

Students' Perspectives on the Use of Powtoon Learning Media in Learning *Nahwu*

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Abstract: Learning *nahwu* is often considered less interesting and difficult for students at the Darul Falah Islamic Boarding School. Using innovative learning media can increase students' interest and motivation in learning, and Powtoon, as an animation-based application, has the potential to make learning more interactive. This study aims to analyze the response of students to the use of Powtoon in *nahwu* learning and measure its effectiveness in increasing motivation and understanding of the material. The method used was quantitative descriptive with a 26-question questionnaire that measured five indicators: format, relevance, interest, satisfaction, and confidence. Data was collected from 30 students of class VIII *tsanawiyah* and analyzed using the SPSS application with the Likert scale. The results of the study showed a positive response with an average score of 74.37%, with format indicators reaching 77.47%, relevance 75.87%, interest 72.00%, satisfaction 74.80%, and confidence 71.73%. This finding concludes that Powtoon is effective in increasing students' motivation and understanding of *nahwu*, as well as having a positive impact on the learning atmosphere at the Darul Falah Islamic Boarding School.

INTRODUCTION

Every student who studies at the pesantren must understand the science of *nahwu*. As explained by Wahyono¹, Maujud dan Ningsih², *nahwu* is an important foundation in learning Arabic because it plays a crucial role in understanding Arabic texts correctly. Etymologically, *nahwu* means approaching or directing, but in linguistics, *nahwu* is an in-depth study of sentence structure and word

¹ Wahyono, Imam. "Strategi Kiai Dalam Mensukseskan Pembelajaran Nahwu Dan Shorof Di Pondok Pesantren Al-Bidayah Tegalbesar Kaliwates Jember." *Tarbiyatuna: Kajian Pendidikan Islam* 3, no. 2 (2019): 106-21. <https://doi.org/10.29062/tarbiyatuna.v3i2.262>.

² Maujud, Fathul, and Cipta Ningsih. "Dauru Ta'lim Qawaid al-Lughah al-Arabiyyah Fi Bina'i Maharat al-Qira'ah Li al-Tullab al-Faslh al-Awwal Fi Madrasah Hikmah al-Syarif al-Aliyyah Nahdlah al-Wathan Salut Narmada Lombok Barat Nusa Tenggara Barat." *Arabiyyatuna: Jurnal Bahasa Arab* 3, no. 1 (May 14, 2019): 65-92. <https://doi.org/10.29240/jba.v3i1.692>.

position in Arabic³. In essence, *nahwu* is an important tool for unraveling and understanding the meaning contained in each Arabic sentence.

The knowledge of *nahwu* will be easy for students to learn if in their learning activities the teacher uses the right methods and media. Learning activities are the most basic activities in the entire educational process⁴. The assumption that *nahwu* is a difficult material is often a barrier for students, especially beginners. In fact, with the right selection of methods and media, teachers can change this perception. Thus, learning *nahwu* not only becomes easier, but can also increase students' interest in learning⁵. One of the factors that causes many students to have difficulty understanding *nahwu* is the lack of innovation in the use of learning media in schools. The monotonous learning environment makes *nahwu* material feel boring and difficult to understand⁶.

Technological advances have presented a variety of learning media options that can be accessed online and offline. Anyone can now easily acquire knowledge whenever and wherever they want, The potential of animation-based learning applications in improving the effectiveness of teaching Arabic has not been fully realized. The rapid development of information technology should be able to encourage teachers to integrate this technology into the learning process⁷.

The use of media in the learning process offers a number of significant advantages. First, there is an increase in the students' enthusiasm for learning because learning becomes more interesting and attracts their attention. Furthermore, the use of media allows learning materials to be more meaningful, facilitates understanding, and strengthens mastery of the material for students. With a variety of learning approaches that can be used, the media supports variations in learning styles that suit the learning needs of a

According to powtoon, powtoon is a web-based application that brings presentations to life with a creative touch of animation. With the ability to edit images, add stunning music, and insert audio elements. According to Wulandari⁸

³ Ihwan, Muhammad Bisri, Sumari Mawardi, and Ulin Ni'mah. "Pengaruh Penguasaan Ilmu Nahwu Dan Sharaf Terhadap Kemampuan Membaca Kitab Fathul Qarib." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 61-77.

