

ANALYSIS OF THE IMPLEMENTATION OF THE QIRĀ'AH METHOD IN IMPROVING STUDENTS' ARABIC TEXT READING ABILITY IN ARABIC LANGUAGE SUBJECTS AT MTs TAHFIZ TERPADU ANBATA MEDAN

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ABSTRACT

Abstrak: Tujuan penelitian ini adalah untuk mengeksplorasi dan menjelaskan penerapan metode *qirā'ah* yang dilakukan oleh guru pada mata pelajaran bahasa Arab untuk meningkatkan kemampuan baca teks Arab siswa di MTs Tahfidz Terpadu Anbata Medan. Penelitian ini merupakan penelitian kualitatif dengan jenis penelitian lapangan menggunakan pendekatan deskriptif. Data dikumpulkan dengan observasi dan wawancara dan dianalisis menggunakan model Miles and Huberman. Kemudian data diuji dengan cara membercheck. Adapun hasil penelitian ini diketahui bahwa penerapan metode *qirā'ah* di MTs Tahfidz Terpadu Anbata Medan diawali dengan guru membacakan teks terlebih dahulu yang kemudian menyuruh seorang murid untuk membacakan ulang di depan kelas dan siswa lain mendengarkan. Setelah siswa tersebut selesai membaca maka akan dilanjutkan oleh siswa lainnya secara bergiliran. Ada tantangan yang dihadapi guru dalam metode ini, yakni siswa kurang berminat dan sulit mengucapkan kalimat yang panjang. Hasil penelitian menunjukkan bahwa penerapan metode *qirā'ah* dalam pembelajaran bahasa Arab dapat meningkatkan kemampuan membaca siswa. Namun, peran guru dalam memberikan bimbingan yang tepat dan proses pembelajaran yang terstruktur sangat penting. Selain itu, siswa sebaiknya diberi kesempatan untuk belajar membaca sendiri sebelum langsung dibacakan teks oleh pengajar, agar dapat mengembangkan kemandirian mereka dalam pembelajaran.

Kata Kunci: *Metode Qirā'ah; Pendidikan Islam; Bahasa Arab.*

Abstract: This research aims to explain the application of the *qirā'ah* method carried out by teachers in Arabic language subjects to improve students' ability to read Arabic texts at MTs Tahfidz Terpadu Anbata Medan. This research is qualitative research with a type of field research using a descriptive approach. Data was collected by observation and interviews and analyzed using the Miles and Huberman model. Then the data is tested by membercheck. The results of this research show that the application of the *qirā'ah* method at MTs Tahfidz Terpadu Anbata Medan begins with the teacher reading the text first and then asking a student to read it again in front of the class and other students to listen. After the student has finished reading, the other students will take turns continuing. There are challenges faced by teachers in this method, namely that students are less interested and find it difficult to pronounce long sentences. The research results show that the application of the *qirā'ah* method in Arabic language learning can improve students' reading skills. However, the teacher's role in providing appropriate guidance and a structured learning process is very important. Apart from that, students should be allowed to learn to read on their own before being directly read to the text by the teacher, to develop their independence in learning.

Keywords: *Qirā'ah Method; Islamic education; Arabic.*

A. INTRODUCTION

Knowledge involves human efforts in seeking information, enabling them to make correct and decisions and discover the truth and beliefs necessary to live their individual lives (Situmeang, 2021). Education is one of the main foundations for developing knowledge and values in life. Education also acts as a tool or pathway for humans to explore their potential through the available learning processes. This is by the contents of Article 31 Paragraph 1 of the 1945 Constitution which states that every citizen has the right to education. Thus, education is recognized as the right of every individual (Fitri, 2021).

Islamic education is a learning process based on the teachings and principles of the Islamic religion to shape students' character, morals, and knowledge by Islamic values. Thus, the main goal of Islamic education is to realize Islamic values in the character of students after the educational process is complete. This means that Islamic education aims to instill Islamic values in students which are provided by Muslim educators through a process that is focused on achieving results in the form of a faithful and devout Islamic personality (Nadialista Kurniawan, 2021).

