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THE IMPLEMENTATION OF INTEGRATIVE STRATEGIES IN TEACHING MAHARAH QIRĀ'AH: CHALLENGES AND PEDAGOGICAL IMPLICATIONS

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Abstract

This study aims to investigate the implementation of integrative strategies in teaching maharah qirā'ah at the Arabic Language and Literature Program at STAIN Madina. Reading skill plays a crucial role in Arabic language learning; however, students still face various difficulties, particularly in understanding vocabulary, identifying main ideas, and interpreting meanings contextually. Therefore, integrative strategies are considered a relevant approach to address these challenges by combining multiple instructional methods into a unified learning process. This study employed a qualitative descriptive approach with a case study design. The research participants consisted of lecturers and students involved in the teaching and learning process of maharah qirā'ah. Data were collected through classroom observations, in-depth interviews, and documentation, and were analyzed using an interactive data analysis model, which includes data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation and member checking techniques. The findings indicate that the implementation of integrative strategies was carried out through vocabulary enrichment, contextual reading, collaborative discussion, and guided interpretation. This approach significantly improved students' engagement, motivation, and participation in the learning process. In addition, students demonstrated improved abilities in reading comprehension, particularly in identifying main ideas, understanding vocabulary in context, and applying independent reading strategies. In conclusion, integrative strategies are an effective approach in teaching maharah qirā'ah as they create a more interactive, student-centered, and meaningful learning environment. These strategies not only enhance students' reading abilities but also support the development of higher-order thinking skills.

Keywords: *integrative strategies, learning, maharah qirā'ah*

Abstrak

Penelitian ini bertujuan untuk mengkaji implementasi strategi integratif dalam pembelajaran maharah qirā'ah pada Program Studi Bahasa dan Sastra Arab di STAIN Madina. Keterampilan membaca memiliki peran penting dalam pembelajaran bahasa Arab, namun mahasiswa masih menghadapi berbagai kesulitan, terutama dalam memahami kosakata, mengidentifikasi ide pokok, serta menginterpretasikan makna secara kontekstual. Oleh karena itu, strategi integratif dipandang sebagai pendekatan yang relevan untuk mengatasi permasalahan tersebut melalui penggabungan berbagai metode pembelajaran dalam satu proses yang terpadu. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Partisipan penelitian terdiri

dari dosen dan mahasiswa yang terlibat dalam pembelajaran maharah qirā'ah. Data dikumpulkan melalui observasi kelas, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijamin melalui teknik triangulasi dan *member checking*. Hasil penelitian menunjukkan bahwa implementasi strategi integratif dilakukan melalui penguatan kosakata, pembacaan kontekstual, diskusi kolaboratif, dan interpretasi terpandu. Penerapan strategi ini terbukti meningkatkan keterlibatan, motivasi, dan partisipasi mahasiswa dalam proses pembelajaran. Selain itu, mahasiswa menunjukkan peningkatan kemampuan dalam memahami teks, khususnya dalam mengidentifikasi ide pokok, memahami makna kosakata dalam konteks, serta menggunakan strategi membaca secara mandiri. Kesimpulannya, strategi integratif merupakan pendekatan yang efektif dalam pembelajaran maharah qirā'ah karena mampu menciptakan pembelajaran yang lebih interaktif, berpusat pada mahasiswa, dan bermakna. Strategi ini tidak hanya meningkatkan kemampuan membaca, tetapi juga mendukung pengembangan kemampuan berpikir tingkat tinggi mahasiswa.

Kata Kunci: Strategi Interaktif, Pembelajaran, Maharah Qira'ah

1. Introduction

In the context of Arabic language learning in higher education, maharah qirā'ah (reading skill) plays a highly strategic role in supporting students' academic success. This skill is not merely related to the ability to recognize written texts at a literal level, but also involves complex cognitive processes, such as constructing meaning, analyzing linguistic structures, and interpreting messages embedded in texts (Zunairoh, 2023). In the field of Arabic Language and Literature, reading competence becomes a fundamental foundation that enables students to access a wide range of classical Islamic texts as well as contemporary academic sources written in Arabic (Ghani et al., 2012).

