

Teachers' Strategies in Overcoming the Difficulties of Students Reading Arabic in Class II at Madrasah Ibtidaiyah

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ABSTRACT Reading ability (*maharah al-qira'ah*) is one of the basic skills that Madrasah Ibtidaiyah students must master because it plays an important role in understanding vocabulary, language structure, and the content of Arabic reading. However, during the learning process, various difficulties persist, including recognizing hijaiyah letters, reading according to harakat, reciting letters according to makhraj, and low student confidence when reading in front of the class. This condition requires teachers to implement learning strategies that align with students' characteristics and needs. This study aims to describe teachers' strategies for overcoming difficulties in reading Arabic among grade II students at MI Al-Madaniyah Jempong Mataram. The research uses a qualitative, descriptive approach. Data were obtained through observation, interviews, and documentation of Arabic teachers, madrasah heads, and grade II students. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawn, while the validity of the data was tested using triangulation of sources and techniques. The results of the study showed that teachers applied several strategies, namely individual guidance, repeated reading exercises (*drills*), the use of learning media in the form of hijaiyah letter cards and vocabulary cards, the provision of learning motivation, and periodic evaluations. The strategy's success is supported by teachers' commitment, madrasah heads' support, the availability of learning media, and students' enthusiasm. The inhibiting factors include differences in students' initial abilities, limited learning time, lack of reading practice at home, and low student confidence. The findings of the study show that the success of *maharah al-qira'ah* learning is not determined solely by the use of one learning strategy, but by teachers' ability to adaptively combine various strategies according to students' characteristics and needs. The implications of this research are expected to serve as a reference for Madrasah Ibtidaiyah teachers in developing more effective Arabic learning strategies that are centered on students' needs.

Keywords: Teacher's strategy; difficulty reading; Arabic; Madrasah Ibtidaiyah; *maharah qira'ah*.

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INTRODUCTION

Arabic is one of the subjects that has an important role in Islamic education because it is a means to understand the Qur'an, hadith, and various Islamic literature (Etemi et al., 2024; Humaida et al., 2026; Norman et al., 2023). At the Madrasah Ibtidaiyah level, Arabic learning is directed to develop four language skills, namely listening, speaking, reading, and writing (Awaluddin et al., 2024; Bosli, 2025; Raswan et al., 2025). Among these four skills, reading skills (*maharah al-qira'ah*) are the basis for students to understand vocabulary, sentence structure, and the meaning of Arabic texts (Ulum & Firdausiyah, 2023). However, the ability to read Arabic in elementary school students is still a challenge in the learning process. Many students have difficulty in recognizing hijaiyah letters, distinguishing the shape of the letters according to their position, reading according to their meaning, and connecting sounds with the meaning of words (Fournier, 2025; Nurushhofa et al.,

2024; Ritonga, Mudinillah, et al., 2024). These difficulties have an impact on students' low understanding of Arabic learning materials, so a learning strategy is needed that is in accordance with the characteristics of elementary school-age students (Darmiah Nonci et al., 2023) Based on the results of initial observations at MI Al-Madaniyah Jempong Mataram, there are still grade II students who have difficulty reading Arabic. These difficulties can be seen when students are not able to read simple words and sentences fluently, often make mistakes in pronunciation of letters and harakat, and require intensive teacher guidance. This condition shows that the right learning strategy is needed so that students' Arabic reading skills can develop optimally.

Teachers have an important role in determining the success of learning through strategies implemented in the classroom. The application of varied learning strategies, the use of interesting learning media, the provision of guidance to students who have reading difficulties, and strengthening learning motivation are efforts that can help improve students' reading skills (Bahiroh & Suud, 2020; Devi & Neviyarni, 2025; Pratiwi & Warlizasusi, 2023). These findings are supported by research (Juhaeni et al., 2022) which shows that teachers need to implement learning strategies that are tailored to the needs and characteristics of students so that reading difficulties can be overcome optimally. In addition, (Ahyani et al., 2024; Handayani & Musslifah, 2026; Isnaini & Umar, 2023) stated that reading skills are one of the most important language skills because they provide opportunities for students to obtain information and develop language skills independently. The same research also confirms that a good learning strategy is needed to produce an optimal learning process in improving the quality of Arabic language learning, especially reading skills (Isnaini & Umar, 2023)

Although these studies have explained the importance of learning strategies in improving Arabic reading skills, previous studies have focused more on learning strategies in general and the importance of reading skills. The study has not specifically described how teachers' strategies are applied in overcoming difficulties in reading Arabic in grade II students of Madrasah Ibtidaiyah based on real conditions in the classroom, including the form of difficulties experienced by students, the implementation of teacher guidance, as well as supporting and inhibiting factors that affect the success of the strategy. Therefore, this study was conducted to complement the results of previous research through a study that focuses on Arabic language learning practices at MI Al-Madaniyah Jempong Mataram.

