

**ANALYSIS OF PEDAGOGICAL APPROACHES IN OVERCOMING DIFFICULTIES IN
READING ARABIC FOR STUDENTS AT MADRASAH IBTIDAIYAH NURUL YAQIN
SUNGAI DUREN**

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ABSTRACT

This study aims to analyze the pedagogical approaches applied by teachers in overcoming students' difficulties in reading Arabic (maharah qira'ah) at Madrasah Ibtidaiyyah Nurul Yaqin Sungai Duren. The ability to read Arabic is an essential foundational skill that students need to master; however, in practice, various difficulties are still found that hinder the learning process. This research employs a descriptive qualitative approach. Data were collected through observation, in-depth interviews, and documentation. The data sources included Arabic language teachers and students. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, using source triangulation and member checks to ensure data validity.

The findings indicate that the pedagogical approach implemented by the teacher is student-centered learning, employing methods such as shared reading, 轮流 reading (reading in turns), repeated practice, discussion, and individual guidance. The teacher also applies scaffolding strategies by providing gradual assistance to students experiencing difficulties. The reading difficulties encountered by students include: first, difficulty distinguishing Hijaiyah letters that have similar shapes, such as ب (ba), ت (ta), and ث (tsa), as well as ج (jim), ح (ha), and خ (kha). Second, errors in reading vowel marks (harakat). Third, difficulty pronouncing new vocabulary. The factors causing these difficulties consist of internal factors (differences in basic abilities, low mastery of letters) and external factors (lack of practice at home, limited learning time).

The pedagogical approaches applied proved effective in overcoming students' reading difficulties. This is evidenced by improvements in students' ability to recognize letters, accuracy of pronunciation, reading fluency, as well as increased motivation and self-confidence. This study recommends that teachers continue to develop varied and adaptive pedagogical approaches, and enrich learning media to support the improvement of students' Arabic reading skills.

Keywords : Pedagogical approach, Reading difficulties, maharah qira'ah Arabic language learning, Madrasah Ibtidaiyyah

A. Introduction

Learning Arabic at the madrasah ibtidaiyyah level is an important basis for building students' Islamic literacy skills. Reading skills (*maharah qirā'ah*) are a very crucial part because they are the main way for students to understand religious texts and further material in learning Arabic. However, at Madrasah Ibtidaiyyah Nurul Yaqin Sungai Duren, the reality shows that the students' Arabic reading ability is still in a condition that needs attention. Many students have not been able to recognize hijaiyah letters correctly, pronounce *harakat* correctly, and read simple words fluently. This shows that the learning process of reading Arabic there has not been running optimally.

These problems cannot be separated from the pedagogical approach applied by teachers in the classroom. Based on initial observations, teachers still tend to use monotonous lecture and *drilling* methods with limited variations in media and learning activities. A teacher-centered approach causes students to play a passive role and be less actively involved in the learning process. In fact, learning Arabic at the Madrasah Ibtidaiyyah level requires

an approach that is in accordance with the characteristics of students' cognitive and affective development. Rahmadhani and Hidayat's research confirms that monotonous and *teacher-centered* learning contributes to the low learning outcomes of students' Arabic reading.

The lack of variety in pedagogical approaches also has an impact on low motivation and stimulation of students' learning. Students are rarely involved in learning activities that utilize visual media, phonetic games, or contextual reading exercises that are close to the child's world. As a result, learning feels boring and lacking in meaning. Research shows that the use of visual media and educational games significantly improves reading accuracy and fluency hijaiyah letters in Madrasah Ibtidaiyyah students. Thus, there is a need for a more creative, contextual, and participatory pedagogical approach.

In terms of reading ability, the results of initial observations showed that students had difficulty distinguishing Arabic letters that had similar shapes, such as *ث - ت - ب* and *ش - س*, as well as errors in recognizing basic *harakat* such as *fathāh*, *kasrah*, and *ḍammah*. Another case that occurs is when

someone mispronounces the end of a word in Arabic. This will also have an impact on the meaning and purpose in question, These difficulties cause the reading process to be intermittent and less meaningful. Some students also experience delays in processing sounds and word patterns so that it takes longer to read. This condition indicates the weak ability of *decoding* as the basis of Arabic reading skills, as also found in the study.

B. Metode Penelitian

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this study focuses on an in-depth understanding of the phenomenon of learning that occurs naturally, without manipulation of variables. Qualitative research prioritizes depth of meaning, process, as well as interpretation of Arabic learning practices as experienced directly by teachers and students. This type of descriptive research aims to describe phenomena that occur in the field systematically and factually. In this context, the researcher seeks to describe how teachers apply certain pedagogical approaches, what strategies are used in presenting the

material, and how these aspects impact students' reading skills. The research is not intended to test hypotheses, but to provide a comprehensive picture of learning practices.

As a qualitative research, researchers are the main instruments that play a role in collecting data through observation, interviews, and documentation. Researchers are required to have sensitivity in capturing the meaning behind the behavior, interaction, and response of informants. This flexibility allows researchers to adjust the instruments according to data developments in the field. The qualitative approach also provides an opportunity for researchers to explore the subjective experiences of informants in more depth. Teachers can explain their pedagogical reasons, students can present their learning experiences, and madrasah heads can provide institutional perspectives on the implementation of Arabic language learning.