Ideally, university students are expected to possess not only basic reading comprehension skills but also higher-order thinking skills, including the ability to identify main ideas, understand implicit meanings, analyze arguments, and critically interpret texts. However, in reality, achieving these competencies remains a considerable challenge for many learners (A. Al Roomy, 2022). This situation reflects a significant gap between the expected learning outcomes and the actual reading abilities demonstrated by students in Arabic language programs.

Based on preliminary observations conducted in the Arabic Language and Literature Program at STAIN Madina, it was found that a substantial number of students still encounter serious difficulties in comprehending Arabic texts effectively. These difficulties include limited vocabulary mastery, inability to infer meaning from context, and challenges in understanding complex grammatical structures. Moreover, students tend to rely heavily on word-for-word translation strategies, which hinder their ability to grasp the overall meaning of the text. Preliminary classroom documentation further indicates that students' performance in reading comprehension tasks remains below the expected standard, and their participation in text-based discussions is relatively low.

These findings are further supported by interviews with several lecturers, which reveal that the teaching of maharah qirā'ah is still predominantly dominated by conventional approaches, particularly the grammar-translation method. While this method has certain advantages, its dominant use tends to create a teacher-centered learning environment and limits opportunities for students to actively engage with texts. As a result, the learning process becomes less interactive and fails to accommodate the diverse learning needs and characteristics of students.

These conditions highlight a pedagogical gap between the demands of modern Arabic language education which emphasizes critical thinking, active engagement, and communicative competence and the existing classroom practices, which remain largely conventional and fragmented. Previous studies have explored various instructional strategies in teaching reading skills, such as communicative approaches, task-based learning, cooperative learning, and contextual teaching methods (Ellis, 2017). However, most of these studies tend to examine these strategies in isolation, resulting in a lack of a comprehensive framework that integrates multiple strategies to address the complexity of reading comprehension (Prince, 2004).

In this regard, the concept of integrative strategies emerges as a relevant and promising alternative. Integrative strategies refer to a teaching approach that systematically combines various methods, techniques, and learning activities to enhance students' reading comprehension in a holistic manner. By integrating strategies such as vocabulary enrichment, contextual analysis, collaborative discussion, and critical reflection, the learning process can become more interactive, engaging, and effective (Pearson & Gallagher, 1983). Furthermore, integrative strategies allow lecturers to adapt their instruction to accommodate students' diverse needs, thereby creating a more inclusive and meaningful learning environment (Johnson & Johnson, 2009).

Despite its potential, research on the implementation of integrative strategies in teaching *maharah qirā'ah* remains relatively limited, particularly in the context of Islamic higher education in Indonesia. Most existing studies focus on theoretical perspectives or experimental comparisons between individual methods, rather than examining how integrative strategies are implemented in authentic classroom settings (Hruska, 2004). In addition, there is still a lack of studies that explicitly connect instructional strategies with the specific reading difficulties experienced by students (Hilmi, 2024).

Therefore, this study aims to fill this gap by investigating the implementation of integrative strategies in teaching *maharah qirā'ah* through a case study at the Arabic Language and Literature Program at STAIN Madina. The novelty of this research lies in three main aspects: (1) it examines the implementation of integrative strategies as a holistic approach that combines multiple instructional methods, rather than treating them separately as in previous studies; (2) it is conducted within an authentic classroom setting in an Islamic higher education context in Indonesia, which remains underexplored in the literature; and (3) it explicitly links the implementation of integrative strategies with the actual reading difficulties experienced by students, thus providing a more contextualized and problem-oriented analysis.

