



Arabic Language Teachers' Strategies to Improve Students' Reading Skills at an Islamic Junior High School in Lombok, Indonesia

استراتيجية مدرسة اللغة العربية في تحسين مهارة القراءة لدى طلاب المدرسة المتوسطة

الإسلامية في لومبوك، إندونيسيا

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ABSTRACT

This study aims to describe and analyze the strategies of Arabic language teachers in improving students' *mahārah qirā'ah* at MTs Babul Mujahidin, Bayan Village, North Lombok, West Nusa Tenggara. The study employed a descriptive qualitative approach involving one Arabic language teacher as the main informant and three students as supporting informants, selected through purposive sampling. Data were collected through semi-structured interviews, observation, and documentation, then analyzed using the Miles and Huberman interactive analysis model. The findings show that the teacher applied a direct-practice-based learning strategy (*mubāsyrar*) through reading modeling, repeated reading, imitation of the teacher's reading, individual reading practice, vocabulary reinforcement, and simple conversation practice. These strategies contributed to improved reading accuracy, self-confidence, active participation, and basic comprehension of Arabic texts, despite persisting challenges such as limited learning media, students' low initial reading ability, and minimal support from the learning environment. The novelty of this study lies in its analysis of Arabic teachers' learning strategies developed contextually in accordance with the characteristics of regional madrasahs with limited facilities. The findings contribute theoretically to the development of studies on *mahārah qirā'ah* learning strategies and offer practical recommendations for teachers and madrasah administrators in designing more adaptive, systematic, and sustainable Arabic reading instruction.

Keywords: learning strategy; Arabic language teacher; *mahārah qirā'ah*; reading skills; madrasah tsanawiyah.

مستخلص البحث

يهدف هذا البحث إلى وصف وتحليل استراتيجيات معلمي اللغة العربية في تحسين مهارة القراءة لدى طلاب المدرسة المتوسطة بابل مجاهدين، قرية بايان، لومبوك الشمالية، نوسا تنجارا الغربية. استخدمت الدراسة المنهج الكيفي الوصفي بمشاركة معلم واحد للغة العربية بوصفه المخبّر الرئيس وثلاثة طلاب بوصفهم مخبرين مساندين، تم اختيارهم بأسلوب العينة القصدية. جُمعت البيانات من خلال المقابلات شبه المنظمة والملاحظة والتوثيق، ثم حُلّلت باستخدام نموذج التحليل التفاعلي لمايلز وهوبرمان. أظهرت النتائج أنّ المعلم طبق استراتيجية تعلّم قائمة على الممارسة المباشرة من خلال أنشطة نمذجة القراءة وإعادة القراءة وتقليد قراءة المعلم والتدريب الفردي على القراءة وتعزيز المفردات وممارسة المحادثة البسيطة. وقد أسهمت هذه الاستراتيجيات في تحسين دقة القراءة والثقة بالنفس والمشاركة الفعالة والقدرة الأساسية على فهم النصوص العربية، رغم استمرار بعض التحديات مثل محدودية الوسائل التعليمية وضعف القدرة الأولية لدى الطلاب وقلة الدعم من البيئة التعليمية. وتكمن جِدّة هذه الدراسة في تحليل استراتيجيات تعلّم معلمي اللغة العربية المطوّرة سياقياً بما يتناسب مع خصائص المدارس الإقليمية ذات الإمكانيات المحدودة. وتسهم نتائج هذه الدراسة نظرياً في تطوير الدراسات حول استراتيجيات تعلّم مهارة القراءة، كما تُعدّ توصية عملية للمعلمين ومديري المدارس في تصميم تعليم قراءة اللغة العربية بشكل أكثر تكيفاً ومنهجية واستدامة.

الكلمات المفتاحية: استراتيجية التعلّم؛ معلم اللغة العربية؛ مهارة القراءة؛ المدرسة المتوسطة.

