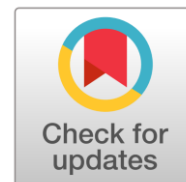# Implementation of Interactive PowerPoint in Teaching *al-iḍāfah al-Lughawiyyah*: A Behavioristic Approach

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ABSTRACT

Purpose - *This study aims to analyze the implementation of using interactive PowerPoint media in teaching Al-iḍāfah al-lughawiyyah with a behavioristic approach at Darussalam Gontor Modern Islamic Institution for Girls First Campus, as well as to explore the success and implications of behaviriostic theory in the context of Arabic language learning.*

Design/methodology/approach - *This research uses a qualitative approach with a case study method. Data were collected through direct observation, interviews with instructors, and analysis of students' learning outcomes in Al-iḍāfah al-lughawiyyah lessons involving the use of interactive PowerPoint media.*

Findings/results – *The study findings show that the use of interactive PowerPoint media is highly effective in enhancing students' understanding and ability to apply Al-iḍāfah al-lughawiyyah. The use of this media, which supports behavioristic principles such as repetition, feedback, and reinforcement, has been proven to strengthen long-term retention and increase student motivation.*

Originality/value - *This research offers a new approach to Arabic language teaching by combining classical behaviriostic theory with modern technology. Unlike previous studies that focused more on traditional theories or methods, this study provides empirical evidence on the application of behavioristic theory using digital media in teaching Al-iḍāfah al-lughawiyyah.*

Paper type – *Research paper*

Keywords: *Interactive PowerPoint, Behavioristic, Arabic grammar, al-iḍāfah al-Lughawiyyah.*
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Introduction

Darussalam Gontor Modern Islamic Institution is one of the leading Islamic educational institutions in Indonesia, where the teaching of Arabic is an integral part of the curriculum. As a modern pesantren that places great emphasis on Arabic instruction, Gontor has designated Arabic as the daily spoken language within the pesantren environment. (Rochmat dkk. 2023) However, as a second language, learning Arabic poses a significant challenge, particularly for new students who have not yet developed familiarity with it. This challenge necessitates the implementation of effective instructional strategies.

As an Islamic boarding school that emphasizes character building and language proficiency, Gontor has designed various programs to support its female students' mastery of Arabic, including in the area of *Al-iḍāfah al-lughawiyyah* (الإضافة اللغوية). This subject is a fundamental component of Arabic grammar, directly linked to word structure and meaning within sentences. However, due to its abstract nature, the instruction of *Al-iḍāfah al-lughawiyyah* requires an approach and methodology that can present the material in a concrete and gradual manner to facilitate comprehension among beginners.

Understanding grammar and vocabulary is essential not only for the mechanics of language but also as a key to reading classical and modern Arabic texts. Therefore, the method of delivering this material must be carefully designed to stimulate student understanding in a structured and continuous manner. In this context, learning theories serve as essential frameworks to explain how knowledge is acquired, internalized, and retained by learners. One relevant approach is behaviorist theory, which emphasizes the formation of behavior through stimulus-response relationships, accompanied by reinforcement. In the Arabic language learning context at Darussalam Gontor Modern Islamic Institution for Girls First Campus, this theory is manifested through motivational and reinforcement strategies such as modeling, advice, warnings, and rewards. These strategies aim to instill proper Arabic language habits in students' daily lives.

Behaviorist theory is characterized by several features, including an emphasis on environmental influences (environmentalism), a focus on the elements of learning (elementarism), and the importance of learners' responses to given stimuli. Moreover, behaviriostic concentrates on the mechanisms of learning outcomes through reinforcement, cause-and-effect relationships from past experiences, and the formation of habits through trial-and-error processes. (Rohmah dkk. 2023) This approach is especially relevant to language instruction, such as in the *Al-iḍāfah al-lughawiyyah* program, where repetition, imitation, and positive reinforcement can systematically shape students' linguistic behavior.