Based on this description, this study aims to describe teachers' strategies in overcoming the difficulty of students reading Arabic in grade II at MI Al-Madaniyah Jempong Mataram. The focus of the research includes the form of reading difficulties experienced by students, the strategies applied by teachers in overcoming these difficulties, as well as supporting and inhibiting factors during the learning process. The results of this research are expected to contribute to the development of Arabic learning strategies at Madrasah Ibtidaiyah, especially in improving the reading ability of low-grade students.

METHOD

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because it aims to understand in depth the phenomena that occur in the field, especially teachers' strategies in overcoming the difficulties of students reading Arabic in grade II at MI Al-Madaniyah Jempong Mataram. Descriptive research is used to systematically describe the facts, conditions, and various efforts made by teachers in overcoming difficulties in reading Arabic based on the actual situation (Moleong, 2021).

The research was carried out at MI Al-Madaniyah Jempong Mataram. The selection of the research location was based on the results of initial observations that showed that there were still grade II students who had difficulty reading Arabic, so teachers implemented various learning strategies to help improve students' reading skills.

The research subject was determined using **the purposive sampling technique**, which is a technique for determining informants based on the consideration that the informant has knowledge and experience that is relevant to the research focus (Sugiyono, 2022). The research informants consisted of the head of the madrasah, a teacher of class II Arabic subject, and several students of class II who had difficulty reading Arabic. In addition, supporting data was obtained from school documents related to the implementation of Arabic language learning.

The types of data used include primary data and secondary data. Primary data was obtained directly through observation, interviews, and documentation, while secondary data was obtained from various school documents, such as teaching modules, learning tools, student attendance lists, and other documents that support research.

Data collection techniques are carried out through observation, semi-structured interviews, and documentation. Observations were used to obtain an overview of the Arabic language learning process and the strategies applied by teachers during teaching and learning activities. Interviews were conducted with madrasah heads, Arabic teachers, and students to obtain in-depth information about the form of reading difficulties experienced by students and the strategies used by teachers to overcome them. Documentation is used as supporting data in the form of madrasah profiles, learning tools, photos of activities, and other documents relevant to the research.

The validity of the data is carried out through source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from madrasah heads, teachers, and students, while technical triangulation is carried out by comparing the results of observations, interviews, and documentation so that the data obtained has a high level of credibility (Sugiyono, 2022).

Data analysis uses an interactive analysis model proposed by Miles, Huberman, and Saldaña which includes four stages, namely data *collection*, data *condensation*, data *display*, and *conclusion drawing and verification* (Miles et al., 2014). The analysis was carried out repeatedly from the data collection process until the research was completed so that a comprehensive picture was obtained of teachers' strategies in overcoming the difficulties of students reading Arabic in grade II at MI Al-Madaniyah Jempong Mataram.

RESULTS AND DISCUSSION

RESULTS

The research data was obtained through observation, interviews, and documentation carried out at MI Al-Madaniyah Jempong Mataram. Interviews were conducted on **February 3, 2026** with madrasah heads, second-grade Arabic language teachers, and several second-grade students selected as research informants. The results of the interviews were then analyzed and grouped based on the focus of the research, namely students' difficulties in reading Arabic, teachers' strategies in overcoming reading difficulties, and supporting and inhibiting factors in the implementation of learning strategies.

Students' Difficulties in Reading Arabic

Based on the results of observations and interviews, it was found that some grade II students still had difficulty reading Arabic. These difficulties include the recognition of hijaiyah letters, the pronunciation of letters according to makhraj, the reading of harakat, the combination of letters into words, and the reading of simple sentences fluently. In addition, some students still look hesitant and lack confidence when asked to read Arabic texts in front of the class.

The Arabic teacher explained that each student's reading ability is different. Some students have been able to read well, while others still need intensive assistance.

"Students' reading abilities are indeed different. Some are already fluent in reading, but there are also those who still have difficulty recognizing letters and reading according

to expectations. Therefore, I provide guidance gradually according to the ability of each student." (Arabic Teacher, interview, February 3, 2026).

