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The Role of Lumio-Based Visual Design in Developing Qira'ah Teaching Materials to Increase Students' Interest in Reading

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Abstract

This study aims to develop visual-design-based teaching materials for mahārah al-qirā'ah on the Lumio platform and to test their validity, practicality, and effectiveness in increasing students' interest in reading. The uniqueness of the product lies in the integration of visual illustrations into each sentence of the qirā'ah text and Lumio-based interactive activities designed in accordance with the principles of the Cognitive Theory of Multimedia Learning. This study employs the Research and Development (R&D) method using the 4D model (Define, Design, Develop, and Disseminate). The research subjects consist of 25 eighth-grade students at MTs Alkhairaat Gorontalo for the 2025/2026 academic year. Data were collected through expert validation sheets, reading interest questionnaires, and observation sheets. The validity of the product was assessed by language experts, content experts, and media experts, while its effectiveness was analyzed using a paired-sample t-test. The research results indicate that the developed instructional materials meet the criteria for being highly valid and practical for use in instruction. The results of the paired-sample t-test show a significant increase in reading interest between pretest and posttest scores with a significance value of 0.000 ($p < 0.001$). Observation results also indicate an increase in attention, curiosity, active participation, and student engagement during instruction. Thus, the visual design-based qirā'ah instructional materials on the Lumio platform are deemed valid, practical, and effective in enhancing students' reading interest in the subject.

Keywords: *Lumio Visual Design, Qira'ah Teaching Materials, Reading Interest*

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Introduction

Learning Arabic plays a vital role in developing communication skills and fostering an understanding of various sources of Islamic knowledge and literature. (Rahmawati & Supriyadi, 2022), (Rohmawaty et al., 2024) One of the skills students must master is mahārah al-qirā'ah, as reading enables students to acquire information, expand their vocabulary, and comprehend various Arabic texts independently. (Sadiyah, 2023), (Khairanis & Aldi, 2025) Therefore, qirā'ah instruction aims not only to improve reading ability but also to foster students' interest in reading so that they are motivated to engage with Arabic texts on an ongoing basis. (Lathifah & Shofa, 2025), (Ridwan et al., 2024)

However, students' interest in reading Arabic texts remains relatively low. (Rizka & Ammar, 2024) This low interest in reading is influenced by several factors. First, qirā'ah instruction still frequently employs monotonous, teacher-centered methods, such as lectures and reading texts verbatim without interactive activities, making the learning process less engaging for students. (Aeni & Mariati, 2025), (Faridah et al., 2023), (Rahmah & Farid, 2025) Second, the use of learning media remains limited to textbooks without visual, audio, or multimedia support that could help students understand the context of the reading material more concretely. (Renaldi & Ulfah, 2025), (Carioti et al., 2024) Third, students face difficulties in understanding the relatively complex and unfamiliar sentence structures and vocabulary of the Arabic language, thereby creating barriers in the reading process (Nisa et al., 2022) These various factors are interrelated and contribute to the low level of student enthusiasm for reading Arabic texts, as also found in various studies indicating that students tend to experience boredom and difficulty when reading long texts without visual support or interactive elements. Initial observations and interviews with Arabic language teachers at MTs Alkhairaat Gorontalo indicate that students often struggle to understand Arabic vocabulary and sentence structures, leading to a lack of enthusiasm for qirā'ah instruction. Furthermore, the learning process is still dominated by conventional, teacher-centered methods, while the use of engaging and interactive learning media remains limited. These conditions result in qirā'ah lessons that tend to be monotonous and fail to spark students' interest in reading.(Lazuardi & Syaheed, 2025)

Advances in digital technology offer opportunities to address these issues through the use of more interactive learning media. (Kusuma & Muharom, 2025), (Permana et al., 2024) One platform that can be utilized is Lumio, which allows for the integration of text, images, animations, interactive quizzes, and various collaborative activities within a single learning environment. (Wirda, 2024), (Anwar, 2025) The use of appropriate visual design can help students understand the reading material more concretely while creating a more engaging and enjoyable learning environment. (Adiputra & Hidayah, 2025), (Nur et al., 2025)

Theoretically, the use of visual design in learning is supported by the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer. This theory explains that learning is more effective when information is presented through a combination of verbal

and visual elements rather than through verbal text alone. In qirā'ah instruction, illustrations, contextual images, and multimedia elements can help students build a better understanding of the reading material while reducing the cognitive load caused by the complexity of the Arabic language. (Mayer, 2024)

