



Problems of Maharah Al-Qira'ah Learning at MTs Al-Khairaat Gorontalo City

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Abstract:

This study aims to analyze how the process of learning Arabic in class VIII c for the 2021/2022 school year in which there is planning, implementation. And the evaluation of this study also aims to find out how problematic it is in learning Mahara Qiraah at Mts Alkhairaat Gorontalo City in class VIII c. This research is a field research, namely qualitative research. By using data collection techniques, interviews, observations, and documentation of Wawanacara to teachers and students related to problems that occur in Arabic language learning, especially in learning mahara qira'ah. The results of this study showed that in general the learning of mahara qira'ah in class VIII c went quite smoothly but found some problems faced by students. The problems in learning mahara qira'ah as found in the research location consist of two aspects. The first is the linguistic aspect and the second is non-linguistic. Problems in terms of linguistics are as follows: 1) students find it difficult to pronounce makhoriul letters that match the nature of the letters, (2) students find it difficult to distinguish pronunciation that is almost similar while in non-linguistic aspects; 1) lack of student motivation in learning mahara qiraah (2) preparation of lesson plans that are not optimal (3) strategies used by teachers are still ineffective.

Keywords: Learning Problems; Mahara Qira'ah

Abstrak:

Penelitian ini bertujuan untuk menganalisis bagaimana proses pembelajaran bahasa arab di kelas VIII c tahun ajaran 2021/2022 yang di dalam terdapat perencanaan, pelaksanaan. Serta evaluasi penelitian ini juga bertujuan untuk mengetahui bagaimana problematika dalam pembelajaran mahara Qiraah di Mts alkhairaat kota gorontalo pada kelas VIII c. Penelitian ini merupakan penelitian lapangan yaitu penelitian kualitatif. Dengan menggunakan teknik pengumpulan data wawancara observasi dan dokumentasi Wawanacara kepada guru dan siswa terkait dengan masalah yang terjadi di dalam pembelajaran bahasa arab khususnya pada pembelajaran mahara qira'ah. Hasil penelitian ini menunjukkan bahwa secara umum pada pembelajaran mahara qira'ah di kelas VIII c berjalan cukup lancar namun ditemukan beberapa problematika yang dihadapi oleh siswa. Adapun problematika pada pembelajaran mahara qira'ah sebagaimana terdapat dilokasi penelitian yaitu terdiri dari dua aspek. Pertama aspek linguistik dan yang ke-dua non linguistik. Problematika dari segi linguistik sebagai berikut 1) siswa sulit melafalkan makhoriul huruf yang sesuai dengan sifat huruf tersebut, (2) siswa sulit membedakan pelafalan yang hampir mirip sedangkan pada segi non linguistik; 1) kurangnya motivasi siswa dalam pembelajran mahara qiraah (2) penyusunan rpp yang kurang maksimal (3)strategi yang digunakan guru masih kurang efektif.,

Kata Kunci: Problematika Pembelajaran; Mahara Qira'ah



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INTRODUCTION

Arabic as a foreign language is very important for the people of Indonesia. A long history has carved out how the growth and development of Arabic language in Indonesia even though the function carried out is limited to the language as used in everyday for example prayer, at the level of education or school, Arabic is taught in madrassas at the level of basic education to Islamic universities. Unfortunately, sometimes the output produced is not comparable to the competency standards of student abilities expected by the government.¹

If you look at government regulations in 1950, Arabic subjects must be taught at all levels of education under the institution of the ministry of religious affairs, so it must also be studied and scheduled starting from the Madrasah Ibtidaiyah (MI) level to the university level (PT). Meanwhile, in educational institutions under the auspices of the Ministry of Education and Culture, it is not a compulsory subject, and can only be taught at the high school or vocational level as an elective foreign language subject.²

Teaching Arabic is one of the most important things that every teacher and learner of Arabic must do, because the teaching process is not in vain without results. The learning of Arabic in madrassas as a compulsory subject is taught to children. With the existence of Arabic subjects, it makes it easy for students to understand other subjects. The subjects in question are the Quran and Hadith, with an understanding of Arabic that is possessed can practice directly and explore its meaning and content.³

Discussing Arabic learning in madrasah will certainly not be separated from problems or problems. The problem that is often encountered is that in the teaching method that is less varied, there are still many using direct methods or also called lecture methods. This looks monotonous and ordinary, where the learning of teachers who play a more active role than students so that it can trigger a sense of boredom of students / students in learning Arabic.