⁴ Supardi, Adi, Agung Gumilar, and Rizki Abdurohman. "Pembelajaran Nahwu Dengan Metode Deduktif Dan Induktif." *Jurnal Keislaman Dan Pendidikan* 3, no. 1 (2022): 23-32. <https://ejournal.stit-alhidayah.ac.id>.

⁵ Huda, Nisa Fahmi. "Penggunaan Media Spinning Wheel Dalam Pembelajaran Qawaid Nahwu." *Jurnal Yudharta* 11, no. 2 (2020): 87-100. <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab>.

⁶ Awalia, Syahida Nursahidah, and Nurhidayati Nurhidayati. "Video Pembelajaran Bahasa Arab Materi Nahwu Pada Siswa Kelas VIII Madrasah Tsanawiyah." *JoLLA: Journal of Language, Literature, and Arts* 3, no. 10 (October 31, 2023): 1524-38. <https://doi.org/10.17977/um064v3i102023p1524-1538>.

⁷ Asrullah, Muhammad Yauma, and M. Yusuf T. "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba." *J AEL (Journal of Arabic Education and Linguistic)* 3, no. 1 (2023): 22-33.

⁸ Wulandari, Yani, Yayat Ruhiat, and Lukman Nulhakim. "Pengembangan Media Video Berbasis Powtoon Pada Mata Pelajaran IPA Di Kelas V." *Jurnal Pendidikan Sains Indonesia* 8, no. 2 (2020): 269-79. <https://doi.org/10.24815/jpsi.v8i2.16835>.

Animation is the process of combining a series of images to make them look moving. Powtoon offers a very entertaining animation feature. This application is equipped with characters that can invite students' interest in understanding the material. Information is conveyed to students through a combination of audio and visual elements that form an alluring animated video.

Inside the powtoon, there are various variations of handwritten animations, cartoon images adapted to the creator's characters, and more dynamic transition effects. In addition, the timeline and duration settings are very intuitive and user-friendly⁹. There are interesting features that can prevent santri from feeling bored while learning and arouse their interest in understanding the material.

Powtoon is the right choice for compiling learning media because it can create a relaxed atmosphere in the learning process in the classroom. While it is still quite new to some, the app has garnered popularity due to its ability to produce stunning animations, which are more effective, efficient, and more vivid than regular videos. This application is equipped with a variety of animated illustrations that help explain the concept of learning materials concretely, making previously abstract material easier to understand.

In the learning process, there is a mutual interaction between ustaz and students in the educational environment. This interaction aims to achieve the learning goals that have been set. In this process, the ustaz acts as a facilitator and supervisor, while the students play the role of active students who are involved in the teaching and learning process. Careful learning planning is the main key in realizing *nahwu learning goals*¹⁰. One of them is by equipping students with mastery of *nahwu* knowledge. The selection of the right *nahwu* learning method and media is an important factor in helping and making it easier for students to understand *nahwu* material, so that learning goals can be achieved^{11,12}. Untuk memaksimalkan hasil pembelajaran dan sesuai dengan ekspektasi, guru perlu berinovasi dengan menghadirkan metode dan media pembelajaran baru yang menarik minat dan semangat belajar santri dalam mempelajari *nahwu*¹³.

⁹ Garsinia, Dika, Ratih Kusumawati, and Arie Wahyuni. "Pengembangan Media Pembelajaran Video Animasi Menggunakan Software Powtoon Pada Materi SPLDV." *Jurnal Riset Pendidikan Dan Inovasi Pembelajaran Matematika* 3, no. 2 (2020): 44-45.

