research. The correct data collection techniques will produce data with a high level of trust, and vice versa. The data collection system used by the creator is as follows (Chairunnisa, 2021):

### 1. Observation

Perception is an attempt to determine all events and activities that occur during restorative activities without assistance. This perception is carried out in class X on the experience of Arabic language education, especially on students' activeness in the classroom (Jasiah et al., 2021).

### 2. Test

A test is a methodical and objective tool or methodology to obtain ideal information or data about a person, which is considered appropriate and fast. Tests are tools used in evaluation or assessment. Meanwhile, assessments provide data on the learning outcomes introduced by involving tests as a tool to assess them. Assessment is a method to determine how much a course's learning objectives or a series of illustrations can be achieved. This study used two tests: Zubaidillah & Hasan (2019). Pre-test is a test completed before the educational experience is carried out (before the start of the illustration). This test aims to determine students' underlying abilities before being given treatment. Post-test is a test completed after the educational experience (towards completing the illustration) (Hs & Suriningsih, 2021).

### 3. Interview

A conversation with a specific purpose is an interview. This discussion was conducted in two groups: the questioner (analyst) who asked for clarification on the urgent problem, and the interviewee (teacher and student) who answered the question.

#### 4. Documentation

Documentation is a record of previous events. It can be through a person's compositions, drawings, extraordinary work, or written documentation, such as a curriculum vitae, biographies, diaries, and policy rules.

#### 2.5 Research Instruments

The instruments used in this study consisted of learning outcome tests, observation sheets, student response questionnaires, and documentation. Learning outcome tests in pre-tests and post-tests were used to measure Arabic vocabulary memorization skills before and after using PowerPoint-based learning media. Test questions are prepared based on vocabulary achievement indicators in multiple-choice and short fill-in formats to provide a quantitative picture of improving students' abilities. In addition, observation sheets record students' activities and participation during the learning process, such as the level of attention, engagement, and response to the material presented. The next instrument is a student response questionnaire prepared on the Likert scale, aiming to find student responses related to the convenience, interest, and benefits of using PowerPoint media in learning Arabic vocabulary. As a complement, documentation is also used to record various supporting data, both in the form of learning outcome records and photos of learning activities. With these instruments, research data can be obtained comprehensively from quantitative and qualitative aspects.

### 3. Results and Discussion

#### 2.1 Analysis of the Application of *PowerPoint Learning Media*

The analysis was carried out at the pre-cycle stage, the learning outcomes obtained by students with an average score of 63.40, who had a score above KKM 75, with classical completeness of 36.36% with less than the achieved criteria. This is due to the absence of the use of learning media applied by teachers so that it makes students feel bored and bored so that with this research, the researcher tries to provide a more creative learning model so that students are also more motivated in learning, especially Class X, namely *Power Point* learning media which is considered very suitable to be applied to these subjects.

In the first cycle stage, the average score obtained by students reached 75, with classical learning completeness of 63.63% with poor criteria. Meanwhile, in the second cycle, the scores obtained by students increased and reached an average score of 87, with a percentage of 91%. From this analysis, the application of *PowerPoint learning media* can improve learning outcomes in Class X students of MA Babussalam Takalar.

The implementation in the second learning cycle is the same as in the first. It improves according to the results in the first cycle, namely, conducting learning with the material and evaluating the extent to which students can understand the material provided using the *PowerPoint learning media*.

The stage of implementing actions is carried out consciously and in a controlled manner that aims to improve learning activities. In cycle II, the implementation of learning meeting one was carried out on February 2, 2024, and the second meeting was held on February 9, 2024. The learning process in cycle II was carried out as many as 2x meetings, and each 1x meeting lasted 2 hours. PowerPoint Learning Media is the learning media (Fauziddin & Fikriya, 2020).

Based on these observations, the learning outcomes of students in Class X reached an average score of 87.45, with the category of very good in this second cycle stage of achieving KKM increasing to 91% as shown in the table above. This indicates an increase in student learning, among others:

The increase in student learning outcomes can be seen in the table above, where out of 22 students, 20 have completed, and two have not yet reached KKM 75, where the highest score is 98 and the lowest score is 70. (Isnaini & Huda, 2020)

The teacher's direction has been optimal from the beginning, so students are interested in learning using *PowerPoint* media and have been able to collaborate with friends. (Amin et al., 2019)

Teachers further improve the design of learning discussions and how to deliver material so that students feel more comfortable and find it easier to understand the material given. Reflection in this second cycle is that learning activities by applying *Powerincreased morPoint* learning media increased student learning outcomes more in the second cycle because students are getting used to using *PowerPoint learning media* during learning activities. Students' learning outcomes during the second cycle of learning activities were better than in the first cycle.

From the student test results, it can be concluded that at the pre-cycle stage, with a total of 22 students who reached KKM 75, only eight students did, while 14 others did not reach KKM, with an average score of 63 and a 36% percentage, so there are still 64% of students who have not met KKM.

