



Literature Study on Models and Challenges of Learning Maharah Al-Qirā'ah in Arabic Language Education

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ABSTRACT

Mahārah al-Qirā'ah (reading skills) is one of the language skills that plays a strategic role in Arabic language learning, as it forms the basis for understanding various Arabic texts, including religious, academic, and other scientific texts. Proficiency in Mahārah al-Qirā'ah enables students to acquire information, broaden their horizons, and improve their critical thinking skills through reading activities. However, in the practice of Arabic language learning, reading skills are still considered difficult by students and have not achieved optimal results. This study aims to examine and analyze in depth various Mahārah al-Qirā'ah learning models that have been applied in Arabic language education, as well as to identify the challenges faced in the learning process. The research method used was a literature study, which involved reviewing and analyzing various relevant sources, such as Arabic language textbooks, national and international journal articles, and previous research results related to learning models and issues of Mahārah al-Qirā'ah. The results of the literature review show that there are various learning models used in Mahārah al-Qirā'ah learning, including contextual learning, communicative learning, text-based learning, and technology and multimedia-based learning models. These models are designed to improve students' understanding of reading content, enrich their vocabulary (mufradāt), and train their ability to understand sentence structure through the application of nahwu and sharaf rules. However, the application of these learning models still faces various challenges, such as limited vocabulary mastery, weak understanding of nahwu and sharaf rules, low interest and motivation to read, differences in students' abilities, and limitations in the media and learning innovations used by educators. Based on the results of this study, it can be concluded that the success of Mahārah al-Qirā'ah learning is greatly influenced by the selection of the appropriate learning model, the readiness of educators, and the characteristics of students. Therefore, it is necessary to develop and innovate Mahārah al-Qirā'ah learning models that are more varied, contextual, and adaptive in order to overcome learning challenges and improve the overall effectiveness of Arabic language learning.

Keywords: Mahārah al-Qirā'ah, Arabic Language Learning; Learning Models; Learning Challenges; Literature Studies

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INTRODUCTION

Arabic is a language that is very rich in literary diversity. Starting from the structure of each word, each sentence, to the details of each word that are explained one by one in order to find the true meaning of the word. This is what makes Arabic a special language, as exemplified by one of its terms called *i`rab*, which explains the relationship between words in a sentence and the structure of sentences in various conditions. Based on previous studies, learning Arabic is not a simple process. Research by Sulaiman, E. (2023) states that non-Arabic learners often face challenges in pronunciation because they have difficulty pronouncing certain sounds in Arabic that do not exist in their native language. The pronunciation of letters such as 'ain (ع) and ghain (غ), as well as several other phonemes in the Arabic alphabet, often pose a particular obstacle in the process of learning Arabic. According to Sanwil in his book "Learning Arabic for Elementary School/MI Students" explains that Arabic reading skills are a must for students to develop foreign language skills, while also training them to be more fluent in understanding reading and fostering an interest in reading (Ramadhan, M. R., et al., 2024).

Mustafa al Ghulayayni, Jami`uddurus, (Cairo: Darul Imam Syafi`I, 2016) p. 11 Arabic is the language and words used by Arabs and non-Arabs to convey their intentions and objectives. Arabic has been passed down to us through the Qur'an and Hadith. Arabic is one of the world's languages that has developed in line with the development of society and science. According to Arkadiantika in the research by Amanah, T. R., & Kustati, M. (2024), from the perspective of the Qur'an, the origins of the Arabic language can be traced through historical studies that place it as part of the Semitic language family. This family includes languages spoken by peoples inhabiting the regions around the Tigris and Euphrates rivers, the Syrian plains, and the Arabian Peninsula (Middle East). Some of the languages included in this family are Phoenician, Assyrian, Hebrew, Arabic, Syriac, and Babylonian (ancient Arcadia).

Maharah al-Qirā'ah linguistically comes from two words, namely maharah (مهارة) which means skill or ability, and al-qirā'ah (القراءة) which means reading. Terminologically, maharah al-qirā'ah can be defined as a person's ability to understand written symbols (letters and words) in Arabic in order to accurately and deeply comprehend their meaning. According to Abdullah, Z. (2019), maharah al-qirā'ah encompasses more than just the ability to pronounce letters or words, but also involves cognitive processes in understanding the content, context, and author's intent. Meanwhile, according to Abdul Wahhab (2017), Arabic reading skills include three levels: (1) beginner reading, which is recognizing letters and words; (2) comprehension reading, which is understanding the content of the text; and (3) critical reading, which is analyzing and assessing the meaning of the reading reflectively. Thus, maharah al-qirā'ah is one of the important language skills in learning Arabic, as it is the basis for mastering other language skills such as writing (*kitābah*), speaking (*kalām*), and listening (*istimā'*). Through reading skills, students can broaden their horizons, deepen their understanding of classical and modern Arabic texts, and strengthen their ability to understand the Qur'an and Islamic literature.