¹⁰ Endah, and Nashirudin. "Experimentation of Mind Map Method in Arabic Nahwu Learning to Improve Student Learning Outcomes." *Al Mahāra: Journal of Arabic Language Education* 5, no. 1 (July 1, 2019): 85-100. <https://doi.org/10.14421/almahara.2019.051-05>.

¹¹ Fikri, Shofil, Makhi Ulil Kirom, and Dimas Luqman Al-Furqaan. "Audacity: Learning Media Design in Listening Skills for Arabic Special Development Program." *International Journal of Arabic Language Teaching* 6, no. 01 (February 29, 2024): 1-18. <https://doi.org/10.32332/ijalt.v6i01.7935>.

¹² Nafi'ah, Khotimatun, and Abdul Latif. "Methods Innovation, Media and Evaluation on Vocabulary Learning." *International Journal of Arabic Language Teaching (IJALT)* 2, no. 2 (2020): 176-95.

¹³ Sidik, Anwar, and Muassomah. "Implementasi Metode Mind Mapping Dengan Menggunakan Media Power Point Dalam Pembelajaran Nahwu." *Alsina: Journal of Arabic Studies* 3, no. 2 (August 30, 2021): 241-60. <https://doi.org/10.21580/alsina.3.2.6734>.

From the results of the observations made khumairah dan Muassomah¹⁴, said that the ability of students to understand the rules of *nahwu* still needs to be improved. Nahwu learning is generally considered less interesting and fun, especially for beginner students. This is due to the use of less innovative and interactive learning methods. The same thing was expressed by Jamaludin dan Fajar¹⁵ Some students still have difficulty understanding the rules of *nahwu* learned. This is due to several factors, such as the lack of motivation of students in learning *nahwu* and boring learning methods.

The results of an interview with one of the teachers at the Darul Falah Islamic Boarding School showed that there were obstacles in the nahwu learning process among students. Lack of interest in learning and difficulties in understanding *the rules of nahwu* are suspected to be closely related to less varied learning methods. Conventional learning methods and the lack of use of innovative learning media, such as the limitation of textbooks with less attractive appearances, lack of images, and monotonous colors, make students feel bored and lose interest in learning. This shows that not only the role of teachers and learning methods is important, but also the role of learning media in achieving an effective learning process. If you only rely on textbooks, learning will feel monotonous and can reduce students' motivation to learn, so that learning results are not optimal.

It can be concluded that the use of less pariative methods and less innovative media causes students' responses to *nahwu* learning to be poor. Therefore, it is necessary to apply more pariative learning, and the use of innovative media that has an impact on the learning atmosphere is more fun and meaningful so that students can change their mainset to nahwu learning.

Therefore, learning media is an important element in learning to increase students' motivation to learn. Powtoon learning media is considered effective to achieve the learning goals of *nahwu rules*, one of which is through the use of animation. Powtoon can be used to stimulate students' interest in learning through the delivery of more visually appealing material, so that they are not easily bored during class lessons.

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¹⁴ Khumairah, Eka Silfia, and Muassomah. "Permainan Pesan Berantai Dalam Pembelajaran Nahwu Di Pondok Pesantren Darul Huda Litahfidzil Qur'an Gondanglegi." *Al-Jawhar: Journal of Arabic Language* 1, no. 1 (December 29, 2023): 30-41. <https://doi.org/10.32699/liar.v4i2.1495>.

¹⁵ Jamaludin, Muhammad Jamjam, and Ahmad Fajar. "Peningkatan Pemahaman Nahwu Melalui Metode Team Games Tournament (TGT) Di Pondok Pesantren Ar-Raoudotussibyan Cihanjawan-Purwakarta." *Humanisem: Jurnal Pengabdian Masyarakat* 4, no. 1 (2023): 161-75. <http://journal.um-surabaya.ac.id/index.php/HMN>.

such as the limitation of textbooks with less attractive appearances, lack of images, and monotonous colors, make students feel bored and lose interest in learning. This shows that not only the role of teachers and learning methods is important, but also the role of learning media in achieving an effective learning process. If you only rely on textbooks, learning will feel monotonous and can reduce students' motivation to learn, so that learning results are not optimal.