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INTRODUCTION

Learning strategy is an essential component of the educational process, as it serves as a framework for planning and implementing teaching and learning activities to achieve instructional objectives effectively and efficiently. It is not merely understood as a set of technical procedures but as a pedagogical design that encompasses the formulation of learning objectives, the selection of appropriate teaching methods and instructional media, the organization of learning activities, and the systematic management of learning assessment. Therefore, the quality of the learning strategy plays a crucial role in determining the quality of both the learning process and students' learning outcomes.(Ramdani et al., 2023)

Teachers' strategies in Arabic language instruction are not limited to the methods used to deliver instructional content but also encompass the systematic planning, organization, implementation, and evaluation of the teaching and learning process in the classroom. Well-planned instructional strategies enable teachers to manage the learning process more effectively in accordance with instructional objectives and students' characteristics. Furthermore, teachers need to adapt their instructional strategies to students' learning needs by employing a variety of teaching methods and instructional media to enhance the effectiveness of the learning process.(Muchtar, Nursaidah, & Qadhafi, 2026) In the context of Arabic language instruction, well-integrated instructional strategies play a vital role in enhancing the quality of the learning process, particularly in the development of reading skills (*mahārah qirā'ah*). The implementation of instructional strategies that are aligned with the principles of curriculum quality management has been shown to improve the effectiveness of Arabic language teaching by strengthening teachers' capacity to manage learning activities in a structured, purposeful, and sustainable manner.(Uluum, Tamami, & Mohamad, 2025)

Reading skills (*mahārah qirā'ah*) enable students to comprehend Islamic texts, including the Qur'an, Hadith, as well as classical and contemporary Islamic literature.

Therefore, the development of *mahārah qirā'ah* requires careful attention through the implementation of well-planned and systematic instructional strategies. (Albab, 2024) In Arabic language instruction, the role of instructional strategies becomes increasingly important due to the complex nature of the Arabic language, encompassing its phonological, morphological, syntactic, and semantic aspects. Arabic

language learning requires students to develop four fundamental language skills, namely *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing). (Salimna Birohmatin, Nurul Huda, Agung Setiyawan, & Naela Alfa Ruhama, 2025)

These four language skills constitute an integrated set of competencies that are closely interconnected and mutually supportive in developing students' overall language proficiency. Mastery of reading skills (*mahārah qirā'ah*) cannot be separated from the other language skills, as listening, speaking, and writing abilities contribute significantly to text comprehension and the communicative use of the language. (Alhamdi & Afril, 2025) In the context of learning at Islamic schools (*madrasahs*), instructional strategies should be designed comprehensively by integrating learning objectives, content development, the use of instructional media, learning procedures, and assessment to ensure that the learning process is effective and responsive to students' characteristics. (Rosyidi, Machmudah, Roziki, Abdurrauf, & Adam, 2026) Therefore, the teaching of Arabic reading skills requires the implementation of instructional strategies that are contextually relevant, systematically designed, and oriented toward active student engagement, as the quality of teachers' instructional strategies has been shown to directly influence the quality of both the teaching and learning process and students' learning outcomes in *madrasahs*. (Farizi, Ardiansyah, & Amran, 2025)

Mahārah qirā'ah is not merely concerned with the ability to pronounce Arabic letters and words in accordance with linguistic rules, but also encompasses the ability to comprehend meaning, understand linguistic structures, and interpret the contextual content of texts in a functional manner. Furthermore, reading skills in Arabic language instruction are regarded as a means of developing students' language proficiency progressively through the presentation of texts that are appropriate to their developmental level. Consequently, the reading process is directed not only toward accurate pronunciation but also toward comprehensive comprehension and meaningful interpretation of the text. (Zainuddin, Sunnah, & Indrawati, 2026). At the *Madrasah Tsanawiyah* (MTs) level, vocabulary (*mufradāt*) mastery serves as the fundamental foundation for learning Arabic reading skills. Therefore, the teaching of *qirā'ah* should be carried out progressively and continuously through structured and systematic reading practice. (AlKhuli, 2000). Research has shown that limited vocabulary mastery is one of the major factors hindering success in Arabic language learning. Therefore,

teachers need to implement instructional strategies that are aligned with students' characteristics and learning needs.(Muchtar, Nursaidah, & Qadhafi, 2026)