Maharah al-qira'ah is a skill that focuses on the ability to read and understand texts. Some of the methods for learning Maharah al-qira'ah are: The Qirā'ah Ṣautiyyah Method (Phonetic or Sound Method) is a reading learning method that focuses on recognizing the sound of each letter, rather than the name of the letter. The Qirā'ah Ijmāliyyah Method (Global Reading) is a reading technique that focuses on understanding the overall meaning of a text, without having to read every detail carefully. The Qirā'ah Tafṣīliyyah Method, known in Indonesian as Detailed Reading or Intensive Reading, is a technique of reading carefully, thoroughly, and meticulously to understand information in depth and in detail. The Qirā'ah Naqdiyyah (Critical Reading) is an analytical and evaluative approach to a text, which aims to understand its deeper meaning and assess its validity, rather than just passively accepting information. The Qirā'ah Muwajjahah method, which means "Guided Reading" or "Directed Reading," is a teaching strategy used in language learning, especially Arabic.

The novelty of this research lies in its comprehensive approach to examining Mahārah al-Qirā'ah learning models and challenges in an integrated manner through a literature study. Unlike previous studies, which generally focused on only one specific learning model or highlighted partial reading difficulties, this study integrates various Mahārah al-Qirā'ah learning



models with an in-depth analysis of the actual challenges faced in Arabic language education. In addition, this study presents a systematic mapping of the suitability between the learning models used and the characteristics of student problems, such as mastery of *mufradāt*, understanding of *nahwu* and *sharaf*, and learning motivation. Another novelty lies in the effort to link conventional learning models with the development of modern learning approaches, including contextual and technology-based learning, thereby producing a more current and relevant picture of the needs of Arabic language learning today. Thus, this study not only summarizes previous theories and research results but also offers a conceptual synthesis that can serve as the basis for developing a more effective *Mahārah al-Qirā'ah* learning model. The urgency of this research is based on the fact that *Mahārah al-Qirā'ah* is a basic skill that greatly determines the success of students in understanding Arabic texts, whether in academic, religious, or scientific contexts. However, in learning practice, Arabic reading skills remain one of the most difficult aspects for students to master, mainly due to limited vocabulary, weak command of *nahwu* and *sharaf* rules, and low interest in reading. On the other hand, Arabic language educators often face difficulties in selecting and applying appropriate learning models that suit the conditions of their students. The lack of literature that systematically summarizes various *Mahārah al-Qirā'ah* learning models and the challenges of their implementation causes the learning process to tend to be monotonous and lacking in innovation. Therefore, this research is important to provide theoretical and practical references for educators, researchers, and curriculum developers in designing *Mahārah al-Qirā'ah* learning that is more effective, contextual, and adaptive to the times. This study is expected to provide a comprehensive understanding of the *Mahārah al-Qirā'ah* learning model and its challenges, as well as serve as a basis for further empirical research aimed at improving the quality of Arabic language learning.

Based on the above description, this literature study is expected to provide a comprehensive overview of *Mahārah al-Qirā'ah* learning models and the challenges faced in Arabic language education. This study not only serves as a theoretical basis but also as a practical reference for educators in determining the appropriate learning strategies and models according to the needs and characteristics of students. With a systematic mapping of learning models and their problems, this study is expected to encourage the creation of *Mahārah al-Qirā'ah* learning that is more effective, innovative, and oriented towards improving the quality of Arabic text comprehension. In addition, the results of this study are expected to serve as a basis for further research to develop and test *Mahārah al-Qirā'ah* learning models empirically in order to continuously improve the quality of Arabic language education.

METHOD

The research method used in this article is a literature study (library research) with a descriptive qualitative approach. This study aims to examine and analyze various models and challenges of *Mahārah al-Qirā'ah* learning in Arabic language education based on previous research results. The research data sources were obtained from 15 relevant scientific journal articles, both national and international. All articles were obtained through the Google Scholar academic search engine, as this platform provides broad access to credible scientific publications relevant to the field of Arabic language education.

The literature search was conducted systematically using several keywords, including *Mahārah al-Qirā'ah*, Arabic reading instruction, Arabic language learning models, and challenges in Arabic language learning. The researchers applied inclusion and exclusion criteria to ensure the quality and relevance of the data sources. The inclusion criteria included articles published within the last ten years, specifically discussing *Mahārah al-Qirā'ah* learning, and available in full text. Meanwhile, articles that were not relevant to the research focus, were duplicates, or did not meet academic criteria were excluded from the analysis process.

