



Qawaid Learning Through Prezi Media and The Effectiveness of Maharah Qira'ah in Distance Learning

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Abstract

21st-century learning requires the use of innovative media such as Prezi to deliver material in an engaging way, especially in facing the challenges of distance learning. In learning Arabic, understanding qawaid (Arabic rules) is important to form a strong basis for language understanding, especially in reading ability (maharah qira'ah). Learning media such as Prezi can help improve student's understanding of qawaid and Arabic reading skills, as well as provide effective solutions in the context of distance learning. The aim of this research is to test the effectiveness of Prezi media in conveying qawaid al-lughah al-arabiyyah material and its impact on increasing student's maharah qira'ah. This research methodology uses a quantitative approach with a quasi-experiment design, where the experimental and control classes are divided based on certain criteria. The results of data analysis using the Independent Sample T-Test showed significant differences between the post-test learning outcomes of the experimental class which used Prezi media and the control class. Learning qawā'id through Prezi media is effective in increasing the mahārah qirā'ah of class XI students at MAN Insan Cendikia Padang Pariaman, with the experimental class's N-Gain Score reaching 58%, quite effective. However, it is necessary to develop Prezi for Arabic fonts. It is recommended that future research measure teachers' readiness to use online learning media. Prezi media is important in distance learning, highlighting the importance of choosing the right media. In conclusion, the use of Prezi media in qawaid learning has the potential to increase student's understanding and proficiency in Arabic, but needs further adaptation and development to maximize its benefits in a distance learning context.

Keywords : qawaid learning, prezi media, distance learning

A. Introduction

21st-century learning is faced with a variety of complex challenges, especially with technological advances and rapid changes in social dynamics.¹ One of the main challenges is the need to prepare students to be competent in facing an increasingly globally connected and technology-based world.² This includes the ability to adapt to rapid change, think critically, collaborate, and have effective communication skills in a multicultural and multigenerational environment. Apart from that, the role of teachers has also changed to become more complex, where they not only act as transmitters of information, but also as learning facilitators who enable students to become independent and critical learners.³

The development of technology has triggered a significant transformation in education, with the emergence of distance learning is far from being one of the increasingly popular alternatives.⁴ However, implementing distance learning is not without challenges. One of the main challenges is the gap in technology access between students, especially in less developed or low-income areas.⁵ Not all students have the same access to the electronic devices and internet connections required for distance learning. This can exacerbate existing educational inequalities and reduce equality in educational access.⁶

Apart from that, the effectiveness of distance learning is also influenced by the teacher's readiness to adapt to technology and design learning experiences that suit the online format.⁷ Some teachers may experience difficulty managing a virtual classroom, selecting and using appropriate online learning tools, and effectively facilitating student interaction and participation in an online environment.⁸ Lack of training and technical support for teachers can be a barrier to implementing distance learning effectively.

¹ John Reaves, "21ST-CENTURY SKILLS AND THE FOURTH INDUSTRIAL REVOLUTION: A CRITICAL FUTURE ROLE FOR ONLINE EDUCATION," *International Journal on Innovations in Online Education* 3, no. 1 (2019), <https://doi.org/10.1615/IntJInnovOnlineEdu.2019029705>.

² Joyce Pittman et al., "An Action Research Case Study: Digital Equity and Educational Inclusion during an Emergent COVID-19 Divide," *Journal for Multicultural Education* 15, no. 1 (June 4, 2021): 68–84, <https://doi.org/10.1108/JME-09-2020-0099>.

³ Andrew P. Binks et al., "Changing Medical Education, Overnight: The Curricular Response to COVID-19 of Nine Medical Schools," *Teaching and Learning in Medicine* 33, no. 3 (May 27, 2021): 334–42, <https://doi.org/10.1080/10401334.2021.1891543>.

⁴ Agnieszka Pregowska et al., "A Worldwide Journey through Distance Education—From the Post Office to Virtual, Augmented and Mixed Realities, and Education during the COVID-19 Pandemic," *Education Sciences* 11, no. 3 (March 11, 2021): 118, <https://doi.org/10.3390/educsci11030118>.

⁵ Katy Jordan et al., "Education during the COVID-19: Crisis Opportunities and Constraints of Using EdTech in Low-Income Countries," *Revista de Educación a Distancia (RED)* 21, no. 65 (January 9, 2021), <https://doi.org/10.6018/red.453621>.

