DEVELOPMENT OF CONTRAST-BASED NAHWU TEACHING MATERIALS USING MACROMEDIA FLASH

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ABSTRACT

This study aimed to develop Nahwu teaching materials on the topic of idhafah for tenth-grade students using a contrastive linguistic approach and Macromedia Flash. The materials were derived from the original curriculumbased Arabic textbook used at SMA Muhammadiyah 6 Palembang. Employing the ADDIE model, the research proceeded through the Analysis, Design, and Development stages. Pietro's four-step contrastive analysis method was used to highlight structural differences between Arabic and Indonesian noun phrases. Instruments included expert validation sheets, student feedback questionnaires, and observation notes. Results showed that the developed materials were declared valid by subject matter experts and considered feasible for classroom use. The interactive elements embedded in Macromedia Flash contributed to increased student engagement and comprehension. The findings affirm the potential of integrating contrastive linguistic analysis and interactive media in Arabic grammar instruction.

Keywords: ADDIE model, contrastive analysis, idhafah, macromedia flash, nahwu instructions

INTRODUCTION

Arabic plays a central role in the landscape of religious education in Indonesia, where it is not merely a subject of study but a conduit for accessing religious texts, traditions, and values (Irmansyah et al., 2023). In schools with a strong religious orientation, such as SMA Muhammadiyah 6 Palembang, Arabic is fundamental in shaping students' linguistic and spiritual development. One of the core components of Arabic grammar studied in such institutions is Nahwu—a field focused on syntax and sentence structure. A robust understanding of Nahwu is essential, as it forms the grammatical foundation required to comprehend classical Arabic texts, especially the Qur'an and Hadith (Muhammad, 2020; Al-Maini, 2013).

Grammar instruction in Arabic—particularly Nahwu—poses significant pedagogical challenges, as it demands both abstract reasoning and memorization of complex rule systems. According to Alhawary (2011), the syntactic structure of Arabic is significantly different from many learners' first languages, which often leads to persistent difficulties in mastering grammatical rules. Furthermore, the diglossic nature of Arabic—where students often encounter discrepancies between Modern Standard Arabic (MSA) and Classical Arabic—compounds these learning difficulties (Ryding, 2005). Despite the theoretical richness of Nahwu, traditional instructional approaches remain largely textbook-based and teacher-centered. Such approaches have been critiqued for failing to foster active learning and for limiting learners' engagement, particularly in grammar-heavy topics such as iḍāfah—a grammatical construction denoting possession or attribution (Mohammed & Al-Saidat, 2020). The iḍāfah structure is foundational in understanding nominal sentences in Arabic, yet it remains poorly understood among students due to the abstractness of its rules and its absence in equivalent form in Bahasa Indonesia.

To address this gap, several educational innovations have turned to multimedia-based approaches. One promising tool is Macromedia Flash, a software that allows the creation of interactive and animated learning content. Its application in language instruction has shown promising results in increasing student engagement, enhancing retention, and enabling multisensory learning (Mayer, 2009; Aloraini, 2012). In a study conducted by Awwiby, Nashoih, and Aisa (2022), Macromedia Flash-based media for teaching Nahwu at Pondok Pesantren Al-Muhajirin 1 Jombang demonstrated high validity and effectiveness in improving student outcomes. The interactive features of Flash, including animations, quizzes, and feedback loops, made grammar instruction more accessible and less intimidating for learners (Azar & Hagen, 2009).

Despite these advancements, existing media largely remain general and do not focus specifically on challenging constructs such as iḍāfah. Furthermore, they seldom incorporate linguistic theories that could better guide learners through structural differences between Arabic and their first language.

Contrastive analysis (CA) provides a systematic approach to comparing linguistic features across languages. Rooted in behaviorist psychology and structural linguistics, CA was initially used to predict language learning difficulties based on the degree of similarity and difference between the target language and the learner's native language (Lado, 1957). In contemporary applications, contrastive analysis has regained attention in bilingual and multilingual education as a tool to facilitate cross-linguistic transfer (Odlin, 2005; Laufer & Girsai, 2008). By applying CA to the Arabic and Indonesian languages, teachers can more effectively highlight how iḍāfah constructions differ from Indonesian possessive structures. While Arabic constructs possessive relationships syntactically through noun phrases without the use of prepositions (e.g., kitāb al-mudarris – "the teacher's book"), Indonesian typically uses particles like "punya" or "milik." Such differences, if not explicitly taught, may lead to persistent interlanguage errors (James, 2013). Few studies, however, have explored the application of contrastive analysis in the development of Arabic grammar materials in Indonesia. Hidayat (2015) argued that contrastive frameworks could be vital in anticipating and addressing errors in L2 Arabic acquisition. Similarly, Febriana et al. (2024) emphasized that contrastive instructional strategies can bridge linguistic gaps in bilingual learning environments, particularly when paired with digital media.

