# Optimization of Qira'ah Skills with AI Video in Muthola'ah Learning

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**ARTICLE INFORMATION**

**Article History:**
Received, 25-08-2024
Accepted, 09-10-2024
Published, 07-12-2024

**Keywords:**
*Muthola'ah; AI Video; Optimization*

**ABSTRACT**

*Qira'ah (reading) skills are a crucial aspect of Arabic language learning, particularly in understanding texts through muthola'ah. However, challenges in teaching this skill often arise from students' low motivation and the limited direct feedback during the learning process. In the era of digital transformation, artificial intelligence (AI) offers new opportunities to overcome these obstacles. This study aims to explore the effectiveness of using AI-based video in improving students' qira'ah skills through muthola'ah learning. A quasi-experimental method with a pre-test and post-test design was used to compare two groups: an experimental group using interactive AI-based video, and a control group using conventional methods. AI videos allow students to receive real-time feedback on their reading abilities, creating a more personalized and interactive learning experience. The results of the study show a significant improvement in qira'ah skills in the experimental group, with higher levels of motivation and participation compared to the control group. These findings indicate that the use of AI technology is not only effective in developing qira'ah skills but also holds the potential to revolutionize language learning methods in the digital era.*

## INTRODUCTION

In learning Arabic, there are four skills taught, or called the four *maharah,* namely maharah istima', maharah qiro'ah, maharah kitabah, and maharah kalam (Pakihun et al., 2021) . Qira'ah or reading skills are one of the basic skills that must be mastered in learning Arabic. This ability is not only important in terms of language, but also in understanding religious, academic, and social texts (Wijaya & Hikmah, 2023) . Muthola'ah is one of the branches of Arabic language lessons. In Muthola'ah lessons, you can study four maharah at once. According to experts, by studying muthola'ah lessons, students are expected to be able to understand the texts in the Qur'an and Hadith. In addition, Muthola'ah lessons cover aspects of grammar, vocabulary, conversation, and can accelerate mastery of Arabic (Musthofa et al., 2024) .

Muthola'ah learning aims to train reading skills and understand the meaning of the text in more depth. The presence of AI technology is a breakthrough in the field of educational technology to facilitate learning. The use of technology wisely and in a controlled manner can trigger the acceleration of education (Anggraini, 2020) . The development of artificial

intelligence (AI) offers a new approach that can be integrated into this learning, one of which is through AI-based interactive videos.

AI-powered learning videos can provide a more dynamic and interactive learning experience. Through AI videos, students can get direct feedback on their reading skills, so they can correct mistakes quickly and learn more effectively. This study aims to explore how the use of AI videos can optimize qira'ah skills in the context of muthola'ah learning.

## METHOD

This study used a quasi-experimental method with a pre-test and post-test design. Quasi-experimental research is a research method used to test hypotheses about cause-and-effect relationships (Tanzeh, 2011) . The research sample consisted of 60 students divided into two groups: an experimental group using AI videos in muthola'ah learning, and a control group using conventional learning methods. The pre-test and post-test design is a common method used in quasi-experimental research to measure changes in the variables studied, especially to evaluate the effectiveness of certain interventions or treatments. The Pre-Test and Post-Test designs in the study are as follows:

1. Pre-Test: In the pre-test stage, initial measurements are taken before the treatment (intervention) is given. The goal is to determine the initial condition or baseline of the variables being measured. In the context of the study "Optimizing Qira'ah Skills through AI Videos," the pre-test was used to measure students' qira'ah skills before they received learning using AI videos. All students who were part of the research sample (both control and experimental groups) underwent a pre-test with the same qira'ah skills test instrument.
2. Treatment (Intervention): After the pre-test was conducted, the experimental group received treatment in the form of using AI videos in muthola'ah learning, while the control group underwent conventional muthola'ah learning (without AI assistance). This treatment usually lasts for a certain period of time that is sufficient to measure its impact, for example for several weeks or months depending on the duration of the study.
3. Post-Test: After the treatment period was over, both groups (experimental and control) underwent a post-test. The same measurements as in the pre-test were conducted to see if there were any changes in students' qira'ah skills after they received the intervention. The post-test aimed to evaluate the improvement in qira'ah skills, especially in the group that received the AI video, and compare it with the control group.