The data analysis stage was carried out through several steps, namely identification, classification, content analysis, and data synthesis. In the identification stage, researchers selected articles based on the suitability of the title, abstract, and research objectives. Next, the selected articles were classified based on the type of learning model used and the challenges



faced in implementing Mahārah al-Qirā'ah learning. Content analysis is conducted to explore the main findings, strengths, and limitations of each study. The synthesis stage aims to integrate all findings to produce a comprehensive picture of the trends in the Mahārah al-Qirā'ah learning model and the various issues that arise. The results of the analysis are then presented in a descriptive-analytical manner to support the drawing of conclusions and research recommendations.

FINDINGS AND DISCUSSION

Findings

The main findings of this study indicate that mahārah al-qirā'ah learning in Arabic language education still falls somewhere between traditional and innovative approaches. The effectiveness of learning is not solely determined by the use of a particular model, but by the quality of pedagogical implementation that integrates reading strategies, the psychological conditions of learners, and the learning context.

This study found that learning approaches that emphasize active interaction with texts tend to be more successful in improving qirā'ah skills. Learning that provides space for discussion, repeated reading exercises, contextual meaning, and guided reflection can help students understand Arabic texts more deeply, in terms of sound, structure, and meaning. This indicates that mahārah al-qirā'ah develops optimally when students not only read, but also process texts cognitively and linguistically.

Other findings indicate that disparities in reading ability among students pose a significant challenge in qirā'ah learning. Differences in linguistic background, prior learning experiences, and vocabulary proficiency levels result in uneven learning outcomes. This situation calls for differentiated learning strategies that can accommodate the needs of both high- and low-ability students simultaneously.

In addition, this study reveals that the role of teachers goes beyond instructional functions. Teachers who are adaptable, creative, and reflective in qirā'ah learning have proven to be more successful in creating a conducive learning environment. Teachers not only transmit material, but also build motivation, confidence, and emotional engagement of students in reading Arabic texts.

The next finding shows that learning media, especially digital media, has great potential in qirā'ah learning, but its effectiveness is highly dependent on pedagogical design. Passively presented digital text media does not have a significant impact, whereas media that is designed to be interactive, multimodal, and contextual can increase reading engagement and text comprehension.

Overall, the findings of this study confirm that the challenges of learning mahārah al-qirā'ah are multidimensional, encompassing linguistic, psychological, pedagogical, and technological aspects. Therefore, strengthening qirā'ah skills requires a holistic approach that focuses not only on reading methods, but also on developing the role of teachers, differentiating learning, and integrating meaningful media. These findings are based on the results of a literature review of several articles listed in Table 1.

Table 1. Findings from relevant articles

Author name	Title	Findings
Umar, U. (2025).	Pengaruh Minat Dan Motivasi Belajar Terhadap Kemampuan Berbahasa Arab Pondok Pesantren Tahfidz Alquran Wahdah Islamiyah Malili.	This study concludes that learning interest and learning motivation have a positive and significant effect, both partially and simultaneously, on the Arabic language skills of Islamic boarding school students. These findings confirm that psychological factors play an important role in improving Arabic language skills in Islamic boarding schools.
Iqbal, D., Rohman, M. F., & Rosikh, F. (2024).	Penggunaan Model Pembelajaran Kooperatif Integrated Reading Compositition (CIRC) Dalam Pembelajaran Mahārah Qirā'ah di Kelas X MA Tarbiyatul Islam	This study concludes that the application of the Cooperative Integrated Reading and Composition (CIRC) model in Arabic language learning can improve students' mahārah qirā'ah skills, particularly in oral reading, reading comprehension, and developing reading into writing. Despite its advantages and disadvantages, the CIRC model is effective