Numerous studies have examined instructional strategies in Arabic language teaching from various perspectives. Other studies have developed a thematic approach as an innovation in Arabic language instruction at the *Madrasah Tsanawiyah* (MTs) level and have demonstrated that selecting instructional strategies aligned with students' characteristics can enhance their engagement in the learning process.(Muttaqin et al., 2023) (sep Maulana, M.Pd, 2023) Further studies have explained that the development of instructional strategies integrating learning objectives, instructional materials, teaching media, learning procedures, and assessment can support the effectiveness of Arabic language instruction in a more systematic manner. Meanwhile, other studies (Aisyah, Nawawi, & Albantani, 2025) Other studies have shown that the implementation of the PQRST (Preview, Question, Read, Summarize, and Test) strategy effectively improves students' *mahārah qirā'ah* by promoting a more structured and active reading process. In addition, other research has demonstrated that the use of innovative instructional media, such as role-playing games, can enhance students' engagement in Arabic reading instruction.(Farhan, Kamal, & Sarip, 2024) Moreover, instructional strategies such as *qirā'ah jahrīyah*, *talaqqi*, and drill have been shown to be effective in improving students' reading accuracy.(Noor, 2022) The communicative approach has also been found to enhance students' reading comprehension by promoting more meaningful learning in Arabic language instruction.(Shalihah, Nisa, & Yani, 2023)

The Common European Framework of Reference for Languages (CEFR) also emphasizes that reading instruction should be developed progressively and systematically by considering learners' accuracy, fluency, and comprehension in accordance with their proficiency levels. This finding is consistent with previous research published in *Arabiyatuna*, which highlights the importance of teachers' pedagogical competence in designing adaptive reading instructional strategies that are responsive to students' characteristics.(Buska & Prihartini, 2025)

Nevertheless, several studies have revealed that the teaching of *mahārah qirā'ah* in *madrasahs* continues to face various challenges, including limited mastery of Arabic phonology and grammar, insufficient vocabulary, a lack of structured reading practice, and low student motivation. Research published in *Arabiyatuna* further indicates that weaknesses in teachers' instructional planning and implementation constitute

significant barriers to optimizing students' achievement in Arabic reading instruction. (Ubay et al., 2023)

Although numerous studies have examined instructional strategies for teaching *mahārah qirā'ah*, research specifically investigating Arabic language teachers' strategies for improving the reading skills of *Madrasah Tsanawiyah* (MTs) students in the context of rural *madrasahs* remains relatively limited. The characteristics of students, the socio-cultural environment, and the limited availability of instructional resources in rural *madrasahs* require the implementation of contextualized and adaptive instructional strategies. MTs *Babul Mujahidin*, located in Bayan Village, North Lombok, West Nusa Tenggara, is situated within a community with a strong Islamic tradition; however, it continues to face challenges in improving students' Arabic literacy, particularly in *mahārah qirā'ah*. This condition requires teachers to formulate and implement reading instructional strategies that are responsive to both students' characteristics and the local context of the *madrasah*.

Unlike previous studies, which have primarily focused on the effectiveness of specific instructional methods, the present study examines the contextual strategies employed by Arabic language teachers to improve the *mahārah qirā'ah* of *Madrasah Tsanawiyah* (MTs) students in rural *madrasahs* with limited instructional resources. Based on the preceding discussion, empirical research investigating Arabic language teachers' strategies for enhancing students' *mahārah qirā'ah* in rural *madrasahs* remains limited.

Accordingly, this study seeks to address the following research question: How do Arabic language teachers improve the *mahārah qirā'ah* of students at MTs *Babul Mujahidin*, Bayan Village, North Lombok, West Nusa Tenggara? In line with this research question, the study aims to describe and analyze the instructional strategies employed by Arabic language teachers to enhance students' *mahārah qirā'ah* at MTs *Babul Mujahidin*, Bayan Village, North Lombok, West Nusa Tenggara. The findings are expected to contribute theoretically to the development of instructional strategies for teaching *qirā'ah* and to provide practical recommendations for teachers and *madrasah* administrators in improving the quality of Arabic language instruction through contextualized and sustainable practices.

Theoretically, instructional strategy can be understood as a series of systematic decisions made by teachers to organize learning objectives, instructional materials,

teaching methods, instructional media, and assessment in order to ensure that the learning process is conducted in a purposeful and well-structured manner.(Ramdani et al., 2023) Previous research has emphasized that an instructional strategy is not merely a technique for delivering content but a conceptual framework that connects instructional planning with the achievement of students' learning objectives. In the context of Arabic language instruction, this framework becomes increasingly important because teachers are challenged to integrate linguistic aspects—such as phonology, morphology, syntax, and semantics—with students' practical needs in comprehending Islamic texts. Therefore, the effectiveness of instructional strategies is closely associated with teachers' ability to understand students' actual learning conditions and to adapt instructional approaches to their characteristics and the contextual constraints encountered in the classroom.