There is a growing consensus that effective language instruction should not rely solely on either technological innovation or linguistic theory in isolation but rather integrate both in a coherent pedagogical design (Ellis, 2008; Richards, 2015). In the case of teaching iḍāfah, which continues to be an elusive topic for high school students, it is imperative to develop targeted media that combine interactive tools and contrastive pedagogical strategies. The gap between the sollen (ideal expectations) and sein (current learning outcomes) in Arabic grammar education underscores the urgency for such innovation (Laufer & Girsai, 2008). Students continue to underperform on assessments related to iḍāfah, suggesting a mismatch between curriculum objectives and actual comprehension levels.

This study proposes the development of Nahwu teaching materials based on contrastive analysis using Macromedia Flash, specifically designed for the iḍāfah topic among Grade X students. The objectives are twofold: To design and validate Macromedia Flash-based Nahwu teaching materials that integrate contrastive analysis between Arabic and Indonesian grammar; To evaluate the effectiveness of these materials in enhancing students' understanding and application of the iḍāfah construction. The significance of this study lies in its interdisciplinary approach, combining principles from applied linguistics, instructional technology, and Arabic language pedagogy. By applying contrastive analysis in the instructional design phase, the materials address specific linguistic challenges encountered by Indonesian learners. The use of Macromedia Flash further transforms these insights into engaging, interactive experiences that promote deep learning. Moreover, this study contributes to the broader discourse on contextually relevant language instruction in multilingual settings. It aligns with research advocating for the localization of second language instruction materials to reflect learners' linguistic and cultural backgrounds (Tomlinson, 2011; Nation & Newton, 2009).

METHOD

Research Design and Approach

This research uses research and development (R&D) design utilizing the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation(Cahyadi, 2019). However, the scope of this research is deliberately limited to the first three stages of Analysis, Design, and Development to focus on the creation and validation of teaching materials without proceeding to field implementation. The choice of this model is in line with the goal of systematically producing Arabic grammar learning media (Nahwu) (Mukmin & Susanti, 2016)effective and attractive based on contrastive analysis. Rooted in the paradigm of applied education research (Gall et al., 2003), this research does not seek to test pre-existing theories but rather to produce contextual and practical solutions to pedagogical gaps identified in the field. The main goal is to develop instructional media using Macromedia Flash that addresses students' difficulties in understanding the structure of iḍāfah, a core component of Arabic

syntax(Rohayati, 2018), by integrating contrastive analysis with Indonesian noun phrase patterns(Qaaf, 2014).

This integrative approach is designed to facilitate a deeper understanding by highlighting the structural correspondence and differences between the two languages (McKenney & Reeves, 2018). The R&D methodology was chosen for its iterative and formative nature, allowing researchers to continuously refine learning products based on expert validation and student feedback. Within this framework, the Analysis phase focuses on identifying learners' needs and conceptual challenges; The Design phase involves organizing content based on Pietro's contrastive analysis model and the Development phase consists of producing media (Jumhur & Maghfur, 2016)interactive learning, validated by subject matter experts, media specialists, and educators. By using qualitative and quantitative techniques-qualitative interpretation of expert and student responses and quantitative assessment of evaluation scores (Hidayah & Muyassaroh, 2023) Expert, this research aims to ensure that instructional media is pedagogical, interesting, and contextually relevant.

Research Site and Participants

This research was conducted at SMA Muhammadiyah 6 Palembang, a religion-based high school that incorporates Arabic language teaching into its core curriculum. The school was chosen because of the consistent implementation of Nahwu (Arabic grammar) as a subject, as well as the relevance of the iḍāfah material to the linguistic competence expected at the tenth grade level(Setyosari, 2013)This context is well suited to identify the real challenges and needs associated with the teaching of Arabic grammar, especially in the development of the proposed teaching materials(Jamanuddin & Ibrahim, 2021).

