



Development of Teaching Materials for Writing Skill Using PowerPoint at Islamic High School

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Abstract:

Designing effective Arabic writing instruction at the high school level requires materials that combine linguistic structure, visual clarity, and digital engagement. This study aims to explore the development and implementation of PowerPoint-based teaching materials to support writing skill acquisition among students at an Islamic high school. The research is grounded in the need to modernize Arabic instruction without losing alignment with Islamic values and curriculum standards. Three main aspects are emphasized: the instructional design process, the integration of visual and structural scaffolds, and the impact of these materials on student motivation and comprehension. Employing a qualitative descriptive method, data were collected through classroom observations, interviews with Arabic teachers, and analysis of student writing outcomes. The findings indicate that the PowerPoint-based materials, when designed with structured syntax flows and thematic visuals, significantly aid students in understanding writing mechanics and enhancing engagement. Teachers also demonstrated increased pedagogical creativity and reflective practice in the material development process. This study underscores that when appropriately adapted, simple digital tools like PowerPoint can serve as powerful vehicles for instructional innovation in faith-based education settings.

Keywords: *Arabic Writing, Instructional Design, PowerPoint, Islamic Education, Digital Pedagogy*

Abstrak:

Merancang pengajaran menulis bahasa Arab yang efektif di tingkat sekolah menengah atas memerlukan materi yang menggabungkan struktur linguistik, kejelasan visual, dan keterlibatan digital. Studi ini bertujuan untuk mengeksplorasi pengembangan dan penerapan materi pengajaran berbasis PowerPoint untuk mendukung perolehan keterampilan menulis di kalangan siswa di sekolah menengah atas Islam. Penelitian ini didasarkan pada kebutuhan untuk memodernisasi pengajaran bahasa Arab tanpa kehilangan keselarasan dengan nilai-nilai Islam dan standar kurikulum. Tiga aspek utama ditekankan: proses desain instruksional, integrasi perancah visual dan struktural, dan dampak materi ini terhadap motivasi dan pemahaman siswa. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi kelas, wawancara dengan guru bahasa Arab, dan analisis hasil menulis siswa. Temuan menunjukkan bahwa materi berbasis PowerPoint, ketika dirancang dengan alur sintaksis terstruktur dan visual tematik, secara signifikan membantu siswa dalam memahami mekanisme penulisan dan meningkatkan keterlibatan. Guru juga menunjukkan peningkatan kreativitas pedagogis dan praktik reflektif dalam proses pengembangan materi. Studi ini menggarisbawahi bahwa ketika diadaptasi dengan tepat, alat digital sederhana seperti PowerPoint dapat berfungsi sebagai sarana yang ampuh untuk inovasi instruksional dalam lingkungan pendidikan berbasis agama.

Kata Kunci: *Penulisan Bahasa Arab, Desain Instruksional, PowerPoint, Pendidikan Islam, Pedagogi Digital*

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INTRODUCTION / المقدمة

Writing is one of the core skills in language learning and plays a crucial role in the mastery of both structural and expressive competencies. Unlike receptive skills such as reading and listening, writing demands productive engagement, including planning, organizing, and articulating thoughts in a coherent and grammatically appropriate manner integrity (Narimo et al., 2021; Ritonga et al., 2021; Septiadi et al., 2022). In the context of Islamic high schools, writing skill is not only a linguistic requirement but also a means of expressing Islamic values, critical thinking, and academic. However, the process of teaching writing often faces obstacles due to students' limited motivation, lack of structured materials, and monotonous teaching approaches.

To improve the effectiveness of writing instruction, educators have increasingly turned to technology-based media. PowerPoint, as a visual and interactive tool, provides opportunities to present materials in more engaging formats, allowing students to understand writing structures, models, and steps more clearly (Aberšek & Aberšek, 2020; Ahmed, 2021; Karayaka et al., 2019). In Islamic educational settings, where learning must also align with ethical and value-based principles, the use of PowerPoint can be tailored to include relevant content that strengthens both language competence and moral understanding. This makes multimedia-integrated instruction a promising direction for revitalizing language teaching methods in Islamic schools.