From a conceptual perspective, *mahārah qirā'ah* should not be understood as a single, isolated skill. Rather, it encompasses two interrelated dimensions: the mechanical dimension (*al-qirā'ah al-āliyyah*), which involves accurate pronunciation and recognition of Arabic script, and the comprehension dimension (*al-qirā'ah al-fahmiyyah*), which refers to the ability to understand the meaning and message conveyed in a text.(AlKhuli, 2000) These two dimensions should ideally be developed in a gradual and sequential manner, where mastery of the mechanical aspect serves as a prerequisite for the development of comprehension skills. At the *Madrasah Tsanawiyah* level, students are generally in a transitional stage between mechanical mastery and initial comprehension. Therefore, instructional strategies implemented by teachers need to be designed progressively so that both dimensions can develop in a balanced manner, rather than being oriented solely toward pronunciation fluency.

On the other hand, the context of rural *madrasahs* also gives a distinct character to the implementation of Arabic language instructional strategies. *Madrasahs* located in areas with limited access to learning resources tend to face structural challenges, such as a lack of instructional media, limited instructional time, and significant variation in students' initial abilities.(Rosyidi et al., 2026) Such conditions require teachers not merely to adopt general instructional strategies, but also to make contextual adaptations that take into account the available resources. The quality of teachers' strategies under such constrained conditions has been shown to be a determining factor in learning success, as has been found in other contexts of religious instruction in

madrasahs.(Farizi et al., 2025) Thus, the study of Arabic language teachers' strategies in rural *madrasahs* is not only academically relevant but also has practical significance in supporting the equitable improvement of Arabic language teaching quality across various regions in Indonesia.

RESEARCH METHOD

Methodologically, this study employed a qualitative descriptive approach aimed at obtaining an in-depth understanding of the strategies used by Arabic language teachers to improve students' reading skills (*mahārah qirā'ah*). This approach was selected because it enables the researcher to explore learning phenomena in a contextual and naturalistic manner through direct interaction with the research subjects, thereby generating a comprehensive understanding of teaching practices and teachers' experiences as they occur in real classroom settings.(Creswell & Poth, 2018) Qualitative research is grounded in a post-positivist paradigm and is used to examine phenomena in their natural settings, where the researcher serves as the primary instrument. Data are collected through triangulation techniques and analyzed inductively, with findings emphasizing meaning-making rather than statistical generalization. The descriptive design is applied to systematically portray the process of Arabic reading instruction as it naturally occurs, without manipulating variables, so that teachers' instructional strategies can be understood comprehensively and contextually.(Sugiyono, 2024)

This study was conducted at *MTs Babul Mujahidin*, Bayan Village, North Lombok Regency, West Nusa Tenggara, in July 2025. The research subjects consisted of one Arabic language teacher as the main informant and three students as supporting informants. The selection of participants was carried out using purposive sampling, namely the determination of informants based on specific considerations relevant to the research objectives, particularly their direct involvement in the Arabic language learning process and the development of reading skills (*mahārah qirā'ah*). (Sugiyono, 2024) The teacher was selected as the main informant due to their central role in designing, implementing, and evaluating instructional strategies. Meanwhile, students were selected to obtain perspectives on the effectiveness of the implemented strategies as well as the challenges they encountered during the process of reading Arabic texts.

The research instruments used in this study included semi-structured interview guidelines and classroom observation sheets. The interview guidelines were designed

to explore information regarding the instructional strategies employed by the teacher, the underlying considerations in selecting such strategies, the challenges encountered, and the teacher's efforts to enhance students' motivation and reading ability. The observation sheets were used to record the direct implementation of reading instruction strategies, including teacher-student interactions, students' responses to instructions, and the classroom dynamics during reading activities. The development of these instruments was based on theories of Arabic language teaching strategies and the principles of Communicative Language Teaching (CLT), which emphasize active learner participation and the communicative use of language in the learning process.