After the implementation of PowerPoint-Based Learning Media in cycle I, student learning results were obtained, At the post test stage of Cycle I out of 22 students 14 people had achieved KKM 75 with a completion percentage of 63.63% or as many as eight people out of 22 Class X students had not reached the criteria of success in learning in class, therefore the research was continued in cycle II because the increase in learning outcomes in cycle I was not too significant.

The reflection stage in the first cycle is that learning activities by applying *PowerPoint* learning media have improved student learning outcomes during learning activities. However, several shortcomings were found that must be corrected. This research is a classroom action research that aims to improve student learning outcomes. Therefore, from observing student learning outcomes in cycle I, which is still relatively low, learning will be improved in the next cycle, namely cycle II. Learning improvements must be made based on student learning activities in the first cycle.

### 3.2 Analysis of Learning Outcomes in the Precycle, Cycle I, and Cycle II Stages

#### **Analysis of Learning Outcomes in the Pre-Cycle Stage**

The learning outcomes of students before applying the *PowerPoint learning media* obtained data that, of 22 students, only eight people had achieved KKM with an average score of 63.40, with a percentage of learning completeness criteria of only 36.36%.

The low learning outcomes obtained by students are due to the application and use of learning models that are less efficient and only centered on teachers, so that students become passive in learning. This proves that an action must be taken to improve student learning outcomes by applying *PowerPoint* learning media.

#### **Analysis of Learning Outcomes in the Cycle I Stage**

The improvement in student learning outcomes can be seen from the test test in the first cycle regarding vocabulary where it can be concluded that out of 22 students 14 students have reached learning completeness and eight others have not reached completeness because students are not complete because there are still many who are less active, not confident and do not respond to the questions given and often discuss outside the material so that the researcher gives reprimands and reduces grades.

The average score obtained in the first cycle reached 76.09 with a percentage of completeness criteria of 63.63% which is considered to have not reached the target, as it is known that the success rate of learning in the classroom has reached 75%. (Sejati, 2023)

#### **Analisis Hasil Belajar Pada Tahap Siklus II**

Based on the test results in the second cycle, the data showed that the learning outcomes of Class X students have increased significantly. Of 22 students, 20 have achieved KKM scores, and two are still below KKM.

The average score obtained in cycle II was 87.45, with the criteria of learning completeness reaching 91% in the category. The following is an overview of the test results from the pre-cycle, cycle I, and cycle II of the application of *PowerPoint learning media* in Class X of MA Babussalam Takalar.



The implementation of PowerPoint-Based Learning Media in Class X, MA Babussalam Takalar, was effective, as seen from the presentation of the completeness of the score reaching 91 percent in cycle 2. Two students had not completed. Efforts were made so that these two students were able to get complete scores, which are as follows (Maryana et al., 2022):

1. Identify Causes: Analyze to understand the reasons behind student non-graduation. Whether they are having difficulty in understanding the material, a lack of engagement, personal issues, or other factors
2. Mentorship and Remediation: Provide mentorship or remediation programs to students to help them understand complex concepts or skip specific material. Tutors or teachers can provide additional support through classes, Q&A sessions, or study materials.
3. Communication with Parents: Involve parents in this process by letting them know about their children's performance. Discuss strategies to help students at home and at school. Collaboration with parents can be a key factor in helping students achieve academic success.
4. Personal Coaching: Provide emotional support and motivation to students. Their understanding of success and failure can be important in academic performance. Personal coaching can help build confidence and a sense of responsibility.
5. Follow-up Plan: Create a clear follow-up plan to monitor student progress. Determine periodic evaluations and parent meetings to ensure that the steps taken provide the desired results.
6. Specialized Interventions: If needed, consider providing specialized support or interventions, such as intensive remedial programs, learning support services, or specialized teaching.
7. Re-Evaluation of Assessments: Review the assessment media and ensure that they are fair and reflect the student's proper understanding of the material. In some cases, curriculum revisions or assessments may be required.

It is important to remember that every student is unique, and practical approaches can vary. Collaboration between teachers, students, and parents is often key to helping students achieve academic success (Ramly, 2023)

#### 4. Conclusion

The application of PowerPoint-based learning media in improving the ability to memorize Arabic vocabulary in Class X of MA Babussalam Takalar went well and smoothly. The application of PowerPoint-Based Learning Media in this research has



three stages, namely in the pre-cycle stage students are tested on their mastery of Arabic vocabulary, then continued in the first cycle stage students are introduced to the Arabic story text with the title Ta'Aruf (Self-introduction), and in the second cycle students can introduce themselves well, correctly, and fluent in Arabic as taught.

Only eight students completed the pre-cycle stage, so the PowerPoint-Based Learning Media was carried out. In the first cycle stage, the average score obtained by students reached 76, with classical learning completeness of 63% with poor criteria. Meanwhile, in cycle II, the scores obtained by students increased and reached 87, with a percentage of 91%. From this analysis, the application of *PowerPoint learning media* can improve the learning outcomes of Class X students of MA Babussalam Takalar.

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