In instilling Islamic values, various types of Islamic education are contained in various learning, such as learning creeds, morals, worship, the Koran, history, and Arabic. Amid the dynamics of current developments, learning Arabic has become an important part of introducing and understanding the teachings of the Islamic religion as well as language skills for the younger generation. Such as understanding fiqh subjects, the Koran, Alhadith, creeds, and the history of Islamic civilization often involves the relationship between the Koran and hadith as an important part of every lesson. Arabic is a language that has a literary depth that allows an understanding of the contents of the Al-Qur'an and Hadith (Aulia & Anggraeni, 2023).

Learning Arabic is often a frightening prospect for students at schools or madrasas. Many of them do not feel interested in learning Arabic for various reasons. In learning a foreign language such as Arabic, the method used plays an important role in achieving learning objectives. Learning methods can be thought of as services that will be appreciated by students and leave a deep impression on their hearts and minds (Uliyah & Isnawati, 2019). Thus, effective learning methods are needed to help make it easier for students to understand learning.

To introduce and deepen Arabic to students, the qiro'ah method is an effective choice. This method not only teaches language aspects but also brings students to understand and read classical Arabic texts. With the qiro'ah method, students can gain a deeper understanding of the structure of the Arabic language and culture and improve their ability to read and

understand texts in that language. This method paves the way for a more comprehensive understanding of the Arabic language.

This research aims to find out the effectiveness of applying the qiro'ah learning method in improving the ability to read Arabic texts in Arabic subjects at MTs Tahfiz Terpadu Anbata Medan. The Qiro'ah method as an integral part of learning Arabic has the potential to increase students' comprehension and fluency in reading and comprehending Arabic texts, as well as strengthening its connection to Islamic religious values.

Through this research, it is hoped that insight will be opened into the effectiveness of the Qiro'ah method as a solution to improve students' ability to read Arabic texts. Another aim is to assess the positive impact that this method can have on Arabic language learning outcomes at MTs Tahfiz Terpadu Anbata Medan. Thus, it is hoped that this research will be able to provide a deeper understanding of the relevance and benefits of the Qiro'ah method in the context of Arabic language education in this environment.

B. METHOD

This research is qualitative research with a type of field research that uses a descriptive approach. Lexy J. Moleong explains that qualitative research aims to thoroughly describe the phenomena experienced by research subjects, such as behavior, actions, perceptions, motivations, concepts, and the like in a natural context, with a narrative approach (Moleong, 2012). Indra Prasetia also said that qualitative research emphasizes a deep understanding of a problem rather than looking for generalizations, and uses in-depth analysis techniques to examine cases in detail. This approach emphasizes that each problem has unique characteristics and is different from one another, so qualitative research focuses more on examining individual cases (Prasetia, 2022).

Data collection in this research used observation and interviews. The subjects of observation were students who took part in Arabic language learning. Meanwhile, the interview sources were teachers who teach Arabic language subjects. This research was carried out over one week and focused on the day when the Arabic language lesson took place. After the data was collected, the data was analyzed using the Miles and Huberman model. This data analysis process involves several steps, including data reduction, data presentation, data verification, and conclusion. During the research stage, this process runs iteratively, meaning that the steps can be repeated to ensure accuracy and precision in data analysis (Salim & Syahrurum, 2012). To ensure the validity of the data, the researcher carried out a member check. Member checking is the stage where the researcher reconfirms the data that has been obtained from respondents or other data sources. This aims to verify the accuracy of the information that has been collected and ensure that the data is by the experience or views of the data provider (Sugiyono, 2007).