The observation results also showed that students who had difficulty reading tended to take longer to complete reading tasks compared to other students. The teacher gave several examples of correct pronunciation before students were asked to repeat the reading independently. These learning conditions can be seen in Figure 1.



Figure 1. Arabic learning atmosphere in grade II MI Al-Madaniyah Jempong Mataram

Figure 1 shows the atmosphere of learning Arabic in grade II of MI Al-Madaniyah Jempong Mataram. Based on the results of observations, there are still some students who have difficulty in reading hijaiyah letters, understanding harakat, and pronouncing Arabic vocabulary correctly so teachers need to provide examples of pronunciation and assistance during the learning process.

The results of these observations are also supported by the results of an interview with one of the second grade students who said that reading Arabic is still quite difficult, especially when it comes to distinguishing the form of hijaiyah letters and reading according to harakat.

"Sometimes I am still confused about distinguishing several Arabic letters that are almost the same shape. If there is a different harakat, I also often misread it, so I have to be helped by the teacher." (Class II students, interview, February 3, 2026).

Other students also revealed that difficulty reading Arabic often makes them feel less confident when asked to read in front of the class.

"If I am told to read in front of the class, I am sometimes embarrassed because I am afraid of making mistakes. But Master always helped and taught me slowly until I could read better." (Grade Student II, interview, February 3, 2026).

Based on the results of these observations and interviews, it can be concluded that the difficulty of reading Arabic in grade II students is not only related to the ability to recognize hijaiyah letters and read according to harakat, but is also influenced by students' confidence in following learning. Therefore, the mentoring carried out by teachers gradually becomes one of the important efforts in helping students improve their Arabic reading skills while fostering the courage to practice reading in front of the class.

This observation was also strengthened by the results of interviews with Arabic teachers who explained that the reading difficulties experienced by students were not only due to the ability to recognize hijaiyah letters, but also due to the lack of reading practice at home.

"Some students actually know the hijaiyah letters, but they are still not used to reading Arabic every day. As a result, when asked to read in class, they still often stop, mispronounce the letters, or misread harakat. Therefore, I continue to give reading exercises gradually so that their abilities can improve." (Arabic Teacher, interview, February 3, 2026).

The statement shows that the low Arabic reading ability in some students is influenced by the intensity of reading practice that is still limited. Therefore, teachers strive to provide

continuous assistance and training so that students are more accustomed to recognizing hijaiyah letters, reading according to makhraj, and understanding the correct use of harakat.

Teachers' Strategies in Overcoming Difficulties in Reading Arabic

The results of the study showed that teachers applied several strategies in overcoming difficulties in reading Arabic in grade II students. The strategies implemented include providing individual guidance, repeated reading exercises (*drills*), the use of learning media in the form of letter cards and vocabulary cards, providing learning motivation, and periodic evaluation of the development of students' reading skills.

The teacher explained that each student received assistance according to the level of difficulty experienced so that the learning process could take place more effectively.

"I pay special attention to students who are not fluent in reading. Usually I guide them one by one after the learning activities are over or when other students are doing exercises." (Arabic Teacher, interview, February 3, 2026).

In addition to providing individual guidance, teachers also use learning media to help students recognize hijaiyah letters and understand new vocabulary. The use of these media makes students more active and enthusiastic about learning.

The application of learning strategies and individual guidance carried out by teachers during the learning process can be seen in Figure 2.



Figure 2. Teachers provide guidance to students in learning Arabic at MI grade II Al-Madaniyah Jempong Mataram

Figure 2 shows the teacher providing learning and guidance to students during the process of learning Arabic in the classroom. This activity is one of the strategies implemented by teachers to overcome students' reading difficulties through gradual mentoring, providing examples of correct reading, and coaching according to the abilities of each student.

Based on the results of observations, teachers provide assistance to students who have reading difficulties by guiding gradually according to their respective abilities. Teachers also combine lecture methods, reading exercises, and the use of learning media so that students can more easily understand the material provided.

This is reinforced by the results of an interview with an Arabic teacher who stated:

"In teaching, I don't just use textbooks. I also use hijaiyah letter cards and vocabulary cards so that students can more easily recognize letters, read words, and remember the meaning of vocabulary. With this media, students become more active and dare to try to read in front of the class." (Arabic Teacher, interview, February 3, 2026).