The behaviorist approach positions the teacher as the main source of stimuli who directly influences students' learning behaviors. Therefore, the effectiveness of learning

is highly dependent on the teacher's ability to design appropriate and relevant stimuli. In this regard, positive reinforcement, such as rewards or recognition of achievement can serve as effective tools to encourage the desired learning responses. At Darussalam Gontor Modern Islamic Institution for Girls First Campus, Mantingan Ngawi the implementation of this approach is evident in the disciplined and consistent educational system and in structured language habituation activities.

Al-iḍāfah al-lughawiyyah material is specifically taught to Grade 1 *Kulliyyatul Mu'allimaat al-Islamiyah* (KMI) students, who are categorized as beginners in Arabic learning. At this initial stage, they are still developing foundational linguistic knowledge, and their ability to listen to and comprehend Arabic structures poses a challenge. Therefore, listening skills (*maharah istima'*) become a critical entry point in the learning process. The teacher, as a facilitator, plays a vital role in presenting the material in a way that is digestible for beginners. In this case, teacher explanations delivered through interactive PowerPoint presentations can serve as effective stimuli to enhance students' attention, understanding, and engagement. When students listen to explanations accompanied by visual representations of Arabic language structures in sentences, they can more easily connect grammatical forms with practical meanings.

In practice, teaching and learning activities in Grade 1 KMI still face challenges, particularly in forming linguistic responses that align with the *Al-iḍāfah al-lughawiyyah* structure. One proposed solution is the use of interactive media such as visually dynamic PowerPoint (PPT) presentations. This media functions as a learning stimulus capable of eliciting cognitive and affective responses from students. With attractive visuals and interactive features such as animations, quizzes, and concrete examples, interactive PPTs foster better learning engagement compared to conventional methods. In addition, this media supports repetition, reinforcement, and structured responses in line with behaviorist principles.

This is supported by previous studies, such as Salma (2023), who stated that the use of PowerPoint-based visual learning media is an effective alternative for enhancing students' understanding of Arabic materials at SMPIT Al-Muqorrobin. This media offers advantages in its visual appeal, which facilitates students' grasp of the content. Furthermore, PowerPoint is easy for teachers to use flexibly to support the learning process. (Salma Mudjahidah Az-zahra dkk. 2023). This aligns with Mabruri (2020), who found that using PowerPoint in Arabic language instruction contributes positively to the development of listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) skills. PowerPoint enables teachers to present materials in an engaging and practical manner, in line with technological advancements in the digital era. (Mabruri dan Hamzah 2020)

Although research on interactive learning media in Arabic education has progressed, most studies still focus on cognitive and constructivist perspectives regarding validity and effectiveness. For instance, Agustien (2023) found that multimedia PowerPoint-based Arabic learning media is highly suitable for elementary-

level implementation, based on expert validation and student feedback. (Agustien 2023) Meanwhile, Novita (2022) reported that Arabic language instruction via ICT-based Zoom was interactive, with students actively pronouncing the *mufradat* taught by the teacher. (Novita dan Munawir 2022) However, studies that explicitly connect the use of interactive PowerPoint media with behaviorist theory, particularly in the teaching of *Al-iḍāfah al-lughawiyyah* in traditional Islamic boarding schools like Gontor, remain scarce. Most existing research has yet to clearly explore the application of stimulus-response and reinforcement principles in the context of Islamic education.

Accordingly, this study specifically analyzes the implementation of interactive PowerPoint media in the teaching of *Al-iḍāfah al-lughawiyyah* for Grade 1 KMI students at Darussalam Gontor Modern Islamic Institution for Girls First Campus from a behaviorist perspective. This research is significant because it addresses both a conceptual and practical gap: conceptually, there is a need to further explore the application of behaviorist theory in Arabic language instruction; practically, there is a need for innovative learning media that suit the pesantren educational context. This study aims to contribute to the development of an Arabic language instructional model that is not only pedagogically effective but also aligned with the unique characteristics of Islamic educational institutions. The main objective of this study is to describe the implementation of *Al-iḍāfah al-lughawiyyah* instruction using interactive PowerPoint media through the lens of behaviorist theory and to examine the formation of stimulus-response patterns during the learning process, including their impact on students' language behavior.

