



Alibbaa': Jurnal Pendidikan Bahasa Arab

Vol. 6 No. 2, July 2025

P-ISSN: 2721-1606 | E-ISSN: 2716-4985

doi: <http://xxx>

Fostering Arabic Speaking Proficiency Through Ahaslides-Based Instructional Materials: A Qualitative Study in Indonesian Secondary Education

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Abstract

This study aims to explore the implementation of Ahaslides-based instructional materials in the teaching of Arabic speaking skills (maharah al-kalām) among seventh-grade students at MTs Ira Medan. Employing a qualitative approach with a naturalistic research design, the study seeks to understand the teaching process in a contextual and in-depth manner. Data were collected through observations, interviews, and documentation, and analyzed using Miles and Huberman's interactive model. The findings reveal that the integration of Ahaslides fosters an interactive and engaging learning environment that encourages students' active participation in speaking Arabic. Digital features such as the spinner wheel, Q&A, and match pairs help build students' confidence, enhance vocabulary acquisition, and reinforce their understanding of sentence structure. Supporting factors include sufficient school infrastructure, teacher creativity, and student enthusiasm. However, challenges such as limited access to devices and unstable internet connections were also identified. Overall, Ahaslides demonstrated potential effectiveness in promoting Arabic speaking skills and offers an innovative alternative for technology-integrated language instruction.

Keywords: *Ahaslides, speaking skills, ahaslides platform, digital instructional materials, interactive learning*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi bahan ajar berbasis Ahaslides dalam pembelajaran keterampilan berbicara (maharah al-kalām) pada siswa kelas VII di MTs Ira Medan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian naturalistik untuk memahami proses pembelajaran secara kontekstual dan mendalam. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis dengan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penggunaan Ahaslides menciptakan pembelajaran yang interaktif, menarik, dan mendorong partisipasi aktif siswa dalam berbicara bahasa Arab. Fitur-fitur digital seperti spinner wheel, Q&A, dan match pairs membantu membangun keberanian siswa dalam berkomunikasi, meningkatkan penguasaan kosakata, dan memperkuat pemahaman terhadap struktur kalimat. Faktor pendukung dalam implementasi meliputi infrastruktur sekolah yang memadai, kreativitas guru, dan antusiasme siswa. Namun demikian, beberapa kendala seperti keterbatasan perangkat dan akses internet juga ditemukan. Secara keseluruhan, Ahaslides terbukti efektif dalam mendukung pengembangan keterampilan berbicara siswa dan dapat dijadikan alternatif inovatif dalam pembelajaran bahasa Arab berbasis teknologi.

Kata Kunci: *Ahaslides, keterampilan berbicara, platform ahaslides, bahan ajar digital, pembelajaran interaktif*

Introduction

The rapid digital transformation over the past few decades has compelled the education sector to continuously adapt, both in terms of learning strategies, pedagogical approaches, and the instructional media employed.¹ Amid the advancement of information and communication technologies, the demand for technology integration in educational processes has become increasingly evident, particularly in supporting learner-centered instruction aligned with 21st-century competencies. In the context of language learning, specifically Arabic, the use of technology is no longer a mere alternative, but a pressing necessity to

¹ عبد الحكيم عبد الرحمن حسين (2024). Muhaffazât al-Al'âb al-Raqmiyyah (Gamification) fî Ta'lîmî al-Lughah al-'Arabiyyah: Dirâsatû al-Abhâts al-Mansyûrah fî Tathbîqî Muhaffazâtî al-Al'âb al-'Arabiyyah fî Indûnisiyâ. Alibbaa': Jurnal Pendidikan Bahasa Arab, 5(1), 1–29.

enhance comprehensive language proficiency,² including speaking skills (maharah al-kalām), which play a pivotal role in interpersonal communication.³

However, empirical realities indicate that the implementation of technology-based approaches in Arabic language instruction across many educational institutions still faces various challenges.⁴ One of the prevailing issues is the tendency among some educators to rely on one-way teaching strategies that focus on the transmission of knowledge through lectures and textbooks as the primary sources.⁵ While such methods may carry certain historical and academic values, they fall short in fostering communicative interaction, which is essential in the development of oral proficiency. As a result, there remains a disconnect between students' need to build communicative competence and instructional practices that are still predominantly instructional and less responsive to classroom dynamics.