## RESULTS AND DISCUSSION

### *First* , Improving Qira'ah Skills

The results showed that students who used AI videos in muthola'ah learning experienced a significant increase in their qira'ah skills compared to the control group. The post-test scores in the experimental group were significantly higher than those in the control group ($p < 0.05$). This shows that AI is effective in improving qira'ah skills in a more in-depth and measurable way. Factors that influence this increase include the ability of AI videos to provide direct feedback to students. AI monitors students' progress in real-time and provides automatic corrections for pronunciation or understanding errors, helping students improve their qira'ah skills faster than traditional methods that rely on teacher intervention (Dave & Patel, 2023) .

In addition, AI in learning videos can present variations of Arabic texts with different levels of difficulty, allowing students to gradually improve their abilities according to their individual development. This provides a more adaptive and personalized learning experience, which can be adjusted to the learning pace of each student (Wijaya & Hikmah, 2023) . This

explanation is supported by the theory that technology-based media, especially AI, is able to offer a more interactive, visual, and adaptive learning experience. In this case, AI can provide the necessary repetition, instant feedback, and the ability to correct errors in real time, all of which contribute to improving students' qira'ah skills. This technology also helps students understand Arabic texts better, especially in the context of pronunciation and meaning (Prayogo et al., 2023) .

The results of this study indicate that the post-test scores in the experimental group were significantly higher than those in the control group. This significant increase is indicated by a p value <0.05, indicating that the difference between the experimental and control groups did not occur by chance, but was the result of the intervention carried out, namely the use of AI videos. The experimental group using AI videos experienced a faster increase in reading skills compared to the control group using conventional learning methods. This shows that AI technology can not only accelerate the learning process, but can also make it more efficient and effective in improving students' Arabic language skills.

Overall, these findings indicate that the application of AI video in qira'ah learning provides better results in terms of improving students' technical reading skills, text comprehension, and learning motivation. AI technology opens up opportunities to create more adaptive, interactive, and personalized learning, which can ultimately result in higher learning achievement.

***Second* , Feedback and Learning Motivation**

Students who used AI videos reported that the immediate feedback provided by the AI system helped them correct their mistakes quickly, thereby increasing their confidence in reading Arabic texts. In addition, the use of AI videos also increased their motivation to learn, as this learning method was considered more interesting and interactive compared to conventional methods (Kashyap, 2024) .

The use of AI-based videos in Arabic language learning, especially in the context of qira'ah (reading), has shown various advantages, one of which is the immediate feedback provided by the AI system. In the traditional learning process, feedback is usually given after interaction with the teacher or when the learning session is over (Wijaya & Hikmah, 2023) . However, with AI technology, students can receive immediate correction when they make mistakes in pronunciation, intonation, or understanding of Arabic texts. This has proven to be very beneficial because it helps students to immediately correct their mistakes without having to wait for assessment from the teacher, which is often delayed or limited by time and resources (Evy Nur Rohmawaty et al., 2024) .

AI has the ability to recognize error patterns in real time. For example, when a student mispronounces a word or phrase in an Arabic text, AI immediately provides a notification or explanation of the error, either visually or by voice, allowing students to immediately realize their mistake. In addition, the AI system can provide specific suggestions on the correct way to pronounce or understand the text being read, so that students receive personalized and accurate guidance (Naila et al., 2023) . One of the main factors that drove the improvement of qira'ah skills in the experimental group was the provision of real-time feedback provided by the AI video. The AI system in this video was able to recognize the student's voice and pronunciation, then automatically provide feedback when there was an error in pronouncing Arabic letters or tajweed. This is especially important in the context of Arabic, where many letters have similar pronunciations but different meanings. For example, the difference in pronunciation between the letters ' ض' and ' د' can drastically change the meaning of a word.

The AI video can immediately correct these errors, so that students can quickly improve their reading (Salam et al., 2023) .