⁶ Hanna Dumont and Douglas D. Ready, "Do Schools Reduce or Exacerbate Inequality? How the Associations Between Student Achievement and Achievement Growth Influence Our Understanding of the Role of Schooling," *American Educational Research Journal* 57, no. 2 (April 2020): 728–74, <https://doi.org/10.3102/0002831219868182>.

⁷ Chrysi Rapanta et al., "Balancing Technology, Pedagogy and the New Normal: Post-Pandemic Challenges for Higher Education," *Postdigital Science and Education* 3, no. 3 (October 2021): 715–42, <https://doi.org/10.1007/s42438-021-00249-1>.

⁸ Mahboubeh Taghizadeh and Atena Ejtehad, "Investigating Pre-Service EFL Teachers' and Teacher Educators' Experience and Attitudes towards Online Interaction Tools," *Computer Assisted*

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In the midst of the COVID-19 pandemic, the challenges of distance learning are further exacerbated by uncertainty about the duration and impact of the pandemic.⁹ Social distancing policies and physical school closures have forced educational institutions to shift to distance learning quickly, without adequate preparation. This creates additional pressure for students, teachers and parents in adapting to new learning formats that are not necessarily suitable for all parties.

In facing the challenges of distance learning at MAN Insan Scholar Padang Pariaman, various problems have emerged that affect student's understanding of Arabic language material, especially in terms of understanding qawā'id or linguistic rules. One of the main obstacles is the lack of direct interaction between teachers and students, which makes it difficult for students to ask questions directly if they have difficulty understanding the material. This shows the importance of creating a more inclusive interaction space in the online learning environment. In addition, the online learning media used is also not fully able to meet the needs of students from various educational backgrounds, such as students from the previous level of education, namely junior high school. The inability of media to adapt to the needs of diverse students can be an obstacle to understanding and accepting learning material.

The importance of understanding qawā'id or linguistic rules is a major highlight in learning Arabic.¹⁰ Strong qawā'id is an important basis for reading and understanding texts correctly. However, student's difficulties in understanding and applying qawā'id shows the need for a more structured and in-depth learning approach in this aspect.¹¹ To overcome this challenge, more intensive efforts are needed to increase interaction between teachers and students through online platforms. Apart from utilizing features such as online discussions or forums, it is also important to provide space for students to ask questions directly to the teacher, either through direct question-and-answer sessions or by providing special time for consultations.¹²

Development of online learning media that is more inclusive and responsive to Student needs are crucial in increasing the effectiveness of distance learning.¹³ Well-designed learning media can be an effective means of delivering learning

Language Learning 36, no. 8 (November 2, 2023): 1633–67, <https://doi.org/10.1080/09588221.2021.2011322>.

⁹ Fazean Idris et al., "Academic Experiences, Physical and Mental Health Impact of COVID-19 Pandemic on Students and Lecturers in Health Care Education," *BMC Medical Education* 21, no. 1 (December 2021): 542, <https://doi.org/10.1186/s12909-021-02968-2>.

¹⁰ Abur Hamdi Usman, Ahmad Levi Fachrul Avivy, and Mohd Farid Ravi Bin Abdullah, "Asbab Al-Nuzul and The Rules of Interpretation: Some Notes on M. Quraish Shihab's Views," *JURNAL PENELITIAN*, July 1, 2021, 55–66, <https://doi.org/10.28918/jupe.v18i1.3789>.

¹¹ Maulidia Rahmita and Ihsanuddin Masdar, "The Effectiveness of Al-'Arabiyyah Lil Athfal's Pocket Book in Improving Vocabulary Understanding for Children at TPA Al Muna 3 Samarinda," *Borneo Journal of Language and Education* 3, no. 1 (April 29, 2023): 33–43, <https://doi.org/10.21093/benjole.v3i1.6086>.

¹² Matthew W. L. Yeung and Alice H. Y. Yau, "A Thematic Analysis of Higher Education Student's Perceptions of Online Learning in Hong Kong under COVID-19: Challenges, Strategies and Support," *Education and Information Technologies* 27, no. 1 (January 2022): 181–208, <https://doi.org/10.1007/s10639-021-10656-3>.

