

Maharah Qira'ah Learning Strategy for Integrated Islamic Elementary School (SDIT) Students During Covid-19 Pandemic

Apri Wardana Ritonga¹, Aulia Fitri²

¹Magister Pendidikan Bahasa Arab, UIN Maulana Malik Ibrahim Malang

²Magister Pendidikan Bahasa Arab, UIN Imam Bonjol Padang

¹wardanaapri90@gmail.com, ²auliafitriiii123@gmail.com

INFO ARTIKEL

Riwayat Artikel:

Diterima: 13-04-2021

Disetujui: 14-05-2021

Kata Kunci:

Covid-19

Maharah Qira'ah

Learning Strategy

ABSTRAK

Abstrak: Pandemi Covid-19 menuntut guru untuk menyusun strategi pembelajaran maharah qira'ah dengan baik. Sehingga pembelajaran berdampak baik bagi perkembangan keterampilan siswa. penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran maharah qira'ah yang dilakukan guru pada era pandemi Covid-19. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus di SD IT Nurul Ikhlas Padang, sedangkan pengumpulan data melalui observasi, wawancara dan studi dokumen. Data dianalisis menggunakan triangulasi data dan sumber data, sedangkan tahap validasi data menggunakan teori Miles dan Huberman yaitu mereduksi data, menyajikan data dan verifikasi. Penelitian ini menunjukkan bahwa strategi pembelajaran maharah qira'ah di era pandemi dilakukan menggunakan media elektronik Whatsapp, Google Classroom dan Youtube melalui pendampingan penuh dari guru. Kajian ini merekomendasikan penelitian lanjutan untuk menguji efektivitas pembelajaran maharah qira'ah menggunakan media online bagi siswa tingkat sekolah dasar.

Abstract: The Covid-19 pandemic demands teachers to develop strategies for learning maharah qira'ah well. So that learning has a good impact on the development of student skills. This study aims to describe the maharah qira'ah learning strategy carried out by teachers during the Covid-19 pandemic era. This study used a qualitative approach with the case study method at SDIT Nurul Ikhlas Padang, while data collection was through observation, interviews and document study. The data were analyzed using triangulation of data and data sources, while the data validation stage used Miles and Huberman's theory, namely reducing data, presenting data and verification. This study shows that the maharah qira'ah learning strategy in the pandemic era was carried out using the electronic media Whatsapp, Google Classroom and Youtube through full mentoring from the teacher. This study recommends further research to test the effectiveness of learning maharah qira'ah using online media for elementary school students.



<https://doi.org/10.31764/elementary.v4i2.4501>



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

Reading skill (maharah qira'ah) is one of the four language skills, namely listening skills, speaking skills, reading skills and writing skills. Between one skill and another skills are related and cannot be separated [1]. When learning one of the language skills above, other language skills will also be involved [2]. Maharah qira'ah is one of the basic skills in learning Arabic for non-Arabs [3] [4].

According to Ibrahim [5] the notion of reading has developed from time to time. According to him, these developments are as follows: (a) In the past, the meaning

of qira'ah was very narrow, focused on the ability to reveal and pronounce written symbols. (b) In the next stage, it develops into thinking activities accompanied by understanding. (c) Developing again with the addition of other elements, namely the interaction between the reader and the text that can make the reader agree, hate, admire, feel happy, sad, and as an interaction with the text. (5) The above understanding develops again into the use or practice of things that readers understand from a text in dealing with life's problems. From some of the definitions above, it can be concluded that reading is mechanical and some is cognitive.

Maharah qira'ah is one of the types of written language skills that are receptive skills (*istima 'and qira'ah*), while speaking skills and writing skills are productive skills [6]. Actually, the development of maharah qira'ah can be done separately, apart from listening and speaking skills. However, in societies that have a literacy culture that is capable and developed, they often develop maharah qira'ah integrated with listening skills and speaking skills.

An-Naqah argues that reading essentially includes the following two things: (a) Mechanical aspects which include physiological responses to written symbols, namely understanding words and being able to pronounce them. (b) Cognitive aspects that include understanding meaning, understanding the direction of the author's thoughts, interpreting, criticizing and evaluating and comparing with previous experiences [7]. Thus, reading includes two activities, namely: First, the activity of obtaining written material phonetically, in the sense of being able to pronounce writing through reading aloud. Second, the effort to get the meaning of a text quickly without sound, namely reading silently.

After the spread of the Covid-19 virus in March 2020, there was a shift in learning activities for maharah qira'ah in schools [8]. Initially done face-to-face, it was converted into online learning to stop the spread of Covid-19 [9] [10]. Online-based learning requires strategies from the teacher so that learning objectives are well achieved [11].