This speed of feedback helps students correct their pronunciation mistakes while they are still fresh in their minds, as opposed to conventional methods where students often have to wait for the teacher to grade their reading or provide corrections later. This improvement in skills was also reflected in the post-test results, where students who used the AI videos showed better pronunciation and intonation skills compared to the control group.

Studies using this technology show that students who receive instant feedback are quicker to correct mistakes and make progress. This is in contrast to traditional learning methods, where feedback is often given too late, so students may forget the context or mistakes they made. Instant feedback from AI helps speed up the learning process by making students focus more on their mistakes and correct them at the right time (Aidah Novianti Putri & Moh. Abdul Kholiq Hasan, 2022) .

One of the direct impacts of this instant feedback is increased student confidence. Many students who learn Arabic, especially in the qira'ah aspect, feel hesitant and insecure, especially because they are afraid of making mistakes in pronunciation or understanding the meaning of the text. AI videos, with their fast and precise corrective approach, provide encouragement for students to feel more confident in their abilities. Every time they successfully correct a mistake with the help of AI, they feel more competent and motivated to continue learning. In several studies, this increased confidence also contributes to better overall learning outcomes, because confident students are more active in exploring learning materials. In addition, the use of AI videos has also been shown to increase student learning motivation. In the context of learning Arabic, conventional methods are often considered monotonous and less interesting, especially because they involve a lot of memorization and repetitive exercises that can be boring. However, with AI technology, learning becomes more dynamic and interactive. The visualization and animation in AI videos, coupled with AI's ability to interact directly with students, make the learning process more fun and interesting (Eckstein, 2023) .

AI-based learning also offers a more personalized and adaptive experience. AI can adjust the difficulty level of the material based on the student's ability, so that they do not feel burdened with material that is too difficult or bored with material that is too easy. This approach makes students more engaged and motivated to continue learning, because they feel that learning is tailored to their own abilities. Studies on learning motivation in the context of AI use show that students are more motivated when they feel that learning is relevant and challenging, but still within their abilities. In addition, the interactivity offered by AI helps students feel more actively involved in the learning process, rather than just passive recipients of information (Irzavika et al., 2024) . Overall, AI video technology offers various advantages in terms of fast feedback, increased self-confidence, and higher learning motivation. This system enables more effective, efficient, and enjoyable learning, so that students can achieve better results in their qira'ah skills.

***Third* , the Effectiveness of Learning with AI Video**

AI videos have also proven to be effective in helping students understand the structure and meaning of Arabic texts. Through visualizations and narratives tailored to students' abilities, AI videos can facilitate self-directed and adaptive learning, allowing students to learn at their own pace and needs. The use of AI videos in language learning, especially in Arabic language learning, has become a significant innovation in the world of education (Syamsu, 2022) . AI videos not only offer a more interactive and adaptive approach, but also help students understand the structure and meaning of Arabic texts in a more effective way than

conventional learning methods. This effectiveness is driven by several key factors, such as engaging visualizations, narratives tailored to students' abilities, and adaptive nature that facilitates self-directed learning and at each individual's pace. This article will explore in more depth the effectiveness of AI videos in Arabic language learning, with a focus on improving understanding of text structure and meaning, and how this technology can help make learning more independent and personalized.

1. Understanding the Structure of Arabic Texts

Arabic has a fairly complex structure, especially in terms of grammar (nahwu) and morphology (sharaf) (Study & 2021, n.d.) . Students learning Arabic often struggle to understand the sentence construction, word patterns, and unique grammatical system of the language. AI videos can help students break these elements down into more understandable pieces through visualization. For example, AI can show how the various elements of a sentence, such as the subject, predicate, and object, work together to form the correct grammatical structure. The visualizations offered by AI videos allow students to view interactive diagrams that show how words change form according to the context of the sentence (word inflection) as well as how the elements in the sentence relate to each other. This helps students understand Arabic patterns more clearly and quickly. In conventional methods, this understanding is often difficult to achieve by simply reading books or listening to teacher explanations (Mualif, 2020) .

In research conducted on the use of digital technology in language learning, visual-based technologies such as AI videos have proven to be very effective in helping students visualize difficult concepts. Using this technology, students can see how changes in one element of a sentence affect the overall meaning, as well as how certain contexts require changes in word or phrase form.