¹³ Terry Anderson and Pablo Rivera-Vargas, "A Critical Look at Educational Technology from a Distance Education Perspective," *Digital Education Review*, no. 37 (June 30, 2020): 208–29, <https://doi.org/10.1344/der.2020.37.208-229>.

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material in a way that is interesting and easy for students to understand. Apart from that, special attention also needs to be paid to strengthening student's understanding of qawā'id or linguistic rules. Creative and varied teaching methods need to be applied to improve student's understanding and mastery of the basics of Arabic.¹⁴

Previous research has shown that color has an effect on the cognitive system and can help increase an individual's attention level. However, this study aimed to explore the effects of color on short-term memory. The research design used was a Randomized Pretest-Posttest Control Group Design with 16 subjects divided evenly into an experimental group (n=8) and a control group (n=8). The control group was asked to remember pictures of animals in a series of black and white colors, while the experimental group used colored pictures. The subjects of this research were women aged 19-23 years who were students and did not experience color blindness. Data were analyzed using Anova Mixed Design to test the hypothesis. The results showed that our hypothesis was rejected because there was no effect of color on short-term memory with $F = 0.324$ and $p = 0.578$ ($p < 0.05$). Therefore, the results, procedures and treatment processes will be discussed further in this study.¹⁵

Next Previous research identified student's difficulties in understanding qawaid al-lughah al-arabiyyah. Involving eight students and two lecturers at IAIN Bone, this research found that these difficulties included understanding new terms, creating examples, applying rules, analyzing sentences, as well as understanding wazan and shigat. Factors that contribute to these difficulties include inadequate learning schedules, infrequent repetition, limited independent practice, dependence on online learning, an unsupportive environment, and limited learning facilities. Students overcome these challenges through self-motivation, completing learning activities, forming study groups, active participation, and attending training. This research provides insight into how to improve Arabic language education to help students achieve proficiency in qawaid al-lughah al-arabiyyah and other language skills.¹⁶

Next previous to evaluate the effectiveness of using the Al-Thariqah Al-Intiqaiyyah method in improving Arabic language learning outcomes in the tenth grade of the science study program at SMA Islam 3 Jombang. In the quasi-experimental method with a control group pre-test post-test design, the experimental class used the Al-Thariqah Al-Intiqaiyyah method, while the control class did not. The results of the analysis using SPSS 16.0 showed a significance (2-tailed) post-test for the experimental class and control class of 0.00 ($p < 0.05$). Thus, there is a significant difference between the post-test of the experimental class and the control class. This proves that Al-Thariqah Al-Intiqaiyyah is effective

¹⁴ Devi Rafika Sari and Sholeh Najmul Millah, "Implementasi Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Bahasa Arab Di MI Manarul Islam Malang," *Borneo Journal of Language and Education* 3, no. 1 (May 9, 2023): 44–53, <https://doi.org/10.21093/benjole.v3i1.6403>.

¹⁵ Winda Sri Harianti et al., "The Effect of Color Perception on Short-Term Memory," *JPPP - Jurnal Penelitian Dan Pengukuran Psikologi* 10, no. 2 (October 20, 2021): 75–84, <https://doi.org/10.21009/JPPP.102.02>.

¹⁶ Hastang Hastang and Ahmad R., "Analysis of Arabic Language Learning Difficulties Among Students in the Qawaid Al-Lughah Al-Arabiyyah Materials," *Didaktika: Jurnal Kependidikan* 17, no. 1 (July 24, 2023): 31–42, <https://doi.org/10.30863/didaktika.v17i1.5052>.

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in improving Arabic language learning outcomes in the tenth-grade science study program at SMA Islam 3 Jombang.

From three previous studies, we see that learning approaches such as Al-Thariqah Al-Intiqaiyyah have a positive impact on improving student's understanding and learning outcomes in Arabic. However, there are still challenges in understanding qawaid al-lughah al-arabiyyah material which can be influenced by environmental factors and less effective learning approaches. Future research which aims to test the use of Prezi media in conveying qawaid al-lughah al-arabiyyah material is expected to be an effective solution in overcoming these challenges. By presenting material in a more interesting and interactive way, this research has the potential to increase student's understanding and proficiency in maharah qira'ah (reading ability), thereby making a significant contribution to the development of more effective and innovative Arabic language learning methods.