Data collection in this study was conducted through interviews, observation, and documentation. Semi-structured interviews were carried out with the Arabic language teacher to obtain in-depth information regarding the reading instructional strategies implemented, the teacher's experiences in addressing students' difficulties, and the adaptation of strategies to the local school context. Direct classroom observations were conducted to examine the implementation of *mahārah qirā'ah* instructional strategies, students' reading behavior, and the patterns of classroom interaction during the learning process. Documentation was used as supporting data, including photographs of classroom activities, field notes, syllabi, and students' work. The use of multiple data collection techniques was applied through triangulation in order to enhance the credibility and validity of the research findings. (Hansein Arif Wijaya, Agus Lestari, 2024)

Data analysis was conducted interactively and continuously from the data collection stage until the completion of the study. The researcher employed the qualitative data analysis model proposed by Miles and Huberman, which consists of data collection, data reduction, data display in the form of narrative descriptions, and conclusion drawing and verification. The analysis process involved repeated reflection and cross-checking among data obtained from interviews, observations, and documentation, ensuring that the interpretation of the data was accurate, contextual, and capable of comprehensively describing Arabic language teachers' strategies in improving students' reading skills (*mahārah qirā'ah*).

RESULT AND DISCUSSION

The findings of this study indicate that the Arabic language instructional strategies implemented by the teacher at *MTs Babul Mujahidin* in improving students' *mahārah qirā'ah* are carried out through a direct practice-based approach that is adjusted to students' conditions and basic abilities. The research data were obtained through in-depth interviews with the Arabic language teacher as the main informant, as well as Grade VIII students as supporting informants.

The dominant instructional strategies applied include reading repetition and teacher modeling. The learning process begins with the teacher writing the reading text on the board and then reading it aloud with correct pronunciation. Subsequently, students are asked to imitate the reading collectively before practicing individual reading in front of the class. This instructional pattern is implemented gradually to strengthen pronunciation accuracy and improve students' reading fluency.

The method used in this study is the *mubāsyarah* (direct) method, which emphasizes habituation through listening to and directly imitating Arabic spoken by the teacher. The selection of this method is based on the fact that most students are still at the basic stage of Arabic letter recognition. To support students' understanding of textual meaning, the teacher combines reading activities with simple speaking practice, so that students are not only focused on phonological aspects but also begin to understand vocabulary (*mufradāt*) and the contextual meaning of the reading material. This finding is in line with studies showing that direct-practice-based learning in *mahārah qirā'ah*, combined with reading repetition, is effective in improving students' pronunciation accuracy and reading fluency, particularly at the early stage of Arabic language learning. (Ubay et al., 2023)

Upon closer examination, each component of the instructional strategy implemented by the teacher serves a mutually complementary pedagogical function. The reading modeling activity provides students with a correct pronunciation reference before they practice independently, thereby minimizing articulation errors at an early stage. Meanwhile, the rereading activity functions to strengthen students' phonological memory through structured repetition, in line with findings indicating that reading repetition contributes to improvements in reading fluency and accuracy among elementary-level learners. (Ubay et al., 2023) The teacher's reading imitation activity enables students to internalize patterns of intonation and rhythm in Arabic reading, which are often difficult to grasp through verbal instruction alone. In addition,

vocabulary (*mufradāt*) reinforcement conducted in parallel with reading practice also plays a strategic role, considering that vocabulary mastery constitutes the foundation for achieving comprehensive text comprehension. (AlKhuli, 2000). Without adequate vocabulary mastery, students risk being able to pronounce texts without understanding their meaning, meaning that the ultimate goal of *mahārah qirā'ah*—namely reading comprehension—cannot be fully achieved. The integration of simple speaking activities within the learning process further strengthens students' contextual understanding of the vocabulary being learned, while also bridging reading and speaking skills in a functional manner.

Although this combination of strategies shows positive results, the findings of this study also indicate that the approach implemented is still at a basic level and has not yet utilized a wider variety of instructional strategies, such as the PQRSST strategy, which has been proven effective in other studies in improving reading comprehension through a more structured and guided reading process (Aisyah, Nawawi, & Albantani, 2025), nor the use of digital media that can enhance students' motivation and engagement in reading instruction. (Khuluq, Ainin, Rosyidi, & Imamah, 2025).

