The Development of Reading Skill Teaching Materials Based on Prezi Artificial Intelligence

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Abstract

This study aimed to develop more engaging and effective teaching materials of *maharah qiroah* (reading skills) for tenth-grade students in Indonesia through the utilization of the Prezi Artificial Intelligence application. The development was driven by the limitations of conventional textbooks that in many ways appeared monotonous and unengaging. Using a qualitative Research and Development (R&D) approach with the 4D model, this study employed the *Qiroah Muqhatta'ah* strategy, breaking texts into manageable fragments to enhance comprehension. The materials were tested on 20 students with Novice-level Arabic proficiency. The results showed a significant improvement in reading comprehension, with average scores rising from 56.3 (pre-test) to 77.5 (post-test), and 85% of students reporting increased engagement. Observations revealed greater confidence and interaction, especially with the use of visuals and zooming features. However, challenges such as limited internet access and low digital literacy among students were noted. This study suggests that while Prezi AI offers considerable benefits, its effectiveness depends on contextual factors such as infrastructure and teacher facilitation.

Keywords: Prezi AI; teaching material development; reading skill.

Introduction

Maharah qiroah is a reading skill that allows learners to understand and analyze texts in Arabic. This skill encompasses the ability to identify letters and words, comprehend sentence structure, recognize vocabulary, and interpret the meaning and contextual nuances of the texts being read.[1] Teaching *qiroah* is teaching the Arabic language that focuses on aspects of students reading skills.[2] This ability is very important in learning Arabic because it helps students access various sources of information, literature, and Arabic documents, as well as improve their overall reading skills.

In the process of learning *maharah qiroah*, many aspects are interconnected in creating a conducive learning environment. One of the most significant aspects is the use of learning media, which can include audio-visual, interactive applications, and engaging digital teaching materials[3]. The use of such media not only facilitates a more effective understanding of the material but also increases active student participation and strengthens their motivation to learn. Diverse and engaging learning media can create a more enjoyable and profound learning experience, thus helping students develop better reading skills. With the use of appropriate learning media, classroom interactions become more engaging and dynamic, enabling students to develop their reading skills more effectively[4]. When selecting and using learning media, teachers should consider the ease of preparing it. Additionally, teachers should take into account the relevance of the media to the instructional content as well as its appropriateness for students' needs and proficiency levels. The chosen learning media should be able to attract students' interest and facilitate more active and comprehensive interaction[5].

In today's digital era, integrating technology in the preparation of learning media can be a primary choice for teachers in creating interactive teaching materials. Various types of interactive technology-based media such as PowerPoint, Canva, and Adobe can be options. The availability of tools such as video and audio players, image enhancers, editable templates, and Artificial Intelligence offers significant convenience for teachers in designing more effective and engaging teaching materials. Thus, teachers can create an effective

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[1] Ubaidillah Fajar Anky Dilla and Najih Anwar, "Analysis of Maharah Qira'ah Learning in Grade VI Students: Challenges and Solutions," *Indonesian Journal of Islamic Studies* 11, no. 2 (June 21, 2023), https://doi.org/10.21070/ijis.v11i2.1664.

[2] Ahmad Fikri, Noza Aflisia, and Harisah Harisah, "The Effectiveness Of Problem Based Learning In Improving Arabic Reading Skills," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (July 25, 2023), https://doi.org/10.18860/ijazarabi.v6i2.17392.

[3] Jamaluddin Shiddiq et al., "Feasibility of Web-Based Digital Arabic Gamification Media for Islamic Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 169, https://doi.org/10.29240/jba.v8i1.8946.

[4] Renni Hasibuan, Mamluatul Hasanah, and Faisol, "Improving Balaghah Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education," *Al-Lisan* 9, no. 1 (February 29, 2024): 33–50, https://doi.org/10.30603/al.v9i1.4520.

[5] Muchsinul Khuluq, *Pembelajaran Keterampilan Berbahasa Arab* (IAIN Madura, 2019).

and conducive learning environment for *maharah qiroah*[6]. Based on data gathered through observations and interviews in several secondary schools, particularly at the tenth-grade level, it is evident that the instruction of maharah istima', kalam, and kitabah is generally well-implemented. This is proven by the motoric skill development tables showing satisfactory numbers, but not with *maharah qiroah*. In addition to the low scores, students also still struggle significantly in identifying grammatical rules (nahwu shorrof) and the main ideas when reading Arabic texts. This is demonstrated by the students' hesitation and difficulty when asked to read Arabic sentences from the material or topic being discussed. They appear to be stuttering and having difficulty when the teacher asks them to read the Arabic texts.