Author name	Title	Findings
	Soko Tuban Tahun 2023/2024	when used in group learning that encourages cooperation and student activity.
Sarif, S., Rahman, P. S., Mamonto, M. Z., & Talibo, W. (2025).	Strategi Efektif Mengasah Maharah Al-Qiro'ah dalam Pembelajaran Bahasa Arab di Akademi Qur'an Al-Haramain, Malaysia	This community service activity was effective in improving the santri's mahārah al-qirā'ah, especially in terms of pronunciation, vocabulary, reading fluency, and confidence. Despite time constraints and the influence of local dialects, task-based learning and drill-based training received positive responses and has the potential to become an applicable model for Arabic language learning in Islamic educational institutions.
Juanda, J., & Muchtar, M. I. (2025).	Analisis Keterampilan Membaca Teks Bahasa Arab Siswakesel Xi Madrasah Aliyah Muhammadiyahbontorita Kab. Takalar	This study shows that the reading skills (mahārah al-qirā'ah) of 11th grade students at MA Muhammadiyah Bontorita are low due to internal factors such as low motivation, vocabulary mastery, and self-confidence, as well as external factors such as conventional learning methods and limited media. Reading errors occur frequently in the areas of phonetics, syntax, and semantics, thus requiring an integrated learning strategy that takes into account the linguistic, psychological, and pedagogical aspects of students.
Idris, A. (2024).	Peran Guru Bahasa Arab Dalam Menarik Minat Peserta Didik Pada Pembelajaran Mahārah Al-qirā'ah di MTs Muhammadiyah Nunu Palu	This study concludes that teachers play an important role as learning resources, mentors, and motivators in increasing students' interest in learning mahārah al-qirā'ah. Although there are challenges in the form of differences in students' abilities, teachers can overcome them through special guidance and linking the material to everyday life, as well as providing adequate motivational support and learning media.
Nufus, H., Ummah, I., & Rabbani, R. M. (2025).	Pengaruh Metode Qira'ah Terhadap Kemahiran Membaca Bahasa Arab: Kajian Berdasarkan Hasil Tes	This study concludes that the Qira'ah method has a significant effect on improving students' Arabic reading skills at MA Al-Intishor Bendega. The application of this method has been proven effective in improving pronunciation accuracy, vocabulary mastery, and text comprehension, making it worthy of recommendation as a strategy for teaching Arabic in schools.
Umar, M., Zuriyah, N., & Wahyuningsih, S. (2025).	Pembelajaran Maharah Qiro'ah Bahasa Arab Pada Siswa Kelas Xi Ipa 7 Madrasah Aliyah Negeri 2 Kota Bima (Studi Kasus Man 2 Kota Bima)	The teaching of qirā'ah skills at MAN 2 Kota Bima is relatively good and shows progress in students' reading abilities. However, differences in skill levels are a major obstacle, requiring a more flexible teaching approach tailored to the needs of each student.
Sadiyah, H. (2023).	Upaya peningkatan pemahaman teks Arab pada pembelajaran Maharah Al-Qiroah melalui media Quizizz	The use of interactive quizzes through Quizizz has proven to be effective in improving Arabic text comprehension in mahārah al-qirā'ah learning. This is demonstrated by the increase in student scores and learning completeness from cycle I to cycle II, as well as the positive response of students to the use of Quizizz in the learning process.
Indriani, R. (2024).	Problematika Peserta Didik Dalam Maharah Al-Qira'ah Di MTsN 3 Kota Palu	This study shows that the problems of Arabic language learning at MTsN 3 Palu City include linguistic aspects (phonetics, sentences, vocabulary, and writing) and non-linguistic aspects (environment, motivation, educators, and infrastructure). Teachers' efforts to overcome these problems include pronunciation exercises, reinforcement of basic rules, writing exercises, as well as increasing motivation, varying methods, giving rewards, and adding learning hours.
Salwa, M., Kusuma, S. R., Wilyam, L., Zahara, F., & Nasution, S. (2025).	Kreativitas Guru dalam Pemanfaatan Media Teks Digital Terhadap Keterampilan Membaca (Qira'ah)	This study concludes that teacher creativity plays an important role in optimizing the use of digital text media to strengthen qira'ah skills. Digital media becomes more effective when it is designed to be creative, interactive, and multimodal, thereby increasing reading engagement, vocabulary mastery, and linguistic analysis. These findings emphasize the importance of integrating pedagogical creativity and digital literacy in Arabic language learning in the digital age.

Based on the analyzed literature review, the learning of mahārah al-qirā'ah in Arabic language education is influenced by a combination of psychological, pedagogical, and methodological factors. Umar (2025) emphasizes that interest and motivation to learn have a positive and significant effect on students' Arabic language skills. These findings indicate that the success of qirā'ah learning depends not only on the method, but also on the psychological readiness of students to participate in the learning process.

From the perspective of learning models and methods, various studies have shown the effectiveness of approaches that focus on active learning and intensive reading practice. Iqbal et al. (2024) found that the application of the Cooperative Integrated Reading and Composition (CIRC) model was able to improve oral reading skills, reading comprehension, and the ability to



develop texts into writing through group work. Similar findings were also reported by Nufus et al. (2025), who concluded that the Qira'ah method had a significant effect on improving students' pronunciation accuracy, vocabulary mastery, and reading comprehension.