Based on the results of these observations and interviews, the use of learning media combined with individual guidance is an effective strategy in helping students overcome difficulties in reading Arabic. This strategy is able to increase students' activeness, confidence,

and ability to recognize hijaiyah letters, read according to harakat, and understand simple vocabulary.

This is also supported by the results of an interview with one of the second grade students who revealed that teacher guidance and the use of learning media make the learning process easier.

"If I learn to use letter cards and be guided directly by my teacher, it will be easier for me to recognize Arabic letters. I used to read it wrong, now I am more daring to read in front of the class even though it is still quiet." (Class II students, interview, February 3, 2026).

The statement shows that individual guidance strategies combined with the use of learning media have a positive impact on students' Arabic reading ability. In addition to helping students recognize hijaiyah letters and read according to harakat, the strategy also increases students' confidence to practice reading in front of the class.

Other students also shared similar experiences about the learning process implemented by teachers.

"If I can't read, my teacher teaches me slowly until I understand. We were also often asked to read in turn, so I was able to learn from friends who were already fluent." (Class II students, interview, February 3, 2026).

The results of interviews with grade II students showed that the learning strategies implemented by teachers provided a more enjoyable learning experience and helped them overcome difficulties in reading Arabic. Students said that the use of hijaiyah letter cards and vocabulary cards made it easier for them to recognize letters, read according to harakat, and remember new vocabulary. In addition, direct guidance from the teacher makes students more confident to try to read even though they still make some mistakes.

Students also revealed that teachers always provide patient assistance to students who are not fluent in reading. Teachers not only provide examples of correct pronunciation, but also invite students to practice reading in turn so that they can learn from friends who are more fluent. This approach makes students feel more comfortable in participating in learning and not afraid when asked to read in front of the class.

Based on the results of the interview, it can be concluded that individual guidance strategies combined with the alternating use of learning media and reading practice have a positive impact on improving Arabic reading skills. This strategy not only helps students recognize hijaiyah letters and read according to the rules, but also increases students' motivation and confidence during the learning process.

Supporting and Inhibiting Factors

The results of interviews with Arabic teachers show that the success of learning to read Arabic is supported by cooperation between teachers, madrasas, and the availability of adequate learning media.

"Alhamdulillah, the madrasah always supports learning activities. We also have several media such as hijaiyah letter cards and vocabulary cards that really help students understand the material. In addition, most students also have a good enthusiasm for learning so that the learning process runs more smoothly." (Arabic Teacher, interview, February 3, 2026).

The teacher also explained that there are still several obstacles faced during the learning process, especially related to differences in students' abilities and limited learning time in class.

"The challenge we most often face is the ability of students who are not the same. Some quickly understand the material, but there are also those who need to be guided repeatedly. The limited learning time made me have to strategize so that all students still get attention." (Arabic Teacher, interview, February 3, 2026).

In addition, the teacher revealed that students' learning habits at home also affect the development of Arabic reading skills.

"Some students rarely repeat lessons at home, so when they enter class they still forget the letters or harakat that they have learned. Therefore, I always remind students to practice reading at home and ask for parental support to help guide their children." (Arabic Teacher, interview, February 3, 2026).

Based on the results of the interview, it can be concluded that the success of teachers' strategies in overcoming difficulties in reading Arabic is influenced by the existence of supporting factors in the form of teacher commitment, madrasah support, the availability of learning media, and student enthusiasm. However, the implementation still faces several obstacles, such as differences in students' initial abilities, limited learning time, lack of reading practice at home, and low confidence of some students. These findings show that cooperation between teachers, schools, and parents is needed so that students' Arabic reading skills can develop optimally.

On the other hand, this study also found several inhibiting factors, including differences in students' initial abilities, limited learning time, lack of reading practice at home, and low confidence of some students when asked to read in front of the class.

In general, the results of the study show that the strategies implemented by teachers have a positive impact on students' reading skills. Although there are still some obstacles, teachers continue to make various efforts so that students are able to read Arabic better through learning that is tailored to the needs and abilities of each student.

DISCUSSION

Students' Difficulties in Reading Arabic

The results of the study showed that students in grade II of MI Al-Madaniyah Jempong Mataram still experienced various difficulties in reading Arabic, including recognizing hijaiyah letters, distinguishing letters that have similar shapes, reading according to harakat, pronouncing letters according to makhraj, combining letters into words, and reading simple sentences fluently. In addition, some students still show a lack of confidence when asked to read in front of the class. The findings show that students' *maharah qirā'ah* abilities are still at the basic stage so that they require gradual learning in accordance with the characteristics of Madrasah Ibtidaiyah students (Arianto et al., 2025; Aulia et al., 2025; Ritonga, Sartika, et al., 2024).