Previous research has shown that digital tools enhance student engagement and understanding in writing instruction (Eksteen, 2019; Heilmann, 2020; Jacobson, 2023; Kovačević, 2023). However, few studies have focused on developing PowerPoint-based teaching materials specifically tailored to Islamic high school contexts. Most existing studies either examine general e-learning tools or fail to integrate the unique religious and cultural aspects of Islamic education (Cole, 2023; Topasna, 2022). This indicates a gap in both practical design and contextual implementation of instructional media that align with the identity and pedagogical needs of Islamic schools. This study aims to design and develop PowerPoint-based teaching materials to improve students' writing skills in an Islamic high school setting. The research focuses on identifying the writing difficulties faced by students, designing appropriate instructional content, and testing the effectiveness of the developed materials. By aligning visual technology with Islamic pedagogical values, the study intends to contribute a practical and culturally grounded model of material development for writing instruction.

This research is grounded in the argument that effective teaching of writing requires not only appropriate pedagogical approaches but also context-specific instructional media that reflect the learners' environment and identity. Unlike previous studies that generalize digital media use in language education, this study introduces a culturally responsive approach by integrating Islamic values within PowerPoint-based materials. The originality of the study lies in its dual focus: enhancing students' writing performance and reinforcing the moral dimension of education in Islamic high schools. Through a structured development model, the research presents a replicable framework for creating digital materials that are pedagogically sound and religiously contextualized. It bridges the gap between modern instructional design and traditional educational ethos within a formal religious schooling system.

RESEARCH METHOD / المنهجية

This study adopts a qualitative research design with a descriptive case study approach to explore the process of developing PowerPoint-based teaching materials for writing skills at an Islamic senior high school. The qualitative method is appropriate for capturing the contextual, pedagogical, and experiential dimensions involved in instructional material development (Lutsenko, 2018; Mottaghizadeh & Khanabadi, 2020). This approach enables a deep exploration of how teachers conceptualize, design, and implement slide-based materials tailored to students' linguistic abilities and religious learning environment.

Data were collected through semi-structured interviews with Arabic teachers, observations of teaching practices using PowerPoint in writing classes, and document analysis of student writing outcomes and lesson plans (Eder et al., 2021; Nadirah et al., 2022; Udyavar et al., 2018). Interviews provided insights into teachers' needs, perceptions, and instructional goals, while observations allowed the researcher to document classroom dynamics, student engagement, and the pedagogical utility of the developed materials. Documents such as teaching notes, student assignments, and presentation slides were analyzed to understand how writing instruction was structured and delivered through visual aids.

The data analysis followed Miles and Huberman's interactive model (2014), which consists of data condensation, data display, and conclusion drawing. Information from the field was thematically coded to identify patterns related to instructional strategy, material relevance, student interaction, and teacher reflections (Wolak & Johnson, 2021). Through this analytical process, the study seeks to reveal how PowerPoint can serve as an effective medium in enhancing writing instruction within Islamic educational settings.

To ensure the credibility and trustworthiness of the findings, triangulation was applied across data sources (interviews, observations, and documents), and member checking was conducted with participating teachers to validate interpretations. This methodological rigor enables the study to offer original, context-based insights into instructional material development, emphasizing the lived experiences and practical strategies of teachers in integrating digital media into Arabic writing pedagogy.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Findings

Structuring Writing through Visual PowerPoint: Enhancing Clarity and Student Motivation

The development of PowerPoint-based teaching materials for Arabic writing at the Islamic high school level has transformed conventional text-heavy instruction into a visually organized and cognitively accessible experience. The slides were intentionally designed with color-coded text, progressive animations, and schematic flowcharts to represent linguistic elements such as sentence structures, grammatical patterns, and rhetorical connectors. Instead of processing static paragraphs from textbooks, students were introduced to writing steps incrementally each slide revealing parts of a sentence or idea in a sequence. This visual-scaffolded approach reduced the abstractness of Arabic syntax and provided a structured cognitive map for students, especially beneficial for those struggling with linguistic organization.