Thus, the descriptive qualitative approach is the most appropriate choice to answer the formulation of the problem in this study, because the

focus is on the process, context, and meaning in learning to read Arabic

C. Results of Research and Discussion

Based on the results of research at Madrasah Ibtidaiyyah Nurul Yaqin Sungai Duren, it is known that Arabic teachers implement various pedagogical efforts to overcome the difficulties of reading Arabic (maharah qira'ah) experienced by students. The difficulties found include the inability of students to distinguish hijaiyah letters which are almost the same shape, errors in reading harakat, lack of vocabulary mastery, and low fluency in reading Arabic texts.

To overcome these problems, teachers apply a student-centered learning approach through the method of reading together, taking turns, repetitive exercises, discussions, and individual guidance. Teachers also apply a strategy of providing stepwise assistance (scaffolding), namely by providing examples of correct pronunciation, correcting mistakes, and guiding students from reading word by word to reading the entire text. The assistance is given gradually and reduced as students' abilities

increase, so that they are able to read more independently.

The pedagogical approach applied by teachers is reflected in their ability to identify students' difficulties and adapt learning to the needs of each individual. Teachers do not give the same treatment to all students, but rather give special attention to students who have reading difficulties. This shows that there is an awareness of the differences in individual abilities which is an important principle in the pedagogical approach.

In addition, teachers also create a conducive learning atmosphere and build positive interactions with students, so that students feel comfortable asking questions and are not afraid to make mistakes. This supportive learning environment is essential because reading skills require not only technical mastery, but also the courage and confidence to keep practicing.

Student-centered learning can be seen from the active involvement of students in various activities, such as reading together, reading individually, answering questions, repeating vocabulary pronunciation, and correcting reading errors after receiving feedback from the teacher.

This activity shows that students not only passively receive the material, but also participate in the learning process. Active engagement is essential because reading skills develop through continuous practice, not just through theoretical explanations.

Teachers also use various learning strategies, such as reading aloud, vocabulary repetition, and repetitive reading practice. Reading aloud strategies help students recognize correct letter sounds and reading patterns, as well as increase confidence because they are done together. Vocabulary repetition is carried out regularly so that students can more easily recognize words in the reading text. Continuous reading practice helps students improve their reading accuracy and fluency. In addition to technical strategies, teachers also provide motivation, praise, and positive encouragement so that students do not give up easily when facing difficulties.

The pedagogical approach applied by teachers has proven to be effective in overcoming students' reading difficulties. This is characterized by an increase in students' ability to recognize hijaiyah

letters, read harakat more precisely, pronounce vocabulary correctly, and read simple texts more fluently than before. Students who were previously still stuttering began to show better fluency, and students who made frequent pronunciation mistakes began to be able to read more precisely.

In addition to having an impact on the academic aspect, the pedagogical approach also affects student motivation and confidence. Based on the results of the interview, students admitted that they were more courageous to read in front of the class and no longer felt afraid when asked to read Arabic texts. This shows that the approach applied by teachers not only helps students in terms of reading ability, but also from a psychological side. When students feel comfortable and supported during learning, they become more motivated to learn and practice.

The effectiveness of this pedagogical approach is inseparable from the teacher's ability to understand the needs of students and provide assistance according to their ability level. A consistently applied approach is able to create a more active, conducive, and meaningful

learning process. Thus, a pedagogical approach can be one of the effective alternatives in overcoming the difficulties of maharah qira'ah in Madrasah Ibtidaiyyah students.

This study recommends that teachers continue to develop a varied and adaptive pedagogical approach, as well as enrich learning media to support the improvement of students' Arabic reading skills.

D. Conclusion

After going through a long research process and discussion on how the pedagogical approach helps students overcome difficulties in reading Arabic at Madrasah Ibtidaiyyah Nurul Yaqin Sungai Duren, there are several things that I can conclude among them as beruku:

In general, the method of teaching Arabic used by teachers in madrassas is quite good. Teachers not only teach by way of lectures, but have also tried to use a student-focused learning approach. Some of the methods used include reading together, rotating reading, repetitive exercises, light discussions, and individual guidance. Interestingly, teachers also pay special attention to students who really have difficulty in

reading, such as by guiding them one by one. This approach feels more enjoyable because teachers are really trying to adapt the way they teach to each student's abilities.

Second, the difficulties experienced by students in reading Arabic are diverse and varied. Some are still confused about distinguishing between letters that are almost similar in shape, such as ba (ب), ta (ت), and tsa (ث). There are also people who often read harakat incorrectly, so that the meaning of the words they read is different. In addition, many students find it difficult when they have to say new words that they have never heard before. The causes are varied, such as differences in basic reading skills, lack of practice at home, and insufficient use of Arabic in daily conversations.

Third, the teaching method used by teachers turned out to have a good impact. Students slowly begin to show improved reading skills. Those who used to be confused and stuttering began to be able to read more fluently, fewer errors in reading the sounds of the letters, and most importantly, their confidence increased. Some students who used to feel afraid when asked to read in

front of the class are now more daring to try. So, it can be said that this approach is quite successful in helping students overcome their difficulties in reading Arabic.

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