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Looking at previous studies such as those conducted by Tiwow, *et al.*,¹⁶ Regarding the effectiveness and feasibility of using Powtoon-based learning media in physics learning, it shows that the development of Powtoon-based learning media for physics subjects shows that this media is very suitable and effective to be used in the teaching and learning process. Students responded positively to this media, and their learning outcomes improved significantly. Further research was conducted Pilendia¹⁷ Regarding the effectiveness and feasibility of using Powtoon-based learning media in physics learning, it shows that the development of Powtoon-based learning media for physics subjects shows that this media is very suitable and effective to be used in the teaching and learning process. Students responded positively to this media, and their learning outcomes improved significantly. Further research was conducted Mulyana, *et al.*,¹⁸ Regarding the effectiveness of Powtoon learning media to improve social studies learning outcomes, it shows that the use of interesting and relevant learning media, such as Powtoon, has proven to be effective in increasing students'

¹⁶ Tiwow, Deiby, Veronica Wongkar, Navel Oktaviandy Mangelep, and Edino Ayub Lomban. "Pengaruh Media Pembelajaran Animasi Powtoon Terhadap Hasil Belajar Ditinjau Dari Minat Belajar Peserta Didik." *Journal Focus Action of Research Mathematic (Factor M)* 4, no. 2 (2022): 107–22. https://doi.org/10.30762/factor_m.v4i2.4219.

¹⁷ Dwitri Pilendia, "Studi Literatur Efektifitas Dan Kelayakan Penggunaan Media Pembelajaran Berbasis Powtoon dalam Pembelajaran Fisika," *Jurnal Ilmiah Wahana Pendidikan* 8, no. 13 (2022): 464–71. <https://doi.org/https://doi.org/10.5281/zenodo.6965205>.

¹⁸ Mulyana, Edi, Alni Dahlena, Tetep, Slamet Nopharipaldi Rohman, Triani Widyanti, Ade Suherman, Lili Dianah, Indra Cahya Uno, and Ane Rostiani. "Efektifitas Media Pembelajaran Powtoon Untuk Meningkatkan Hasil Belajar IPS." *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Indonesia)* 10, no. 1 (2023): 1–10. <https://doi.org/10.21831/jipsindo.v10i1.52706>.

learning motivation and facilitating their understanding of concepts in social studies subjects. Data analysis shows that the application of Powtoon media contributes significantly to the improvement of student learning outcomes.

From the theory and previous research that has been carried out by researchers, researcher interested in analyzing students' responses to *nahwu* learning using powtoon learning media. Because so far students have been of the opinion that *nahwu* lessons seem difficult and boring so that the students' response to *nahwu* learning is not so good. Finally, it is directly proportional to low student learning outcomes. By looking at the considerations above, the use of powtoon media can provide stimulus to students to learn actively, fun, and meaningfully. If the learning process runs actively, fun and meaningful, it is predicted that students can respond positively to *nahwu* learning.

METHOD

The subject of this research is kela VIII tsanawiyah students at the Darul Falah Islamic Boarding School with a total of 30 students who carry out learning activities using powtoon learning media. This study uses a quantitative descriptive method. The instrument used in this study was a questionnaire to collect students' responses to the use of Powtoon learning media in *nahwu learning*. This questionnaire is designed to measure students' responses to their satisfaction with the use of the media. Student response questionnaire consisting of 26 questions. There are five indicators; format, relevance, interest, satisfaction, and confidence.

This research procedure consists of three stages: First, the preparation stage which includes the preparation of instruments. Second, the implementation stage where the validated instruments are used to collect data through questionnaires given to all students. Third the evaluation stage where the analysis of student responses is elaborated and used to describe the level of student responses. The collected data will be analyzed descriptively to evaluate the students' responses. This analysis may include the calculation of percentages, averages, and interpretation of the questionnaire results. Data analysis uses the Likert scale with the help of the SPSS application.