Moreover, the learning patterns of today's digital generation are characterized by preferences for visualization, interactivity, and participatory learning experiences.⁶ Thus, the development of instructional materials and media capable of integratively addressing cognitive, affective, and psychomotor dimensions has become critical. One such instructional medium is AhaSlides, a web-based platform designed to support interactive presentations through various features such as live polling, online quizzes, video integration, spinner wheels,

² Muassomah, M., & Abdullah, I. (2021). *Learning with Technology: New Experiences for Indonesian Children During COVID-19*. <https://doi.org/10.2991/assehr.k.210421.120>

³ Husna, I., Maiza, Z., Febriani, S. R., Dinata, R. S., & Amri, F. F. (2024). Digital Game-based Learning: Exploring the Use of Mobile Legends in Arabic Language Skills. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(1), 1–16. <https://doi.org/10.23971/altarib.v12i1.8015>

⁴ Albantani, A. M., & Madkur, A. (2019). Teaching Arabic in the era of Industrial Revolution 4.0 in Indonesia: Challenges and opportunities. *ASEAN Journal of Community Engagement*, 3(2). <https://doi.org/10.7454/ajce.v3i2.1063>

⁵ Liu, Y., Mishan, F., & Chambers, A. (2021). Investigating EFL teachers' perceptions of task-based language teaching in higher education in China. *The Language Learning Journal*, 49(2), 131–146. <https://doi.org/10.1080/09571736.2018.1465110>

⁶ Annida Zulfa, Hamsi Mansur, Monry Fraick Nicky Gillian Ratumbusang, Martine Warren, & Terry Harris. (2025). Developing an Innovative Board Game Using a Cooperative Learning Approach to Foster Interest in Learning Arabic. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 6(1), 99–119. <https://doi.org/10.19105/ajpba.v6i1.17834>

and real-time collaborative responses. The use of AhaSlides in Arabic language classrooms has the potential to foster a more immersive learning experience while enhancing students' emotional and cognitive engagement in the learning process.

The implementation of AhaSlides has been initiated by several language educators, including Arabic language teachers at MTs Ira Medan, who employed this platform as part of their instructional strategy for teaching speaking skills to Grade VII students. Preliminary observations indicate increased student participation, improved confidence in speaking, and a greater willingness to engage in oral communication using Arabic. This aligns with the school's institutional vision of fostering a bilingual (Arabic–English) learning environment as part of its broader commitment to character and religious education grounded in active communication.

Previous studies on Arabic language instruction have primarily focused on the use of popular applications such as PowerPoint,⁷ Kahoot, or audiovisual media such as instructional videos. PowerPoint, for instance, as reported by Zohra et al. (2021), has been utilized as a multimedia tool to enhance student motivation in Arabic language learning; however, the interaction it facilitates remains largely perceptual and passive due to its linear and unidirectional nature.⁸ Kahoot, as examined in Eltahir's research, has proven effective in increasing student engagement through gamification, yet its focus tends to emphasize memory reinforcement and conceptual understanding rather than the development of productive language skills such as speaking.⁹ Meanwhile, Ismail et al. (2024) conducted a comparative study on AhaSlides and Kahoot! in the context of engineering

⁷ Ainin, M., Ahsanuddin, M., Asrori, I., & Mahmud Adam Ibrahim, F. (2020). Designing Online-Based Independent Learning Network for the Development of Arabic Language Research Methodology (ALRM) at State University of Malang, Indonesia. *Journal of Education and E-Learning Research*, 7(1), 7–14. <https://doi.org/10.20448/journal.509.2020.71.7.14>

⁸ Yasin, Z., Anwar, H., & Luneto, B. (2021). Multimedia PowerPoint-Based Arabic Learning and its Effect to Students' Learning Motivation: A treatment by level designs experimental study. *International Journal of Instruction*, 14(4), 33–50. <https://doi.org/10.29333/iji.2021.1443a>