Several previous studies have demonstrated the effectiveness of visual media and digital technology in language learning. Ilham's study found that visual media can increase student participation and motivation. (Ilham, 2021) Praditha and Setiawan's study showed that digital platforms such as Google Classroom and Kahoot! can enhance student engagement in learning. (Praditha & Setiawan, 2021) Azizah's research also proves that graphics-based media can boost learning motivation and facilitate understanding of the material. (Azizah, 2024) Meanwhile, research by Zulkepli and Hamid shows that digital visual design using Canva can improve Arabic vocabulary mastery and learning motivation. (Zulkepli & Hamid, 2024) While research by Al-Shdeifat and Al-Jamal proves that visual thinking strategies can improve reading comprehension in foreign language learning. (Al-Shdeifat & Al-Jamal, 2023)

Nevertheless, these studies still leave some gaps. Most studies focus on learning motivation, vocabulary acquisition, or reading comprehension, while research on reading interest in qirā'ah instruction remains relatively limited. Furthermore, studies that systematically integrate visual design into the Lumio platform for Arabic language learning are still rare. Previous research generally utilized visual media or digital platforms separately, thus failing to demonstrate how the combination of both can be used to enhance students' reading interest.(Hubbabah et al., 2025)

Based on these gaps, this study develops visual-design-based qirā'ah instructional materials on the Lumio platform that integrate contextual illustrations and interactive activities into a single learning product. The novelty of this study lies in the development of Lumio-based qirā'ah instructional materials designed not only to aid reading comprehension but also to enhance students' reading interest. Therefore, this study aims to develop and test the validity, practicality, and effectiveness of visual design-based qirā'ah instructional materials on the Lumio platform in enhancing students' reading interest.

Method

This study employs the Research and Development (R&D) method using the 4D (Four-D). This model comprises four stages: Define, Design, Develop, and Disseminate. The 4D Model was chosen because it provides a systematic procedure for producing instructional materials that are not only theoretically sound but also proven effective through empirical testing. (Sembiring et al., 2024)

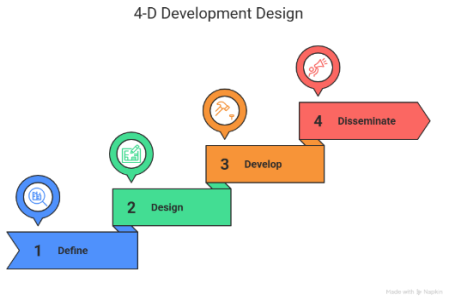


Figure 1. 4-D Development Design

The product developed in this study is visual-design-based qirā'ah instructional materials on the Lumio platform. Product development began with an analysis of student needs and the characteristics of qirā'ah learning at MTs Alkhairaat Gorontalo. The results of this analysis served as the basis for designing instructional materials that integrate visual elements, interactive activities, and multimedia features available on the Lumio platform.

The research subjects consisted of 25 eighth-grade students at MTs Alkhairaat Gorontalo for the 2025/2026 academic year, selected using purposive sampling. Of this number, all students were involved in the product implementation phase as the experimental group. The sample size used in the statistical analysis was adjusted to the number of respondents who completed the instrument in full and met the data processing criteria. Therefore, the amount of data analyzed in the effectiveness testing phase is described in detail in the research results section.(Shiddiqy et al., 2025)

This study used a one-group pretest-posttest design to measure changes in students' reading interest before and after the use of the developed teaching materials. The independent variable in this study was the Lumio-based visual design, while the dependent variable was students' reading interest in qirā'ah learning.

The primary research instrument was a reading interest questionnaire designed based on reading interest indicators, which included: (1) frequency of reading Arabic texts, (2) interest in the content of the reading material, (3) motivation to finish reading, and (4) positive attitudes during qirā'ah lessons. The instrument used a five-point Likert scale, ranging from strongly disagree to strongly agree.(Bakiruddin et al., 2025)

To ensure the quality of the instrument, validity and reliability tests were conducted in stages. Content validity was assessed by three experts to ensure the alignment of the instrument items with the measured indicators. Next, empirical validity was tested using Pearson's Product-Moment correlation. Instrument items were deemed valid if the correlation coefficient was greater than the table r value at a significance level of 0.05. Instrument reliability was analyzed using Cronbach's Alpha, with an alpha value of ≥ 0.70 indicating that the instrument has a good level of internal consistency.