Based on the explanation above, the difference between this research and other research is that the researcher tried out the use of Prezi media to deliver material to find out its application in qawā'id learning, know the differences in qira'ah learning outcomes between the experimental class and the control class, and knowing the effectiveness learning qawā'id through Prezi media to increase student's maharah qira'ah. This research contributes both theoretically and practically to the use of online learning media so that it can be utilized in distance learning and is hoped to be able to become an alternative learning media that helps teachers facilitate the delivery of material and helps students understand qawā'id, so as to improve maharah qira'ah of students.

B. Method

This research was carried out by applying a quantitative approach¹⁷. Furthermore, the research method in this study is a quasi-experimental method because researchers cannot fully control outside variables that affect the course of the experiment, especially in determining experimental groups and control groups that are not randomly selected (random assignment)¹⁸. In line with that, researchers also designed this study in the form of a non-equivalent control group design. The following is a picture of the research design:

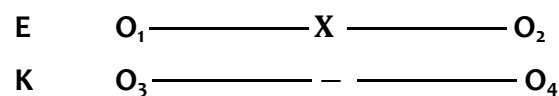


Figure 1. Non Equivalent Control Group Design

Description:

- E : Experimental group
- K : Control group
- O₁ : Pre-test experimental group
- O₂ : Post-test experimental group

¹⁷ Loraine Busetto, Wolfgang Wick, and Christoph Gumbinger, "How to Use and Assess Qualitative Research Methods," *Neurological Research and Practice* 2, no. 1 (December 2020): 14, <https://doi.org/10.1186/s42466-020-00059-z>.

¹⁸ Jeroen Janssen and Ingo Kollar, "Experimental and Quasi-Experimental Research in CSCL," in *International Handbook of Computer-Supported Collaborative Learning*, ed. Ulrike Cress et al. (Cham: Springer International Publishing, 2021), 497–515, https://doi.org/10.1007/978-3-030-65291-3_27.

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- O3 : Pre-test control group
- O2 : Post-test control group
- X : Treatment with Prezi
- _ : no treatment or conventional treatment

The experimental class in this study was class XI Science 2 MAN Insan Cendekia Padang Pariaman which amounted to 10 students and class as many as 10 students of grade XI Science 3 as a control class. Both classes are determined based on purposive sampling techniques because the samples are selected deliberately according to the research objectives. In addition, students have relatively the same educational background, age, gender and have the same class situation and learning duration. In addition, primary data on student's qawā'id learning outcomes were also obtained from Arabic teachers in grade XI science 2 and 3. While secondary data were collected from scientific works related to research variables, namely Media Prezi, qawā'id, mahārah qirā'ah, and PJJ. Both primary and secondary data were collected through participant observation techniques, semi-structured and unstructured interviews, tests, and documentation.

Participant observation was used to observe student's responses to treatment during learning activities and to make the observations more focused, the researcher provided an observation sheet as an instrument. The unstructured interview was to ask for a general description of the Arabic language learning process during PJJ orally to the Arabic language teacher for class qawā'id. The researcher also used an interview guide and voice recorder so that the interview ran smoothly.¹⁹ Meanwhile, tests are the main technique used to obtain data regarding student's qawā'id learning outcomes in this research because tests are order to measure and assess the field of education. The test was carried out twice, namely a pre-test and a post-test given to the experimental class and control class in the form of multiple choice, totaling 20 questions via Google Form. Meanwhile, documentation takes the form of pictures of the learning process and student data.

After the test instrument was prepared, the researcher first tested the validity of the test instrument to find out whether the test was truly able to measure student's qawā'id learning outcomes by distributing it to a group of students whose conditions were almost the same as the research group²⁰. Then, student responses were tested using product moment correlation technique. This step is followed by a reliability test using the Cronbach's alpha technique to determine the consistency of the instrument.²¹ Test instruments can be distributed to experimental and control groups after they are declared valid and reliable. If the data has been collected by carrying out every existing step, then analyze the data

¹⁹ Rashmi K. Sharma et al., "Challenges and Opportunities in Conducting Research with Older Adults with Dementia during COVID -19 and Beyond," *Journal of the American Geriatrics Society* 70, no. 5 (May 2022): 1306–13, <https://doi.org/10.1111/jgs.17750>.

²⁰ Ahmad Ashfia et al., "Sketch Engine Implementation in Arabic Vocabulary Learning," *Ukazh: Journal of Arabic Studies* 4, no. 2 (December 28, 2023): 515–32, <https://doi.org/10.37274/ukazh.v4i2.858>.