Classroom observations confirmed a rise in student engagement during writing tasks, especially when visual cues such as blue for subject and green for predicate helped

them visually parse sentence components. Teachers noted improved participation and fewer errors in sentence construction. As one Arabic teacher remarked, “When students see sentences displayed one at a time and in different colors for each part, they understand more quickly and are more confident in rewriting with a similar structure.” This indicates that learning is no longer rooted solely in memorization, but visually embodied in a way that aids comprehension and recall.

The PowerPoint tool itself became more than a delivery platform; it evolved into a dynamic teaching interface. Teachers used animation timing to emphasize sequencing in writing, embedded visuals to stimulate contextual vocabulary use, and clickable prompts for peer feedback activities. In such environments, students not only absorbed content but became active participants in constructing and editing text collaboratively. The use of visuals functioned as both instructional guide and motivational catalyst, allowing even lower-achieving students to stay oriented and involved throughout the writing process.

Table 1 below outlines how specific design elements in the PowerPoint materials contributed to student clarity and motivation during writing activities:

Visual Element	Function in Writing Instruction	Pedagogical Effect
Color Coding	Differentiates sentence components	Improves syntactic recognition and memory
Progressive Animation	Presents information step-by-step	Reduces cognitive overload; builds clarity
Schematic Flowcharts	Illustrates logical connections between ideas	Enhances discourse planning and paragraph cohesion
Thematic Visuals	Provides context-based stimuli (e.g., prayer scenes)	Increases emotional connection and vocabulary use

Through these innovations from table 1, the integration of PowerPoint reshaped the way Arabic writing was taught and learned transitioning from linear lectures to a multimodal instructional experience. This strategy not only improved immediate comprehension but cultivated a more inviting and less intimidating environment for mastering writing. What emerges from this case is not merely a technological enhancement but a pedagogical recalibration that aligns visual cognition with linguistic construction, particularly effective within the Islamic high school context where students respond positively to structured, clear, and value-integrated content.

Faith-Integrated Writing: Embedding Moral and Islamic Values in Arabic Composition

The application of visual-structural PowerPoint design in Arabic writing learning has been proven to have a significant impact on students' understanding and motivation. Through an approach that emphasizes organizing information visually such as coloring text based on grammatical function, using flowcharts, and gradual animation material that was previously considered abstract becomes more concrete and easier to digest. The teachers interviewed stated that with the presence of blue for the subject and green for the predicate, students can more easily identify sentence structures and understand syntactic functions intuitively. This is reinforced by the results of classroom observations, where there was an increase in student participation when the teacher showed example sentences through progressive animation. Students seemed more active in asking questions and trying to form their own sentences because they felt helped by the systematic visualization.

One teacher said, "Usually students are confused about distinguishing between

mubtada' and khabar, but since there are colors and animations in the slides, they quickly catch the pattern." This shows that visual presentation not only makes it easier to understand sentence structures, but also creates a more enjoyable learning experience that is not cognitively burdensome. In addition, the gradual design in presenting the material allows students to learn in stages, from basic elements to complex sentences, so that their confidence in writing increases naturally. This motivational effect is also seen when students are able to construct sentences with the right structure in writing exercises, and show enthusiasm to present their work in front of the class.

Furthermore, this approach is not only technical but also supports adaptive learning to the needs of madrasah students. In the context of Islamic schools, where students often have heterogeneous backgrounds in Arabic language skills, this visual approach helps bridge the gap. The teacher no longer only acts as a transmitter of material, but also as a facilitator who directs students' attention through consistent visual markers. As a result, the process of learning to write becomes more inclusive and participatory. Some students who were previously passive, began to show initiative in constructing sentences and asking for feedback from the teacher, which is an indicator of increased interest and ownership of the learning process.

Thus, this finding underlines that the use of structured visual media is not just to beautify the appearance of teaching materials, but also to form an effective cognitive aid system. In teaching Arabic writing, this strategy has been shown to be able to improve the clarity of the material while also arousing students' intrinsic motivation to write. This provides evidence that presentation technology used strategically can be a pedagogical instrument that is integrated with the principles of active learning and directed at student needs.