Theoretically, *maharah al-qirā'ah* is one of the language skills that aims to enable students to recognize the symbols of the Arabic language, read according to makhraj and harakat, understand vocabulary (*mufradat*), and grasp the meaning of reading. Mastery of hijaiyah letters, harakat, and vocabulary are basic skills that students must have before being able to read Arabic texts fluently. Therefore, if these basic skills have not been developed optimally, students will have difficulty reading simple words and sentences. This condition shows that learning to read Arabic in elementary school students needs to be carried out gradually according to the level of development of students' abilities.

The findings of this study are in line with research (Wijaya & Hikmah, 2023) which states that the learning problems of *maharah qirā'ah* in Madrasah Ibtidaiyah students are influenced by internal factors and external factors. Internal factors include low interest in reading, limited vocabulary mastery, and weak basic Arabic reading skills, while external factors include limited learning media, learning resources, and a less supportive learning environment. The similarity between the research and this study can be seen in the fact that students still find difficulties in recognizing hijaiyah letters, reading according to expectations, and low reading fluency. However, this study provides a more specific finding that reading difficulties are more dominant due to basic reading skills that are still developing because the research subjects are grade II students of Madrasah Ibtidaiyah. This finding expands on the results of Wijaya and

Hikmah's (2023) research by showing that the developmental characteristics of low-grade students require more intensive and gradual reading assistance.

The findings of this study confirm the results of a study (Ulum & Firdausiyah, 2023) which explains that difficulties in learning Arabic in Madrasah Ibtidaiyah students are influenced by students' initial abilities, learning motivation, and learning strategies applied by teachers. The study emphasized that teachers need to provide assistance gradually, using varied learning methods, and adjusting learning strategies to student characteristics. In line with these findings, this study shows that students who have difficulty reading require more intensive guidance compared to students who already have better reading skills. Thus, an individualized learning strategy is one of the important efforts in helping students develop Arabic reading skills according to their individual needs.

Based on the overall findings, it can be understood that the difficulty of reading Arabic in second grade students of MI Al-Madaniyah Jemping Mataram is influenced by basic reading skills that are not optimal and psychological factors in the form of low confidence. Therefore, the learning of *maharah al-qira'ah* needs to be carried out gradually through assistance that is in accordance with the level of ability of students so that each student has the opportunity to develop Arabic reading skills optimally. These findings show that the success of learning to read Arabic in low-grade students is not only determined by the students' initial ability, but also by the teacher's ability to implement learning strategies that suit the characteristics and learning needs of students.

Teachers' Strategies in Overcoming Difficulties in Reading Arabic

The results of the study show that Arabic teachers at MI Al-Madaniyah Jemping Mataram apply several strategies to overcome students' reading difficulties, namely individual guidance, repeated reading exercises (*drills*), the use of learning media in the form of hijaiyah letter cards and vocabulary cards, the provision of learning motivation, and periodic evaluations. The application of these various strategies shows that teachers not only focus on delivering material, but also adjust the learning process to the varying levels of students' abilities so that each student receives assistance according to their needs. This shows that adaptive learning strategies are better able to accommodate differences in students' reading abilities than the use of just one learning method.

One of the dominant strategies is individual guidance. Direct assistance allows teachers to identify students' mistakes in recognizing hijaiyah letters, reading harakat, and reciting Arabic vocabulary so that the feedback given becomes more targeted. These findings are in line with research (Ulum & Firdausiyah, 2023) which explains that intensive mentoring and special attention to students who have learning difficulties can increase student involvement in the learning process. The equation shows that individualized tutoring is an effective strategy to help students overcome reading difficulties because teachers can tailor learning to each student's ability. This study also shows that individual mentoring provides an opportunity for teachers to identify each student's reading difficulties more specifically so that the form of guidance provided becomes more targeted.