In Arabic language learning there are four language skills. They are: (1) listening skills (*maharatul istima*) (2) speaking skills (*maharatul kalam*), (3) reading skills (*maharatul qira'ah*), and (4) writing skills (*maharatul kitabah*). Of the four maharas, each has advantages and disadvantages, one of which is *maharah qira'ah*.

¹Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 65.

²Dkk Jumriani, "Problematika Pembelajaran Maharah Al-Kitabah Siswa Kelas XI IPB SMAN 4 BantaengPage 1," no. 1 (2019): Hlm. 8.

³Azhar arsyad *Pembelajaran bahasa arab di madrasah* (Yogyakarta:deepublish, 2018) hal.40

Of the four maharas described above, researchers will focus their discussion on mahara qiraah because mahara qira'ah is the main mahara that must be taught first so that youngh pass learning other mahara.

Maharah qira'ah is a language skill possessed by a person and can understand the meaning contained in it with the right reading and according to the pronunciation of the letters. So that the message to be conveyed can be accompanied by the interlocutor. As quoted in her article Siti Fatim that in learning Arabic, maharah al-qira'ah has a specific goal, namely being able to train students' reading skills, which includes recognizing hijaiyah letters and understanding what they read. In addition, maharah al-qira'ah also has very important objectives in learning Arabic, including; a) Students can pronounce words with correct speech, b. The ability of students to pronounce letters according to their makhraj and distinguish the letters, c. students in combining the abilities they already have with their meaning and grammar, d. Students are able to read quickly and gain reading comprehension, e. Students are able to analyze and interpret the content of the reading and restate the content of the reading.⁴

One of the four skills (listening, speaking, reading and writing) to be achieved in learning Arabic is the skill of reading (*mahara qira'ah*), reading is one of the most important skills in achieving the objectives of learning Arabic especially must be mastered by students.

In the context of Arabic language learning, as has been said that qira'ah is one of the skills to be achieved. By being equipped with reading skills, in this case the ability to read Arabic text, students are expected to be able to pronounce correctly Arabic letters, understand the content of what is written because reading is an activity that involves the senses of sight and thought to capture the content of the text being read.⁵

Madrasah tsanawiyah al-khairaat Gorontalo City is a private educational institution that combines madrasah and pesantren which are applied in curricula and extracurricular programs that have characteristics in aspects of developing foreign language proficiency, this is supported by the pesantren program. However, based on initial observations, these programs have not been optimally run by teachers, so in general the reading proficiency of the students is still not good. The indicators of students' poor reading proficiency, generally due to their early educational background

⁵ Kokom Komariah, "Problematika Pembelajaran Maharatul Qira'ah Di Kelas VIII MTS Maguwoharjo," *skripsi* (2013): 15.

(SD), most of them are not fluent in writing Arabic script, in addition to the special curriculum for improving reading proficiency, has not been scheduled separately attached to extracurricular programs.

As the initial interview that there are still many female students who cannot read the Qur'an or Arabic text, including grade 8 students.⁶ Padahal membaca alqur'an adalah salah satu syarat untuk bisa masuk di mts alkhairaat kota berbeda halnya dengan realita dilapangan sehingga berdasarkan uraian tersebut penulis ingin meneliti lebih lanjut tentang “*Problematika Pembelajaran Maharatul di MTs Alkhairaat Gorontalo*”.