²¹ Rudy De Barros Ahrens, Luciana Da Silva Lirani, and Antonio Carlos De Francisco, "Construct Validity and Reliability of the Work Environment Assessment Instrument WE-10," *International Journal of Environmental Research and Public Health* 17, no. 20 (October 9, 2020): 7364, <https://doi.org/10.3390/ijerph17207364>.

by first carrying out the data analysis prerequisite tests in the form of a normality test to determine whether the data is normally distributed or not using the Kolmogorof Smrinov technique and a homogeneity test to show that the groups come from the same variance using one-way anova technique. After that, proceed with hypothesis testing using the independent sample t test and effectiveness testing using N-Gain which can be calculated based on the following formula, namely:

$$N - Gain = \frac{Skor\ Posttes - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Figure 2. N-Gain Formula

Information:

- N-Gain : Normalized Gain
- Pretest Score : Initial learning score
- Posttest Score : Final learning score
- Ideal Score : Maximum value that can be obtained

The N-Gain score criteria use the following formula:

Table 1. Criteria for Obtaining N-Gain Scores

N-Gain Value	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

While the category of N-Gain effectiveness according to Hake, namely:

Table 2. N-Gain Effectiveness Interpretation Categories

Percentage %	Interpretation
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Fairly Effective
> 76	Effective

C. Findings and Discussion

Instrument Validity and Reliability Test

Before holding a pre-test for the experimental class and control class, 20 questions that had been prepared based on indicators together with the Arabic teacher were first tested on 17 class XI IPA 1 students as respondents to the validity test. Next, the student's responses were calculated using the product moment correlation technique with the help of IBM SPSS 24. This step was taken by connecting the item scores and the total scores and then comparing the rcount and rtable values. The test results showed that 13 questions were declared valid because it was known that the rcount was ≥ 0.482 , while the other 7 questions were invalid because the rcount was < 0.482 . The number 0.482 is the rtable obtained from a significance level of 5% for 17 degrees of freedom.

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Table 3. Validity Test

r _{hitung}	r _{tabel} (n=17)	Number of Questions (20)	Description
>	0,482	13	Valid
<		7	Invalid

After that, researchers conducted reliability tests on 13 questions that were declared valid with Cronbach's alpha technique. It is known that the reliability of the instrument amounted to 0.883. With this, the instrument is declared reliable and is in the **very high** category.²²

Tabel 4. Reliability Test

<i>Reliability Statistics</i>		Keterangan
N of Item	Cronbach's Alpha	
13	0,883	Sangat Tinggi

Implementation of Qawā'id Learning Through Prezi

Qawā'id learning through Prezi was implemented twice in the experimental class (XI Science 2) remotely. Both treatments consist of three stages, namely introduction, core activities, and closing. In both treatments, researchers began preliminary activities by giving greetings, then continued by asking for news and checking student attendance. After checking the readiness of students, learning begins with praying first. Then proceed to discuss the material that has been past, but related to the theme to be discussed on that day.²³ Furthermore, the researcher conveys the purpose and scope of the material. The material to be delivered to students is *المنعوت و النعت* following the agreement with the subject teacher because *المنعوت و النعت* is the material to be studied next. The researcher also did not forget to say that after the material is discussed, students will be given exercises.²⁴

The next stage is the core activity where researchers and students carry out several activities, namely the researcher explains *التعريف و الترتيب* from the material *المنعوت و النعت* in treatment I and *الشروط و الأمثلة* in treatment II. In this case, Prezi, which has been integrated with Zoom Cloud Meeting, is a means of delivering learning materials. The Prezi feature that is used is the template feature contained in both Prezi Present and Prezi Video. In addition, researchers also use the convert and import power point feature because Prezi does not yet provide Arabic fonts, so it is not possible to display Arabic text if you only rely on the template feature.

²² Eman Suherman, "Evaluasi Pembelajaran Matematika" (Bandung: UPI, 2003), 139.

²³ Amber Garbe et al., "Parents' Experiences with Remote Education during COVID-19 School Closures," *American Journal of Qualitative Research* 4, no. 3 (August 9, 2020), <https://doi.org/10.29333/ajqr/8471>.