Learning maharah qira'ah needs serious attention when taught to elementary school level students. Teaching maharah qira'ah to advanced students will be easier if the understanding of maharah qira'ah is strong for elementary school students. Several previous studies revealed the importance of strengthening maharah qira'ah for elementary school students, as follows:

Gunawan revealed that currently the learning process of maharah qira'ah requires a substantive paradigm change, because learning does not only learn concepts, theories and facts but also applications in everyday life [12]. Qira'ah learning is entering the industrialization era in learning Arabic. The use of the Internet of Things (IoT), big data, cloud databases, blockchain, and others will change the qira'ah learning pattern from paper based to paperless [13]. To implement this, the teacher must have skills in teaching qira'ah [14], both in terms of the use of material, media, methodology and Arabic word structure. Because qira'ah learning often runs slowly because of the students' weak mastery of language structures and vocabulary [15]. In addition, the difficulty in learning qira'ah also arises because of the students' mental weakness, lack of enthusiasm or lack of language skills [16].

Based on the results of the analysis of previous research, the above study is only related to the importance of strengthening the maharah qira'ah learning process carried out in schools. Meanwhile, in

the era of the Covid-19 pandemic, an integrative approach was needed in developing maharah qira'ah learning strategies, so that the learning carried out was meaningful for students and emphasized the student approach center. This study is expected to be a reference for Arabic teachers in Indonesia to determine the right strategy in teaching maharah qira'ah in the era of the Covid-19 pandemic.

B. METHOD

Research uses a qualitative research design that aims to describe in depth field phenomena. The method used is a case study, which aims to see the object of study in detail [17]. The data obtained were validated using data triangulation and data sources to determine the validity of the data.

Researchers observed Arabic learning strategies at SDIT Nurul Ikhlas Padang in the era of the Covid-19 pandemic which were held online and face-to-face. The Arabic teacher became the main informant in this study to get in-depth information about the Arabic language learning strategy being carried out. The data obtained were then analyzed based on the theory of Miles and Huberman, namely by reducing the data, presenting the data and verifying the data in detail in order to obtain conclusions [18]. The schematic in this study can be seen in the table below:

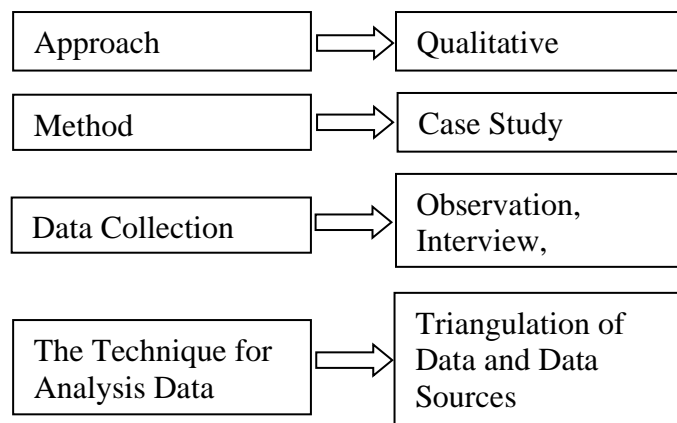


Figure 1. Method

C. FINDINGS AND DISCUSSION

Arabic learning at the Nurul Ikhlas Integrated Islamic Elementary School (SDIT) Padang is included in the school curriculum. The curriculum used is the 2013 curriculum and the Al-Qur'an tahfizh program curriculum. The two curricula are integrated in a balanced manner through activities that have been designed by the teacher for each subject. In learning Arabic specifically, the material that is emphasized at the elementary school level is still at the stage of acquiring sounds and vocabulary intensively. This is because students still need vocabulary to be used in implementing Arabic language skills. In addition, the material designed by the teacher is very simple and easy for students to understand.

In the era of the Covid-19 pandemic, learning Arabic, especially maharah qira'ah, was carried out in two methods, first online and face-to-face at school. Students who choose to study online, the learning process uses applications such as Zoom, Google Drive, Google Classroom and Whatsapp. Meanwhile, students who choose to study face-to-face at school, learning is done using the classical method in the Classroom.

The learning strategy carried out by Arabic teachers to teach maharah qira'ah at SDIT Nurul Ikhlas Padang refers to the provisions mentioned by Makruf as follows [19]: *Strategy 1*, called the Empty Outline. The goal is to train students' abilities in pouring out the contents of what is read into tables. The contents of the table are of course adjusted to the needs or learning objectives. This strategy can be combined with technique The Power of Two.