In addition to the questionnaire, this study also used student activity observation sheets to obtain supporting data regarding student engagement during instruction. The observations focused on indicators of active participation, attention to the material,

interaction during learning activities, and enthusiasm in participating in Lumio-based qirā'ah activities.

The data were analyzed using descriptive statistics to describe the students' reading interest levels before and after the intervention. Prior to hypothesis testing, a normality test was conducted to ensure that the data met the assumptions of a normal distribution. Subsequently, the effectiveness of the instructional materials was analyzed using a paired sample t-test to determine the significance of the difference between pretest and posttest scores. The magnitude of the increase in reading interest was also analyzed using N-Gain scores to provide an indication of the effectiveness of the developed product.

Methodologically, this study goes beyond several previous studies, which generally only tested the use of specific visual media or digital platforms without undergoing a systematic product development process. This study not only evaluates the effectiveness of the media but also develops, validates, and tests Lumio-based qirā'ah instructional materials through the stages of the 4D model. Furthermore, this study combines data from questionnaires and observations, thereby providing a more comprehensive picture of changes in students' reading interest following the use of the developed instructional materials.

Results And Discussion

1. Define

At this stage, a preliminary analysis was conducted to identify learning needs, learning objectives, and student characteristics in mahārah al-qirā'ah instruction. The needs analysis was carried out through classroom observations, interviews with Arabic language teachers, and the distribution of a preliminary reading interest questionnaire to students. The purpose of this analysis is to obtain a realistic picture of the learning issues that form the basis for the development of visual design-based teaching materials on the Lumio platform.

The results of the observations show that most students tend to be passive during Arabic text reading activities. Students spent more time waiting for the teacher's explanation than reading and understanding the text independently. This finding was reinforced by interviews with Arabic language teachers, who stated that students often struggled to understand vocabulary and the content of the reading material, resulting in relatively low interest in reading Arabic texts. Teachers also explained that students grasped the material more easily when it was presented with the aid of images, illustrations, or other visual media.

In addition, the results of the needs assessment survey indicate that most students are more interested in instructional materials that include visual elements and interactive

activities than in text-based materials alone. These findings suggest a need for instructional materials that can integrate text, images, and interactive activities to enhance student engagement in qirā'ah instruction.

Based on this analysis, the theme of the developed instructional materials focuses on the topic يَوْمِيَّاتُنَا, which aligns with the 8th-grade Arabic curriculum. The learning objectives were formulated to improve students' ability to read and comprehend qirā'ah texts while simultaneously increasing their reading interest through the use of visual design and interactive features on the Lumio platform. A curriculum analysis was also conducted to ensure the materials align with the established learning outcomes, learning objectives, and indicators.

Thus, the define phase not only identified the issue of low student reading interest but also produced an empirical foundation for the development of visually-designed qirā'ah instructional materials on the Lumio platform.

2. Design

The design phase aims to produce an initial prototype of visual-design-based qirā'ah instructional materials on the Lumio platform, based on the results of the needs analysis conducted during the define phase. During this phase, the content, visual design, learning activities, and research instruments to be used in the development and testing phases are designed.

The developed instructional material prototype consists of several main components, namely: (1) an opening page containing learning objectives and usage instructions, (2) vocabulary material (mufradāt) accompanied by supporting images, (3) qirā'ah text themed يَوْمِيَّاتُنَا, (4) reading comprehension exercises, (5) Lumio-based interactive activities, and (6) learning assessments. This structure is designed sequentially to help students understand the vocabulary first before reading and comprehending the text's content in its entirety.

The visual design is based on the principles of the Cognitive Theory of Multimedia Learning proposed by Mayer. Therefore, each visual element is selected based on three main criteria, namely: (1) relevance, meaning that images and illustrations must support the text being studied; (2) simplicity, meaning the use of visuals should not be excessive so as not to increase learners' cognitive load; and (3) consistency, meaning the use of uniform colors, icons, fonts, and layouts across all sections of the instructional material. (Clark & Mayer, 2023) mayerAdditionally, color selection prioritizes visual comfort and text readability, while illustrations are used to help students understand vocabulary meanings and reading contexts.

Learning activities on the Lumio platform are designed to enhance student engagement during the reading process. Some of the features used include Fill in the Blanks to practice vocabulary and sentence structure comprehension, Match 'Em Up to match vocabulary with images or their meanings, and interactive quizzes to assess comprehension of the reading material. The integration of these features is intended to transform the previously passive reading process into a more active and participatory one.