According to the researcher's analysis, the primary factor impeding students' progress in learning maharah qirā'ah is the absence of an interactive instructional design. Teaching materials presented in a plain and unengaging manner tend to diminish students' motivation, posing a significant challenge for teachers throughout the learning process. Therefore, integrating teaching materials with the latest technology can be the best solution to make the presentation of teaching materials more interesting and interactive[7]. By utilizing technology, such as interactive learning applications, videos, and other multimedia tools, teaching materials can be presented more dynamically and captivate students' attention. This not only increases student engagement in the learning process but also helps them develop speaking skills more effectively and confidently.

Based on the analysis above, this research aims to develop *maharah qiroah* teaching material designs using the Prezi AI application. Prezi is an application that offers interactive presentation displays[8]. The application offers a range of user-friendly features, including drag-and-drop functionality for images and videos, auto-transform templates, and its most notable component, Prezi AI. This feature allows users to effortlessly generate presentations by simply entering a title and a brief summary of the selected topic; Prezi then instantly produces a content-rich canvas tailored to the subject matter. Therefore, this research focuses on the step-by-step development of *maharah qiroah* teaching material designs using the Prezi AI (Artificial Intelligence) application, starting from registering an account,

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[6] Nasaruddin Nasaruddin, "Using ChatGPT in Teaching Arabic as a Foreign Language," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 1, https://doi.org/10.29240/jba.v8i1.9413.

[7] Wan Ab Aziz Wan Daud et al., "M-Learning: How Well It Works for People Who Are Learning Arabic as a Beginner in Malaysia.," *Journal of Positive School Psychology (JPSP)* 6, no. 5 (2022): 5637–50.

[8] Muchsinul Khuluq and Nurul Imamah, "Enhancing Arabic Reading Skills: A Prezi Program-Based Learning Material Development for Integrated Islamic Elementary Schools in Indonesia," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 1 (March 1, 2024): 33–58, https://doi.org/10.23971/jallt.v2i1.157.

determining the theme/topic of the presentation, and developing teaching materials using Prezi AI.

In previous studies, there are several relevant topics that the researcher has used as references in compiling this research. Among them is the research conducted by Nita, which focuses on the use of Flash Cards to improve language cognitive abilities, showing that the use of media greatly helps teachers in guiding students' understanding to the optimal direction[9]. Additionally, Holisa Bonde noted that the use of PowerPoint as a teaching medium significantly contributed to improving student achievement at MTs Al Huda Gorontalo, with over 50% of students surpassing the minimum competency standards (KKM)..[10] Furthermore, research at MI Al Juharotunnaqiyah conducted by Yeni showed an increase in percentage also by more than 50%.[11] In a different study, Zubaidi used the Kahoot application in developing maharah istima' skills at UIN Sunan Kalijaga Yogyakarta. The results showed that using the Kahoot media was very effective in helping students gain a deep understanding of maharah istima' learning.[12]

The differences between these four studies and the research presented in this paper can be identified. The researcher focuses on introducing the Prezi AI application, which offers various conveniences for presenting reading skills (*maharah qiroah*) teaching materials for grade X students in Indonesia. This paper emphasizes the development of teaching materials using the Prezi AI application.

This study employs a qualitative approach using the Research and Development (R&D) methodology, specifically the 4D model, which comprises the stages of define, design, develop, and disseminate. The research procedures include observing maharah qirā'ah instruction, conducting a needs analysis, and engaging in discussions with Arabic language teachers from several schools, namely MA Darul Faizin, MA Al-Falah, MA Nurul Huda, and MA Al-Mahfudz. A total of 20 students were involved, selected purposively based on their basic proficiency level (ranging from Novice Low to Novice High according to ACTFL standards) and their availability to participate in the try-out sessions. To ensure

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[9] Nita Puspitasari, Umi Anugerah Izzati, and Eko Darminto, "Penerapan Media Flash Card Untuk Meningkatkan Kemampuan Kognitif Dan Bahasa Pada Anak Usia 4-5 Tahun," *Jurnal Basicedu* 6, no. 5 (July 20, 2022): 8545–59, https://doi.org/10.31004/basicedu.v6i5.3789.