RESULTS AND DISCUSSION

The response of the students of the Darul Falah Islamic boarding school regarding the application of the powtoon media method in *nahwu* learning is known from the results of the questionnaire filled out by the students. The student response questionnaire was given and filled out by 30 students at the end of learning after the students filled out the posttest questions. The number of questionnaire questions is 26 questions. The student response questionnaire aims to find out the feelings of students, students' interests and students' opinions

regarding the implementation of learning using powtoon media. This response includes various forms, such as verbal and non-verbal expressions, behaviors, and emotional responses that can reflect students' understanding, perception, and assessment of the situation they are experiencing. In other words, student responses are an integral part of social interaction and learning, allowing students to participate in the formation of their own experiences and understandings¹⁹. The results of the students' responses to the media are as follows.

Table 1. Questionnaire on Students' Response to the Use of Powtoon in *Nahwu* Learning

No.	Statement	SS	S	N	TS	STS	Average	Response Center
1	Ustad prepares Powtoon neatly as a learning medium	14	9	7	-	-	4,17	Very Positive
2	I love Powtoon made with colorful animations	14	12	2	2	-	4,23	Very Positive
3	The use of colors in Powtoon makes the learning media more interesting	4	9	11	4	2	4,27	Very Positive
4	I found it difficult to understand the message conveyed through Powtoon because there was too much animation	3	11	13	1	2	3,3	Very Positive
5	I feel that the Powtoon prepared by Ustad does not suit my visual preferences	10	17	2	-	1	3,4	Very Positive
6	Ustad provides information about learning objectives before learning begins	10	13	5	2	-	4,17	Very Positive
7	Learning carried out in accordance with learning objectives	3	15	9	3	-	4,03	Very Positive
8	Powtoon media is more useful for <i>nahwu</i> lessons	5	13	8	3	1	3,6	Very Positive
9	This kind of learning model makes me less skilled	7	9	10	2	2	3,6	Very Positive
10	Powtoon media is less useful for learning <i>nahwu</i>	11	16	3	-	-	3,57	Very Positive
11	When Ustad used the media of powtoon, my motivation increased in learning <i>nahwu</i>	4	14	10	1	1	4,27	Very Positive
12	I felt interested when I learned <i>nahwu</i> with the media of powtoon	13	9	4	4	-	3,63	Very Positive

¹⁹ Ketut, Sepdyana Kartini, and I Nyoman Tri Anindia Putra. "Respon Siswa Terhadap Pengembangan Media Pembelajaran Interaktif Berbasis Android." *Jurnal Pendidikan Kimia Indonesia* 4, no. 1 (2020): 12-19. <https://ejournal.undiksha.ac.id/index.php/JPK/index>.

13	If I don't understand, I always ask Ustad to explain again	9	3	3	13	2	4,03	Very Positive
14	The use of powtoon media helps me understand <i>nahwu</i> more easily	2	9	11	1	7	3,13	Very Positive
15	I feel bored learning <i>nahwu</i> with powtoon media	3	14	7	5	-	2,93	Positive
16	With the media of powton, <i>nahwu material</i> becomes increasingly difficult to understand	5	15	7	2	1	3,60	Very Positive
17	Powtoon media in <i>nahwu</i> learning like this is fun	14	8	5	2	1	3,70	Very Positive
18	I am always enthusiastic about learning <i>nahwu</i> with powtoon media	4	17	6	1	2	4,07	Very Positive
19	Learning <i>nahwu</i> with powtoon media makes me depressed	6	12	11	1	-	3,67	Very Positive
20	Learning <i>nahwu</i> with powtoon media makes the material easy to remember	5	16	1	5	3	3,77	Very Positive
21	I feel a loss to learn <i>nahwu</i> with powtoon media	9	6	13	2	-	3,50	Very Positive
22	I master the <i>nahwu</i> material more with the media of powtoon	14	4	11	1	-	3,73	Very Positive
23	I can explore myself with this kind of learning model	12	9	8	1	-	4,03	Very Positive
24	I can freely express my opinion	7	8	7	3	5	4,07	Very Positive
25	I don't dare to present my learning results	-	9	10	7	4	3,30	Very Positive
26	I can't express an opinion	-	3	7	10	9	2,80	Positive