⁹ Eltahir, Mohd. E., Alsalhi, N. R., Al-Qatawneh, S., AlQudah, H. A., & Jaradat, M. (2021). The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education. *Education and Information Technologies*, 26(3), 3251–3278. <https://doi.org/10.1007/s10639-020-10396-w>

education in higher institutions, employing the System Usability Scale (SUS) and the Student Engagement Questionnaire (SEQ) to assess student engagement across behavioral, cognitive, and affective domains. Their findings revealed that AhaSlides demonstrated a significant advantage in enhancing behavioral engagement, although its effects on cognitive and affective engagement varied.¹⁰ AhaSlides was also featured in Raju's (2021) study, which highlighted the potential of gamified platforms, including AhaSlides, to improve motivation, active participation, and conceptual comprehension among university students in online learning contexts. While Raju's research focused on engineering education, the findings reinforce AhaSlides' potential to foster interactive and collaborative learning environments.¹¹

Given the trends observed in the aforementioned studies, it can be concluded that AhaSlides possesses considerable strengths in promoting student engagement and active participation across various academic disciplines. Nevertheless, its application in language education, particularly in Arabic, has not received sufficient scholarly attention. To date, no studies have been found that specifically investigate the use of AhaSlides in Arabic language learning, especially in developing speaking skills (*maharah al-kalām*). This gap in the literature indicates a significant opportunity for contributing to the innovation of technology-integrated Arabic language pedagogy. Accordingly, the present study seeks to explore the implementation of AhaSlides more deeply within the context of teaching *maharah al-kalām*, with a focus on capturing the experiences of teachers and students within an organic and participatory learning process.

Method

This study employed a qualitative research approach, chosen for its aim to gain an in-depth understanding of how AhaSlides-based instructional materials are implemented in teaching speaking skills

¹⁰ Ismail, H., Ayoubi, M. el, Qassem, M., & Areefi, F. al. (2024). Assessing the Impact of Gamification Tools' Usability on Student Engagement: A Comparative Study in Engineering Education. *2024 4th Interdisciplinary Conference on Electrics and Computer (INTCEC)*, 1–8. <https://doi.org/10.1109/INTCEC61833.2024.10603117>

¹¹ Raju, R., Bhat, S., Bhat, S., D'Souza, R., & Singh, A. B. (2021). Effective Usage of Gamification Techniques to Boost Student Engagement. *Journal of Engineering Education Transformations*, 34(0), 713. <https://doi.org/10.16920/jeet/2021/v34i0/157171>

(maharah al-kalām) to Grade VII students at MTs Ira Medan. In qualitative research, the researcher seeks to capture the reality in its natural form, free from manipulation, with a focus on meaning, context, and the lived experiences of the research subjects.¹²

The research was conducted at MTs Ira Medan, a private secondary educational institution that actively adopts a bilingual instructional model using both Arabic and English. The subjects of this study consisted of one Arabic language teacher who implemented the AhaSlides-based materials and Grade VII students who participated in the learning activities. The selection of subjects was conducted purposively, based on their direct involvement in the instructional process that forms the core focus of the study.

Data were collected through observation, interviews, and documentation. The data analysis followed the interactive model proposed by Miles and Huberman, which comprises three main components: data reduction, data display, and conclusion drawing.¹³ To ensure the validity of the data, triangulation techniques were employed. The researcher compared findings from observations, interviews, and documentation to ensure consistency across sources.

Results and Discussion

The Implementation of AhaSlides

The implementation of AhaSlides at MTs Ira Medan was carried out through a structured, student-centered approach that was responsive to the needs of Arabic speaking skill development.¹⁴ The teacher designed learning activities by dividing the session into several phases,¹⁵ beginning with contextual introduction and progressing toward dialogic practice. AhaSlides was integrated as an assistive tool seamlessly embedded within the instructional flow. In the initial phase of the lesson, the teacher opened the session with an interactive slide display featuring learning objectives and a discussion trigger. For

¹² Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

¹³ Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

¹⁴ Suhairi, *تعليم مهارة الكلام على نظرية بالمرسة الإسلامية الحكومية 1 مالانج* (Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2020).