[10] Siti Nur Holisa Bonde, Muhammad Nur Iman, and Suharia Sarif, "The Effect of Group Investigation Method on Mahārah Qirāah of Grade VII Students of Madrasah Tsanawiyah Al-Huda Gorontalo City," *Al-Kalim : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (July 14, 2023): 71–88, https://doi.org/10.60040/jak.v2i1.18.

[11] Yeni Lailatul Wahidah, Zulhannan Zulhannan, and Noviyanti Noviyanti, "Penerapan Strategi Index Card Match Berbantu Media Power Point Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab," *PTK: Jurnal Tindakan Kelas* 4, no. 2 (May 15, 2024): 327–37, https://doi.org/10.53624/ptk.v4i2.366.

[12] Ahmad Zubaidi, "DEVELOPMENT OF MAHÂRAH AL-ISTIMÂ' TEST INSTRUMENT FOR ELECTRONIC BASED ARABIC STUDENT USING THE KAHOOT! APPLICATION," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (June 4, 2020): 61–77, https://doi.org/10.15408/a.v7i1.13002.

the validity of the evaluation instruments, the study employed content validity assessment through expert judgment, involving two lecturers with expertise in Educational Technology and Arabic Language Instruction. The instruments were evaluated based on the alignment of indicators with learning objectives and their relevance to ACTFL standards. Validity was quantified using the Content Validity Index (CVI), with all items achieving a CVI score greater than 0.80, indicating a high level of validity.

Subsequently, the researcher develops teaching materials using Prezi AI. The artificial intelligence (AI) features of Prezi utilized in this study included Smart Structuring and Auto Design Suggestion, which automatically organize and recommend presentation layouts based on textual input. These features assisted students in structuring their ideas coherently, selecting appropriate designs, and emphasizing key points visually. Primary data were collected through observations of maharah qirā'ah instruction in Grade X at MA Darul Faizin, MA Al-Falah, MA Nurul Huda, and MA Al-Mahfudz. To support this data, the researcher also gathered information from relevant documents, including class schedules, attendance records, and the curriculum.

Findings and Discussion

Learning Arabic encompasses various language skills, including reading (*maharah qiroah*), which is one of the fundamental skills learners must master[13]. In today's digital era, the use of technology in education is increasing[14], and one of the tools that can be utilized is Prezi AI.

Prezi AI is fundamentally a feature developed by Prezi.com, a technology company renowned for its widely used presentation platform, which has garnered a global user base of millions. One of the most attention-grabbing features is the ability to zoom in and out, controlled freely by the user.

As Prezi evolved, it integrated AI features that allow users to create presentations simply by describing the desired theme and layout. This feature automatically organizes content, selects suitable templates, and arranges visual elements based on the user's description. This not only simplifies the presentation creation process but also ensures that the results are attractive and well-structured.

Registering for a Prezi Account

Before accessing Prezi AI, users are required to create an account on Prezi.com. During the registration process, they may link their Gmail or Microsoft

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[13] Umar Faruq, "Ta'lim al-Qira'ah Li al-Nathiqin Bi Ghair al-'Arabiyyah Bi al-Nushush al-Ashliyyah al-Muhtawiyah 'Ala al-Tsaqafah al-'Arabiyyah," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 389, https://doi.org/10.29240/jba.v7i2.6621.

[14] Masriah Masriah and Yanti Kusnawati, "Development of Augmented Reality Video Media to Improve Mastery of Tahiat Arabiya Arabic Language Course Students," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (October 22, 2024): 663–82, https://doi.org/10.29240/jba.v8i2.11056.

accounts to Prezi or register using a standard email address by completing the necessary information fields. In the occupation field, users can select their profession, such as student, teacher, or professional. The grade level can also be chosen according to the user's education level, indicating that Prezi is widely used by educators and education practitioners.

After filling in all the required fields, users will be directed to select a subscription package, such as EDU Plus, EDU Pro, or EDU Teams, each offering a 14-day free trial. After that, users will be prompted to enter payment information.