The next strategy is to practice reading repeatedly (*drill*). The practice is carried out in stages starting from the introduction of hijaiyah letters, combining letters into words, to reading simple sentences. This habituation helps students improve pronunciation accuracy, reading fluency, and the ability to remember letter shapes and the use of harakat. These findings are supported by research (Darmiah Nonci et al., 2023) which shows that the success of learning to read Arabic is influenced by the implementation of learning strategies that suit the needs of students, such as providing guidance, gradual reading practice, learning motivation, and mentoring during the learning process. The results of the study reinforce the finding that reading practice carried out continuously is able to help students reduce reading errors and improve their *maharah qira'ah* skills. In this study, repeated reading practice also helps students

build reading habits so that the ability to recognize letters, read harakat, and pronounce vocabulary develops gradually according to the level of ability of each student.

In addition to reading exercises, teachers use learning media in the form of hijaiyah letter cards and vocabulary cards. The use of these media helps students recognize letter shapes, enrich vocabulary, and increase attention and activeness during the learning process. For Madrasah Ibtidaiyah students who are still in the concrete operational stage, visual media is an effective means to connect the shape of the letters with the sound so that the material is easier to understand. These findings are supported by research (Fauziddin & Fikriya, 2020) which shows that the use of hijaiyah letter card media equipped with vocabulary can improve students' ability to recognize Arabic letters and vocabulary through more interesting and interactive learning (Hijriyah et al., 2024, 2024; Sukmaningrum & Khoiri, 2026). These findings show that the use of visual media not only helps students understand the learning material, but also increases student involvement during the learning process so that reading activities become more interesting and less monotonous.

Teachers also provide motivation to learn through praise, encouragement, and appreciation to students who dare to try to read even though they still make mistakes. This motivation plays a role in increasing students' confidence so that they are more active in learning. In addition, teachers carry out periodic evaluations to monitor the development of each student's reading ability and determine the form of assistance needed at the next meeting. Evaluation not only functions as a tool to measure learning outcomes, but also serves as a basis for teachers to improve the learning process to better suit the needs of students.

The findings of this study are strengthened by research (Wijaya & Hikmah, 2023) which shows that the success of Arabic language learning is influenced by a combination of the use of varied learning methods, drills, learning motivation, and continuous evaluation. However, this study provides more specific findings that the success of learning to read Arabic in grade II students of Madrasah Ibtidaiyah does not depend on one specific strategy, but on the ability of teachers to combine various strategies according to the characteristics and learning needs of students. Thus, the effectiveness of teachers' strategies is not determined by one particular method, but by the teacher's ability to combine various strategies according to the characteristics of students. This finding confirms that the learning of *maharah qir'ah* at the Madrasah Ibtidaiyah level requires an adaptive strategy so that each student obtains kesempatan mengembangkan kemampuan membaca bahasa Arab secara optimal.

Supporting and Inhibiting Factors of Teachers' Strategies in Overcoming Difficulties in Reading Arabic

The results of the study show that the success of teachers' strategies in overcoming difficulties in reading Arabic at MI Al-Madaniyah Jempong Mataram is supported by several factors, namely the teacher's commitment in guiding students, the support of the madrasah head, the availability of learning media, and the enthusiasm of students in following the learning process. These factors are interrelated and contribute to the creation of a more effective learning process. The teacher's commitment can be seen from his willingness to provide individual guidance to students who have difficulty reading, while the support of the madrasah head is realized through the provision of learning facilities and support for the implementation of teaching and learning activities. In addition, learning media in the form of hijaiyah letter cards and vocabulary cards help teachers explain the material more concretely so that students can more easily understand the material being taught. This shows that the success of teachers' strategies is not only influenced by teacher competence, but also by the support of the learning environment and the availability of adequate learning facilities.

These findings are in line with research (Wijaya & Hikmah, 2023) which explains that the success of *maharah qir'ah* learning is influenced by the availability of learning media, a supportive learning environment, and the readiness of teachers in designing learning. The

research shows that interesting learning media can increase students' attention and interest in learning so that the learning process becomes more active. On the contrary, the limited media and learning resources are one of the causes of the low ability to read Arabic in students. The results of this study strengthen the findings because teachers use letter cards and vocabulary cards as a medium to make it easier for students to recognize hijaiyah letters and enrich Arabic vocabulary.

In addition to learning media, student enthusiasm is also a supporting factor in this study. Based on the observation results, most of the students showed enthusiasm for learning, especially when teachers used learning media and gave students the opportunity to read in turn. This enthusiasm shows that learning motivation has an important role in improving Arabic reading skills. The higher the students' motivation to learn, the greater their desire to practice reading and correct mistakes made during the learning process.