METHODS

In this study, the author uses a type of qualitative research with a descriptive approach, namely research describing or describing an event, object and situation as clearly as possible without affecting the object under study.⁷

This study also used a phenomenological approach. In the phenomenological approach, researchers try to understand the meaning of various events in a particular setting with the researcher's own glasses. The goal of the phenomenological approach is to describe something that is experienced or as something is experienced.⁸

Researchers use this approach because researchers in conducting research on the subject under study, namely Arabic language education teachers, will monitor, see and describe what happens and is experienced by teachers and students in the process of learning Arabic, especially in learning maharah qira'ah.

RESULTS AND DISCUSSION

1. Maharatul Qira'ah Learning Planning Problems

Learning planning is a process in preparing structured activities carried out to achieve certain goals. Success in the learning process can be determined by planning that is done well, with lesson planning, the teacher can determine strategies or steps systematically to achieve a goal or goal to be achieved in learning.

⁶ Ustadz imran Selaku Guru Kelas 9 Disekolah Mts Al-Khairaat Kota Gorontalo Yang Diwawancarai Pada Hari rabu 13-04-2022

⁷ “Metodelogi Penelitian” (n.d.): 1.

⁸ Jamaah Jamaah, “Peran Guru Dalam Pembelajaran Home Visit Di Masa Pandemi Covid-19 Pada Siswa Sekolah Dasar,” *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)* 1, no. 1 (2021): 3.

The results of interviews and observations obtained by researchers from class VIII Arabic lesson teachers Mts Alkhairaat Gorontalo City about planning are that teachers have made learning plans in the form of Learning Implementation Plans (RPP).

Learning planning in the form of a Learning Implementation Plan (RPP) serves as a guideline for teachers in carrying out learning in the classroom, because in it there are teaching and learning activities consisting of objectives, methods, media, teaching activities, material and evaluation that are expected to be carried out optimally in learning

In planning Arabic language learning at Madrasah Tsanawiyah Al-Khairaat Gorontalo City still uses K-13 books. Arabic language learning is very focused on aspects of language skills, so that the competencies that must be mastered by students are found in aspects of language skills, namely speaking, reading, listening and writing. Learning plans should be prepared as needed by optimizing students' ability to achieve the expected competencies. Learning must apply strategies that are appropriate to the linguistic context so that learning becomes meaningful. Afftivity-based Arabic learning is one of the most effective strategies in language learning, including in Arabic language learning. Students not only listen to explanations from teachers or do assignments but students can immediately move to learn the language.

The learning planning process at Madrasah Tsanawiyah Alkhairaat Gorontalo City in the learning process still uses Arabic books k13. As a result of the researcher's interview with Ustadz Imran Muharram that:

"The book used in Arabic learning now is the k13 book. There is already a book from the religious affairs ministry but it will be used in the first semester of the new school year. In essence, I have seen directly in the book that the material in it is the same but the book from the Ministry of Religion is more complex and denser in content."⁹

The result of an interview with Ustadz Imran that the book used in Arabic language learning in grade VIII is book k 13, while the book from the Ministry of Religious Affairs already exists but will be used in the first semester of the new school year. He also said that he had seen and checked directly on his book, for the material content of the two books was the same but the book from the Ministry of Religion was more dense in the material.

Before carrying out the Arabic learning process, a teacher must first prepare the material or lesson material that will be given to his students so that the subject matter is

⁹ Ustadz Imran Muharram, Guru Bahasa Arab Kelas Madrasah Tsanawiyah Alkhairaat Kota Gorontalo Pada Hari Sabtu-28-Mei-2022

presented in a structured or programmatic manner and does not go out of the goals to be achieved after the learning process takes place.

According to the sabyrith, planning is the preparation of activity steps that will be carried out to achieve predetermined goals that are arranged based on a certain period of time, namely long, medium and short term. In making a plan, the most important principle is that it must be carried out young and on target. While Majid said planning is a step that is arranged to achieve predetermined goals within a certain period of time in accordance with the wishes of the planner maker.¹⁰

Based on these conclusions, it can be said that Arabic learning planning is a decision-making process, the results of thinking rationally about the goals and objectives of Arabic learning are an effort to achieve goals.