Method

This study employs a qualitative descriptive approach with a case study design. According to Rahardjo (2017), a case study is an in-depth exploration of a real-life phenomenon to obtain a comprehensive understanding of a specific program or activity. (Mudjia Rahardjo 2017)This method was chosen to describe the implementation of Al-iḍāfah al-lughawiyyah learning using interactive PowerPoint media based on behavioristic principles in an authentic classroom setting.

The research was conducted at Darussalam Gontor Modern Islamic Institution for Girls, First Campus, specifically in Class 1 KMI, which consists of 187 students in total. From this population, 12 students were purposively selected as participants based on their active involvement and consistency in attendance. The teacher of Al-iḍāfah al-lughawiyyah and the responsible of this agenda from Language Advisory Council and Central Language Improvement also served as a key informant. The learning sessions were observed over nine meetings within one semester, with each session lasting 30 minutes. This duration allowed the researcher to capture behavioral responses consistently across different stages of the learning process.

Data collection was carried out using three main techniques: observation, interviews, and documentation. With the details are follow:

Data Instrument	Respondent	Instrument / Focus	Sample Items
Observation	Teacher & Students	Structured Observation Guideline, focused on: Repetition (frequency and consistency of drills) Reinforcement (feedback, praise, correction) Stimulus–Response (reaction to PowerPoint cues)	The teacher provides immediate feedback after student responses. Students repeat patterns until producing the correct structure. Visual and auditory cues from PowerPoint influence student reactions. The teacher applies reinforcement when students answer correctly. Students respond actively to the given stimulus.
Interview	Students (N =12)	Semi-structured Interview Guide, focused on: Perception of interactive PowerPoint Motivation in learning Impact of repetition and reinforcement	How do you feel about using interactive PowerPoint during Arabic grammar lessons? What motivates you to participate during the PowerPoint-based activities? What kind of feedback from the teacher helps you learn better? How does repetition help you understand the grammar rules? What difficulties do you experience when using PowerPoint in learning?
Interview	Teacher	Semi-structured Interview Guide, focused on:	How do you integrate interactive PowerPoint in teaching al-iḍāfah al-lughawiyyah?

		Teaching strategy and preparation　　Use of reinforcement and feedback　　Student engagement and learning outcomes	What forms of reinforcement do you usually apply?　　How do students respond to repetition and correction activities?　　In your view, does the behavioristic approach enhance understanding?　　What challenges do you face in applying interactive PowerPoint?
Inter view	Progra m Coordinator / Supervisor from Central Language Improvemen t and Language Advisory Council	Structured Interview Guide, focused on:　　Evaluation of teaching implementation　　Consistency with institutional language policy　　The impact of behavioristic approach	How do you evaluate the use of interactive PowerPoint in Arabic instruction?　　To what extent does this method align with Gontor's language policy?　　What improvements have you observed in students' performance?　　How do you monitor teachers' consistency in applying reinforcement?　　What recommendations would you make for enhancing this practice?
Docu mentation	Teachi ng materials, lesson plans, PowerPoint slides, and classroom reports	Document Analysis Sheet	Lesson plan objectives correspond to behavioristic principles.　　PowerPoint slides contain stimulus and reinforcement elements.　　Teaching notes reflect repetition and correction activities.

The data were analyzed using interactive model, which includes three stages: data reduction, data display, and conclusion drawing with verification.(Miles dkk. 2014) Relevant information was selected and simplified, then presented descriptively to illustrate the behavioristic learning process. Recurring patterns, such as stimulus–respons, reinforcement effects, and motivation changes were identified and verified through triangulation of observation, interview, and documentation data. This process provided a comprehensive understanding of how behavioristic principles were applied through interactive PowerPoint in Al-iḍāfah al-lughawiyyah learning.

