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Research Article

UTILIZATION OF TECHNOLOGY-BASED LEARNING MEDIA : PPT AND YOUTUBE IN LEARNING ARABIC LANGUAGE AT AL-ISHLAH ISLAMIC BOARDING SCHOOL

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Abstract
Arabic language instruction in pesantren is increasingly shaped by the availability of digital learning media, although their use needs to remain aligned with instructional objectives and institutional conditions. This study describes how PowerPoint (PPT) and YouTube are used in Arabic language learning at Pondok Pesantren Al-Ishlah, particularly in activities related to listening (maharah istima'), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah). It also examines the benefits, constraints, and integration strategies reported by the Arabic language teacher(s). The study employed a descriptive qualitative design. Data were collected through online structured interviews using the same questions in a predetermined sequence and were analyzed through data condensation, data display, and conclusion drawing. The findings indicate that PPT was used to present nahwu concepts, Arabic reading texts, and writing exercises in a visually organized manner. YouTube was mainly used to provide spoken-Arabic listening input and to prompt imitation, dialogue practice, discussion, and integrated listening-and-writing activities. The interview account also identified perceived benefits, including more organized material presentation and varied audio-visual input, as well as constraints related to preparation time, electricity and device availability, digital skills, and institutional rules. These findings describe reported teaching practices and teacher perceptions; they do not demonstrate measurable gains in students' language proficiency. The study highlights the importance of selecting each medium according to the target language skill and the pesantren context.

Keywords: Arabic Language learning; Language Skills; Pesantren; PowerPoint; YouTube

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INTRODUCTION

The rapid evolution of digital technology has fundamentally reshaped educational paradigms globally, thereby promoting the integration of diverse multimedia resources into both instructional delivery and learning processes (Erwin et al., 2025; Erwin & Dakhalan, 2024; Zanki et al., 2026). Specifically within foreign language pedagogy, digital platforms, exemplified by PowerPoint and YouTube, provide significant avenues for diversifying instructional content and fostering the acquisition of language proficiencies (Aleksieva et al., 2025; Chanwaiwit, 2026; Nobre, 2018). Nevertheless, the successful integration of technology continues to encounter significant impediments, primarily stemming from disparities in access to digital infrastructure, insufficient teacher competencies, and a notable misalignment between available technological tools and overarching pedagogical objectives (Singun, 2025). These aforementioned challenges are particularly pertinent to the context of Arabic language instruction within Islamic boarding schools, where digital innovation must be meticulously tailored to accommodate established institutional traditions, available resources, and the specific learning requirements of students (Li et al., 2025; Triano & Meeks, 2025). Consequently, an examination of how PowerPoint and YouTube are employed within this specific educational context is imperative for elucidating both the pedagogical opportunities and the practical constraints associated with technology-supported Arabic language learning (Muthoifin & Elbanna, 2025; Sapawi & Yusoff, 2025).

Pesantren, or Islamic boarding schools, are instrumental in Arabic language pedagogy within Indonesia, notably fostering students' linguistic proficiency and comprehension of Islamic scriptures (Nasution et al., 2024). The proliferation of digital learning resources has prompted educators to integrate technology into conventional teaching methodologies; however, the extent of this integration is contingent upon institutional capabilities and instructor preparedness (Nisiforou & Kosmas, 2024; Zeng et al., 2025). Specifically, PowerPoint facilitates structured visual presentations for the instruction of Arabic grammar, reading, and writing, whereas YouTube offers audiovisual content that can enhance listening and speaking proficiencies (Arisandi & Habib, 2025). At Al-Ishlah Islamic Boarding School, the adoption of these digital platforms signifies a concerted effort to align Arabic language instruction with contemporary digital learning paradigms, all while upholding the institution's established pedagogical frameworks and regulatory guidelines. Consequently, this scenario underscores the critical need to investigate the mechanisms by which educators choose and deploy digital media to achieve particular Arabic language acquisition goals.

Prior scholarship has investigated the utilization of digital media in Arabic language instruction, particularly in fostering student engagement, supporting material dissemination, and facilitating diverse language learning activities (Apoko & Waluyo, 2025). Nevertheless, the integration of technology within pesantren settings continues to confront various impediments, including infrastructural limitations, educators' digital proficiency, and institutional regulatory frameworks (Ntorukiri et al., 2022). Previous investigations have predominantly focused on the general advantages and challenges associated with digital media use. However, a more in-depth exploration is still needed regarding the distinct pedagogical functions of PowerPoint and YouTube in supporting the four Arabic language skills. Furthermore, the intricate relationship among teachers' considerations in media selection, specific language learning objectives, and the unique institutional conditions of pesantren has not yet been fully elucidated. This identified research gap highlights the critical need for a contextual study examining the application of PowerPoint and YouTube in Arabic language learning specifically at Pondok Pesantren Al-Ishlah.