¹⁵ Ahmad Zaini, *إعداد المواد التعليمية النحوية لترقية مهارة الكلام على أساس التعليم الذاتي* (Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2023)

instance, in the ta'āruf (introduction) topic, the teacher embedded a short YouTube video into AhaSlides to provide visual context and authentic examples of Arabic usage in real-life situations. This presentation served not only as a source of information but also as a stimulus to prompt students' early responses in observing,¹⁶ listening to, and identifying expressions used in conversations.¹⁷

The next phase involved the introduction of key vocabulary and phrases to be used in speaking exercises. The teacher presented a vocabulary list via AhaSlides using a visual format that included images, transliterations, and translations. This visualization aimed to reinforce the connection between word forms and meanings in the students' memory.¹⁸ To activate student engagement, the teacher utilized the Spinner Wheel feature to randomly select students to read or repeat the vocabulary. This strategy fostered a competitive yet inclusive learning environment, ensuring equal participation opportunities for all students. Subsequently, the teacher displayed a slide containing a simple dialogue between two characters, which students were asked to role-play in pairs. Dialog practice was conducted in turns, supported by the Q&A and Live Polling features that allowed students to ask questions or evaluate the usage of specific expressions.

In the following sessions, the teacher facilitated a phrase-matching activity (match pairs) using AhaSlides' interactive features, encouraging students to connect Arabic expressions with their Indonesian equivalents. This activity was carried out individually, guided by instructions projected on the screen and constrained by a time limit, which stimulated quick responses and improved semantic accuracy. Simultaneously, the teacher provided immediate feedback through a main screen display showing each student's level of accuracy. This activity served as a formative, low-pressure assessment moment

¹⁶ Mahir Sya'ban, Abd. Bari, مهارات التحدث العملية والأداء (Oman: Dar Al-Maseerah, 2011).

¹⁷ Dehghanzadeh, H., Fardanesh, H., Hatami, J., Talaei, E., & Noroozi, O. (2021). Using gamification to support learning English as a second language: a systematic review. *Computer Assisted Language Learning*, 34(7), 934–957. <https://doi.org/10.1080/09588221.2019.1648298>

¹⁸ Haniff Mohd Tahir, M., Mohd Ariff Albakri, I. S., Haimi Mohd Adnan, A., Syafiq Ya Shaq, M., & Mohamad Shah, D. S. (2020). The Application of Visual Vocabulary for ESL Students' Vocabulary Learning. *Arab World English Journal*, 11(2), 323–338. <https://doi.org/10.24093/awej/vol11no2.23>

that gauged students' understanding in real time. At the end of the session, the teacher conducted a reflection using the polling feature and an anonymous comment section, allowing students to share impressions, challenges, or suggestions regarding the materials and teaching methods. This entire sequence demonstrates that AhaSlides functions not merely as a medium for delivering content but also as a collaborative platform that facilitates two-way communication between teacher and students.



Figure 1. The Process of AhaSlides Implementation

Field observations indicated that the implementation of AhaSlides has successfully transformed the dynamics of *maḥārah al-kalām* instruction into a more communicative and participatory experience. The teacher assumed the role of facilitator, guiding an experience-based learning process, while students shifted from passive recipients to active learners. The classroom atmosphere became more vibrant as every student was given the opportunity to contribute to speaking activities, whether through direct practice or responses to visual and audio stimuli.¹⁹ In an in-depth interview, the teacher noted that AhaSlides features, such as random selection, quizzes, and real-time interactions, were particularly helpful in maintaining students' attention and addressing psychological barriers such as shyness or fear of making mistakes. In other words, AhaSlides provided a safe space for students to practice without pressure, thereby fostering a more natural and enjoyable environment for developing speaking skills.