Result and Discussion

Implementation of Interactive PowerPoint Media in the Teaching of Al-iḍāfah al-lughawiyyah

The implementation of Arabic instruction for first-year students at Darussalam Gontor Modern Islamic Institution for Girls First Campus forms part of a structured language development program supervised by the Language Advisory Council (LAC). Interviews and classroom observations show that Al-iḍāfah al-lughawiyyah is taught using interactive PowerPoint as the main medium, functioning not only to present material but also to create visual and auditory stimuli that sustain attention and support comprehension.

During lessons, the teacher displays slides containing vocabulary or uslūb along with English translations, example sentences, and illustrations of daily pesantren situations. This contextualization helps beginners understand both the meaning and practical use of the expressions. The teacher then models pronunciation, followed by collective repetition. These drills are performed several times to ensure accurate imitation and to reinforce habit formation an essential element of the behavioristic approach.

After the repetition stage, the teacher strengthens comprehension by linking the vocabulary to multiple real-life contexts and by asking short answer questions. Students demonstrate understanding not only by repeating expressions but also by responding appropriately in new sentence environments. Writing the vocabulary in notebooks further reinforces memory through motor engagement.

Before closing, the teacher reviews the material classically and individually to measure mastery. Simple oral quizzes are administered, and students who answer correctly receive positive reinforcement such as praise, applause, or small rewards. Those who struggle receive immediate, gentle correction in a supportive atmosphere. This process reflects a structured pattern of stimulus → response → reinforcement, consistent with behaviorist principles.

Overall, the integration of interactive PowerPoint, repeated drills, contextual practice, and systematic reinforcement effectively supports the development of Arabic language habits among beginners. These practices align with the institution's objective

of forming strong and consistent linguistic behavior as part of the daily life of students at Darussalam Gontor Modern Islamic Institution for Girls First Campus.

In addition to vocabulary and uslūb instruction, the Al-iḍāfah al-lughawiyyah material also has subject that called by taṣḥīḥ al-lughah (language correction), a core enrichment for newly enrolled students (santriwāt jadīdah). Although fundamentally grammatical, this material operates beyond formal instruction, functioning as an institutional mechanism for correcting common speaking errors and cultivating accurate linguistic habits through structured repetition and correction.

As part of this initiative, the teacher utilizes interactive PowerPoint slides that present pairs of incorrect and correct expressions commonly heard among students. During observations, the following examples from taṣḥīḥ al-lughah appeared in the instructional slides:

Al-Khaṭa' (Incorrect)	Aṣ-Ṣawāb (Correct)
نعلي ضاعت	فقد مني النعل
أين أنت بالأمس؟	أين كنت بالأمس؟
تريدين لا أنتِ؟	هل تريدين؟
أنا أوَّلَا	أتقدم / أنا ماشي

These examples were displayed with English translations, visual cues, and short animations representing everyday pesantren scenarios such as classroom interactions, dormitory conversations, and morning routines. This multimodal presentation helps learners connect grammatical correction with real communicative contexts, bridging meaning, function, and form.

The instructional process consistently follows the stimulus–response–reinforcement cycle described in Skinner's behaviorist theory (Skinner, 1953). First, the teacher delivers a stimulus by showing the incorrect and correct forms, pronouncing each clearly and explaining the error. Students then respond by repeating the corrected form collectively, often several times until the teacher confirms mastery. Reinforcement follows immediately through praise, smiles, or encouraging gestures.

Representative observation excerpts demonstrate this process:

Behavioristic Dimension	Observation Excerpt
Stimulus	"Teacher displays slide showing 'نعلي ضاعت → فقد مني النعل', pronounces clearly, and explains why the first is incorrect."
Response	"Students repeat the correct sentence three times in unison. Teacher asks individuals to pronounce it separately to ensure accuracy."
Reinforcement	"Teacher nods approvingly, says 'Excellent! Let's repeat once more together,' followed by collective applause."