2. Method

This study employed a qualitative descriptive approach with a case study design to explore in depth the implementation of integrative strategies in teaching *maharah qirā'ah*. This approach was chosen because it allows the researcher to gain a comprehensive understanding of instructional practices within a real classroom context (Fadli, 2021). The research was conducted at the Arabic Language and Literature Program at STAIN Madina, involving lecturers who teach *maharah qirā'ah* and students as research participants. The participants were selected using a purposive sampling technique, considering their direct involvement in the teaching and learning process as well as their relevance to the focus of the study.

Data were collected through several techniques, including classroom observations to directly examine the implementation of integrative strategies during the learning process, in-depth interviews with lecturers and students to obtain insights into their experiences, perceptions, and challenges, and documentation in the form of lesson plans, teaching materials, and students' assignments as supporting data (Anggarini et al., 2022). The use of multiple data collection techniques was intended to ensure the richness and depth of the data, enabling a comprehensive understanding of the phenomenon under investigation (Fenech Adami & Kiger, 2005).

The collected data were analyzed using the interactive model proposed by (Syukran et al., 2025), which consists of data reduction, data display, and conclusion drawing and verification carried out continuously throughout the research process. To ensure the trustworthiness of the data, this study applied triangulation techniques, including triangulation of data sources and methods, as well as member checking to confirm the accuracy of the findings with the participants (Asse et al., 2024). Through this approach, the study is expected to provide a systematic, in-depth, and contextualized understanding of the implementation of integrative strategies in teaching *maharah qirā'ah*.

3. Results and Discussion

The findings of this study indicate that the implementation of integrative strategies in teaching *maharah qirā'ah* at the Arabic Language and Literature Program at STAIN Madina was conducted through a systematic combination of various instructional approaches. Based on classroom observations, lecturers did not rely on a single method but integrated multiple strategies such as vocabulary enrichment, contextual reading, collaborative discussion, and guided interpretation. This integration created a more flexible and adaptive learning environment compared to traditional approaches.

At the instructional planning stage, lecturers demonstrated careful preparation in designing learning activities. Lesson plans and teaching materials showed that multiple strategies were intentionally combined within a single session. Each stage of the lesson was structured to support students' gradual understanding, starting from preparation and ending with reflection. This structured planning contributed significantly to the effectiveness of the integrative approach.

The learning process typically began with an apperception stage aimed at activating students' prior knowledge. Lecturers introduced the topic through simple questions and short discussions related to the text. This activity helped students connect their existing knowledge with new information. As a result, students became more cognitively prepared before engaging with the main reading tasks.

Vocabulary enrichment was another important component in the implementation of integrative strategies. Lecturers introduced key vocabulary items that were essential for understanding the text. These words were explained within context rather than in isolation, allowing students to understand their functional meaning. This approach reduced students' dependence on memorization and improved their contextual understanding.

During the reading phase, students were first encouraged to read the text individually. They were asked to identify main ideas, highlight difficult words, and try to interpret the meaning based on context. This individual activity allowed students to develop their own initial understanding. It also encouraged independent learning and critical thinking.

After individual reading, students participated in group discussions to share and compare their interpretations. This collaborative activity enabled students to clarify misunderstandings and deepen their comprehension. Observations showed that students actively exchanged ideas and supported each other's understanding. The discussion process played a key role in constructing shared meaning.

Group discussions also contributed to increased student interaction in the classroom. Students became more engaged in expressing their opinions and responding to their peers. This interaction created a more dynamic and participatory learning environment. It also encouraged students to develop communication skills alongside reading comprehension.

In addition to discussions, lecturers applied guided interpretation through analytical questions. These questions were designed to encourage deeper thinking about the text. Students were asked to analyze implicit meanings, identify relationships between ideas, and reflect on the author's intention. This strategy helped move students beyond surface-level comprehension.