Determining the Theme/Description of the Presentation

After completing the above steps, users will be directed to a welcome page containing a presentation description field. Users are required to provide a description aligned with the theme or subject matter being taught, as this input plays a crucial role in shaping the type of presentation generated by Prezi AI. Consequently, it is essential for teachers to have a clear understanding of the instructional theme they intend to deliver.

Like ChatGPT, a smart conversational machine based on artificial intelligence[15], choosing the right and detailed description in Prezi AI greatly impacts the relevance of the teaching material presentation[16]. Relevant material will help stimulate students to better absorb the *maharah qiroah* material.[17]
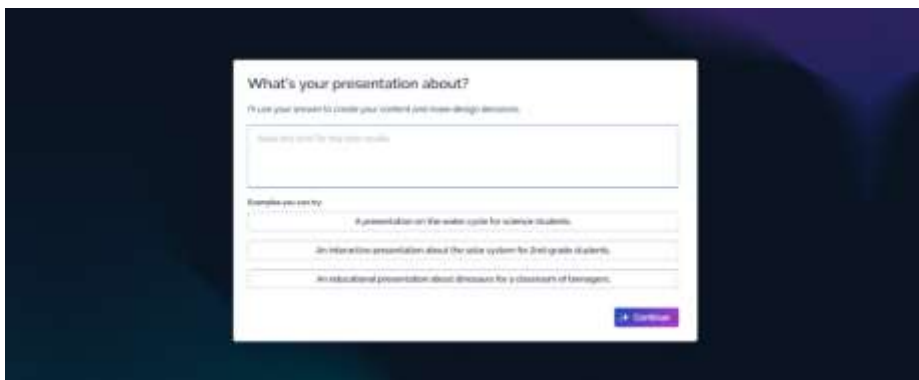

Figure 1. Description box for the prompt

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[15] Muchsinul Khuluq et al., "Mobile-Assisted Language Learning Apps: The Analysis of Duolingo," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (December 5, 2024): 229–46, https://doi.org/10.23971/altarib.v12i2.8806.

[16] Enkelejda Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education," *Learning and Individual Differences* 103 (April 2023): 102274, https://doi.org/10.1016/j.lindif.2023.102274.

[17] Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 1, 2024): 805–26, https://doi.org/10.29240/jba.v8i2.11349.

As illustrated in the image above, Prezi provides users with complete flexibility in selecting a presentation theme. Users are free to choose any topic that aligns with the intended subject matter. However, this description should not be just one word. For example, if discussing the topic البيت, the teacher must describe the type and model of presentation desired. This description should be in English for the AI system to understand the command. For instance, if a teacher wants to discuss the topic البيت, suitable description examples for Prezi AI are as follows:

Table 1. Sample description of البيت

Discussion	Example of a Description
Types of Rooms in the House	make me a presentation in Arabic that explains the various rooms in the house
Items in the Living Room	Create an attractive presentation with a living room set to explain the items in the living room.
Describing a Room	Create a presentation with a home touring design. I want to explain how a room should be utilized by its occupants.
Sleeping in the Bedroom	Create a presentation depicting the atmosphere of sleeping at night. Include graphic images in each frame showing the room's interior and a person sleeping.

The table above explains how to align the description with the type of material being presented. If a teacher only writes a description like "create a presentation about a house," Prezi AI will automatically generate a presentation on the topic of houses, which may include various subtopics such as interior design, exterior architecture, eco-friendly housing concepts, and other related themes.

Therefore, it is crucial for teachers to specify the right description, ensuring the generated presentation aligns with the subject being studied.

For a different topic, like الأسرة, the description must be adjusted accordingly. If a teacher inputs a description like "presentation about family," Prezi AI will create a random presentation about family. For the topic الأسرة, the teacher can use the following description examples:

Table 2. Sample description of الأسرة

Discussion	Example of a Description
Family Members	make me a presentation that will explain family members, starting from father, mother, brother, sister, grandfather and grandmother
Family Members' Professions	Create a presentation that will explain the professions of family members. The father is a doctor, the mother is a teacher,

	the older sibling is a high school student, the younger sibling is an elementary school student, the grandfather is an architect, and the grandmother is a tailor.
Daily Activities of the Family	Create a presentation illustrating the activities of family members at home. The father is reading the newspaper, the mother is cooking, the older sibling and younger sibling are studying, the grandfather is watching TV, and the grandmother is drinking tea.
Family Members' Favorite Foods	Create a presentation that depicts the favorite foods of family members. The father likes toast, the mother likes fried rice, the older sibling likes soup, the younger sibling likes noodles, the grandfather likes meat, and the grandmother likes boiled eggs.