At this stage, research instruments—specifically a reading interest questionnaire and an observation sheet—were also developed. The reading interest questionnaire was designed based on four main indicators: (1) frequency of reading Arabic texts, (2) interest in the content of the reading material, (3) motivation to finish reading, and (4) positive attitude toward reading. Each indicator is broken down into several statements measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. Meanwhile, the observation sheet was developed to monitor students' active participation, attention, interaction, and enthusiasm during lessons using Lumio-based instructional materials.

The final output of the design phase is an initial prototype that includes the instructional material design, visual design, interactive activities, and research instruments. This prototype then serves as the foundation for the develop phase, where it is validated by subject matter experts, media experts, and instrument experts before being pilot-tested with students.

3. Development

The development stage is the stage of developing teaching materials concretely based on a pre-designed design. At this stage, the researcher began to build and compile qira'ah teaching materials based on complete visual design on the Lumio platform. The materials that have been designed at the design stage are implemented into an interactive digital format using the features available in Lumio, such as image integration, interactive quizzes, and learning activities that encourage active student engagement.



Figure 2. Cover Teaching Materials



Figure 3. Qira’ah Material



Figure 4. Evaluation

The use of teaching materials by inserting images for each sentence is an effective visual approach to increasing students' comprehension and interest in reading. Relevant images help students understand the meaning of vocabulary contextually without relying on translation, as well as relate directly to everyday activities such as waking up, bathing, and having breakfast. Interactive evaluations using the Match 'Em Up feature encourage students to match pictures with Arabic vocabulary in a fun way, build emotional engagement, reinforce maharah qira'ah, and motivate them to keep reading. This approach is in line with modern learning that is active, visual, and engaging.

The initial product of this teaching material then goes through a validation process by experts, consisting of linguists, material experts, and media experts. Validation is carried out to assess the feasibility of the content, design integration, clarity of material delivery, and ease of use of teaching materials by teachers and students.

3.1. Validation of Linguists, Material Experts and Media Experts

3.1.1. Validation of Linguists

Table 1. Validation by Linguists

o	**Aspects Evaluated**	**Score**
	Accuracy of the use of nahwu structures	
	Alignment of meaning between sentence and context	
	Fluency and readability of text	
	Consistency of term usage	

Before being tested on students, the visual-design-based qirā'ah teaching materials on the Lumio platform first underwent a validation process to ensure the suitability of their content, language, and media. The validation was conducted by three validators: an Arabic language expert, an expert in Arabic language learning materials, and an expert in technology-based learning media.

The results of validation by linguists show that the text in general is good in terms of language. The four aspects assessed include the accuracy of the nahwu structure (5), the alignment of the meaning with the context (4), the fluency and readability (4), and the

consistency of the term (4). Although most aspects score highly, there is still a slight revision needed to improve the quality of the text to make it more optimal.

The validation instrument was designed as a questionnaire using a 5-point Likert scale, with scores of 1 (strongly disagree), 2 (disagree), 3 (somewhat agree), 4 (agree), and 5 (strongly agree). The validity score was calculated using the following percentage formula:

[\text{Validity Percentage} = \fr ac{\text{Score obtained}}{\text{Maximum score}} \times 100%]

3.1.2. Subject Matter Expert Validation

Table 2. Validation by Subject Matter Experts

No	Aspects Evaluated	Score
	Suitability of the material with learning objectives	
	Conformity of the material with the basic competencies of the curriculum	
	Clarity of the main idea and supporting information in the text	
	The level of suitability of the level of difficulty with the level of the student	

Based on the results of validation by material experts, the suitability of the material with the learning objectives and the clarity of the main idea obtained a maximum score (5), showing that the material is very suitable for the learning objectives and is presented clearly. Conformity with the basic competencies of the curriculum and the level of difficulty with the student level (4), meaning that the material is quite relevant and appropriate, but still needs a little refinement. In general, the material is declared suitable for use in learning with a slight revision to improve its quality.