Strategy 2, called strategy analysis. The aim is to train students in understanding the content of the reading by finding the main idea and supporting ideas. Also train the sharpness of analysis of the content of the reading and find the flow of thoughts of the author.

Strategy 3, is called snowballing. Almost the same as The Power of Two or the small group presentation. It's just that the process is different, because this strategy goes through several stages depending on the number of students there. Effectively used for classes with a large number of students.

Strategy 4, called Broken Square/Text. This is to reassemble the readings that have previously been cut into pieces, and aims to train students in compiling a systematic script. As well as understanding the contents of the reading globally, so that they can rearrange the reading coherently.

Strategy 5, called Index Card Match. Usually used to teach words or sentences with their partners. It can also be applied to evaluate students' understanding of the reading content by making question cards and answers.

Before the Covid-19 pandemic broke out in Indonesia, the strategy used in the maharah qira'ah learning process at SDIT Nurul Ikhlas Padang was an analysis strategy. Where this strategy aims to make students able to understand the given reading text well, with an indication that students are able to determine the main ideas and supporting ideas of the reading text [20]. This strategy is also easier to use for elementary school level students.

Usually learning maharah qira'ah with an analytical strategy at SDIT Nurul Ikhlas Padang is carried out in groups using a cooperative learning model. This was done because the ability levels of students were different [21]. The cooperative learning model is carried out to train students' collaborative skills, because groups of students will be divided between four to six students in one group [22]. The use of this learning model is considered influential in improving student

collaboration skills in completing the tasks given by the teacher [23].

Apart from group work, the analytical strategy in learning maharah qira'ah is also carried out individually. This is based on the length of the reading text. The steps taken by the teacher in the analysis strategy are: (a) The teacher designs learning attractively. The material taught is pictorial and colorful to attract students' attention and interest in learning. (b) The teacher distributes qira'ah texts to students. The text is taken from the 2013 curriculum textbook that is being studied. Sometimes teachers also quote qira'ah texts from the internet and youtube, adjusted to the teaching material. The text given to students is in the form of short sentences composed of only two to three words in Arabic. As below:



Figure 2. Student qira'ah text

(c) The teacher instructs the students to read the text slowly and alternately. (d) After all students have read the text, the teacher divides the students into groups. (e) Students are guided to match Arabic sentences with their translations as a group. (f) After the discussion process, group representatives present the results of the group discussion in front of the class. (g) The teacher gives prizes to the correct group and all students to increase student motivation. (h) The teacher corrects wrong answers. (i) Finally, the teacher and students read the text together.

After the emergence of the Covid-19 pandemic, the analytical strategy in learning maharah qira'ah was not suitable for use. This is due to the lack of student skills in Arabic. So that learning is transferred from offline to online [24]. In principle, qira'ah learning is still going well using online media [25].

The strategies carried out in teaching maharah qira'ah in the Covid-19 pandemic era are: (a) Sending information to students related to learning through the WhatsApp group. (b) The teacher sends the qira'ah text to Google Classroom or Whatsapp. (c) The qira'ah text is accompanied by a voice recording of the text read by the teacher and supporting videos related to learning. (d) Students are asked to make sound recordings as exemplified by the teacher. (e) In addition to voice recordings, students are also asked to make videos while reading text. (f) The recorded video is sent to the teacher's WhatsApp or to Google Classroom. (g) The teacher comments on student assignments via the

WhatsApp and Zoom group during class hours. (h) The teacher corrects the students' reading that is still wrong.

The reading strategy used during this pandemic is not something that is usually done during the face-to-face learning process, but an emergency method in the midst of the ongoing threat of Covid-19. For that, teachers and students must be able to adapt quickly in the process of learning maharah qira'ah.

In practice, the learning strategies carried out by Covid-19 era teachers have had positive and negative impacts. *First*, the positive impact, namely: (a) This strategy requires students to read the given text carefully, because the learning is project-based on sound and video recordings. (b) Increase students' interest in knowing the meaning of each vocabulary contained in the text. (c) Train students' creativity in recording video assignments. Familiarize students with technology-based learning as a demand for advancement era education. *Second*, the negative impact, namely: (a) Student motivation to learn decreases with online learning. (b) Online learning is burdensome for students and parents to use cellphones and internet packages during learning. (c) There are still students who do not do assignments because they do not understand the material given.

From the explanation above, the researchers revealed that there was a decrease in student interest in learning during the Covid-19 pandemic. This can be seen from the attitude of students in responding to the assignments given. But on the other hand, learning from the Covid-19 pandemic era provides new skills for students in the field of using technology as a medium and learning tool [26]. As a teacher, we must try to reduce the imbalances that occur in the student learning process. things that can be done are: *First*, provide motivation to students both during the learning process and through the WhatsApp group. *Second*, communicate intensively with parents of students. Primary school-aged children must receive direct guidance from their parents during the online learning process at home. If not, there is a concern that the child will abuse the cellphone or laptop for learning.