The following is an example of the process and material of al-iḍāfah al-lughawiyyah. However, due to institutional policy, the material cannot be shared unless permission is obtained from the author via email.
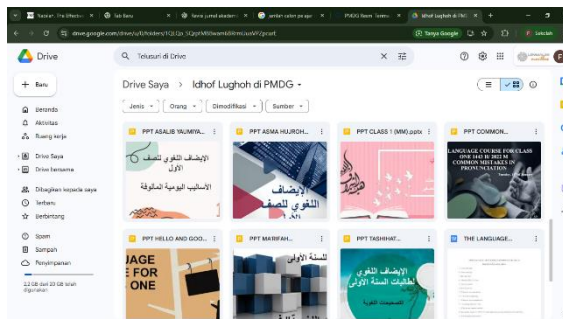
https://drive.google.com/drive/folders/1QLQo_SQrptMBBwam6BRrmUuaVPZpc urE?usp=drive_link

Picture 1. The QR code of al-iḍāfah al-lughawiyyah material and process

Picture 2. The learning process of al-iḍāfah al-lughawiyyah

Picture 3. When the teacher giving stimulus–response activities and asking several students to come forward

This structured pattern reflects operant conditioning, where repeated exposure and immediate reinforcement gradually build correct linguistic habits (Rozi & Arifin,

2024). By embedding Al-iḍāfah al-lughawiyyah within familiar communicative scenarios, the learning becomes functional, meaningful, and emotionally engaging—supporting both accuracy and confidence.

The Application of Behavioristic Principles in the Learning Process

The application of behavioristic principles in teaching Al-iḍāfah al-lughawiyyah to first-year KMI students shows strong effectiveness in shaping linguistic habits. Following Skinner's stimulus–response–reinforcement framework, teachers provide language stimuli through sentence examples, elicit student responses through repeated drills, and give reinforcement to strengthen correct behavior (Rozi & Arifin, 2024). Continuous repetition, as emphasized in behaviriostic, supports the formation of long-term memory and correct language patterns (Rozi & Arifin, 2024; Hapid, 2023).

This reinforcement mechanism was repeatedly confirmed in field interviews. As one teacher explained:

"When students pronounce the sentence correctly, I always praise them "Mumtaazah, jaayidah" (Good job), because it makes them smile and eager to continue. If they're wrong, I correct them directly but in a soft tone." (Teacher Interview, 12 June 2025)

This aligns strongly with the behavioristic view that positive reinforcement increases verbal participation, while gentle corrective feedback prevents anxiety and supports sustained engagement. Similarly, one student emphasized the motivational effect:

"When ustadzah says 'Mumtāz!' or gives a star, I feel confident to speak again, even if I was nervous before." (Student B, Interview, 15 June 2025)

These testimonials validate that reinforcement is not merely a theoretical principle, but a concrete pedagogical practice that directly shapes learners' oral performance and emotional readiness to participate.

The direct method complements this behavioristic approach by immersing students in real-time use of Arabic. The teacher functions as facilitator and model, encouraging learners to listen, speak, and respond naturally in the target language (Sherina & Hendra, 2024). This integration ensures that students not only memorize patterns but also apply them contextually, allowing linguistic habits to develop through consistent practice within the pesantren environment.

Instructional sequencing is also designed gradually, from simple to complex. So students experience clear progress, which further motivates participation (Afandi et al.,2023). Teaching aids, including interactive PowerPoint, provide visual and auditory stimuli that support comprehension and make repetition more engaging (Sherina & Hendra, 2024). The learning environment, discipline, supportive evaluation, and healthy academic competition acts as an additional reinforcer, consistent with behavioristic views that external conditions significantly shape behavior.