3.1.3. Media Expert Validation

Table 3. Validation by Media Experts

No	Aspects Evaluated	Score

Compatibility of visual design with teaching materials	
Integration of multimedia elements (images, animations, interactive)	
Ease of navigation and use of the Lumio platform	
Consistency and aesthetics of visual appearance (colors, icons, layout)	

The results of validation by media experts show that Lumio-based learning media is generally good. The four aspects assessed include the suitability of the visual design with the material (4), the integration of multimedia elements (5), the ease of navigation (5), and the aesthetic consistency of the display (4). While most aspects score high, there is still a slight improvement to the design and layout to maximize the appearance and support effective learning

3.2. Pretest and Posttest Questionnaire for Reading Interest

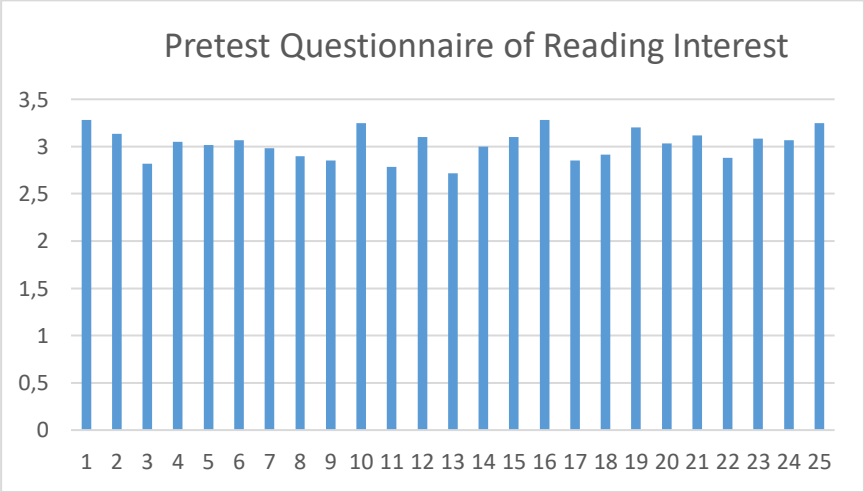


Table 4. Pretest Questionnaire of Reading Interest

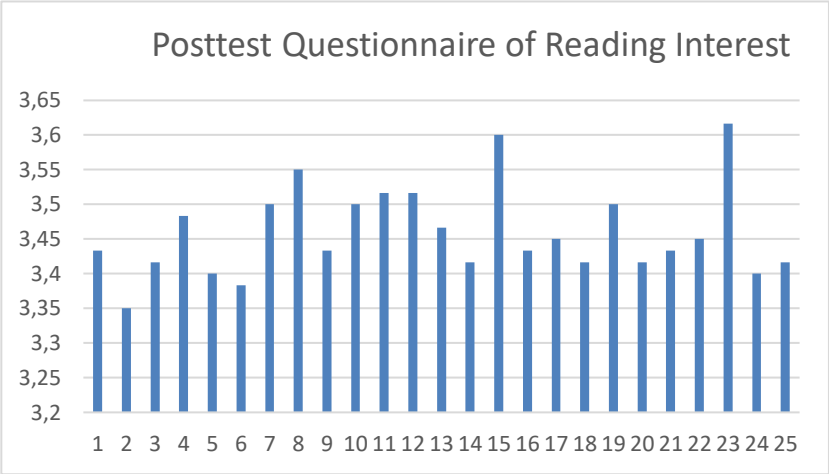


Table 5. Posttest Questionnaire of Reading Interest

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper		f	Sig. (2-tailed)
Pair 1 Pretest - Posttest	-.43040	.17427	.03485	-.50234	-.35846	12.349	24	.000

Based on the results in the table above, the mean difference between the pretest and posttest is -0.43040, with a standard deviation of 0.17427 and a standard error of the mean of 0.03485. The 95% confidence interval for the mean difference ranges from -0.50234 to -0.35846, which is entirely negative, indicating that an increase from the pretest to the posttest consistently occurred in the sample. The t-test results yielded a t-

value of -12.349 with 24 degrees of freedom and a significance level (two-tailed) of 0.000, meaning that the difference between the pretest and posttest is highly statistically significant ($p < 0.001$). Thus, it can be concluded that there was a significant increase in scores from the pretest to the posttest, indicating that the intervention had a statistically significant effect on improving participants' learning outcomes or performance.

The results of the paired sample t-test indicate a significant increase in reading interest following the use of qirā'ah instructional materials based on visual design on the Lumio platform. The increase in scores from the pretest to the posttest, with a significance level of 0.000 ($p < 0.001$), demonstrates that the use of the developed instructional materials has a positive impact on students' reading interest.