D. CONCLUSION

Learning maharah qira'ah for students of SDIT Nurul Ikhlas Padang in the era of the Covid-19 pandemic experienced complex problems. Teachers need to develop the right strategy to teach maharah qira'ah. This research shows that there has been a shift in learning maharah qira'ah from an analytical strategy during face-to-face learning to a social media-based learning model, such as Whatsapp, Google Classroom and Youtube. All tasks that will be done by students are exemplified by the teacher and then send them to the WhatsApp group. This research proves that the role of online-based technology and media is important in learning maharah qira'ah in the era of the Covid-19 pandemic. Given that this discussion is only a learning process, it is necessary

to conduct further studies on the effectiveness of learning maharah qira'ah using technology-based media for elementary school students.

REFERENCES

- [1] M. A. Izzah, S. A. Rosidah, and N. Khumairoh, "Komik Sebagai Alternatif Media Pembelajaran Maharah Qira' Ah Untuk Siswa Madrasah Ibtida'iyah (Mi)," in *Prosiding Semnasbama IV*, 2020, pp. 345–354.
- [2] M. Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif," *POTENSIA J. Kependidikan Islam*, vol. 3, no. 2 Juli-Desember, pp. 196–210, 2017, doi: 10.24014/potensia.v3i2.3929.
- [3] Z. Syahri, "Pembelajaran Qiraah dalam Bahasa Arab," *Al-Kahfi J. Pendidik. Agama Islam*, vol. 5, no. 1 Januari-Juni, pp. 96–109, 2020.
- [4] A. W. Ritonga *et al.*, "E-learning Process of Maharah Qira'ah in Higher Education During the Covid-19 Pandemic," *Int. J. High. Educ.*, vol. 9, no. 6, pp. 227–235, 2020, doi: 10.5430/ijhe.v9n6p227.
- [5] A. 'Alim Ibrahim, *Al-Muwajjih Al-Fanny li Mudarrisi Al-Lughah Al-'Arabiyyah*. Kairo: Daar Al-Ma'arif, 1968.
- [6] I. Makruf, "Manajemen Integrasi Pembelajaran Bahasa Arab di Madrasah Berbasis Pondok Pesantren," *Cendekia J. Educ. Soc.*, vol. 14, no. 2 Juli, pp. 265–280, 2016, doi: 10.21154/cendekia.v14i2.570.
- [7] M. K. An-Naqah, *Ta'lim Al-Lughah Al-'Arabiyyah Li An-Nathiqina Bilughatin Ukhra: Ususuhu, Madakhiluhu, wa Thuruqu Tadrisuhu*. Makkah: Jami'ah Um Al-Qura, 1985.
- [8] S. O. R. Tolinggi and F. R. S, "Optimalisasi Pembelajaran Bahasa Arab di Era Adaptasi Kebiasaan Baru (AKB)," *Taqdir*, vol. 6, no. 2, pp. 95–116, 2020, doi: <https://doi.org/10.19109/taqdir.v6i2.6428>.
- [9] N. Fauziyah, "Dampak Covid-19 Terhadap Efektivitas Pembelajaran Daring Pendidikan Islam," *Al-Mau'izhoh*, vol. 2, no. 2, pp. 1–11, 2020, [Online]. Available: index.php/am/article/view/2294.
- [10] H. B. Mangku, R. P. Suharjo, S. Bakhri, and Dll, *Covid19 & Disrupsi Tatanan Sosial Budaya, Ekonomi, Politik dan Multi (Catatan Akademisi, Jurnalis, Aktifis dan Diaspora)*. Bandarlampung: Pusaka Media, 2020.
- [11] A. W. Ritonga, "Pengaruh Media Crossword Puzzle dalam Meningkatkan Maharah Qira'ah Siswa SMA Islam Sabilillah Malang Boarding School," *Stud. Arab*, vol. 11, no. 2, pp. 73–86, 2020, [Online]. Available: <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab>.
- [12] H. Gunawan, "Strategi PQ4R: Meningkatkan Partisipasi Siswa Dalam Pembelajaran Bahasa Arab Pada Materi Qira'ah," *I'tibar J. Ilm. Ilmu-ilmu Keislam.*, vol. 03, no. 06 Januari-Mei, pp. 147–161, 2016.
- [13] A. Nurholis, S. I. Hidayatullah, and M. A. Rudisunhaji, "Karakteristik dan Fungsi Qira'ah dalam Era Literasi Digital," *El-Tsaqafah J. Jur. PBA*, vol. 18, no. 2, pp. 131–146, 2019, [Online]. Available: <https://journal.uinmataram.ac.id/index.php/eltsaqafah>.
- [14] W. Mahmudin, "Problematika Pembelajaran Al-Qiraah dan Solusi Pemecahannya (Studi Deskriptif Kualitatif di MA Miftahurrahman Tasikmalaya)," *Thoriqotuna; J. Pendidik. Islam*, vol. 1, no. 1, pp. 135–162, 2019, [Online]. Available: <http://jurnal.iailm.ac.id/index.php/thoriqotuna/article/view/103>.
- [15] Erlina, "Pengembangan Bahan Ajar Qira'Ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab," *J. Al Bayan J. Jur. Pendidik. Bhs. Arab*, vol. 9, no. 2 Desember, pp. 263–280, 2018.
- [16] F. Rahman, "Problematika Penerjemahan Bahasa Arab