To measure the response of students in the learning process, there need to be several indicators so that the results become more focused and in-depth. These indicators are:

First, format. Format indicators are related to visual aspects related to the use of learning media during the implementation of the teaching and learning process. Effective use of media must show clarity and regularity in their presentations. To measure how students respond to the media used in learning, they can use the indicator format. This format indicator includes several aspects, such as the suitability of the media with the learning material, the attractiveness

of the learning media, and the effectiveness of the media in helping students understand the subject matter²⁰.

Second, Relevance. Relevance refers to the suitability between the learning material and the student's learning objectives, matching the student's learning style, and having benefits in their lives. One aspect of relevance is to connect the subject matter with the daily situation of the students. When an *ustaz* describes knowledge that can be used in everyday situations, this will help students in the learning process²¹.

Third, Interest. Indicators of interest are related to students' responses to learning, including attitudes towards boredom, level of curiosity, and level of student participation. This is related to the extent to which students be motivated and interest in certain objects, individuals, or activities, and can be triggered by the emotional experiences generated by those activities. An example is the enthusiasm in following the lessons and assignments given by the *ustaz*. Interest is a form of a person's intrinsic attention and drive towards something, which arises without external pressure, and can grow and develop through interaction with the environment²².

Fourth, Satisfaction. Student satisfaction is a positive attitude that students show towards the quality of service in the learning process organized by students. This positive attitude appears when what is expected and needed by students is in accordance with the reality, they are experiencing²³.

Fifth, Confidence. Confidence is a very crucial element in achieving a person's success in solving problems. In the learning process, the attitude of belief in one's own abilities is considered an indication that a student is able and confident in finding solutions to the problems faced²⁴.

The percentage of student responses to the use of powtoon media in *nahwu* learning based on the above indicators is as follows.

²⁰ Humaidi, Humaidi, Abdul Qohar, and Swasono Rahardjo. "Respon Siswa Terhadap Penggunaan Video Youtube Sebagai Media Pembelajaran Daring Matematika." *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 10, no. 2 (October 4, 2021): 153–62. <https://doi.org/10.25273/jipm.v10i2.9108>.

²¹ Faryanti, Hasana, Ruqiah Ganda Putri Panjaitan, and Yokebed. "Respon Siswa Terhadap Film Animasi Zat Aditif." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 5, no. 3 (2016): 1–14. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/14225>.

²² Mardianto, Yogi, Lilit Abdul Azis, and Risma Amelia. "Menganalisis Respon Siswa Terhadap Pembelajaran Materi Perbandingan Dan Skala Menggunakan Pendekatan Kontekstual." *Jurnal Pembelajaran Matematika Inovatif* 5, no. 5 (2022): 1313–22. <https://doi.org/10.22460/jpmi.v5i5.1313-1322>.

²³ Sukma R.A., Dodi, Roki Hardianto, and Heleni Filtri. "Analisa Tingkat Kepuasan Mahasiswa Terhadap Perkuliahan Daring Pada Era Pandemi COVID-19." *Jurnal Sistem Informasi* 3, no. 2 (2021): 130–42. <https://doi.org/10.31849/zn.v3i2.8353>.

²⁴ Wondo, Maria Trisna Sero, and Konstantinus Denny Pareira Meke. "Analisis Pengaruh Sikap Percaya Diri Siswa Dalam Pembelajaran Matematika Menggunakan Model PBL Berbantuan Bahan Manipulatif." *JUPIKA: Jurnal Pendidikan Matematika Universitas Flores* 4, no. 1 (2021): 11–21. <https://doi.org/10.37478/jupika.v4i1.894>.