Empowering Teacher Agency in the Creation of Adaptive Learning Materials

The success of the PowerPoint teaching material innovation in learning Arabic writing in this madrasa cannot be separated from the active role of teachers as agents of change. Teachers who have reflective awareness and a willingness to experiment demonstrate a high capacity in transforming presentation media into dynamic learning tools. They do not simply use PowerPoint to display text, but design it as an interactive pedagogical space for direct writing demonstrations, group editing exercises, and context-based Q&A sessions. Classroom observations show that these teachers build flexible yet structured interaction patterns, adjusting the presentation to the varying levels of student ability without sacrificing the quality of the material.

One teacher said, "I don't want to just be a presenter. I want students to write with me, to see the process, not just the results." This statement reflects a paradigm shift from teachers as sole presenters to facilitators of the learning process. Teachers rework the material so that it is not stagnant, but grows following the dynamics of the class. In the documents analyzed, it can be seen that teachers insert creative writing assignments such as composing short stories with Islamic moral themes, which not only train language structure but also instill values. Strengthening the spiritual aspect enriches the communicative approach, making writing learning not only a matter of technique, but also an expression of meaning.

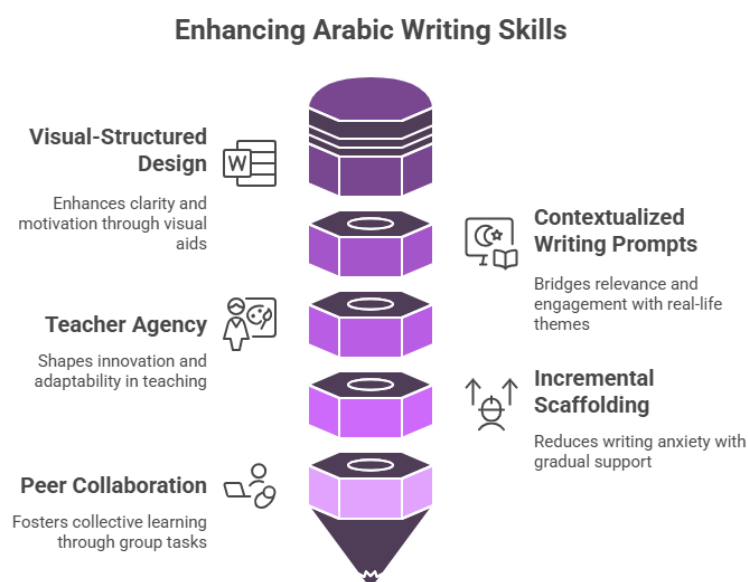


Figure 1. Empowering Teacher Agency in the Creation of Adaptive Learning Materials

Another uniqueness appears in the collaboration pattern between teachers which we can see on the figure 1 above. Through joint planning sessions and exchange of teaching material drafts, teachers not only criticize each other but also inspire new approaches. This process creates a professional development ecosystem that is rooted in the real needs of the class, not just administrative directives. Some teachers even periodically revise slides based on student input or reflection results after practice, showing a cycle of continuous improvement that arises from professional awareness. This underlines that the sustainability of innovation does not depend on the sophistication of the tool, but on the willingness and commitment of teachers to continue learning and adapting.

Thus, this finding emphasizes that teacher agency is the foundation for the birth of contextual and sustainable innovation. Teachers who think reflectively and adaptively are able to maximize simple technology such as PowerPoint into strategic learning tools. Moreover, they form a responsive, participatory, and value-based learning culture. In the context of madrasahs, this role is increasingly relevant because the demands of learning are not only academic, but also ethical and spiritual. Therefore, the success of visual teaching materials is not merely a technical product, but the fruit of an agent of change who is aware of his own potential and the needs of his students.

Discussion

The integration of visually structured PowerPoint materials in Arabic writing instruction at Islamic high schools represents a notable shift from conventional lecture-based pedagogies toward a multimodal, cognition-sensitive approach that enhances both student clarity and intrinsic motivation. This strategy aligns with Basson & Burger (2023) give some theories of multimedia learning, which emphasizes that learning is most effective when information is delivered through dual channels verbal and visual and organized in a way that reduces cognitive overload. The deliberate use of color coding, progressive animations, and flowcharts not only scaffolds syntactic understanding but also supports visual chunking of abstract Arabic grammatical components, making the material more accessible for novice and struggling learners. As documented in classroom

observations and teacher interviews, students were better able to parse sentence components such as *mubtada'* and *khabar*, reinforcing Sweller's principles of cognitive load theory (Al-Shehri et al., 2022; Golchert et al., 2019; Sali, 2020). In this way, the presentation design becomes more than a matter of aesthetics; it functions as a pedagogical intervention that directly supports structural cognition and linguistic retention.