- Ke Dalam Bahasa Indonesia Bagi Siswa Kelas V Di Madrasah Ibtidaiyah Darut Taqwa Sengonagung Purwosari Pasuruan,” *Stud. Arab J. Pendidik. Bhs. Arab*, vol. 8, no. 2, pp. 57–74, 2017, [Online]. Available: <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab>.
- [17] R. K. Yin, *Qualitative Research From Start to Finish*. New York: The Guilford Press, 2011.
- [18] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis*. Los Angeles: Sage Publications, 1994.
- [19] I. Makruf, *Strategi Pembelajaran Bahasa Arab Aktif*, Cet 1. Semarang: Need's Press, 2009.
- [20] S. L. Darmawan and O. W. Sari, “The Use Of Macromedia Flash Player As Media To Improve Students' Reading Skill,” *Ling. J. Pendidik. Bhs.*, vol. 16, no. 2, pp. 14–20, 2020, doi: <https://doi.org/10.34005/lingua.v16i2>.
- [21] S. Munawaroh, “Model Pembelajaran Kooperatif (Cooperative Learning) Dalam Strategi Belajar Mengajar Bahasa Arab,” in *Prosiding Konferensi Nasional Bahasa Arab II*, 2016, pp. 100–116, [Online]. Available: <http://prosiding.arab-um.com/index.php/konasbara/article/view/35/30>.
- [22] J. Nugrawiyati, “Cooperative Learning dalam Pembelajaran Bahasa Arab Berbasis Kurikulum 2013,” *Al Murabbi J. Stud. Kependidikan dan Keislam.*, vol. 3, no. 2, pp. 142–158, 2017, [Online]. Available: <http://ejournal.kopertais4.or.id/mataraman/index.php/murabbi/article/view/2587/1902>.
- [23] F. Ferianti and A. Hamzah, “Model Pembelajaran Cooperative Learning Tipe Tebak Kata Terhadap Hasil Belajar Siswa Mata Pelajaran Bahasa Arab di MIN Kemu OKU Selatan,” *JIP J. Ilm. PGMI*, vol. 3, no. 2, pp. 134–143, 2017, doi: [10.19109/jip.v3i2.1647](https://doi.org/10.19109/jip.v3i2.1647).
- [24] S. Bulan and H. S. Zainiyati, “Pembelajaran Online Berbasis Media Google Formulir dalam Tanggap Work From Home Masa Pandemi Covid-19 di Madrasah Ibtidaiyah Negeri (MIN) 1 Paser,” *SYAMIL J. Pendidik. Agama Islam (Journal Islam. Educ.*, vol. 8, no. 1, pp. 15–34, 2020, doi: [10.21093/sy.v8i1.2300](https://doi.org/10.21093/sy.v8i1.2300).
- [25] Y. Pratama and N. Q. A'yun, “Kelompok Belajar Mahasiswa di Masa Pandemi Covid-19: Solusi Alternatif Pemodelan Pembelajaran Bahasa Arab di Era Pandemic,” in *MUNASBA: Multaqa Nasional Bahasa Arab*, 2020, pp. 260–268, [Online]. Available: index.php/mnba/article/view/98.
- [26] N. S. Binti Jasni and A. A. Ardiansyah, “Arabic Learning Based On E-Learning Using Arabic Teacher Website In The Pandemic Era Of Covid-19,” *Ta'lim al-'Arabiyyah J. Pendidik. Bhs. Arab Kebahasaaraban*, vol. 4, no. 2, pp. 122–137, 2020, doi: [10.15575/jpba.v4i2.8601](https://doi.org/10.15575/jpba.v4i2.8601).