In both Table 1 and Table 2, it is clear that the more detailed the description, the easier it is for Prezi AI to understand the given command. As a result, a well-detailed description enables the generated presentation to align closely with the teacher's instructional needs. Conversely, if the description is too brief or vague, Prezi AI may produce a presentation with random or less relevant content. The auto-generate feature of Prezi AI greatly streamlines the process for teachers, making it easier to create more visually appealing and engaging teaching materials.

Developing Teaching Materials for *Maharah Qiroah*

Developing teaching materials for *maharah qiroah* is an important step in enhancing students' reading skills in Arabic.[18] This process involves creating teaching materials that are not only relevant and interesting but also capable of stimulating students' interest and facilitating deeper understanding. Well-developed teaching materials help students recognize letters and words[19], understand sentence structures, and interpret meanings and contexts more effectively[20].

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[18] Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (March 1, 2021): 355, https://doi.org/10.11591/ijere.v10i1.20747.

[19] Ahmed Allaithy and Mai Zaki, "Evaluation of AI-Generated Reading Comprehension Materials for Arabic Language Teaching," *Computer Assisted Language Learning*, March 6, 2025, 1–33, https://doi.org/10.1080/09588221.2025.2474037.

[20] Mustapha Qureshi et al., "Scale For Measuring Arabic Speaking Skills In Early Children's Education," *Journal International of Lingua and Technology* 1, no. 2 (August 13, 2022): 114–30, https://doi.org/10.55849/jiltech.v1i2.81.

Moreover, using interactive teaching media and advanced technology can create a more dynamic and enjoyable learning experience[21], motivating students to engage actively in the learning process. Ultimately, this will improve students' learning outcomes and reading skills.

In this research, the researcher develops teaching materials for *maharah qiroah* for 10th-grade students on the theme **المرافق العامة في المدرسة**. This development uses the Prezi AI application. Initially, the researcher determines the presentation description to be made. The theme **المرافق العامة في المدرسة** can be broken down into several presentation description ideas, including: (1) Create a presentation showcasing images of common facilities within the school environment. Each slide should feature one relevant image and highlight the following areas: the classroom, teachers' office, mosque, assembly hall, restroom, cafeteria, rest area, language laboratory, soccer field, and security post. (2) Create a presentation that describes various items commonly found in a classroom. This presentation should incorporate images of objects such as the blackboard, student desks, teacher's desk, markers, projector, teaching aids, and other relevant materials. (3) Create a presentation illustrating the common facilities available in a school setting. This presentation is intended for teaching Arabic listening skills and should include suitable images of these facilities. In the example that follows, the researcher applies the first description.

Figure 2. Prezi presentation canvas

The resulting presentation images appear small, but when the presentation is conducted, and Prezi zooms in on each slide, the images become clear.

Next, the researcher begins transferring and designing the content from the Arabic language textbook. This process involves reorganizing the material to enhance interactivity and improve student comprehension. The researcher selects

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[21] Zhaoyang Liu, Wenlan Zhang, and Panpan Yang, "Can AI Chatbots Effectively Improve EFL Learners' Learning Effects?—A Meta-Analysis of Empirical Research from 2022–2024," *Computer Assisted Language Learning*, February 8, 2025, 1–27, https://doi.org/10.1080/09588221.2025.2456512.

and adds visual elements, such as images of common school facilities generated automatically by Prezi AI, and includes relevant text with vocabulary and sentence structures matching the theme **المرافق العامة في المدرسة**. The Arabic language textbook, published by the Ministry of Religious Affairs in its first edition in 2014, contains reading skills material that includes simple sentences describing public facilities like **الفصل الدراسي, معمل اللغات, مكتبة, مسجد, ملعب, قاعة الإجتماع, مقصف, بواب**, **مرحاض** and.