Table 2. Students' Response to the Use of *Powtoon* in Nahwu Learning

Indicator	Percentage	Category
Format	77,47	Positive
Relevance	75,87	Positive
Ketertarikan	72,00	Positive
Satisfaction	74,80	Positive
Confident	71,73	Positive
Average	74,374	Positive

The table above shows that the average score of the students' response is 74.374% with a positive category, meaning that overall, the students gave a positive response regarding the application of *powtoon* learning media in *nahwu* subjects using the book of *Jurumiyah*. The student response questionnaire given consisted of 26 items of statements developed from 5 indicators, namely format, relevance, relevance, satisfaction and confidence. The description of each questionnaire indicator can be described as follows.

The format indicator in the response questionnaire questions filled out by Darul Falah students related to the application of *powtoon* learning media is found in question numbers 1 to 5. The response of students in the format aspect received a positive assessment from students with a percentage of 77.47. This format indicator includes several aspects, including the suitability of the media with the learning material, the attractiveness of the learning media, and the effectiveness of the media in helping students understand the learning material. The students said that the *powtoon* media that has been used in *nahwu* learning is in accordance with the *nahwu* learning material. *Powtoon* media is also interesting to use because it is made with colorful animations that will petrify students to continue to pay attention to the learning material from beginning to end. Interesting videos and animations make learning more fun and not boring so that students feel more excited to learn the material. With the existence of *powtoon* media, students feel helped in understanding the *nahwu* subject matter. Many *nahwu* rules must be mastered by students. These findings are in line with previous research, as reported by Humaidi, *et al*²⁵, which emphasizes the importance of clarity and regularity in learning media. This research confirms that *Powtoon*, with its colorful animations and engaging presentations, is effective in delivering *Nahwu* material.

The indicator of relevance in the response questionnaire questions filled out by Darul Falah students related to the application of *powtoon* is found in question numbers 6 to 10. The response of students in the aspect of relevance obtained a positive assessment from students with an average percentage of 75.87. This

²⁵ Humaidi, Humaidi, Abdul Qohar, and Swasono Rahardjo. "Respon Siswa Terhadap Penggunaan Video Youtube Sebagai Media Pembelajaran Daring Matematika."

indicator refers to the suitability between the learning material and the student's learning objectives, matches the student's learning style, and has benefits in their lives. *Powtoon* has succeeded in improving the *nahwu* skills of students. Successful learning methods show that this method is suitable for students' learning styles. Successful learning shows that students have benefits for what they have achieved. Based on the results of the questionnaire, the students revealed that the media helped them in answering the questions and questions given by the *ustaz*, which supported the research Faryanti, dkk²⁶ about the relevance of learning media that can connect the material with the daily situation of students and their learning style will increase the effectiveness of learning.

An indicator of interest in the response questionnaire questions filled out by Darul Falah students related to the application of *powtoon* media is found in question numbers 11 to 16. The response of students in the aspect of interest obtained a positive assessment from students with an average percentage of 72.00. Indicators of interest are related to students' responses to learning, including attitudes towards boredom, level of curiosity, and level of student participation. Students have high motivation and interest in *nahwu* subjects. Based on the results of the interview, they revealed that *the nahwu* subject with *powtoon* media was very exciting and not boring. This method also helps students who are lazy to memorize the rules of *nahwu* to be active in memorizing because of the encouragement to memorize these rules together in class. This is also shown by the complete presence of students during *nahwu* subjects using *powtoon* media. These findings are in line with the theory of Mardianto, dkk²⁷ which states that students' interest in the material can increase if the learning media is able to stimulate their interest and participation.