A descriptive qualitative methodology was adopted in this research to delve into the application of PowerPoint and YouTube for teaching Arabic within the Al-Ishlah Islamic boarding school, informed by educators' lived experiences and viewpoints. This methodology enabled the elucidation of the pedagogical roles played by these two platforms in fostering the

four core Arabic language proficiencies, concurrently revealing the obstacles and effective strategies for their integration within the unique institutional framework of the pesantren (Creswell & Poth, 2018). Distinguishing itself from investigations primarily concerned with the broad advantages of technology, this study was specifically designed to scrutinize the congruence between the inherent characteristics of these media and the defined learning objectives, educators' pedagogical rationales, and the prevailing institutional circumstances. The outcomes of this investigation are anticipated to furnish a conceptual framework for devising adaptive, contextually relevant, and needs-driven strategies for integrating digital media into Arabic language instruction. Such a contribution could establish a foundational basis for the evolution of more focused and sustainable technology-enhanced Arabic language pedagogical models within pesantren settings.

Addressing the identified research problems and gaps, this study endeavors to meticulously examine the application of technology-enhanced instructional media, particularly PowerPoint and YouTube, within the context of Arabic language pedagogy at Pondok Pesantren Al-Ishlah. More specifically, the investigation delves into the efficacy of these two digital platforms in bolstering the four core Arabic language proficiencies: listening (maharah al-istima'), speaking (maharah al-kalām), reading (maharah al-qira'ah), and writing (maharah al-kitābah). Concurrently, it seeks to delineate the perceived benefits, inherent challenges, and practical integration strategies, as articulated by educators. Ultimately, this study is anticipated to yield empirical insights into the congruence between digital media deployment and the specific pedagogical objectives and institutional characteristics of pesantren environments. Furthermore, it aims to establish a foundational framework for the development of technology-enhanced Arabic language learning strategies that are more contextually relevant, precisely targeted, and enduring.

RESEARCH METHOD

Research Design

This research employed a qualitative approach with a descriptive design to contextually investigate the utilization of technology-enhanced instructional media, specifically PowerPoint and YouTube, in Arabic language education at Al-Ishlah Islamic Boarding School. The qualitative methodology was chosen for its capacity to facilitate an in-depth understanding of teaching practices, educators' experiences, and the pedagogical rationales informing the selection and integration of digital media within a specific educational context (Poth & Shannon-Baker, 2022).

The descriptive design served to identify and interpret the roles of these two media in fostering the four core Arabic language skills: listening (maharah al-istima'), speaking (maharah al-kalām), reading (maharah al-qira'ah), and writing (maharah al-kitābah). Furthermore, it aimed to elucidate their benefits, challenges, and the strategies employed for their integration into instructional practices. The analytical framework centered on evaluating the alignment between media characteristics and learning objectives, teachers' pedagogical decision-making processes, and the specific institutional context of the pesantren. This study was not designed to investigate causal relationships or quantify improvements in student learning outcomes. Instead, its primary objective was to generate empirical insights into technology integration practices pertinent to the unique characteristics of Arabic language instruction within the pesantren setting.

Research Target/Subject

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Research Procedure

The research methodology was systematically structured into four distinct phases: preparation, informant selection, data collection, and data analysis. The preparatory phase encompassed the identification of challenges in Arabic language instruction, a comprehensive literature review on the application of PowerPoint and YouTube, and the development of a structured interview guide aligned with the study's objectives. Informant selection was conducted using a purposive sampling technique, identifying three Arabic language teachers at Pondok Pesantren Al-Ishlah as prospective informants based on their experience and engagement with digital media.

The data collection phase involved structured interviews designed to explore the utilization of both media in teaching the four Arabic language skills, perceived benefits, technical and pedagogical constraints, and strategies for technology integration consistent with the pesantren's institutional policies. Data analysis employed the framework proposed by Miles, Huberman, and Saldaña (2014), which comprises data condensation, data display, and conclusion drawing and verification. Interview data were categorized according to the research foci and subsequently compared across informants to ascertain similarities, differences, and patterns in the application of PowerPoint and YouTube. The interpretation of findings aimed to elucidate the interrelationships among media characteristics, Arabic language learning objectives, teachers' pedagogical considerations, and the institutional context of the pesantren.