In the components of learning planning there are objectives, learning materials, methods, tools or media and evaluation.

As a result of the researcher's interview with Ustadz Imran Muharram stated that:

"For making a lesson plan (RPP) the format already exists, I only follow and replace the material, in the implementation of learning I do not rely on the lesson plan because I see the condition and condition of the student. In determining the learning objectives of Maharatul Qiraah is how students can read fluently and pronounce hijaiyah letters correctly"¹¹

The results of an interview with Arabic teacher Ustadz Imran that in making the learning implementation plan (RPP) the format already existed but he only followed and replaced the Arabic learning material that would be taught to students then he said that for the implementation of his learning he did not stick to the learning implementation plan (RPP) because he saw the condition of the student. As for the learning objectives of mahara qira'ah, he conveyed that students can read fluently and pronounce hijaiyah letters correctly.

From here researchers see that teachers who teach Arabic lessons do not fully understand related to learning standards that must be prepared before carrying out learning.

This is supported from interview data as it is said that;

"Before I didn't teach Arabic, I taught qawaid subjects which taught before was ustadzah ayu coincidentally he was continuing his education so, for a while, I replaced

¹⁰ Karmila Andriana, "Urgensi Perencanaan Pembelajaran Bahasa Arab Dalam Pendidikan Di Sekolah," *Konferensi Nasional Bahasa Arab I* (2018): 180

¹¹Ustadz Imran Muharram, Guru Bahasa Arab Kelas Madrasah Tsanawiyah Alkhairaat Kota Gorontalo Pada Hari Sabtu-28-Mei-2022

him. I teach Arabic in class VIII only 2 semesters, my educational background is Madrasah Aliyah I used to go to school here after finishing I served but did not continue my education to college"¹²

Therefore, it can be understood that the problem of learning planning at MTS Alkhairaat Gorontalo City as explained that teachers who teach Arabic do not master properly in making lesson planning. This is the background of the teacher not having more experience.

Difficulty in making lesson plans This is one of the problems for teachers who do not have the ability to design the lesson plan. As experienced by MTs Alkhairaat Arabic teacher Gorontalo City

This problem is supported by the theory that in detail the problem teachers have in planning is their difficulty in:

1. Describe Core Competencies and Basic Competencies into Indicators;
2. Develop indicators in the form of operational verbs developed from operational verbs on basic competencies;
3. Mapping Basic Competencies across subjects and integrating Basic Competencies in a theme;
4. Break down indicators into learning material;
5. Formulate the integration of various subjects in the learning steps in the Learning Implementation Plan (RPP);
6. Formulate learning objectives according to the material described from the indicators;
7. In choosing learning methods that are in accordance with the material, the ability of students, the availability of facilities, conditions and time allocation;
8. Sequencing learning steps according to themes, methods in accordance with scientific learning, subject characteristics, student abilities, and availability of facilities;
9. Contextualize learning;
10. Provide inexpensive, simple and effective teaching aids in helping to achieve an active, fun learning process and achieve specified competencies;
11. Choose appropriate learning resources from the original source;
12. Conduct evaluations in accordance with the material, subject characteristics; and describe actual learning outcomes; and
13. Create an assessment format with various components.¹³

¹² Ustadz Imran Muharram, Guru Bahasa Arab Kelas Madrasah Tsanawiyah Alkhairaat Kota Gorontalo Pada Hari Sabtu-28-Mei-2022

In this case, teachers must develop themselves to have skills in making lesson plans, because the skill of making lesson plans is very important and must be done by teachers before carrying out learning in order to determine competency achievement strategies for students. In Arabic language learning

2. Problems in the Implementation of Maharatul Qira'ah Learning

The implementation of learning is a process in which there is a work that involves teachers and students who cooperate with each other in teaching and learning activities to achieve learning goals implemented in educational programs. The learning implementation process will not run well if there is no careful preparation.