On the other hand, the results of the study also found several factors that hinder the implementation of teachers' strategies, namely differences in students' initial abilities, limited learning time, lack of reading practice at home, and low confidence of some students when asked to read in front of the class. The difference in initial abilities causes teachers to have to give different treatment to each student so that it takes longer to achieve learning goals. This condition is a challenge because in one class there are students who are able to read fluently and students who are still at the stage of recognizing hijaiyah letters.

Temuan penelitian ini memperkuat hasil penelitian (Hikmah et al., 2024) bahwa perbedaan kemampuan awal siswa dan rendahnya rasa percaya diri merupakan faktor yang memengaruhi keberhasilan pembelajaran membaca bahasa Arab. Namun demikian, penelitian ini menunjukkan bahwa pendampingan individual yang dilakukan guru menjadi salah satu upaya untuk mengurangi hambatan tersebut sehingga setiap siswa memperoleh kesempatan belajar sesuai dengan tingkat kemampuannya.

Lack of reading practice at home is also one of the inhibiting factors found in this study. Based on the results of the interview, the teacher said that some students only practice reading when they are at school so that the development of reading skills takes place more slowly. Reading skills are abilities that develop through continuous practice. Therefore, the more often students practice reading, the better their ability to recognize letters, understand harakat, and pronounce Arabic words and sentences.

The results of this study are supported by a study (Yaris Eka Rachman, 2021) which explains that low motivation to learn, lack of practice, lack of learning facilities, and limited learning resources are factors that hinder the success of learning Arabic. The study also emphasized that independent learning habits and learning environment support have an important role in improving students' abilities. The findings are in line with the results of this study, where the lack of reading practice at home causes the development of students' reading skills to take place more slowly, so cooperation between teachers and parents is needed in getting students used to practicing reading regularly.

Based on the overall findings of the research, it can be understood that supporting factors and inhibiting factors are two aspects that affect each other in the implementation of teachers' strategies. The existence of competent teachers, adequate learning media, the support of the madrasah head, and the enthusiasm of students are important capital in improving Arabic reading skills. On the other hand, differences in students' initial abilities, limited learning time, lack of reading practice at home, and low confidence are challenges that must be overcome through more adaptive learning. Therefore, teachers need to continue to develop learning strategies that are in accordance with student characteristics, strengthen cooperation with parents, and create a learning atmosphere that can increase students' motivation and confidence in reading Arabic.

CONCLUSION

This study found that teachers' strategies in overcoming difficulties in reading Arabic in grade II students of MI Al-Madaniyah Jempong Mataram were carried out through a combination of several strategies, namely individual guidance, repeated reading exercises (drills), the use of learning media in the form of hijaiyah letter cards and vocabulary cards, the provision of learning motivation, and periodic evaluations. The main findings of the study show that the success of learning to read Arabic is not only influenced by the application of one particular strategy, but by the ability of teachers to combine various strategies according to the level of ability and characteristics of each student. In addition, this study also found that supporting factors, such as teacher commitment, support from madrasah heads, availability of learning media, and student enthusiasm, play an important role in supporting learning success. On the other hand, differences in students' initial abilities, limited learning time, lack of reading practice at home, and low confidence are inhibiting factors that need attention.

Academically, this study confirms the results of previous research which stated that varied learning strategies and teacher assistance have an effect on improving Arabic reading skills. However, this study provides a more specific perspective by showing that in grade II students of Madrasah Ibtidaiyah, the effectiveness of learning maharah al-qirā'ah is not only determined by the use of certain methods, but also by the ability of teachers to integrate various learning strategies adaptively according to the needs and development of each student's reading ability. This finding is expected to be a reference for Madrasah Ibtidaiyah teachers in designing Arabic language learning that is more effective and centered on the needs of students.

This research has limitations because it is only carried out in one madrasah with a limited number of informants so that the results of the study have not been able to describe the conditions of Arabic learning in all Madrasah Ibtidaiyah. In addition, this study uses a qualitative approach so that the findings emphasize more on the description of the learning process than on measuring the effectiveness of the strategy quantitatively. Therefore, further research is recommended to involve a wider sample, covering various characteristics of madrasahs, and using mixed methods or experimental research to test the effectiveness of each learning strategy more comprehensively. The results of the follow-up research are expected to strengthen the development of Arabic language learning strategies and become the basis for the formulation of policies to improve the quality of learning at Madrasah Ibtidaiyah.

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