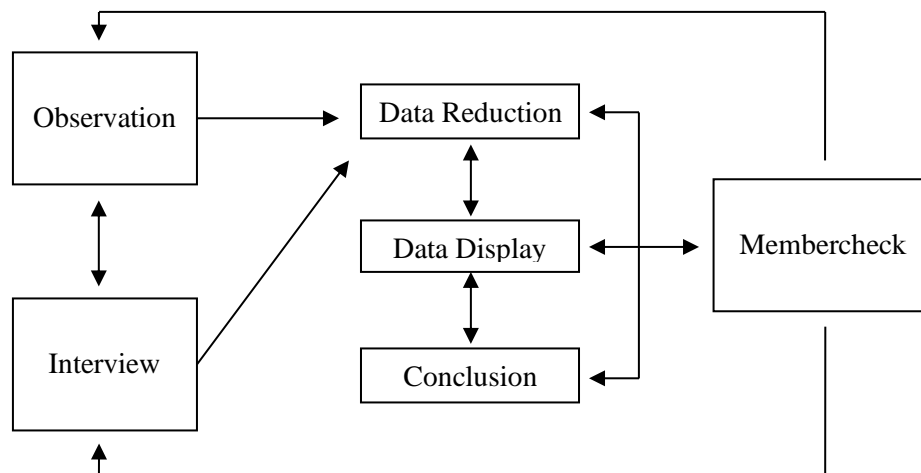


Figure 1. Research Flow

C. RESULTS AND DISCUSSION

a. Results

Qiro'ah Method

Linguistically, qiro'ah comes from the words *qara'a* - *yaqra'u* - *qirā'atan* which means reading (Yunus, 2010). From this definition, the qiro'ah method is a method that uses reading as a way of learning. This method is the method most often used in learning foreign languages such as Arabic. This method is also considered a method that is generally categorized as easy and can be applied by everyone.

The *qirā'ah* method is a method of presenting lessons with a focus on reading skills, both orally and silently. The aim of using this method is so that students can pronounce words and sentences in Arabic fluently, and precisely according to the rules that have been set (Fidani et al., 2023). However, analysis from Rihlah and Royani shows that the qiro'ah method does not only aim to improve reading skills but also to develop writing skills in Arabic (Nazhyfa et al., 2022).

Since 1929 the reading method began to be used in high schools and colleges throughout the United States, to give students the ability to understand the scientific texts they need in their studies. Then this method starts from a belief that reading is the beginning of all knowledge because almost all knowledge is written in a book, therefore with this reading method students will be able to master all language skills (Baroroh & Rahmawati, 2020).

In the process of teaching Arabic, the steps in applying the Qiro'ah method involve several stages. The initial stage begins with conveying vocabulary and terms that are considered difficult, accompanied by an explanation of their meaning using definitions and example sentences. In the next step, students carry out the activity of reading the text silently for about 25 minutes. Discussions regarding the content of the reading usually occur through a question-and-answer session using the student's mother tongue.

The third step, a discussion of grammar is carried out briefly if deemed necessary. There is also time allocated to discuss vocabulary that has not been discussed previously. Then, students are given assignments contained in additional books, such as answering questions about the content of the reading or doing guided writing exercises. In the end, students are given additional reading material to study at home, and the learning results are reported at the next meeting (Bashori, 2017).

Implementation of the *Qiro'ah* Method

The results of observations made by researchers show that the *qirā'ah* method at MTs Tahfidz Terpadu Anbata Medan is an Arabic language learning approach that focuses on reading activities in front of the class. The process begins with the teacher reading the material by emphasizing where the periods and commas are and clear intonation. Then a student is ordered to read a text in Arabic in front of all the other students in the class. Students who read this will practice the ability to read aloud so that other students can hear clearly.

After the first student has finished reading a particular section of the text, the next student will take their turn to read the continuation of the same text. This process is alternated among students in the class, providing an opportunity for each individual to engage in reading in front of their classmates.

Students who read in front of the class can hone their reading skills with confidence and stability. Meanwhile, other students pay attention and listen carefully, allowing them to understand the articulation of words and the use of sentences in Arabic.

This interactive process allows each student to practice reading Arabic openly and get feedback from their classmates. This not only builds confidence in speaking Arabic but also creates a supportive learning environment, where students help and support each other's reading abilities.

In applying the *qiro'ah* method, several benefits are visible. First, all students in the class will be encouraged to put more effort into improving their reading skills from the start. This is because when one student reads in front of the class, the other students will pay close attention. They not only listen to the student's reading but also the reading given by the teacher. Thus, every student has the opportunity to improve and hone their reading skills.