In the subsequent slide, the researcher develops the material by incorporating content from the textbook and modifying it to enhance visual appeal. This material is divided into three sections: section **أ**, section **ب**, and section **ج**. Each section contains complete paragraphs divided into several simple sentences. In section **أ**, key terms include **الفصل الدراسي, معمل اللغات, مكتبة**, and **مسجد**. The researcher aligns the sentences and images on the Prezi AI slides accordingly. However, the initial images generated by Prezi AI from the description were not relevant, so the researcher used the replace feature to swap images as needed.

Figure 3. slide 1 section **أ**

The above image shows the first slide after the title, featuring a classroom image. The image in the slide has been adjusted to match the reading skills content from the Arabic language textbook.

Figure 4. Prezi's replace feature

In the image above, Prezi provides a replace feature that allows users to adjust the provided images. Users do not need to search for images using a search engine; simply entering the desired keyword will yield relevant images. In the image above, the researcher entered the keyword "language laboratory" to replace a previous image with one of a language laboratory. This feature enables users to conveniently and efficiently tailor the presentation to their needs without exiting the application. In the subsequent slides, the researcher proceeds with an image and a brief overview of the library.

Figure 5. final slide of section أ

The above image is the final slide of section أ in the reading skills material on the theme **المرافق العامة في المدرسة**. Each slide contains sentences that are fragments of a complete paragraph. This method helps students easily understand the material presented.

Each sentence in the slide aids students in breaking down the information into more digestible parts. This method allows students to concentrate on each sentence separately, grasping its meaning and structure before integrating it into a cohesive paragraph. Such an approach not only facilitates comprehension but also strengthens overall reading proficiency. Moreover, using sentence fragments in slides emphasizes key vocabulary and important grammar structures, helping students pay attention to crucial details that might be overlooked in longer paragraphs.

In the next stage, the researcher designs the second section, section **ب**. In section **ب**, key vocabulary includes **ملعب** and **قاعة الإجتماع**. The researcher develops this by inputting content into Prezi AI and selecting relevant images.

Figure 6. slide 1 section **ب**

The above image shows short sentence fragments that help students understand the material easily. The sentences inputted by the researcher align with the content in the textbook. However, the researcher breaks the paragraph into smaller sentences to help students easily identify the vocabulary within.

Figure 7. slide 2 section **ب**

The researcher continues developing the material in the next slide. In the image above, a meeting room with many chairs is depicted, typically used by students. Teachers can guide students to explore the image's description further, enriching their vocabulary and contextual understanding of the material.

In the final stage, the researcher completes the material development by inputting content for the last section, section **ج**, covering sentences with key vocabulary **مقصف** and **بواب**.

Figure 8. slide 3 section ب

In the image above, the researcher includes an image showing students in the school cafeteria. This image matches the content in the textbook. In the final slide, the researcher includes images of a security post and a school bus driver.

Figure 9. slide 4 section ب

The final slide shows two images: a security guard and a school bus driver. This is due to the researcher's intention to present images that align with the content of the Arabic language textbook for 10th-grade students in Indonesia. All slides and visuals generated by Prezi AI can be effortlessly customized by the user. Therefore, teachers can use Prezi AI as an alternative for developing Arabic reading skills teaching materials.

Assessing the Effectiveness of the Developed Materials

To evaluate the effectiveness of the Arabic reading (*maharah qiroah*) teaching materials developed using Prezi AI, a developmental evaluation was conducted during the develop phase of the 4D model. The materials were applied in a 10th-grade Arabic class consisting of 20 students, purposively selected based on their reading proficiency levels, which ranged from Novice Low to Novice High as defined by the ACTFL standards.

A pre-test and post-test were administered to measure students' progress in Arabic reading comprehension, focusing on vocabulary recognition, sentence structure, and identifying main ideas. The results demonstrated a significant

improvement, with the average score increasing from 56.3 in the pre-test to 77.5 in the post-test, highlighting the effectiveness of the AI-enhanced materials in enhancing reading comprehension.

In addition, classroom observations were conducted to monitor student engagement and interaction with the materials. Observers noted increased attentiveness, active participation, and enthusiasm, especially during presentations involving zooming visuals and fragmented text layouts generated by Prezi AI. Students appeared more confident when reading aloud and more responsive during vocabulary-related activities. To obtain students' perspectives, the researcher administered a feedback questionnaire following the implementation. The responses revealed that 85% of the students found the Prezi AI-based materials more engaging than traditional approaches, while 78% reported that the visual elements aided their understanding of vocabulary and sentence structure. Many students commented that dividing the text into smaller fragments made the material easier to follow and reduced their anxiety when reading Arabic texts. These findings affirm that integrating AI-driven tools such as Prezi into Arabic language instruction can foster a more interactive and student-centered learning environment, especially for learners at the beginner level.