Beyond individual and pair work, AhaSlides was also integrated into small group discussions to encourage students to collaborate and present their results in Arabic. In these activities, students were assigned simple discussion topics relevant to everyday life, such as

¹⁹ Nilna Karamah, *تطوير كتب المفردات اليومية في تعليم مهارة الكلام في معهد الخضيرية* (Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2021).

household activities, hobbies, or school routines. Each group prepared a brief presentation using sentence structures previously learned, and then delivered their results to the class. This presentation process was facilitated through blank slides in AhaSlides, which allowed students to display key discussion points while also receiving feedback from other groups via the live feedback feature. These activities demonstrated that AhaSlides effectively supports a communicative approach to language learning, as it enhances the functional and meaningful use of spoken language.

The use of AhaSlides also provided opportunities for teachers to conduct authentic assessments of students' speaking abilities. Each oral activity during the lesson was documented through observation notes, student responses on slides, and performance during presentations and dialogues. The teacher assessed indicators of success such as pronunciation clarity, fluency, and the contextual appropriateness of vocabulary use. In addition, the end-of-session reflections collected via the anonymous comment feature were used to evaluate students' perceptions of the activities conducted. Consequently, the assessment process emphasized not merely the final outcome but also the gradual development of speaking skills. This approach aligns with language learning evaluation principles that are holistic, contextual, and performance-based.²⁰

Overall, the implementation of AhaSlides in *maḥārah al-kalām* instruction followed a systematic and contextual framework, integrating visual, verbal, and interactive components into a unified learning experience. Students were not only engaged in activities that fostered speaking confidence but were also trained to listen, respond, and collaborate within authentic communication contexts. This entire process illustrates that AhaSlides successfully bridges the need for technology-based instructional media with the pedagogical demands of speaking instruction, which emphasize direct practice and active engagement. Through adaptive, learner-oriented strategies, AhaSlides has proven to be a relevant medium for energizing classroom interactions and gradually enhancing students' Arabic speaking proficiency in a meaningful way.

²⁰ Akmaliah, A., Hudzaifah, Y., Ulfah, N., & Pamungkas, M. I. (2021). Child-Friendly Teaching Approach for Arabic Language in Indonesian Islamic Boarding School. *International Journal of Language Education*, 501–514. <https://doi.org/10.26858/ijole.v5i1.15297>

Supporting and Inhibiting Factors

The successful implementation of AhaSlides in maḥārah al-kalām instruction cannot be separated from the teacher's readiness in designing and managing instructional materials aligned with the features of the platform. The teacher demonstrated creativity in converting conventional materials into interactive content that supports speaking skills, such as through the use of open quizzes, visual presentations, and discussion prompts. The teacher's proficiency with digital tools was also a key factor that facilitated the smooth and systematic integration of AhaSlides. This competency was strengthened by the teacher's willingness to explore the platform's features and adapt them to the students' characteristics, making the learning process more responsive to classroom needs and dynamics.

Another supporting factor was the availability of basic technological infrastructure that enabled the use of AhaSlides in instruction, including the teacher's laptop and a projector capable of supporting interactive presentations. Although not all students had access to personal devices, AhaSlides could still be implemented in a classical classroom model using a single main device projected for the entire class. This approach still allowed student participation through verbal discussion, oral responses, or representation in filling out digital inputs. Furthermore, a conducive and flexible classroom environment supported the development of healthy social interactions between teachers and students, as well as among students themselves, an essential component in fostering oral proficiency and confidence in using Arabic.²¹

Student enthusiasm also emerged as an internal factor that reinforced the implementation of AhaSlides. Based on observations and interviews, students exhibited a strong interest in a learning format that was non-monotonous and provided turn-taking opportunities to speak. The participatory features of AhaSlides encouraged students to actively express ideas, respond to questions, and share opinions in Arabic. Students' open attitude toward this technology-enhanced approach served as an important foundation for cultivating sustained speaking

²¹ Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, 1(2), 114–130. <https://doi.org/10.55849/jiltech.v1i2.81>

habits.²² The presence of AhaSlides indirectly facilitated the creation of a learning environment that fostered students' courage and self-confidence to communicate orally in a foreign language.

Nevertheless, the implementation of AhaSlides was not without challenges. One of the main obstacles encountered was the varying levels of technological proficiency among students.²³ While most students were relatively familiar with digital devices, some still experienced difficulties in accessing or operating specific features of AhaSlides, such as live feedback, short answer inputs, and interactive quizzes. This digital literacy gap meant that some students required more time to respond, which occasionally disrupted the flow of classroom activities. Additionally, the lack of initial training or orientation on the platform also slowed students' adaptation to technology-based learning.