²⁴ Zamzami Zainuddin et al., "How Do Students Become Self-Directed Learners in the EFL Flipped-Class Pedagogy? A Study in Higher Education," *Indonesian Journal of Applied Linguistics* 8, no. 3 (January 31, 2019): 678, <https://doi.org/10.17509/ijal.v8i3.15270>.

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Figure 3. Prezi Media Display



Figure 4. Prezi Media Display Connected to Zoom Cloud Meeting

Based on the observations of researchers, students seem interested, active, participatory, and enthusiastic in following the learning process. This can be seen from the responses given by students when teachers ask about the material. In addition, students also ask questions when directed to ask questions that are not understood. In addition, students also mentioned examples of النعت و المنعوت when the researcher asked students to provide examples. In addition, when conducting association activities in the form of exercises, students can answer all questions in question correctly. This is reinforced by the results of semi-structured interviews, where students claim that the qawā'id material presented is very good and easy to understand. Therefore, they become more enthusiastic in following learning.²⁵

The learning was continued with a closing activity where researchers and students concluded the material just learned.²⁶ Then, the learning ends by saying hamdalah and the researcher greeting the students before the researcher presses the end meeting button. In both of these treatments, it is known that not all students can attend the first meeting because there are various obstacles, including facilities in the form of internet connection, cost, and motivation. However, researchers shared recorded videos that have been uploaded to Panopto, a platform that makes it easy for users to record and share videos. One of the advantages of Panopto is that users can track who has watched the uploaded video, so researchers can ensure that all students have received a qawā'id learning experience through Prezi media, although not in real time.

²⁵“Observasi Partisipan (Zoom Cloud Meeting),” 2021, <https://pro.panopto.com/Panopto/Pages/Viewer.aspx?tid=9b45d82d-8d09-469d-874f-ad53003feeca>

²⁶ Alvi Raihan Utami, Dyah Aminatun, and Nina Fatriana, “STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENT’S LEARNING?,” *Journal of English Language Teaching and Learning* 1, no. 1 (June 27, 2020): 7–12, <https://doi.org/10.33365/jeltl.v1i1.247>.

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Meanwhile, material about النعت و المنعوت in the control class (XI IPA 3) is taught through Whats App Group media by utilizing the voice note feature to explain the material and the share picture feature to explain the material الترتيب and provide exercises as commonly used by subject teachers. Based on the results of observations through participant observation techniques, students did not seem interested in following the learning process because only a few students responded to treatment I, especially in treatment II where students were not interested in following the learning and doing the exercises given. The delivery of material also becomes ineffective because students mention that the material given by the teacher is easily missed. However, the material will remain stored so that students can repeat it outside of class hours.

Differences in Qawā'id Learning Outcomes and Experimental Classes and Control Classes

Statistics Descriptif Data

After the pre-test and post-test data from the experimental class and control class are collected, the researcher begins the analysis phase by first pouring them in tabular form to show a general picture of the data, as contained in table 5 below:

Table 5. Descriptive Statistics of Student Qirā'ah Learning Outcomes Data

No	Student Learning Outcomes	N	Min	Max	Mean
1	Pre-Test Experiments	10	15	92	69,23
2	Post-Test Experiments	10	31	100	83,85
3	Pre-Test Control	10	15	100	50,23
4	Post-Test Control	10	7	100	53,08

Table 5 shows descriptive statistics of qirā'ah pre-test and post-test learning outcomes data of experimental classes and control classes. The lowest score on the pre-test of both classes is the same, which is 15. Then, the value increased in the post-test of the experimental class, precisely at number 31. Something different happened to the post-test acquisition of the control class which decreased to number 7. In grades, students in the control class got the highest marks on both forms of the test. Meanwhile, the pre-test score of the experimental class was 92 and increased after treatment by 8 points to reach a value of 100. The increase also occurred in the average score of the experimental class from 69.23 to 83.85. Meanwhile, the average score of the control class almost did not show an increase because it only moved from 50.23 to 53.08.

Data Analysis Prerequisite Test

Normality Test and Homogeneity Test

Furthermore, researchers conducted data normality tests with the Kolmogorov Smirnov technique and homogeneity tests through the one-way anova technique using IBM SPSS 24 as conditions that must be met before conducting parametric tests, namely data that is normally distributed and has homogeneous variance. The test results on the experimental class pre-test and post-test data can be seen in table 6 below:

Table 6. Pre-test and Post-test Normality Test Results

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No	Data	N	Sig.	Description
1	Experiment Class	10	0,200	Normal
2	Control Class	10	0,161	

Table 6 shows the results of the experimental and control class pre-test and post-test normality tests. The normality test results in the experimental class data had a significance of 0.200, while the control class showed a significance of 0.16. Both values ≥ 0.05 , meaning that the data in the experimental class and the control class are normally distributed.