Discussion on Developing Teaching Materials Using Prezi AI

The development of teaching materials is a crucial step for teachers to ignite the enthusiasm and motivation of students, especially in learning Arabic reading skills.[22] The utilization of Prezi AI can greatly support teachers in designing targeted instructional materials, as it enables content to be visualized in a more engaging and dynamic manner[23].

Prezi AI offers the convenience for teachers to elaborate on appealing visual displays. Although some generated images may be less relevant, Prezi AI provides a smart replace feature that enables teachers to adjust images and objects easily.

From the standpoint of Arabic language instruction, the development of reading skill materials is particularly well suited for 10th grade students in Indonesia. Each slide features contrasting colors designed to capture and maintain students' attention. This approach transforms the reading instruction process, which is often viewed as monotonous and dull, into an engaging and effective learning experience. Additionally, the use of contrasting colors on slides not only makes the material more appealing but also helps emphasize important content,

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[22] Ali Farhan, Muhammad Kamal, and Mohamad Sarip, "Developing Role Playing Games for the Skill of Reading the Arabic Language," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (September 27, 2024): 487–508, https://doi.org/10.29240/jba.v8i2.9858.

[23] İbrahim Yaşar Kazu and Cemre Kurtoğlu Yalçın, "Investigation of the Effectiveness of Hybrid Learning on Academic Achievement: A Meta-Analysis Study," *International Journal of Progressive Education* 18, no. 1 (February 1, 2022): 249–65, https://doi.org/10.29329/ijpe.2022.426.14.

making it easier for students to understand.[24] For instance, new vocabulary or significant grammatical structures can be highlighted with specific colors, enabling students to focus and remember them more easily[25].

However, the application of Prezi AI in the classroom is not without challenges. A key challenge lies in the availability and quality of internet access. Students in rural or remote areas often face difficulties engaging with Prezi-based materials due to unstable or limited connectivity, potentially disrupting the continuity of the learning process. Moreover, students with low digital literacy also face adaptation barriers. Teacher interviews indicate that approximately 20-30% of students required additional guidance to navigate and use Prezi AI presentations effectively. This highlights the importance of teacher facilitation and digital literacy support when integrating advanced technology in language learning.

In developing the reading skill materials using Prezi AI, the researcher employed the *Qiroah* Muqhatta'ah approach, which involves breaking the text into smaller sections or sentence fragments. This approach aims to simplify the text for students by dividing it into more manageable and digestible parts.[26] The integration of Prezi AI with the Qirā'ah Muqatta'ah approach enables students to concentrate on individual segments of the text, allowing them to understand both meaning and structure before synthesizing the parts into a coherent paragraph. This method enhances students' ability to comprehend and retain the presented information more effectively.[27] Each text fragment highlights specific vocabulary and grammatical structures, helping students notice important details that might be overlooked in longer texts[28].

Empirical findings in this study support the effectiveness of the developed Arabic reading materials using Prezi AI. To assess the effectiveness of the developed Prezi AI-based Arabic reading materials, a trial was conducted with 20 tenth-grade students of varying proficiency (Novice Low to High, ACTFL). A pre-test and post-test showed an increase in average scores from 56.3 to 77.5,

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[24] Lijuan Han, "Effects of Single-Player and Multi-Player Role-Playing Game Genres on Developing Incidental Vocabulary Acquisition," *Computer Assisted Language Learning*, April 6, 2025, 1–39, https://doi.org/10.1080/09588221.2025.2479135.

[25] Akmaliyah Akmaliyah et al., "Child-Friendly Teaching Approach for Arabic Language in Indonesian Islamic Boarding School," *International Journal of Language Education*, March 30, 2021, 501–14, https://doi.org/10.26858/ijole.v5i1.15297.

[26] Tamer Abou-Elsaad, Rawhia Ali, and Haidy Abd El-Hamid, "Assessment of Arabic Phonological Awareness and Its Relation to Word Reading Ability," *Logopedics Phoniatrics Vocology* 41, no. 4 (October 1, 2016): 174–80, https://doi.org/10.3109/14015439.2015.1088062.