This improvement can be attributed to the ability of visual design to help students understand the text in a more contextual way. The illustrative images presented in each section of the text help students connect vocabulary and sentence meanings to real-life situations, making the reading process easier and more enjoyable. This aligns with the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer, which explains that the combination of verbal and visual elements can enhance students' comprehension and engagement in the learning process. (Mayer, 2024)

The findings of this study reinforce the results of Zulkepli and Hamid's research, which showed that digital visual design can enhance motivation for learning Arabic. (Zulkepli & Hamid, 2024) However, this study expands upon those findings by demonstrating that visual design not only impacts learning motivation but also significantly influences students' reading interest in qirā'ah instruction. Furthermore, the results of this study also support the research by Al-Shdeifat and Al-Jamal, who found that visual strategies can improve the quality of students' interaction with reading texts. (Al-Shdeifat & Al-Jamal, 2023) While that study focused on improving reading comprehension skills, this study demonstrates that visualization also plays a role in increasing students' interest in reading.

Thus, the findings of this study confirm that the integration of visual design and interactive activities on the Lumio platform not only serves to enhance the learning experience but also plays a crucial role in increasing students' interest in reading during Arabic language instruction. These findings also address a gap in previous research, which had not specifically examined the effectiveness of Lumio-based qirā'ah teaching materials on students' reading interest.

3.3. Observation

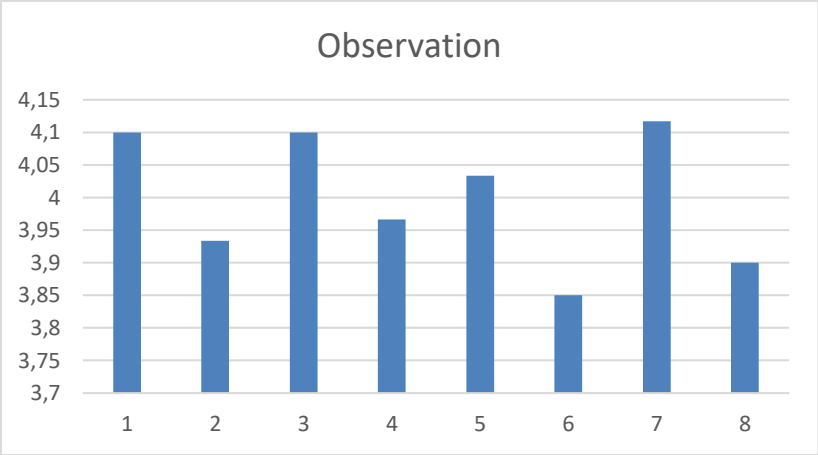


Figure 5. Observation Results

Based on observations of 25 students during the lesson, the data showed that the highest average score was in the aspect of "demonstrating curiosity" with a score of 4.12, followed by "participating in discussions/Q&A" and "paying attention when the teacher explains," each with a score of 4.1. This indicates that, in general, students pay close attention to the teacher's explanations and demonstrate a high interest in learning through their curiosity. Additionally, students were quite active in independently rereading texts (4.03) and responding to visual materials (3.9). However, there are several aspects that require further attention, such as student participation in reviewing lesson materials during breaks, which remains relatively low (3.85), as well as expressions of enthusiasm and reading activities for the qira'ah text on Lumio, which scored only 3.97 and 3.93, respectively. Thus, more interactive and engaging learning strategies can help increase student engagement in these aspects, making the learning process more optimal and enjoyable for students.

The results of the observation indicate that students demonstrated high levels of curiosity, attention, and engagement during the learning process using Lumio-based instructional materials. The high scores in the areas of curiosity and participation in discussions suggest that visual design and interactive activities are capable of creating a more engaging learning environment compared to conventional qirā'ah instruction.

This finding supports the results of Ilham's research, which showed that visual media can increase student participation and motivation to learn. (Ilham, 2021) When information is presented through illustrations and interactive activities, students become more active in exploring the learning material. The results of this study are also consistent with research by Praditha and Setiawan, who found that the use of digital platforms can increase student engagement in the learning process. (Praditha & Setiawan, 2021) However, this study makes a more specific contribution by demonstrating that the combination of visual design and interactive features in the Lumio platform not only

enhances learning engagement but also encourages students to read Arabic texts more actively.

From the perspective of multimedia learning theory, this increase in engagement indicates that presenting information through both verbal and visual channels simultaneously is effective in capturing learners' attention and helping them process information more effectively. Consequently, learning activities are no longer teacher-centered but have shifted toward a more active, learner-centered approach.