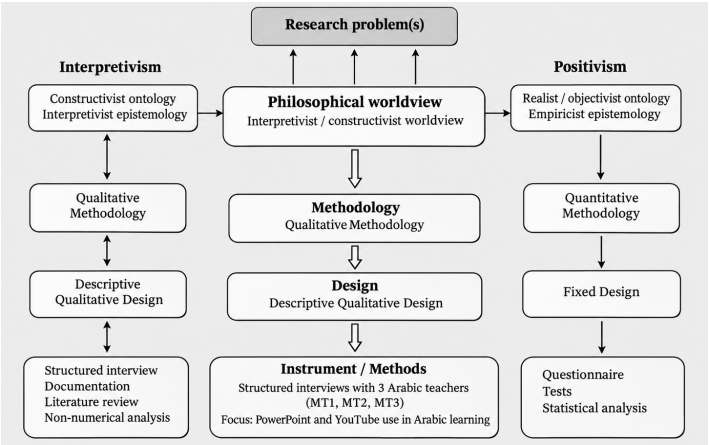


Figure 1. Research steps

Instruments, and Data Collection Techniques

The primary research instrument employed was a structured interview guide, meticulously developed in alignment with the study's objectives to explore the utilization of PowerPoint and YouTube in Arabic language instruction at Pondok Pesantren Al-Ishlah. The interview protocol was designed to encompass four principal dimensions: (1) the integration of PowerPoint in teaching the four core language skills: listening (maharah al-istima'), speaking (maharah al-kalām), reading (maharah al-qira'ah), and writing (maharah al-kitābah); (2) the role of YouTube in facilitating instructional activities for these same four skills; (3) the pedagogical and technical advantages and constraints associated with employing both media platforms; and (4) the strategies adopted for technology selection and integration, tailored to align with specific learning objectives and the institutional policies of the pesantren.

Data collection was executed through structured interviews conducted with three Arabic language teachers, who were purposively selected and designated as MT1, MT2, and MT3. Each participant received an identical set of core questions, presented in a predetermined sequence. This approach ensured consistency in the scope of information gathered and facilitated a systematic comparison of responses across informants. The interview data were subsequently categorized according to the four aforementioned research aspects. This organization aimed to delineate media utilization practices, teachers' pedagogical rationales, commonalities and divergences in their experiences, and the institutional factors influencing technology integration. Relevant scholarly literature served as a supplementary resource for interpretation, rather than functioning as a replacement for empirical data or as a means of source triangulation.

Table 1. Structured Interview Instrument Blueprint for Data Collection

Research Aspects	Indicators	Number of Questions
Utilization of PowerPoint in Arabic Language Learning	Application of PowerPoint in teaching the four Arabic language skills and presenting Arabic grammar (*nahwu*) materials	5
Utilization of YouTube in Arabic Language Learning	Video selection and the use of audiovisual materials to support listening, speaking, reading, and writing activities	5
Advantages and Challenges of Digital Learning Media	Pedagogical benefits, teacher readiness, technological infrastructure, and technical constraints	4
Digital Technology Integration Strategies	Media selection, institutional policies, learning evaluation, and instructional development strategies	4
Total	**Four research aspects**	**18**

Data Analysis Technique

The data analysis for this study was structured following the interactive model proposed by Miles, Huberman, and Saldaña (2014), which encompasses three core stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved the selection, coding, and categorization of interview information. This process was guided by four primary research foci: the utilization of PowerPoint, the application of YouTube, the benefits and challenges of implementation, and strategies for integrating technology into Arabic language instruction. Data display was achieved through the creation of thematic matrices, which organized responses from informants MT1, MT2, and MT3. These matrices highlighted both convergences and divergences in their experiences, particularly concerning the support for listening (istima'), speaking (kalām), reading (qira'ah), and writing (kitābah) skills. The process of drawing conclusions focused on interpreting the patterns of use

for both digital media, understanding teachers' pedagogical rationales, and assessing the impact of institutional contexts on the selection of instructional technologies. Conclusion verification was designed to involve a re-examination of the interpretations against the raw interview data, alongside a cross-informant comparison of information to ascertain both consistencies and divergent perspectives. The overarching goal of this analysis was to develop a contextual understanding of digital media integration practices at Pondok Pesantren Al-Ishlah, rather than to statistically measure technology effectiveness or infer improvements in students' Arabic language proficiency without direct empirical evidence.