Another inhibiting factor was the limited duration of face-to-face instructional time. The interactive learning model using AhaSlides requires ample time to build context, provide clear instructions, and follow up on student responses. In practice, time constraints often forced the teacher to condense content or accelerate instructional stages, thereby preventing full utilization of AhaSlides' features. Moreover, the absence of institutional policies that explicitly support the development of digital media based on interactive platforms posed a structural challenge, limiting the teacher's space for innovation in consistently integrating technology into instruction.

Discussion

The findings of this study indicate that the use of AhaSlides in maḥārah al-kalām instruction successfully fosters a more vibrant, communicative, and collaborative classroom atmosphere. The learning process, which was previously characterized by one-way, teacher-

²² Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, 1(2), 114–130. <https://doi.org/10.55849/jiltech.v1i2.81>

²³ Zayuda, D. N. A., Marlina, I., Suryani, M. W., Ibrahim, H., & Nasution, S. (2023). Eksistensi Maḥārah Al- Kitābah Dalam Pembelajaran Bahasa Arab. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 4(2), 164–180. <https://doi.org/10.31943/counselia.v4i2.117>

centered instruction, transformed into a more dynamic experience with active student engagement in various speaking activities. The use of interactive features such as quizzes, polls, and real-time dialogue simulations offered students a learning experience that closely resembled authentic communicative situations. This shift in classroom atmosphere is particularly crucial in the context of speaking skill development,²⁴ as a supportive and open learning environment enhances students' confidence in expressing themselves in a foreign language.²⁵

The transformation from a conventional to a participatory instructional approach through AhaSlides created broader opportunities for students to explore and produce language actively. In this regard, the learning process was no longer limited to the mastery of vocabulary or grammatical structures but also emphasized the ability to articulate ideas orally with fluency and accuracy.²⁶ By providing both visual and auditory stimuli, AhaSlides helped strengthen the association between linguistic forms and meanings while also facilitating contextual understanding, an essential prerequisite for effective speaking.²⁷ The integration of rich input and structured output through direct practice rendered the learning experience more meaningful and in-depth.²⁸

The use of AhaSlides also prompted a shift in the teacher's role within the classroom. The teacher no longer functioned as the sole

²⁴ Yulia, F., Ali Hasan, E. M. E., Bahri, A. N., Fiqiyah, M., & Taufiq, M. (2024). Effectiveness of Instructional Communication of Mahārah Al-Kalām at Sultan Idris Education University. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 216–233. <https://doi.org/10.15575/jpba.v8i2.39201>

²⁵ Faruq, U. (2023). Ta'lim al-Qira'ah li al-Nathiqin bi Ghair al-'Arabiyyah bi al-Nushush al-Ashliyyah al-Muhtawiyah 'Ala al-Tsaqafah al-'Arabiyyah. *Arabiyyatuna: Jurnal Bahasa Arab*, 7(2 November), 389. <https://doi.org/10.29240/jba.v7i2.6621>

²⁶ Hadi, N., Alvina, N., & Khaled Radhouani. (2024). Ta'zizu Dâfi'iyati Thullâbi Riyâdh al-Athfâl li Tathwîri Mahârât al-Lughah al-'Arabiyyah al-Syafawiyyah min Khilâli Barâmiji al-Ta'lim al-Mukatstsaf. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 5(2), 189–214. <https://doi.org/10.19105/ajpba.v5i2.12195>

²⁷ Ulhaq, N., & Lubis, L. (2023). Penyusunan Materi Ajar dalam Rangka Meningkatkan Keterampilan Berbicara Bahasa Arab pada Siswa. *Journal of Education Research*, 4(3), 1202–1211. <https://doi.org/10.37985/jer.v4i3.361>

²⁸ Mahmudah, M., Nurhanifansyah, N., & Khalid, S. M. S. bin. (2024). Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips. *Arabiyyatuna: Jurnal Bahasa Arab*, 8(2), 805–826. <https://doi.org/10.29240/jba.v8i2.11349>

source of information, but rather as a facilitator who designed learning experiences and managed peer interactions. Within this framework, the instruction became more student-centered,²⁹ allowing learners to take an active role in constructing their own understanding through exploration, discussion, and collaborative practice. This pattern aligns with the communicative approach in language teaching, which positions speaking activities as a central medium for the development of communicative competence.³⁰ AhaSlides played a significant role in providing the technological platform that supported this paradigm shift in a tangible and structured manner.