In addition, Sarif et al. (2025) showed that task-based learning strategies and drill methods applied in intensive training can improve santri's mahārah al-qirā'ah, particularly in terms of pronunciation, reading fluency, and confidence. This finding is reinforced by Sadiyah (2023), who proves that the use of interactive digital media in the form of Quizizz can significantly improve students' understanding of Arabic texts and learning completeness.

However, several articles also reveal challenges in learning mahārah al-qirā'ah. Juanda and Muchtar (2025) found that students' reading skills are still low due to internal factors such as weak motivation, vocabulary mastery, and self-confidence, as well as external factors such as conventional learning methods and limited media. Reading errors often occur in the areas of phonetics, syntax, and semantics. These findings are in line with Indriani's (2024) research, which identified linguistic and non-linguistic problems as the main obstacles to learning qirā'ah at MTsN 3 Kota Palu.

From the perspective of the teacher's role, Idris (2024) emphasizes that Arabic language teachers play an important role as a source of learning, a guide, and a motivator in increasing students' interest in learning mahārah al-qirā'ah. Umar et al. (2025) also found that although qirā'ah learning has been going quite well, differences in student ability levels pose a challenge that requires a more flexible and adaptive learning approach. Meanwhile, Salwa et al. (2025) emphasize that teachers' creativity in utilizing interactive and multimodal digital text media can increase students' reading engagement, vocabulary mastery, and linguistic analysis.

Overall, the results of this literature study indicate that mahārah al-qirā'ah learning will be more effective if supported by innovative learning models, creative teachers, the use of digital media, and attention to psychological factors and differences in student abilities. Multidimensional learning challenges require integrated learning strategies that are student-centered and contextualized to their needs.

Discussion

Based on findings from literature studies, the effectiveness of mahārah al-qirā'ah learning is not solely determined by the use of a particular learning model, but rather by the quality of its pedagogical implementation. Learning that emphasizes the active involvement of students with the text, such as repeated reading, discussion, and contextual meaning, has been proven to be more effective in improving reading skills than mechanical and teacher-centered approaches.

The discussion also showed that developing qirā'ah skills requires deep cognitive and linguistic interaction. Students need to be involved in the process of understanding the sounds, structure, and meaning of the text in an integrated manner so that they are not only able to recite, but also understand the content of the reading. This emphasizes the importance of analytical and reflective reading learning in Arabic language education.

In addition, differences in reading ability among students pose a major challenge in teaching mahārah al-qirā'ah. Disparities in linguistic backgrounds and learning experiences result in an uneven learning process. Therefore, differentiated learning strategies are needed to tailor materials and activities to the needs and abilities of each student.

The role of teachers in qirā'ah learning is also an important focus of this discussion. Teachers not only function as conveyors of material, but also as facilitators, mentors, and motivators who are able to create a conducive learning atmosphere. Adaptive and reflective teachers contribute greatly to increasing the motivation, confidence, and involvement of students in reading Arabic texts.

The use of learning media, especially digital media, has great potential in supporting mahārah al-qirā'ah learning. However, the effectiveness of media greatly depends on the creativity of teachers in designing learning activities. Digital media that is designed to be interactive, multimodal, and contextual is more capable of increasing reading engagement and text comprehension compared to the passive use of media.



Overall, this discussion confirms that the challenges of learning mahārah al-qirā'ah are multidimensional, covering linguistic, psychological, pedagogical, and technological aspects. Therefore, strengthening qirā'ah skills requires a holistic and integrated learning approach, integrating innovative learning models, creative teacher roles, learning differentiation, and meaningful use of media.

CONCLUSION

Overall, this literature study shows that learning mahārah al-qirā'ah in Arabic language education is a complex process and is influenced by various interrelated factors. The success of learning is not only determined by the model or method used, but also depends heavily on the quality of learning implementation, the role of teachers, the psychological conditions of students, and the support of media and learning environments.

Various learning models and strategies, including activity-based learning, group work, intensive reading exercises, and the use of interactive digital media, have been proven to improve Arabic reading skills, particularly in terms of pronunciation, vocabulary, text comprehension, and reading fluency. However, mahārah al-qirā'ah learning still faces challenges in the form of differences in student abilities, low motivation and self-confidence, limited learning media, and weak mastery of basic linguistic aspects.

Therefore, strengthening mahārah al-qirā'ah requires a holistic, flexible, and learner-centered approach to learning. The integration of innovative learning models, teachers' pedagogical creativity, differentiated learning strategies, and the use of contextual and meaningful learning media are key to improving the quality of qirā'ah learning and responding to the challenges of Arabic language education in the modern era

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