Meanwhile, the results of the homogeneity test of pre-test and post-test data of the experimental class and control class are contained in table 7, namely:

Table 7. Test Results of Homogeneity of Experimental Class and Control Class Data

No	Data	Levene's Test	Sig.	Description
1	Pre-test	1	1	Homogen
2	Post-test	0,07	0,934	

Table 7 proves the test results of homogeneity of experimental class and control class data both pre-test and post-test data. The pre-test data of both classes had a significance value of 1, while the post-test data was 0.934. Both data are known to ≥ 0.05 . With dimi, the pre-test and post-test data of the experimental class and the control class have homogeneous variances. Thus, the t-test in this study in the form of an independent sample t-test can be done.

Independent Sample T-Test

This test was conducted to find the average significance of mahārah qirā'ah experimental class using Prezi media and control class using media used by teachers in teaching, namely Whatsapp. The results of the independent sample t-test can be found in table 8, as follows:

Table 8. Independent Sample T-Test Results on Pre-Test Scores

No	Data	Mean	Sig. (2 tailed)	Des.
1	Eksperiment Pre-Test	69,23	0,118	Insignificant
2	Control Pre-Test	50,23		

Table 8 is the results of the independent sample t-test on the pre-test scores of the experimental class and the control class. It is known that sig. (2 tailed) both are worth 0.118 which is a > 0.05 . That is, H_a is rejected which indicates that there is no significant difference between the pre-test scores of the experimental class and the control class. In addition, these results further confirm that the experimental class and the control class have the same initial capabilities.

Table 9. Independent Sample T-Test Results on Post-Test Scores

No	Data	Mean	Sig. (2 tailed)	Des.
1	Eksperiment Post-Test	83,85	0,047	Signifikan
2	Post-Test Kontrol	53,08	0,050	

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Table 9 is the results of independent sample t-test experimental class and control class after treatment. Sig value. (2 tailed) in the experimental class post-test was 0.047, while in the control class it was 0.050. Both < 0.05 so H_a was accepted. That is, there is a **significant difference** between post-test experimental classes that use Prezi media and control classes that do not use Prezi to deliver qawā'id material (النعت و المنعوت) in distance learning.²⁷ This finding is similar to that proposed by Eggi et al. He added, when compared to other similar media, Prezi can be taught at the level of remembering, knowing, and understanding. Similarly, the results of research from al-Hammouri found that there was a significant difference in the achievement of French reading ability between those who used and did not use Prezi media.²⁸

Effectiveness of Qawā'id Learning Through Pezi Media towards Increasing Mahārah Qirā'ah Student

The N-Gain Score pre-test and post-test of experimental and control class learning outcomes aims to determine the effectiveness of qawā'id learning through Prezi media on increasing student's qirā'ah mahārah conducted in experimental classes. Testing was conducted with the help of IBM SPSS 24. The criteria for obtaining N-Gain Score in each class are as follows:

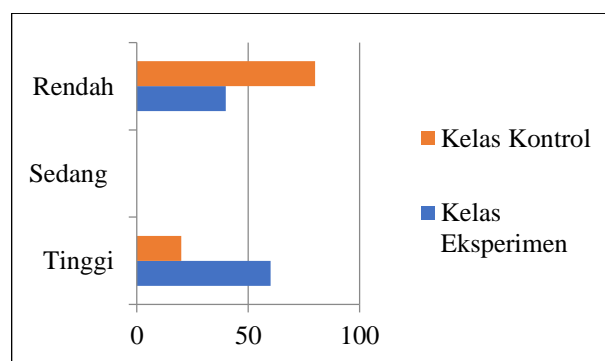


Figure 5. N-Gain Score Criteria Comparison

Figure 5 shows a comparison of the experimental class and control class's N-Gain Score criteria. As many as 80 percent of the control class students were in the low criteria, while the other 20 percent occupied high positions. Meanwhile, 60% of experimental class students were in high criteria and 40% in low criteria. After that, researchers also analyzed the N-Gain Score in terms of the average score of each class, namely:

Table 10. Average N-Gain Score Criteria

No	Data	Mean	Ket.
1	Kelas Eksperimen	0,58	Sedang
2	Kelas Kontrol	-0,71	Rendah

²⁷ Eggi Nuryadin and Muhammad Zulfi Badru Tamam, "Pengaruh Media Prezi Terhadap Hasil Belajar Peserta Didik Pada Materi Sistem Pencernaan Pada Manusia (Studi Eksperimen Di Kelas VIII SMP Negeri 20 Kota Tasikmalaya, TahunAjaran 2018/2019)," *Jurnal Bio Education* 3, no. 1 (2018): 82–89.

²⁸ Department of Education, The Gandhigram Rural Institute (Deemed to be University), Dindigul, Tamil Nadu, 624 302, India et al., "Effect of Prezi Based Presentations on Achievements of Pre-Service Teachers in Teacher Education Curriculum Contents," *Indian Journal Of Science And Technology* 16, no. 16 (April 27, 2023): 1187–91, <https://doi.org/10.17485/IJST/v16i16.2114>.

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Table 5 shows the criteria for the average N-Gain Score of the experimental class and the control class. The average N-Gain Score of the experimental class was 0.58, so it was included in the medium criterion, while the control class was in the low position. In addition, researchers also analyzed the N-Gain Score percentage to obtain interpretation categories, as listed in table 11, namely:

Table 11. Categories Interpretation of N-Gain Score Effectiveness

No	Data	Mean	Persentase (%)	Ket.
1	Kelas Eksperimen	83,85	58,4	Cukup Efektif
2	Kelas Kontrol	53,08	-0,79	Tidak Efektif

Based on table 11 which shows the category of interpretation of the effectiveness of the N-Gain Score of the experimental class and the control class, the percentage of N-Gain Score of the experimental class is included in the category of moderately effective. Meanwhile, the N-Gain Score percentage interpretation category of the control class that does not use Prezi media in the learning process is ineffective. So, it can be concluded that qawā'id learning through Prezi media is quite effective, to improve the mahārah qirā'ah of class XI students of MAN Insan Cendekia Padang Pariaman in distance learning.

The results of the N-Gain Score analysis of experimental classes that use Prezi media in the qawā'id learning process further strengthen the concept that one of the determining factors for the smooth process of distance learning is the selection of the right online learning media. Because, the selection of media will affect the learning outcomes of students who in this study focused on mahārah qirā'ah. Several previous studies have found that Prezi media collaborated with certain strategies that in improving effective for improving student's reading comprehension. Meanwhile, in this study, qawā'id learning through Prezi media was quite effective to improve student's qirā'ah mahārah. The main reason is that the features in Prezi cannot be used optimally because Arabic fonts are not yet available in it.

So the teacher must first create presentation materials through Power Point if they want to display Arabic text. Besides those mentioned in The presence of students who are hindered by facility factors results in less interaction between students and teachers. Therefore, collaboration between various online learning media seems to be able to overcome these shortcomings. That is, in addition to utilizing Prezi media connected to video conferencing applications, intensive communication can be built by teachers through applications that are easily accessible to students, such as Whatsapp Group to discuss matters related to the teaching and learning process and or Panopto to ensure that students who are not present get material, although not in real time, or other similar applications.

D. Conclusion

It is known that learning qawā'id through Prezi media is quite effective in improving the mahārah qirā'ah of class XI students at MAN Insan Cendekia Padang Pariaman. This is proven by the results of the experimental class's N-Gain Score percentage of 58.4% or rounded up to 58%, which in Hake's interpretation is in the quite effective range. In this regard, to achieve the learning objectives that have been set and overcome existing problems, it would be better to utilize a variety of

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online learning media. In the process of creating Prezi media, teachers are required to first create material using Power Point because Prezi media does not yet provide Arabic fonts. Thus, it is hoped that further research will carry out development research on Prezi media so that it can be used optimally in the Arabic language learning process, especially qawā'id and/or qirā'ah. Apart from that, further research is also recommended to measure teacher creativity or readiness in using various online learning media. However, the presence of Prezi media emphasizes that one of the factors in making the distance learning process run smoothly is choosing the right online learning media. Prezi media can certainly be used by anyone who wants to make presentations, especially in distance learning, with all the advantages it has.

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