The indicator of satisfaction in the response questionnaire questions filled out by Darul Falah students related to the application of *powtoon* media is found in question numbers 17 to 21. The response of students in the aspect of satisfaction obtained a positive assessment from the students with an average percentage of 74.80. This indicator appears when what is expected and needed by students is in accordance with the reality they are experiencing. Students are satisfied that they have learned *nahwu* with *powtoon* media, because this method can help students to be able to understand the rules of Arabic, with which students can answer the questions given by the *ustaz* and students will get high and satisfactory scores. This is in line with the statement Sukma, *et al*²⁸, that satisfaction arises when the

²⁶ Faryanti, Hasana, Ruqiah Ganda Putri Panjaitan, and Yokhebed. "Respon Siswa Terhadap Film Animasi Zat Aditif."

²⁷ Mardianto, Yogi, Lilit Abdul Azis, and Risma Amelia. "Menganalisis Respon Siswa Terhadap Pembelajaran Materi Perbandingan Dan Skala Menggunakan Pendekatan Kontekstual."

²⁸ Sukma R.A., Dodi, Roki Hardianto, and Heleni Filtri. "Analisa Tingkat Kepuasan Mahasiswa Terhadap Perkuliahan Daring Pada Era Pandemi COVID-19."

quality of service in the learning process meets the expectations and needs of students. Media Powtoon succeeded in delivering *Nahwu* material in an interesting and effective way, which not only met the expectations of students but also addressed their needs in understanding the subject matter. In other words, the high level of satisfaction reported by the students showed that Powtoon succeeded in bridging the gap between expectations and the reality of learning, confirming the theory that satisfaction is the result of the conformity between what the student wants and the experience they receive.

The indicator of confidence in the response questionnaire questions filled out by Darul Falah students related to the application of powtoon media is found in question numbers 17 to 21. The response of students in the aspect of self-confidence obtained a positive assessment from students with an average percentage of 71.73. An indicator of confidence in one's own abilities is considered an indication that a student is able and confident in finding solutions to the problems faced. The students said that they felt confident in participating in learning activities using powtoon media. Students feel always ready to learn together and have no pressure when they are faced with challenges from the *ustaz* such as summarizing every learning material, answering questions from the *ustaz* and carrying out challenges from the *ustaz*. This discovery is in line with the theory of self-confidence put forward by Wondo dan Make²⁹. This theory emphasizes that self-confidence is an important element in achieving a person's success, especially in the context of learning. This confidence is reflected in the students' belief that they are able to find solutions to the problems they face, as well as their readiness to face challenges without feeling pressured. The Powtoon media, with its engaging and interactive way of delivery, seems to contribute to increasing students' confidence by providing them with the tools and motivation necessary to better face academic challenges.

This research presents innovations in *nahwu* learning by introducing the use of Powtoon media. The uniqueness of this research lies in the application of Powtoon, an animation-based tool, in teaching *nahwu*, which has not been widely applied before. This study shows that Powtoon is effective in making learning materials more interesting and easier for students to understand. This media helps overcome boredom in learning, increase interest, and student satisfaction with *nahwu* lessons. In addition, Powtoon also plays a role in increasing students' confidence when facing academic challenges. These findings add to new evidence that Powtoon is not only suitable for other lessons but also very beneficial for learning Arabic, providing new options for more engaging and effective teaching.

²⁹ Wondo, Maria Trisna Sero, and Konstantinus Denny Pareira Meke. "Analisis Pengaruh Sikap Percaya Diri Siswa Dalam Pembelajaran Matematika Menggunakan Model PBL Berbantuan Bahan Manipulatif."

CONCLUSION

This study reveals that the use of Powtoon learning media in *nahwu* teaching has a significant positive impact. Based on the results of the survey, students responded positively to the use of Powtoon, with an average score of 74.37% which shows the effectiveness of this media in increasing their involvement and understanding of *nahwu* material. This media has succeeded in making learning more interesting and overcoming the boredom that students often experience, as well as increasing their interest and satisfaction. This research also shows that Powtoon is able to increase students' confidence in facing academic challenges. These findings are important because they show that animation-based media such as Powtoon can be an innovative tool in learning Arabic, which has not previously been widely applied in this context. Thus, the results of this study make a valuable contribution to *nahwu* teaching methods and support the use of modern technology to create a more engaging and effective learning experience.

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