Furthermore, there is the practice of marking pauses during recitation. This is done so that other students can follow and understand the reading better. By giving pause marks, students who read give instructions or signs for their peers to follow properly and correctly. As expressed by an Arabic teacher as follows:

"...the benefit is, all students will try from the start to improve their reading and pay attention to the teacher's reading and mark the pause places so that other friends can follow (quote from Arabic teacher interview).

In essence, the application of the qiro'ah method not only produces better reading skills for each student but also builds collaboration and support between students in the learning process. Students learn to help and care for each other, creating a supportive environment in the development of Arabic reading skills.

Challenges Encountered

The challenges faced by teachers in implementing this method are students' lack of interest in reading and their difficulty in pronouncing long sentences due to lack of practice reading Arabic texts.

"...the challenge is that students lack interest in reading and find it difficult to read long sentences because they rarely read books in Arabic (quote from Arabic teacher interview).

Students often lack interest or motivation to read, so they rarely involve themselves in reading texts in Arabic. This causes difficulties when having to pronounce longer sentences, due to lack of practice and experience in reading long and complex texts in Arabic.

When students rarely read Arabic texts, they are not used to more complex and meaning-rich sentence structures. So, when faced with long sentences in learning, they have difficulty pronouncing them fluently and fluently. Lack of reading practice can also hinder their understanding of the correct pronunciation, rhythm, and intonation needed to say long sentences in Arabic.

To overcome these challenges, the approach needed is to actively involve students in regular reading activities. This can be done by introducing them to various types of texts, according to their ability level. The texts must be adjusted so that they are neither too difficult nor too easy so that students feel comfortable practicing them.

Additionally, it is important to provide appropriate support to students. This support can take the form of assistance and direction in choosing texts that suit their abilities, providing an understanding of the importance of reading regularly, and providing motivation and encouragement so that students continue to practice and improve their reading skills. Teachers can also provide a forum for students to discuss the texts they read, guide them in dealing with difficulties that may arise, and provide constructive feedback to help them improve their reading skills.

In essence, approaches that actively engage students in regular reading, introduce texts appropriate to their ability level, and provide appropriate support are necessary strategies to help students overcome the challenges of lack of interest in reading and difficulty in pronouncing long sentences in Arabic.

b. Discussion

From the results of this research, it can be seen that the application of the qirāah method in Arabic language learning can improve students' reading

ability of Arabic texts. Of course, this cannot be separated from the role of the teacher who must continue to provide good guidance by paying attention to what students need to be interested in this method. Therefore, according to researchers, this method is quite effective to use, provided that there needs to be a clear process in carrying out this method, such as preparation, implementation, and evaluation. As Shafilania Nindyarizki found in her research, the application of the qiro'ah method in learning Arabic for class VII students at MTs Ma'arif NU 2 Cilongok, Banyumas Regency includes three stages: 1) the preparation stage carried out by the teacher to prepare a good learning plan can be seen through Learning Implementation Plan (RPP); 2) the implementation stage consists of three steps, namely initial activities, core activities, and closing. This learning process takes place regularly because it is carried out systematically; 3) the evaluation stage is important for measuring student understanding, allowing teachers to assess the extent of understanding that students have achieved (Nindyarizki, 2022).

Apart from that, something that also needs to be considered is that the teacher should not need to read the text at the beginning. Teachers should let students put more effort into understanding how to read Arabic text correctly before being asked to come forward. Reading it first to students is indeed a practical way for teachers and fun for students. However, because this does not require them to think hard, this method is not good for further learning. They are not independent and will always depend on other people forever (Dahlia, 2015).

D. CONCLUSION

This research concludes that the application of the qirā'ah method in improving the ability to read Arabic texts in Arabic subjects at MTs Tahfiz Terpadu Anbata Medan begins with the teacher reading the text first and then asking a student to read it again in front of the class and the other students listen. After the student has finished reading, the other students will take turns continuing. There are challenges faced by teachers in this method, namely that students are less interested and find it difficult to pronounce long sentences. The research results show that the application of the qirā'ah method in Arabic language learning can improve students' reading skills. However, the teacher's role in providing appropriate guidance and a structured learning process is very important. Apart from that, students should be allowed to learn to read on their own before being directly read to the text by the teacher, to develop their independence in learning.

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