[27] Mahmoud Gharaibeh et al., "Effects of Rapid Automatized Naming and Phonological Awareness Deficits on the Reading Ability of Arabic-Speaking Elementary Students," *Applied Neuropsychology: Child* 10, no. 1 (January 2, 2021): 1–13, https://doi.org/10.1080/21622965.2019.1585247.

[28] Elinor Saiegh-Haddad, "MAWRID: A Model of Arabic Word Reading in Development," *Journal of Learning Disabilities* 51, no. 5 (September 17, 2018): 454–62, https://doi.org/10.1177/0022219417720460.

indicating improved comprehension. Classroom observations revealed increased student engagement, greater confidence in reading aloud, and heightened enthusiasm, particularly when zooming visuals and segmented texts were utilized. Furthermore, 85% of students indicated that the materials were more engaging than conventional ones, and 78% reported that the visual elements enhanced their understanding of vocabulary and sentence structures. These results suggest that Prezi AI enhances learning interaction and supports beginner-level Arabic learners effectively.

Furthermore, the *Qiroah* Muqhatta'ah approach encourages students to think critically and analytically. Teachers can pose questions for students to describe, analyze, and evaluate the text fragments they read.[29] For example, in the discussion of Figure 8, teachers can prompt discussions about favorite foods and drinks students typically buy during breaks. Teachers can ask each student this question, then request them to write descriptive sentences about the foods and drinks in Arabic, or even compare various types of foods and drinks available at school canteens with those at home.

However, excessive reliance on AI-generated content may pose certain challenges. Educators might depend too heavily on automatically produced materials without critically evaluating their relevance to the specific learning context. As a result, there is a risk of incorporating content that may lack cultural or linguistic appropriateness.[30] In this study, three out of four interviewed teachers reported needing to revise up to 40% of the AI-generated content before it was classroom-ready, emphasizing the necessity of human oversight to ensure quality and relevance.

With the development of teaching materials using Prezi AI, teachers can create an effective learning environment and make the learning of *maharah qiroah* more engaging. Integrating technology also enhances student engagement in the learning process, as it allows them to directly observe and experience how the texts they read connect to their everyday lives. This makes Arabic language learning more contextual and meaningful for students, thereby enhancing their motivation and learning outcomes overall.

Conclusion

The researcher has developed reading skill teaching materials using the Prezi AI application. In developing the materials, the researcher employed the Qirā'ah Muqatta'ah approach, which segments reading content into smaller units

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[29] Mahmoud Gharaibeh and Abed Alrazaq Alhassan, "Role of Teachers in Teaching Arabic Letters to Young Children of UAE: Exploring Criteria of Arabic Letters Teaching," *Cogent Education* 10, no. 1 (December 31, 2023), https://doi.org/10.1080/2331186X.2023.2191392.

[30] Nurul Hadi, Nuri Alvina, and Khaled Radhouani, "Ta'zîzu Dâfi'iyyati Thullâbi Riyâdh al-Athfâl Li Tathwîri Mahârât al-Lughah al-'Arabiyyah al-Syafawiyyah Min Khilâli Barâmiji al-Ta'lîm al-Mukatstsaf," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 31, 2024): 189–214, https://doi.org/10.19105/ajpba.v5i2.12195.

such as sentences and word fragments. The integration of Prezi AI with this approach results in more visually appealing and engaging instructional materials, enabling students to engage more effectively with the reading skills development process. The fragmented sentences on Prezi AI slides, which are pieces of a whole paragraph, also help students identify substantial material and provide a comprehensive and deep understanding of the theme **"المرافق العامة في المدرسة"** (public facilities in the school). This study is limited in scope to tenth-grade students in Indonesia and focuses specifically on the development of *maharah qiroah* (reading skills), without addressing other language competencies such as listening, speaking, or writing. While this research can serve as a trigger for broader Arabic language education practices, its findings are most relevant within this defined educational level and skill domain. Furthermore, despite the advantages of using Prezi AI, challenges remain—particularly in relation to students' digital literacy and internet connectivity, which can hinder optimal implementation in less-resourced settings. This research can serve as a trigger for Arabic language education practitioners to explore the use of Prezi AI in other language skills and test its effectiveness.

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