RESULTS AND DISCUSSION

Initial interviews reveal that PowerPoint's application in Arabic language instruction at Pondok Pesantren Al-Ishlah primarily focuses on presenting linguistic content in a systematic, visual, and structured manner. Specifically, in nahwu (Arabic grammar) lessons, this medium is employed to elucidate the relationships between sentence components, i'rāb (grammatical inflection) structures, and grammatical patterns through conceptual mapping. For maharah al-qira'ah (reading comprehension) instruction, PowerPoint facilitates the display of Arabic texts, enabling instructors to guide students in identifying vocabulary, sentence structures, and comprehending the textual content. Furthermore, the medium's utility extends to maharah al-kitābah (writing skills) exercises, such as sentence reordering or completing incomplete texts. This practice demonstrates that PowerPoint functions not merely as a presentation tool but also as a means for organizing linguistic input and providing stimuli for language practice.

Distinct variations in PowerPoint's functionality emerge when its application is correlated with the characteristics of the four Arabic language skills. Reading and writing activities exhibit a direct correlation with the visual material presented, whereas listening and speaking activities necessitate supplementary support. Initial data from informant MT indicates that PowerPoint has not yet provided optimal support for maharah al-kalām (speaking skills) instruction in the current pedagogical practices. This finding underscores the importance of differentiating between the inherent limitations of the medium itself and the limitations of its implementation strategies. While PowerPoint holds potential as a stimulus for speaking activities, the development of communicative competence invariably requires interaction, language production practice, and constructive teacher feedback.

Table 3. Cross-Participant Matrix of PowerPoint Utilization

Arabic Language Skill	MT1	MT2	MT3	Emerging Theme
Listening (*Istima'*)	Visual vocabulary support	Slides accompanying oral explanation	Listening prompts with visual cues	Visual scaffolding
Speaking (*Kalām*)	Limited oral interaction	Dialogue prompts	Guided speaking through images	Interaction-dependent support
Reading (*Qira'ah*)	Arabic text presentation	Vocabulary and text analysis	Guided reading activities	Structured textual input
Writing (*Kitābah*)	Sentence reconstruction	Guided sentence completion	Text organization exercises	Guided written production
Grammar (*Nahwu*)	*I'rāb* mind mapping	Grammatical pattern presentation	Sentence-structure visualization	Grammatical visualization

Preliminary data indicate that YouTube is primarily leveraged to enrich listening comprehension by offering authentic Arabic dialogues, diverse pronunciation models, and contextualized language use. Educators employ audiovisual content as a preparatory stimulus, subsequently guiding students to mimic expressions, engage in dialogue practice, or critically analyze video content. This pedagogical approach underscores the intrinsic link between linguistic input provision and subsequent oral production activities. While audiovisual resources furnish students with linguistic models for practice, the ultimate proficiency in speaking skills remains contingent upon the nature of teacher-student interaction and instructional scaffolding.

Furthermore, YouTube's application extends to activities that integrate listening and writing proficiencies. Preliminary data reveal that teachers assign tasks requiring students to listen to Arabic conversations presented in videos, followed by the creation of written summaries or reflective responses. This practice exemplifies an integrated language skills approach, where comprehension of aural input serves as the foundation for generating written output. In contrast, YouTube is not directly employed for reading instruction; educators instead favor PowerPoint presentations when the learning objective necessitates a focus on textual structure. This disparity suggests that the utilization of digital media at Al-Ishlah is best understood through the interplay among content attributes, pedagogical activities, and the specific language skills being targeted.

Table 4. Pedagogical Integration of YouTube into Arabic Language Skills

Instructional Stage	Learning Activity	Targeted Skill	Pedagogical Function
Language Exposure	Watching selected Arabic conversation videos	Listening	Providing spoken-language input
Guided Comprehension	Identifying expressions and conversational meaning	Listening	Supporting comprehension
Oral Reproduction	Imitating phrases and dialogues	Speaking	Practicing oral production
Communicative Practice	Participating in individual or group discussions	Speaking	Encouraging interaction
Written Response	Summarizing or responding to video content	Listening and writing	Integrating receptive and productive skills

Source: Analytical organization of the activities described in the original MT interview.

Initial investigations have identified a significant interplay between teachers' pedagogical preparedness, the availability of technological infrastructure, and the specific regulations governing pesantren institutions, all of which are crucial determinants in the adoption of instructional media. The development of PowerPoint presentations is a time-intensive endeavor, necessitating careful selection of content, meticulous arrangement of visual elements, and thoughtful integration with pedagogical activities. In contrast, the effective utilization of YouTube necessitates a discerning content selection process, ensuring its suitability for students' linguistic proficiency levels and adherence to institutional stipulations. Furthermore, limitations in device availability, reliance on consistent electrical supply, and the varying digital competencies of both teachers and students represent significant factors that can impede the seamless execution of learning processes. This confluence of factors highlights that the successful integration of technology into education is a complex process, contingent upon both the readiness of available resources and meticulous instructional planning.