Participants in this study consisted of tenth grade students enrolled in the Nahwu course. Intentional sampling techniques are used to select participants based on their direct involvement with the learning material (Hidayah et al., 2023) which focuses on the development of instructional media. These students were chosen because their learning stages were aligned with the teaching objectives of the material(Hidayah et al., 2021) that is being developed. In addition, the process of validating the instructional material involved experts in Arabic language education and media design to ensure the academic and technical quality of the resulting products, although the implementation stage was not carried out in this study.

Data Collection Procedures

Data collection in this study was conducted through multiple instruments aligned with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, ensuring that both the content and the instructional media developed met standards of validity and pedagogical relevance. The first instrument was a Needs Analysis Questionnaire, administered to students to uncover their prior knowledge, learning difficulties, and expectations related to iḍāfah materials. This step is crucial in identifying learning gaps and tailoring instructional content accordingly (Mukmin et al., 2024). The second instrument was an Expert Validation Sheet, which was completed by Arabic language scholars and instructional media design experts. This sheet allowed for an in-depth review of content accuracy, instructional alignment, media interface, and technical functionality, ensuring the learning product adhered to academic standards and user accessibility (Rifki, 2025). To gauge learner reception and practical usability, a Student Response Questionnaire was also utilized. This questionnaire sought feedback on the clarity, relevance, and attractiveness of the Macromedia Flash-based media from the perspective of students, contributing to a learner-centered evaluation approach. Complementing these instruments, an Observation Checklist was used to document student behaviors and interactions while engaging with the instructional media. This instrument captured qualitative data on engagement, focus, and participation, offering insights into how students processed and responded to the media content (Irmansyah & Fera, 2018).

The Analysis phase began with a systematic interpretation of students' questionnaire responses, revealing specific barriers to learning and highlighting patterns in misconception or misunderstanding related to the iḍāfah topic. These findings were foundational for the next step, the Design phase, which utilized Pietro's contrastive analysis framework. This framework allowed the researcher to systematically map the Arabic iḍāfah construct onto equivalent forms in Indonesian noun phrases, enabling learners to perceive structural contrasts and reduce linguistic transfer errors (Aziman, 2022). Subsequently, in the Development phase, an interactive instructional media product was created using Macromedia Flash. This

phase involved integrating textual, visual, and auditory elements to support varied learning styles and enhance retention. Once the media was developed, it was submitted to a group of experts for validation. The expert validation process was not only a quality control measure but also a formative step, wherein expert suggestions were meticulously incorporated into iterative revisions of the product. Such feedback loops are essential to improve design and instructional clarity prior to implementation (Syaflin, 2022).

The data collected was both qualitative and quantitative in nature. Narrative feedback from students and experts was descriptively analyzed to identify recurring themes, perceptions, and recommendations, thereby providing rich contextual understanding of media effectiveness and user experience. On the other hand, quantitative validation scores were obtained to objectively assess the feasibility, instructional value, and readiness of the media for wider classroom application (Dachliyani & Sos, 2019). However, it is important to note that the implementation phase—which would involve testing the final media product in real classroom settings—was not conducted within the scope of this study. Instead, the focus remained on analysis, design, and development, along with evaluation based on validation instruments.

Data Analysis

The data analysis process in this research and development study adheres to the ADDIE instructional design framework, with a specific focus on the Analysis, Design, and Development phases. Two primary techniques are employed: descriptive qualitative analysis and descriptive quantitative analysis. These approaches work in tandem to evaluate learners' needs, validate the instructional media, and assess student responses to the developed iḍāfah teaching materials. This dual approach ensures both the depth and objectivity required to assess the instructional product from multiple perspectives. Descriptive qualitative analysis is applied to interpret non-numerical data gathered from expert assessments and student feedback in the form of open-ended responses, commentaries, and written suggestions. The analysis adopts the content analysis framework developed by Miles, Huberman, and Saldaña (2019), which consists of several systematic steps. These include immersive reading of feedback, identifying and grouping recurring themes or comments, and then categorizing the data based on emerging thematic patterns. Specific focus areas include the accuracy and relevance of grammatical content, clarity and appropriateness of the language used, the suitability of the media format for the learners' level, and the aesthetic and interactive quality of the Flash-based instructional design.