The direct practice and repetition approach plays a crucial role in establishing a strong foundation for Arabic reading proficiency, particularly among madrasah students who are still at the early stages of foreign language learning. (Ramdani et al., 2023) Imitation-based instructional strategies have proven effective in improving foundational Arabic reading skills. (Salimna Birohmatin et al., 2025) Furthermore, sustained reading practice also contributes positively to the gradual improvement of students' *mahārah qirā'ah* (Arabic reading proficiency). (Albab, 2024)

Instruction in *mahārah qirā'ah* (Arabic reading proficiency) was implemented through a whole-class approach across all grade levels (Grades VII–IX) without grouping students according to their proficiency levels. The teacher perceived students' reading abilities to be relatively homogeneous; therefore, instruction was conducted simultaneously for the entire class. In practice, students with stronger reading skills were occasionally encouraged to assist classmates who experienced difficulties, although this practice had not been formally implemented as a peer tutoring strategy.

Although the instructional strategies employed were predominantly teacher-centered, student engagement was still fostered through choral reading, individual reading, and simple conversational practice. These activities encouraged students to

participate actively in the learning process and to demonstrate their reading abilities confidently in front of the class. This finding is consistent with the view that active, contextual, and adaptive instructional strategies can enhance students' participation and learning motivation in foreign language education, particularly at the basic education level. (Akrim, 2022) Contextually designed instructional strategies have also been shown to enhance student engagement in the language learning process. (Aini, Yunus, & Aminatusshalihah, 2023) Adaptive approaches to foreign language instruction also contribute to increased student confidence and participation. (Fitriani & Chamidah, 2025) This finding is also consistent with previous research emphasizing that students' active engagement in the reading process contributes to the improvement of *mahārah qirā'ah* (Arabic reading proficiency) by strengthening cognitive strategies and fostering the confidence to use the language in authentic communicative contexts. (Zunairoh, 2023)

The integration of reading and speaking activities reflects the application of the principles of Communicative Language Teaching (CLT), in which reading skills are not taught in isolation but are integrated with other language skills.. (Dianto, P, Fatoni, & Kalita, 2022) This approach enables students to internalize vocabulary and grammatical structures more functionally through language use in simple communicative contexts. (Jannah et al., 2023)

The findings revealed that the instructional media used in the classroom were limited to the whiteboard and the *Merdeka Curriculum* Arabic language textbook, which was available only to the teacher. This limitation required the teacher to write the entire reading passage on the whiteboard for students to copy. Consequently, the learning process was not supported by adequate visual and interactive instructional media, preventing the optimization of *mahārah qirā'ah* (Arabic reading proficiency) instruction. This finding is consistent with previous studies indicating that the use of more diverse and innovative instructional media plays a crucial role in enhancing students' engagement and reading comprehension in Arabic language learning. (Khuluq, Ainin, Rosyidi, & Imamah, 2025)

Reading practice was conducted through choral reading and individual reading activities in front of the class. However, these activities were not implemented regularly or systematically, resulting in gradual and relatively slow improvements in students' reading proficiency. Learning assessment was carried out by observing students'

pronunciation accuracy, reading fluency, and vocabulary mastery, as well as through vocabulary memorization tasks and simple conversational practice. However, written assessments had not yet been implemented systematically.

The main challenges encountered by the teacher included students' limited foundational ability in Arabic reading, insufficient support from the family environment, and the lack of consistent Arabic reading practice outside the classroom. In addition, the teacher acknowledged limitations in their own advanced proficiency in Arabic. As an initial effort to address these challenges, instruction began with the introduction of the Arabic alphabet (*hurūf al-hijā'iyah*), followed by progressively structured reading practice.

These findings indicate that the effectiveness of language instructional strategies is largely determined by teachers' ability to design and implement instructional approaches that are adaptive to students' characteristics and the learning environment.. (Farizi et al., 2025) The availability of instructional media and support from the school environment also play a crucial role in facilitating successful language instruction, particularly in enhancing students' engagement and higher-order thinking skills.(Syam, Olendo, & Putra, 2024) Furthermore, teachers are required to adapt their instructional strategies to local conditions and resource constraints to ensure that language learning objectives can be achieved effectively.(Ezekwe, 2025)

Overall, the findings indicate that the Arabic teacher's instructional strategies for improving *mahārah qirā'ah* at MTs Babul Mujahidin emphasize a direct, gradual, and practice-oriented approach through repeated reading, teacher modeling (*mubāsyarah*), and vocabulary reinforcement integrated into simple conversational practice. These strategies proved effective in establishing students' foundational reading proficiency, enhancing their confidence, and fostering active engagement throughout the learning process.