The Arabic learning process found by researchers in class VIII C MTs Alkhairaat Gorontalo city is:

1. Before starting the lesson, students give greetings to the teacher and in reciting prayers before learning has been done together before, namely after the completion of the morning apple activity which was carried out in the school yard. Then proceed with a joint recitation where each student is required to bring the Qur'an.
2. Teachers and students prepare books and subject matter to be studied, and discuss again related to the subject matter taught at the previous meeting.
3. In the process of implementing Arabic language learning, in mahara qiraah the teacher carries out his activities, namely the teacher reads the qira'ah text and then followed by all students
4. Then the student is told to pay attention to the text and the teacher interprets the qiraa'ah text
5. After that the teacher asks the students about the mufrodat that has not been understood in the qira'ah text
6. Before ending the Arabic learning process, teachers usually give some homework to students, such as memorizing mufrodat then will be deposited at the next meeting

In the implementation of the Arabic learning process carried out at MTs Alkhairaat Gorontalo city, several problems were still found when the learning process took place, namely;

In the implementation of Arabic discussion, the steps that are considered are contained in the learning implementation plan (RPP). However, the learning steps are not adjusted to the lesson plan (RPP)

¹³ Abd Muhith, "Problematika Pembelajaran Tematik Terpadu Di Min III Bondowoso," *Indonesian Journal of Islamic Teaching* 1, no. 1 (2018): 50–51, http://digilib.iain-jember.ac.id/380/1/Problematika_pembelajaran_tematik_terpadu_di_MIN_III_Bondowoso.pdf.

This is supported from the interview data of grade VIII Arabic teachers as it is said that:

"Based on the learning steps, I don't stick to RPP, the first step I take is I give reprimands, greetings, greetings, to students. To absent students, I usually see the condition of the children because teaching in the morning and afternoon has differences. If it is still early in the process of implementing learning, the students are still enthusiastic, if I teach in the morning I am absent at the beginning but when the schedule is in the afternoon I am absent at the end, if it is morning the students are more enthusiastic but when it is afternoon sometimes they no longer follow the learning"¹⁴

In the process of learning Arabic, there are still difficulties of students in understanding lessons and lack of interest of students in learning Arabic.

In this case reinforced by the results of the researcher's interview with the student, stating that;

"In learning Arabic I felt a little bored because when I was told to read the qira'ah text there were still many stammering and sometimes I didn't understand the lessons taught by usatdz imran "¹⁵

Then continued by Muhamad Rangga S. Odja, a student of class VIII C stated that;

"I can already read the Qur'an, I find it difficult to learn Arabic when told to read the qira'ah text because I am not fluent and then it is difficult to distinguish letters that are almost similar. At the time of learning ustadz did not provide motivation in learning Arabic"¹⁶

From this we can see that MTs Al-khairaat Gorontalo City, in the process of implementing its learning, can be said to have not achieved the planned goals and targets. Because there are still difficulties of students in understanding lessons and lack of interest from students in learning Arabic. To overcome the problems found, changes in strategies or learning methods must be made immediately.

In the process of implementing learning, there are still many teachers who have not been able to fully implement learning activities in accordance with what has been planned, so that learning cannot produce maximum results, this is a problem for teachers. This is also very influential and has an impact on students.

3. Problems in evaluating Maharatul Qira'ah Learning

¹⁴ Ustadz Imran Muharram, Guru Bahasa Arab Kelas Madrasah Tsanawiyah Alkhairaat Kota Gorontalo Pada Hari Sabtu-28-Mei-2022

¹⁵ Moh Rifki wildan siswa MTS Alkhairaat Kota Gorontalo Kelas VIII C, Wawancara hari Minggu-05-juni 2022

¹⁶ Muhamad Rangga S. Odja siswa MTS Alkhairaat Kota Gorontalo Kelas VIII C, Wawancara hari Minggu-05-juni 2022

Learning evaluation is the process of measuring or assessing a learning related to a process and student learning outcomes. The evaluation process of Arabic language learning carried out at Mts Al-Khairaat Gorontalo City follows:

Evaluation of student learning outcomes in addition to seeing the results of semester exams conducted at the end of each semester, the process of evaluating Arabic learning is also carried out in every meeting by asking back the materials that have been delivered at the previous meeting.