B.F. Skinner's concept of social reinforcement is clearly reflected in classroom settings, where teachers' tone, gestures, and non-verbal cues create a positive conditioning environment that maintains discipline while enhancing student. These communicative behaviors shape desired learning responses in line with behavioristic principles and are further strengthened through progressive scaffolding, in which learning materials are sequenced from simple to complex forms to promote repeated success and reinforce correct responses. (Ez-zizi dkk. 2023) Instructional tools such as interactive PowerPoint with auto-feedback and visual cues also support comprehension and retention by providing immediate reinforcement. (Green dkk. 2018)

Within this broader framework, behaviriostic particularly the stimulus–response (S-R) model, explains learning as a behavioral change shaped by reinforcement. That observable behavior and environmental influence are central, as learning occurs when a reinforced response consistently follows a stimulus, reflecting Skinner's operant conditioning. (Azima dkk. 2024) Additionally, a study demonstrates how teachers can intentionally structure objectives, materials, and reinforcements to produce desired behaviors, emphasizing the importance of environmental design in achieving effective learning outcomes.(Abidin 2022)

The significance of repetition is reinforced show that repeated exposure to stimuli strengthens S-R associations, making responses more stable and consistent over time underscoring the role of practice in both decision-making and learning.(Legler dkk. 2024) Complementing these perspectives, through the S-S and S-R theories: the former linking stimuli through internal representation, and the latter emphasizing a direct stimulus response association.(Mizunami 2021) This distinction clarifies how various conditioning mechanisms operate within educational contexts, collectively shaping behavioral learning processes through reinforcement, repetition, and structured environmental cues.

Overall, the integration of stimulus, response, reinforcement, repetition, and structured exposure in teaching Al-iḍāfah al-lughawiyyah, reinforced by authentic teacher–student interactions captured in interviews, contributes to systematic development of students' linguistic behavior and communicative readiness.

The Impact of Interactive PowerPoint Media on the Linguistic Behavior

The use of interactive PowerPoint media in teaching Al-iḍāfah al-lughawiyyah has shown strong positive effects on students' linguistic behavior. Visual elements, animations, and instant feedback increase participation, improve grammatical accuracy, and strengthen student confidence in Arabic communication. (Loviasyuni & Bhuana, 2023) These multisensory features also make abstract material easier to understand, supporting better retention and comprehension. (Siddig, 2020)

Student engagement increased significantly based on classroom observation and documentation. PowerPoint's colors, illustrations, and animations created a motivating learning atmosphere and improved learner responsiveness. (Mahiroh,

2024) Interactive visuals also supported multimodal learning, contributing to a more concrete understanding of linguistic structures. (Baccolini et al., 2019)

Interview data reinforced these findings. Students expressed that the integration of colors, sounds, and movement helped them remember concepts more easily: "It's easier to remember when the slide shows colors and sounds together. I can see what I hear" (Student C, Interview, 17 June 2025). Others highlighted the value of repetition: "Repeating the sentences with animation helps me not to forget the meaning" (Student A, Interview, 15 June 2025). Another added: "PowerPoint makes it fun, I can guess the next word before the teacher says it" (Student D, Interview, 18 June 2025).

Repetition embedded in the slides played a crucial role in forming stable linguistic habits. (Lim et al., 2023) Frequent exposure to sentence patterns helped students apply Arabic constructions more fluently in daily conversation. This shows that interactive media support the internalization of grammar and reduce cognitive load. (Lai, 2018)

Interactive PowerPoint media also align well with behaviorist principles. The presence of stimuli animations, movements, prompts, quizzes elicits consistent linguistic responses and strengthens habits through reinforcement. (Khelkhal & Ouahmiche, 2022) The use of interactive multimedia also stimuli such as sound, images, and animation enhances comprehension and maintains student engagement. Varied stimuli strengthen responses and encourage active thinking. (Fajri dkk. 2025)