2. Understanding the meaning of Arabic texts

In addition to helping students understand sentence structures, AI videos also play an important role in enriching their understanding of the meaning of Arabic texts. One of the main challenges in learning Arabic is learning the meaning of words in different contexts, as a single word can have multiple meanings depending on its use in a sentence. AI videos use interactive narration and are often accompanied by visual context, such as images or animations, which help students understand the meaning of words or phrases in a particular context (Alfaini, 2021) . For example, when students read narrative texts in Arabic, AI videos can provide appropriate visual illustrations to describe the situations or actions that occur in the story. This makes it easier for students to understand the context and meaning of words that may be difficult to explain verbally or in writing.

Studies have shown that students who learn a language with visual aids tend to have a better grasp of the meaning of words and phrases. When AI videos provide narration and visualization simultaneously, it strengthens students' ability to associate text with deeper meaning. Additionally, narration that is tailored to students' ability level makes them feel more comfortable understanding the meaning of the text without being too distracted by the language difficulties they face.

3. Independent and Adaptive Learning

One of the biggest advantages of AI videos is their ability to support self-paced and adaptive learning. Every student has a different learning pace, and AI technology allows learning materials to be tailored to individual needs. In the context of Arabic language learning, this is especially important because not all students can learn at the same pace, especially given the varying levels of difficulty in Arabic grammar and vocabulary (Lutfiyatun et al., 2023) . AI videos are equipped with algorithms that can track students' progress and adjust the difficulty

level of the material based on their performance. For example, if a student is having difficulty understanding a particular word pattern or complex sentence structure, the AI can adjust the material and provide additional exercises specifically designed to strengthen those areas. Conversely, students who have already mastered a particular concept can move more quickly to more advanced material.

This adaptive nature helps reduce the frustration that often arises when students feel left behind or unable to follow the material well. By learning according to their own abilities and pace, students feel more comfortable and motivated to continue learning. Other studies on adaptive technology in learning also show that students who use this type of technology have higher retention rates and tend to achieve better academic results.

4. Support Competency Based Learning

AI videos also support a competency-based learning approach, where the focus is on mastering a particular skill before students move on to the next. In the Arabic context, this is particularly relevant, as skills such as reading, understanding sentence structure, and comprehending the meaning of texts require gradual mastery. Through the use of AI videos, students can be trained to achieve these competencies systematically (Nur et al., 2022) . For example, students can start with simple texts and gradually move on to more complex texts as their skills improve. AI technology can also provide automated assessments, providing immediate feedback on how well students are understanding the material they are learning. This ensures that students truly master each competency before they move on to a higher level.

5. Facilitate Collaboration and Discussion

In addition to supporting self-directed learning, AI videos can also be used as a collaborative tool. In classes using AI videos, students can watch learning videos simultaneously and then discuss the video content with their classmates or teachers (Naila et al., 2023) . This allows students to share their understanding of the material, as well as compare their interpretations of the structure and meaning of Arabic texts. These discussions are important for enriching the learning experience, as students often gain new insights from other people's perspectives. In addition, using AI videos as a collaborative tool also allows teachers to monitor student understanding and provide additional clarification if needed.

6. Overall Effectiveness

Overall, the effectiveness of AI videos in Arabic language learning cannot be ignored. From a deeper understanding of the structure and meaning of the text to more adaptive self-learning, AI videos offer a variety of advantages over traditional learning methods. In addition, this technology not only helps students achieve better academic results but also increases their motivation and confidence in learning Arabic. With all these benefits, it is clear that AI videos are a very useful tool to facilitate Arabic language learning, especially in the qira'ah aspect (Abulibdeh et al., 2024) . This technology allows for a more personalized, adaptive, and interactive learning experience, which ultimately helps students understand the material more effectively and efficiently.

**CONCLUSION**

The use of AI video in muthola'ah learning can be one of the innovative solutions to optimize students' qira'ah skills. This technology not only provides a more personal and interactive learning experience, but also provides real-time feedback that can improve students' reading skills and learning motivation. In the context of Arabic language learning, the application of AI video is a relevant step to face the challenges of learning in the digital era.

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