Things that are often evaluated from learning MTs Alkhairaat Gorontalo City at the end of learning are as follows:

- Students are instructed to memorize mufrodat
- In addition to memorizing mufrodites, students instruct them to record what is explained by the teacher

In this process, researchers did not find a learning evaluation that adjusted to the learning objectives, namely on mahara qiraah so that it had not achieved the learning goals and targets planned by the teacher. This is as revealed from the results of a researcher interview with Ustadz Imran, as an Arabic teacher at MTS Alkhairat Gorontalo City explained that:

"Yes, it has been prepared and planned, in general, the Arabic language is given the task of memorizing the mufrodite, in addition to Arabic conversations, focusing on children writing Arabic"¹⁷

To obtain accurate data, the researchers then interviewed students who followed the learning process

"At the end of the lesson sometimes we were given assignments and sometimes it was unusual for the task that the ustadz gave was to take notes, memorize mufrodites. Usually I am a little bored because of the task of taking notes"¹⁸

In line with the above opinion, another informant stated;

"When entering Arabic subjects, I don't understand a little because the task is always to take notes, but the task is also usually to memorize mufrodite, if the class time is up for memorization, it will continue next week"¹⁹

Based on the results of interviews with Arabic teachers and also some students as informants, researchers can conclude that the ineffectiveness of the teaching and learning process where the teacher is unable to measure the extent of learning objectives

¹⁷ Ustadz Imran Muharram, Guru Bahasa Arab Kelas Madrasah Tsanawiyah Alkhairaat Kota Gorontalo Pada Hari Sabtu-28-Mei-2022

¹⁸ Andika Lesmana Putra Siswa MTS Alkhairaat Kota Gorontalo Kelas VIII C, Wawancara hari Minggu-05-juni 2022

¹⁹ Galang Setiawan Muhsin Siswa MTS Alkhairaat Kota Gorontalo Kelas VIII C, Wawancara hari Minggu-05-juni 2022

that have been achieved. So that teachers will not know the learning outcomes achieved by students.

This problem is supported by Tyler's theory in his book *Arikunto*, evaluation is a process of forming to what extent, or part of which educational goals have been achieved. A broader explanation is put forward by Conbanch and Stufflebeam that the evaluation process is not limited to measuring the extent to which goals are achieved, but is used to make decisions in subsequent learning programs.²⁰

So, learning evaluation can be interpreted as a process of collecting data to determine the quality of learning, knowing the extent to which learning objectives have been achieved in order to make a decision for the next learning program.

CONCLUSION/ KESIMPULAN

After the researcher conducted a study, about the problems of learning maharatul qira'ah in MTs, Alkhairaat Gorontalo City based on the results of the description and analysis of data obtained by researchers through interviews, observations, and documentation, it can be concluded with several conclusions as follows.

The problem of learning maharah qira'ah in the learning process in class VIII C MTs Alkhairaat Gorontalo City consists of three parts:

1. Problems of Mahara Qira'ah Learning Planning
2. Teachers prefer existing lesson plans so that they do not adjust to the circumstances or conditions of students who participate in classroom learning.
3. Understand very well related to the preparation of learning standards that must be prepared
4. Problems in the implementation of mahara qira'ah learning
5. Teachers are not yet professional
6. teachers do not follow the learning steps in the lesson plan
7. Teachers still have difficulty in carrying out learning, namely providing the right methods and strategies
8. The teacher does not provide motivation to students during the learning process

Problems in evaluating mahara qira'ah learning

1. The teacher did not prepare evaluation materials

²⁰ Aini Zulfa Izza, Mufti Falah, and Siska Susilawati, "Literature Study: Problems of Learning Evaluation in Achieving Educational Goals in the Era of Independent Learning," *2020 University of Pekalongan Education Scientific Conference* (2020): 11–12, <https://proceeding.unikal.ac.id/index.php/kip>.

2. Measuring student ability is not tailored to learning objectives.

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