Pesantren regulations constitute a critical aspect, as the deployment of digital devices and access to online content must be carefully aligned with the specific characteristics of a residential educational environment. Based on preliminary teacher accounts, the selection of

instructional media is primarily dictated by specific learning requirements and individual teacher discretion, rather than by explicit curriculum stipulations mandating the use of particular technologies. While this pattern reflects a degree of flexibility in pedagogical practices, it concurrently underscores the imperative for more systematic guidelines to ensure that media utilization is not exclusively contingent upon individual teacher initiative. Consequently, the challenges inherent in the digitalization of Arabic language instruction transcend the mere availability of technology, instead revolving around the cohesive integration of teacher preparedness, defined learning objectives, and robust institutional governance.

A synthesis of PowerPoint and YouTube usage patterns has led to the proposal of a conceptual framework, termed the Contextual Media Alignment Framework (CMAF). This framework posits that the alignment among language skills, media functions, learning activities, teacher readiness, and institutional conditions forms the bedrock for planning technology integration. PowerPoint is characterized as a medium primarily facilitating visual organization and text processing, while YouTube offers audiovisual input that can be effectively linked to language production activities. Both platforms can be utilized complementarily, provided that educators design subsequent activities that are congruent with the intended learning objectives. The CMAF framework is not presented as an empirically validated model of effectiveness but rather as a conceptual proposition derived from an interpretation of pedagogical practices. Its novelty resides in its endeavor to interrelate media selection with the four Arabic language skills and the specific institutional characteristics of pesantren within a unified analytical framework.

Table 5. Proposed Contextual Media Alignment Framework (CMAF)

Framework Dimension	PowerPoint	YouTube	Integration Consideration
Linguistic Input	Written and visual	Spoken and audiovisual	Target language skill
Instructional Activity	Grammar explanation, reading, guided writing	Listening, imitation, discussion, written response	Task alignment
Teacher Agency	Material organization and visual scaffolding	Content curation and interaction facilitation	Pedagogical decision-making
Institutional Context	Device and electricity requirements	Content access and usage regulations	Resource and policy alignment
Intended Learning Process	Structured understanding and guided production	Comprehension and communicative practice	Complementary instructional sequencing

Note: CMAF is a proposed conceptual synthesis, not an empirically validated or statistically tested instructional model.

Overall, the preliminary research findings indicate that PowerPoint and YouTube serve distinct pedagogical functions in Arabic language instruction at the Al-Ishlah Islamic boarding school (pesantren). PowerPoint is primarily used to support the presentation of grammar, text reading, and structured writing exercises, while YouTube provides audiovisual materials utilized for listening activities, dialogue imitation, discussions, and written responses. Both media demonstrate a complementary potential; however, their application depends on the teacher's pedagogical decisions, as well as the institution's technological infrastructure and internal regulations. This suggests that the contextual integration of technology requires alignment among language skill objectives, media characteristics, learning activities, and institutional readiness. This insight serves as a conceptual foundation for developing more systematic, technology-enhanced Arabic language learning strategies within the Islamic boarding school environment.

CONCLUSION

This research demonstrates that PowerPoint and YouTube serve complementary pedagogical functions in Arabic language instruction at the Al-Ishlah Islamic Boarding School (Pondok Pesantren). PowerPoint is primarily utilized to present nahwu (Arabic grammar), reading, and writing materials in a structured manner, while YouTube is employed to support listening, speaking, and integrated language skills practice. The contribution of this study lies in identifying the importance of alignment among media characteristics, learning objectives, teachers' pedagogical decisions, and the institutional context of the pesantrena concept that serves as the foundation for the development of the Contextual Media Alignment Framework (CMAF). Limitations regarding interview data and the absence of direct assessments of student proficiency highlight the need for further researchincorporating classroom observations, a larger number of informants, and evaluations of learning outcomesto empirically test the application of this framework.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT to assist with language editing, grammatical improvements, and enhancing the clarity and coherence of the text. The authors critically reviewed and revised the AI-generated content and take full responsibility for the accuracy, originality, and integrity of this manuscript.

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AUTHOR CONTRIBUTIONS

Author 1 (Nurfadilah): Conceptualization, methodology, investigation, data collection, and writing – original draft.

Author 2 (Natasya Farhati Yunis): Literature review, data analysis, visualization, and writing – review and editing.

Author 3 (Hakmi Wahyudi): Supervision, validation, critical revision, and final manuscript review.

DECLARATION OF COMPETING INTEREST

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

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