However, not all students possessed the same level of readiness to adapt to this instructional transformation. Variations in digital literacy presented specific challenges, particularly for students unaccustomed to using web-based software or engaging in interactive online activities. Some students encountered difficulties operating certain features or responded slowly when interacting through their devices. This situation highlights that while technology integration offers substantial pedagogical potential, it also necessitates support strategies and inclusive teaching approaches to prevent learning disparities.³¹

In addition to individual factors, structural constraints such as limited classroom time also posed challenges. Activities requiring real-time processing of visual stimuli and verbal responses demand sufficient time to be executed optimally. In practice, teachers were required to balance time allocation between delivering content, facilitating student interaction, and conducting brief evaluations so that all phases of instruction could be completed effectively. This demands

²⁹ Kosim, N., Ardiansyah, A. A., Hikmah, H. S., & Yusuf Ali Shaleh Atha. (2024). The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 5(2), 144–165. <https://doi.org/10.19105/ajpba.v5i2.14804>

³⁰ Azzouz Boudadi, N., & Gutiérrez-Colón, M. (2020). Effect of Gamification on students' motivation and learning achievement in Second Language Acquisition within higher education: a literature review 2011-2019. *The EuroCALL Review*, 28(1), 40. <https://doi.org/10.4995/eurocall.2020.12974>

³¹ Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance. *International Journal of Instruction*, 14(3), 717–736. <https://doi.org/10.29333/iji.2021.14342a>

careful planning and flexible classroom management, along with the ability to anticipate potential technical issues during implementation.³²

Overall, the application of AhaSlides in the context of maḥārah al-kalām instruction contributes significantly to enriching communicative language teaching approaches. The integration of interactive digital media not only modernizes instructional strategies but also addresses the learning needs of a digitally native generation. The uniqueness of this finding lies in its implementation context, which has been relatively underexplored, particularly in intermediate-level Arabic language instruction. Therefore, the results of this study may serve as a reference for teachers and curriculum developers in adapting educational technologies aligned with the goals of developing language competence in a holistic, effective, and contextually relevant manner.

Conclusion

This study concludes that the implementation of AhaSlides in the instruction of maḥārah al-kalām was carried out through five interrelated stages: (1) introducing the context and learning objectives, (2) presenting key vocabulary and phrases, (3) speaking practice and phrase matching, (4) group work and presentations, and (5) assessment and reflection. Each stage was systematically designed to guide students toward active and contextual speaking proficiency. AhaSlides was utilized as an interactive medium that enriched students' learning experiences through features such as polling, open quizzes, and material visualization. The findings reveal that this strategy successfully enhanced student engagement, encouraged speaking confidence, and fostered a more dynamic and communicative classroom environment.

The success of the implementation was supported by several key factors, including the teacher's preparedness in designing technology-integrated activities, the availability of digital facilities within the learning environment, and students' enthusiasm for interactive learning. Nevertheless, several challenges were also identified, such as variations in students' digital literacy skills and time constraints that limited comprehensive exploration of the platform's

³² Bailey, D., Almusharraf, N., & Hatcher, R. (2021). Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online language learning context. *Education and Information Technologies*, 26(3), 2563–2583. <https://doi.org/10.1007/s10639-020-10369-z>

features. Therefore, this study recommends incorporating digital platform training for students and adopting more flexible time planning as part of future implementation strategies. Overall, the identified implementation stages in this study demonstrate that the use of AhaSlides not only impacted the technical aspects of teaching and learning but also brought significant pedagogical implications. It contributed to the transformation of Arabic language instruction toward a more adaptive and student-centered model.

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