This qualitative feedback serves as a basis for reflective revision. For example, if several students comment on the difficulty of distinguishing between iḍāfah constructs and Indonesian equivalents, the learning material is adjusted to include more comparative examples and visual cues. Similarly, if experts highlight inconsistencies in terminology or flawed animations, these are corrected before finalization. Thus, the qualitative component is central to an iterative development cycle, continuously refining the media based on user and expert perspectives before deployment. Descriptive quantitative analysis, on the other hand, is used to examine numeric data obtained through Likert-scale questionnaires. These questionnaires are administered at three crucial points: first, during the Analysis phase to measure students' initial understanding and needs; second, during the Development phase to gather expert validation on the instructional content and media interface; and finally, after the limited student trial to evaluate learner satisfaction and usability (Irmansyah & Pratiwi, 2021). The collected data is then processed by calculating mean scores and percentage values, providing a statistical overview of media feasibility, relevance, and acceptance.

Each item in the validation sheet and response questionnaire is scored on a four-point Likert scale, where respondents rate statements on media clarity, instructional value, and design quality. The score interpretations follow criteria proposed by Sugiyono (2022), which classify media quality based on average score ranges: a score between 3.6–4.0 indicates that the product is "very decent," while a score between 3.0–3.5 reflects that the product is "eligible" or acceptable. Scores below this range suggest the need for significant revision before implementation. For instance, if expert reviewers assign an average score of 3.8 to the content accuracy domain, this implies that the instructional material is highly acceptable, requiring minimal revision. Conversely, if students give a lower score of 2.9 to the aspect of interactivity, this may indicate that the media lacks engaging features or needs improvement in navigational design. By triangulating these data sources, the researcher can make evidence-based judgments about the instructional material's readiness for implementation and its potential to support learning objectives.

Together, qualitative and quantitative analyses provide a comprehensive and balanced evaluation of the iḍāfah instructional media. The qualitative method enriches understanding by capturing in-depth narratives, while the quantitative approach ensures objectivity and comparability across groups. This integrated analysis framework ultimately supports the conclusion that the developed media is pedagogically sound, practically useful, and well-received by its target users, even though the implementation stage is not carried out in this research. Instead, the study focuses on pre-implementation phases—Analysis, Design, and Development—with the expectation that future research will extend the findings into the Evaluation and Implementation stages using experimental or quasi-experimental approaches.

Trustworthiness and Rigor

To ensure the validity and reliability of the data, especially in the qualitative component of this research and development study, the study adopted several trust strategies adapted from the established criteria Credibility established through expert validation of instructional content and media design. Triangulation is implemented by comparing the results of expert reviews, student feedback, and alignment with curriculum standards. Peer briefings are also carried out to minimize researcher bias.Transferabilitas The context, characteristics of the participants, and the background (SMA Muhammadiyah 6 Palembang) are explained in detail to provide a clear framework for the reader to determine the relevance and application of the findings to the educational environment (Prasetyo, 2019)similar ones. Reliability A structured documentation process is maintained, including development logs, validation sheets, draft revisions, and media prototypes. This audit trail allows replication or re-evaluation of research steps if needed (Korstjens & Moser, 2018). Confirmation Researchers engage in reflexive practice, documenting decisions and interpretations during the development process to ensure that conclusions are based on data and not influenced by personal bias. Feedback from experts and learners (Jamanuddin & Rohayati, 2017)serves to validate the objectivity of the media revision process.

Ethical Considerations

This study adheres to ethical standards for research involving human participants. Before data collection, ethical approval was obtained from the authorized school authorities at SMA Muhammadiyah 6 Palembang. All participants, including subject matter experts and student respondents, were informed of the research objectives, procedures, nature of voluntary participation, and measures of confidentiality. Informed consent is obtained in writing, and all identifying information is anonymized during data analysis and reporting. Digital data is stored securely in a password-protected file that can only be accessed by the research team. All participants provide informed consent. Anonymity, confidentiality, and the right to withdraw were ensured during the study (Creswell & Poth, 2018).

Reflexivity

Given the active role of researchers in media design and evaluation, reflexivity is essential to maintain objectivity. During the process, reflective memos are kept to document personal insights, design decisions, and potential biases (Berger, 2019). These notes help researchers identify subjective influences and focus on empirical input from validators and student responses. By practicing continuous critical reflection and incorporating a variety of viewpoints into product revisions, researchers aim to enhance the academic rigor and educational value of the material developed

RESULTS AND DISCUSSION

This section presents the results of the research, analyzed to overcome the research problem, followed by a discussion of the findings in relation to the theoretical framework and existing literature. These results also confirm previous findings that students have difficulty understanding the rules of Arabic grammar (Rahman, 2020), especially syntactic elements in Nahwu learning such as iḍāfah (Yusuf, 2019).