Immediate feedback in interactive PPT slides acts as positive reinforcement that strengthens desired behaviors, consistent with behaviorist theory.(Weitzman 2010) Interactive PPT features that require student responses promote active learning and improve achievement by functioning as effective stimuli in eliciting correct linguistic behavior.(Anto 2025) Structured multimedia based learning materials significantly improve learning outcomes and demonstrate a clear stimulus–response effect. (Tiyan dan Satria 2024) Instructional design using the ADDIE model in developing interactive PPT materials has been positively received by teachers and students, confirming that varied stimuli successfully elicit active learner responses. (Aisyah dkk. 2025)

The findings of this study align with previous research. That media has been shown to significantly improve Arabic learning outcomes, indicating that visual interactive media can strengthen students' linguistic responses.(Subakir dkk. 2022) Likewise, the error analysis research on the Student Book of Arabic Language Elementary 3 emphasizes the importance of media that provide clear visual input and immediate feedback to reduce language errors. (Hafidz dkk. 2023) Both studies support the effectiveness of interactive PowerPoint in teaching al-iḍāfah al-lughawiyyah in the present research.

Overall, the integration of interactive PowerPoint media consistently enhances linguistic behavior by combining effective stimuli, repetition, and reinforcement, leading to stronger engagement, higher accuracy, and more confident Arabic usage.

Conclusion

Based on the explanation above, it can be concluded that the use of interactive PowerPoint media in learning Al-iḍāfah al-lughawiyyah with a behavioristic approach at Darussalam Gontor Modern Islamic Institution for Girls First Campus is both relevant and effective. The learning strategy employed in this study aligns closely with the main tenets of behaviriostic, which emphasize habit formation through repetition, reinforcement, and stimulus-response patterns. The interactive PowerPoint becomes more than just a visual support—it functions as a controlled and systematic reinforcement tool that aids students in forming correct grammatical patterns. This media provides structured learning pathways through repetitive drills, immediate feedback, and consistent visual stimuli, which significantly enhance retention and comprehension. The positive results observed in students' motivation, accuracy in application, and long-term memory retention are clear indicators of the success of integrating behavioristic principles with modern digital tools.

This article is distinct from previous research that either remained in theoretical discussions of behaviriostic or employed traditional, non-digital teaching tools. By combining classical behaviorist methods with technology-enhanced instruction, the study opens new doors for modernizing Arabic grammar teaching. However, this article also has limitations, such as focusing on a specific context (Darussalam Gontor Modern Islamic Institution for Girls First Campus) and a particular grammatical topic (Al-iḍāfah al-lughawiyyah), which may affect the generalizability of its findings. For future researchers, it is recommended to expand the scope of similar studies by involving more diverse learning environments, other branches of Arabic grammar, or even different language skills (e.g., speaking, writing) to test the consistency of behaviorist approaches when integrated with various media. As for readers and educators, this article provides practical insights into how traditional learning theories can still be applied effectively using modern tools. The strength of this article lies in its innovative integration and clarity of pedagogical application, while its main limitation is the narrow focus of the subject matter. Thus, it is hoped that this work can inspire more comprehensive and comparative studies in the future.

The implication of Finding

This study are significant for both language teaching methodologies and the use of technology in education. The research demonstrates that the application of interactive PowerPoint media in teaching Al-iḍāfah al-lughawiyyah using a behavioristic approach can enhance students' comprehension and retention of Arabic grammar concepts. This finding suggests that integrating technology into traditional teaching methods, particularly through tools that support repetition, feedback, and

reinforcement—core principles of behaviriostic—can significantly improve learning outcomes.

For educators and curriculum developers, the success of this approach implies that adopting interactive media could be a valuable strategy in language classrooms, especially for complex linguistic concepts like Al-iḍāfah al-lughawiyyah. Moreover, the use of technology could foster more engaging and personalized learning experiences, which are crucial in motivating students and supporting their long-term retention of the material. This study further emphasizes the relevance of behavioristic theory in contemporary educational settings, showing that even in the digital age, traditional teaching frameworks remain effective when properly integrated with modern tools.

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