4. Disseminate

The dissemination stage is the final stage in the 4D development model, aimed at introducing and disseminating products that have been validated and proven effective to potential users. In this study, dissemination was conducted on a limited scale given that the primary focus of the research was product development and initial testing.

After undergoing a validation process by language experts, content experts, and media experts, as well as effectiveness testing with students, the visual design-based qirā'ah teaching materials on the Lumio platform were deemed suitable for use in learning. The product, which had been revised based on feedback from validators, was then introduced to Arabic teachers at MTs Alkhairaat Gorontalo through discussion sessions and demonstrations of how to use the teaching materials. During these activities, teachers were granted access to the instructional materials and received an explanation of Lumio's features that can be utilized in qirā'ah instruction.

In addition to being used in the class that was the subject of the study, the product was also saved in digital format so that it could be accessed and reused by teachers in other classes with students of similar characteristics. Feedback received from teachers indicated that the teaching materials were easy to use and had the potential to be applied to other qirā'ah materials by adjusting the content.

However, the dissemination of the product in this study is still limited to the MTs Alkhairaat Gorontalo environment and has not yet been implemented in other schools or madrasahs. Therefore, further research is needed to test the application of the product in a broader context, educational level, and user base in order to obtain more comprehensive information regarding the adoption rate and sustainability of the teaching materials' use.

Thus, the disseminate phase of this study has been carried out through limited distribution to potential users within the research school environment, while also serving as a foundation for the development and implementation of the product on a broader scale in subsequent research.

Conclusion

This study aims to develop and test the effectiveness of visual-design-based qirā'ah teaching materials on the Lumio platform in increasing students' interest in reading. Based on the research results, this objective has been achieved. The teaching materials developed were deemed valid based on evaluations by language experts, subject matter experts, and media experts, and were proven effective in increasing students' interest in reading. The results of the paired sample t-test showed a significant increase between pretest and posttest scores with a significance value of 0.000 ($p < 0.001$). This finding was reinforced by observation results showing increased engagement, attention, and curiosity among students during the qirā'ah learning process. The research results indicate that the integration of visual design through the Lumio platform helps students understand Arabic texts more easily through the use of illustrations, interactive activities, and engaging material presentation. Thus, this study contributes to the development of technology-based qirā'ah learning by offering an alternative instructional material that not only supports reading comprehension but also enhances students' reading interest. These findings reinforce the application of the Cognitive Theory of Multimedia Learning in the context of Arabic language learning, particularly in the development of reading instructional materials.

Nevertheless, this study has several limitations. First, the product was implemented at only one madrasah with a limited number of respondents, so the generalization of the research findings must be approached with caution. Second, the measurement of effectiveness focused primarily on reading interest and did not thoroughly examine the impact of the teaching materials on students' reading comprehension skills. Third, the product dissemination phase is still being conducted within a limited scope, so the level of product adoption in a broader learning context cannot yet be fully determined. Based on the research findings, Arabic language teachers are advised to utilize visual design and interactive features in the development of qirā'ah teaching materials to enhance students' engagement and reading interest. Future researchers may test the use of Lumio-based instructional materials across a wider range of educational levels, subject matter, and sample sizes, and examine their impact on other aspects such as reading comprehension, vocabulary mastery, and motivation to learn Arabic.

Declaration of AI and AI Assisted Technologies in the Writing Process

In preparing this manuscript, the author used ChatGPT, an artificial intelligence-based tool, to assist with language editing, grammar correction, and editorial refinement. All resulting output was subsequently reviewed, verified, and revised by the author. The author assumes full responsibility for the content, accuracy, interpretation of data, and the final content of this publication.

Author Contribution Statement

Aminah Alhasni contributed to the conceptualization of the research, the development of teaching materials, data collection and analysis, and the drafting and revision of the manuscript. Ibnu Rawandhy N. Hula contributed to research supervision, the development of the research framework, and the review and revision of the manuscript.

Suharia Sarif contributed to the review of the research substance and the refinement of the manuscript. Yousif Abdelmannan Mohamed Godat Arrashedy contributed to the academic review and editing of the manuscript. All authors have read and approved the final version of the manuscript.

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Data Availability Statement
Data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to privacy provisions and the interests of the study participants.

Declaration of Interests
The authors declare that there are no competing interests—whether financial, personal, professional, or otherwise—that could influence the conduct of this study, the analysis of the data, or the preparation of this manuscript.

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