Needs Analysis

Needs analysis is carried out to identify the needs and difficulties of students in understanding the construction of iḍāfah in Arabic grammar. Needs analysis findings, based on student survey responses(Wasilah & Zolam, 2019), shows that most students struggle to understand and apply the concept

of iḍāfah. In particular, students express difficulties in distinguishing between the different types of iḍāfah and applying the rules correctly in context. The results of the needs analysis can be summarized as follows:

Table 1. Needs Analysis Results

Variabel	Subvariabel	Score
Difficult	Understanding the rules of iḍāfah	75
Need for Support	Clarification of the type of iḍāfah	80
Motivation	Interest in interactive media	85

As seen in Table 1, the scores reflect a strong need for additional support in understanding the structure of iḍāfah, with students specifically asking for further clarification on the different types of iḍāfah. High motivation scores indicate a strong interest in interactive media-based learning.

Media Validation Results

The media validation stage involves experts evaluating instructional materials developed using Macromedia Flash. Experts judge media in terms of content accuracy, clarity, interactivity, and design. The results show that the developed media meets the standards required for educational content (Conscience, 2022), with experts specifically highlighting the clarity of the language used and the aesthetic appeal of the interactive elements.

Table 2. Media Validation Results

Criterion	Score
Content Accuracy	4.2
Language Clarity	4.0
Interactivity	3.8
Aesthetic appeal	4.1

Table 2 summarizes the results of media validation, with all scores falling into the "excellent" category (Sugiyono, 2022), indicating that instructional media is considered suitable for use in teaching iḍāfah to secondary school students. Slight variation in scores indicates areas for small improvements, such as improving interactivity.

Student Response Results

After conducting a limited trial of instructional media at SMA Muhammadiyah 6 Palembang, students were asked to fill out a feedback questionnaire to assess their perception of the material developed. The data obtained from this instrument is analyzed quantitatively (Imron et al., 2024)using descriptive statistics, in particular by calculating the average score and percentage rating for each statement item. The following table presents the recapitulation results from the analysis of student responses:

Table 3. Summary of Student Responses in Advanced Media

Aspects Evaluated	Average Score	Category
Content Clarity	4.2	Very good
Media Appeal	4.0	Good
Ease of Use	4.1	Very good
Support for Understanding	4.3	Very good
Increased Motivation	4.0	Good
Middle	4.1	Very good

Student responses show that media helps clarify difficult grammatical structures(Rohayati et al., 2024), especially the concept *iḍāfah*. They appreciate how animation and interactive visuals support their understanding. These findings are in line with the multimedia learning theory of Mayer (2021), which emphasizes that well-integrated visual and verbal elements can improve cognitive processing and retention. An average score of 4.1 (on a 5-point Likert scale) places student responses in the "Excellent" category,

based on an interpretation scale by Sugiyono (2022), who states that scores between 3.6 and 4.0 indicate high user feasibility and satisfaction. Overall, the data confirm that the developed media meets the cognitive and affective needs of students, thus supporting its use in future classroom applications as an engaging and effective learning tool.

CONCLUSION

The primary aim of this research was to analyze the effect of sexuality education using audio-visual media on the knowledge and self-protection skills of preschool children aged 4–5 years. The study found that implementing an audio-visual intervention at TK Muslimat NU 5 Irama significantly improved both cognitive understanding and practical skills related to sexuality, as evidenced by a marked shift in participants from poor to good and very good categories in both domains. This outcome not only demonstrates the effectiveness of audio-visual strategies for early childhood sex education but also fills a critical gap in the literature by directly measuring both knowledge and skills in young children using a robust pretest–posttest design. The research contributes new evidence for educators, policymakers, and midwifery professionals, highlighting the importance of interactive, age-appropriate media for equipping children with the tools needed for body safety and abuse prevention. Furthermore, the study offers a replicable model for integrating innovative educational methods into midwifery and early childhood health promotion, supporting broader efforts to reduce child sexual violence and enhance protective behaviors from an early age.

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