Nevertheless, optimizing *mahārah qirā'ah* learning outcomes still requires more diverse instructional media and reading practice that is systematically designed and implemented on a sustained basis. The limited variety of instructional media and the lack of a structured reading practice program may hinder the development of students' reading comprehension and vocabulary retention.(Fadli, Soekarba, Ramadhanti, Letmiros, & Al-Haqbani, 2024) On the other hand, the implementation of contextual and meaningful instructional strategies has proven to be well aligned with learners'

needs. However, their effectiveness could be further strengthened by incorporating reading activities that engage students in deeper cognitive and metacognitive processing. (Noor, 2022)

Theoretical and Practical Implications

Theoretically, the findings of this study reinforce the understanding that *mahārah qirā'ah* instructional strategies cannot be separated from the social and structural contexts in which learning takes place. The *mubāsyyarah* model implemented by the teacher at MTs Babul Mujahidin demonstrates that a direct and repetitive approach remains relevant as a foundation for reading instruction at the initial stage, consistent with AlKhuli's (2000) view that learners should first master the mechanical aspects of reading before progressing to more complex levels of text comprehension. Nevertheless, these findings also highlight that the effectiveness of such an approach largely depends on the consistency of its implementation and the availability of appropriate instructional media. Therefore, a teacher-centered knowledge transmission model should be complemented by the gradual development of reading comprehension to ensure that learners progress beyond mere mechanical mastery.

Practically, these findings offer several implications for Arabic language teachers and madrasah administrators. First, the strengthening of direct practice-based instructional strategies should be accompanied by the development of more diverse instructional media that do not rely solely on the whiteboard, as limited instructional resources were identified as one of the major challenges in this study. Second, grouping students according to their initial proficiency levels, although not formally implemented at the research site, has the potential to improve instructional effectiveness given the considerable variation in students' abilities at the *Madrasah Tsanawiyah* level. Third, the assessment of reading instruction should be developed in a more systematic manner, incorporating not only classroom observation but also written assessment instruments capable of measuring students' reading comprehension development more objectively and continuously.

For madrasah administrators, these findings underscore the importance of institutional support and resource allocation in enabling teachers to design more adaptive instructional strategies. Providing professional development opportunities on diverse Arabic language teaching methods and instructional media, ensuring the availability of supplementary teaching materials, and strengthening collaboration between the madrasah and students' families are essential measures to support the

sustainable improvement of *mahārah qirā'ah*. These implications are consistent with the finding that the availability of instructional media and support from the learning environment play a significant role in determining the success of language instruction. (Syam, Olendo, & Putra, 2024).

CONCLUSION

This study concludes that the Arabic language instructional strategies implemented successfully addressed the research objectives outlined in the Introduction. The findings and discussion demonstrate that the implementation of direct practice-based and contextual instructional strategies contributed to increased student engagement and the strengthening of foundational Arabic language skills, particularly in developing reading comprehension and reading proficiency. These findings confirm the alignment between the research objectives, the empirical data obtained, and the interpretations presented in the discussion.

Furthermore, the findings indicate that the effectiveness of Arabic language instruction is strongly influenced by teachers' ability to adapt their instructional strategies to students' characteristics and the learning conditions within the madrasah. Students' limited prior proficiency, inadequate instructional resources, and the learning environment remain significant challenges affecting learning outcomes. Nevertheless, the instructional strategies implemented have the potential to improve students' learning outcomes when applied consistently and supported by adequate instructional resources.

This study has several limitations that should be considered when interpreting its findings. First, the study involved only one Arabic language teacher and three students as participants from a single madrasah. Consequently, the findings are context-specific and cannot be generalized to other madrasahs with different characteristics. Second, the data were collected over a relatively short period, limiting the study's ability to capture the long-term development of students' *mahārah qirā'ah* (Arabic reading proficiency). These limitations provide opportunities for future research to involve a broader range of participants and adopt longitudinal research designs in order to obtain a more comprehensive understanding of the effectiveness of Arabic reading instructional strategies in regional madrasahs.

Looking ahead, this study offers directions for the development of more

adaptive and innovative Arabic language instructional strategies, particularly in madrasahs with similar educational contexts. Future studies are encouraged to investigate the implementation of instructional strategies using a broader range of pedagogical approaches, instructional media, and more diverse participant populations to advance both research and instructional practice in Arabic language education.

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