Beyond facilitating comprehension, the use of visual PowerPoint materials also functioned as a motivational driver, particularly within the context of Islamic schools where student heterogeneity in language ability can pose a persistent instructional challenge (Garrido, 2022; Rohmah et al., 2024). The incremental revelation of writing components and thematic visuals (such as prayer scenes or moral scenarios) helped learners build meaning contextually, a practice consistent with Vygotsky's zone of proximal development (ZPD) in which support structures or "scaffolds" enable learners to perform tasks they could not accomplish independently. Teachers served as facilitators rather than mere transmitters of knowledge, gradually withdrawing visual support as students developed autonomy. This strategy also resonates with Dörnyei's L2 Motivational Self System, where the "ideal L2 self" is activated through emotionally engaging and personally relevant learning environments (Abdullah, 2024; Filges et al., 2022; Heru & Bali, 2024). The affective gains observed in students reflected in their confidence, participation, and willingness to present underscore the motivational power of structured, student-centered multimedia.

Equally significant is the finding regarding teacher agency in designing and iterating the PowerPoint materials, which reflects a broader paradigm shift in professional practice. Teachers were not passive consumers of pre-made content but active designers of adaptive learning tools tailored to the needs of their students. This is in line with the theory of Teacher Professional Agency (Abdullahi et al., 2023), which posits that sustainable innovation in the classroom emerges from teachers' ability to make contextually responsive decisions. Through collaborative planning and peer feedback loops evident in shared slide drafts and lesson revisions teachers constructed a reflective ecosystem of instructional design grounded in empirical classroom realities rather than top-down directives (Baharun, 2023). The integration of value-based tasks, such as composing stories with Islamic moral themes, further illustrates the culturally responsive dimension of their practice, enhancing not only linguistic competencies but also ethical and spiritual growth.

This convergence of visual design, motivational scaffolding, and teacher-driven innovation suggests a form of pedagogy that is not merely technologically enhanced but also pedagogically recalibrated to suit the epistemological and moral values of Islamic education (Firdaus et al., 2020; Hina, 2024; Omar, 2021). By transforming the PowerPoint from a linear display medium into a dynamic pedagogical interface, the teachers demonstrated a form of "pedagogical imagination", where learning materials become dialogic tools for meaning-making rather than static content. Moreover, the structured visual aids acted as boundary objects tangible entities that bridged differences in student ability, background, and motivation, allowing for inclusive participation and shared understanding.

In sum, the PowerPoint-based writing pedagogy implemented in these Islamic schools reflects a holistic educational innovation that integrates cognitive science, motivational psychology, and culturally grounded instructional design. It illustrates how simple technological tools, when employed with intentionality and reflective

professionalism, can reshape learning trajectories and foster both academic excellence and character development. The case offers broader implications for the development of digital pedagogies in faith-based educational settings, affirming that effective innovation lies not merely in the adoption of digital tools, but in the transformation of teaching and learning cultures from within.

CONCLUSION / الخلاصة

Based on the findings of the study, it can be concluded that the development of teaching materials for writing skills using PowerPoint at the Islamic high school level represents an effective and innovative pedagogical strategy to enhance students' writing competencies. The integration of multimedia elements such as visual aids, animations, and structured content presentations in PowerPoint supports learners in understanding writing structures, expanding vocabulary, and organizing ideas more clearly. The development process is grounded in a needs analysis, alignment with curriculum standards, and iterative feedback from both teachers and students, ensuring the materials are contextually relevant and pedagogically sound. Furthermore, the use of PowerPoint fosters greater student engagement and autonomy in writing tasks, promoting active learning and digital literacy. The project highlights the importance of combining traditional instructional goals with modern technological tools to enrich the learning experience. In conclusion, this initiative serves as a practical model for material development that bridges conventional teaching with 21st-century educational practices, ultimately contributing to improved writing outcomes among Islamic high school students.

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