The use of guided questions also enhanced students' critical thinking abilities. Students were able to analyze texts more systematically and provide more structured responses. This indicates that integrative strategies support not only comprehension but also higher-order thinking skills. Such development is essential in higher education contexts. From the perspective of student engagement, the findings show a clear improvement. Students became more active participants in the learning process. They were more willing to ask questions, share ideas, and contribute to discussions. This shift reflects a move from passive to active learning.

Interviews with students revealed that they found the learning process more interesting and enjoyable. The variety of instructional activities reduced monotony and increased motivation. Students reported that they were more focused and engaged during lessons. This positive perception contributed

to better learning outcomes. Students also expressed increased confidence in reading Arabic texts. The supportive learning environment encouraged them to participate without fear of making mistakes. This improvement in confidence is an important affective outcome. It indicates that integrative strategies address both cognitive and emotional aspects of learning.

In terms of reading comprehension, students showed noticeable progress. They were better able to identify main ideas and understand vocabulary in context. Their ability to interpret sentence structures also improved. These improvements were evident in both classroom performance and written assignments. Students also began to apply various reading strategies independently. They used contextual clues to guess meanings and engaged in discussions to verify understanding. This indicates a shift toward more strategic and autonomous learning. Such skills are crucial for long-term academic success.

However, several challenges were identified in the implementation process. One of the main issues was limited instructional time. Integrating multiple activities required more time than traditional methods. This sometimes led to incomplete execution of planned activities. Another challenge was the variation in students' language proficiency levels. Some students were more active and dominant during discussions, while others remained passive. This imbalance affected the effectiveness of group activities. It required careful management by the lecturer.

To address these challenges, lecturers implemented several adaptive strategies. They formed heterogeneous groups to balance participation and provided additional support to less active students. They also used targeted questions to involve all students. These efforts helped improve overall participation. Overall, the findings demonstrate that integrative strategies have a positive impact on the teaching and learning of *maharah qirā'ah*. The integration of multiple approaches enhances student engagement and comprehension. It also promotes critical thinking and independent learning. Therefore, integrative strategies can be considered an effective alternative to conventional teaching methods.

The findings of this study indicate that the implementation of integrative strategies in teaching *maharah qirā'ah* represents a significant transformation in instructional practices, particularly in shifting from a teacher-centered approach toward a more student-centered learning model. This shift is in line with modern educational paradigms that emphasize active student engagement in knowledge construction (Shalihah et al., 2023). In the context of Arabic language learning, this approach is highly relevant, as reading comprehension requires not only linguistic competence but also the ability to interpret meaning contextually and critically (Atika Nur Ardila Hasibuan et al., 2023).

The use of integrative strategies reflects the understanding that reading is a multidimensional process involving various cognitive and linguistic aspects. The integration of multiple strategies enables students to interact with texts more deeply and comprehensively. This finding aligns with the *interactive reading model*, which suggests that text comprehension results from the interaction between the reader and the text (List & Alexander, 2020).

The role of vocabulary enrichment in this study demonstrates that lexical knowledge is a key factor in reading comprehension. Students with better vocabulary mastery are more capable of understanding texts without relying heavily on translation. This finding supports previous research indicating that vocabulary knowledge has a strong correlation with reading ability (Lisana et al., 2022).

Furthermore, the application of contextual reading strategies proves effective in enhancing students' interpretative skills. This approach allows students to understand the meaning of words and sentences based on their context of use. It supports the view that effective language learning should prioritize meaning over mere form (I. Assiri & Siddiqui, 2020).

Collaborative discussion also emerges as an important component of the integrative strategies implemented in this study. Through group interaction, students are able to construct knowledge socially and complement each other's understanding. This finding is consistent with social constructivist theory, which emphasizes the importance of interaction in the learning process (Amna Saleem et al., 2021).

The use of guided interpretation through analytical questioning also contributes significantly to the development of students' critical thinking skills. Open-ended and reflective questions encourage students to analyze and evaluate textual content more deeply. This is in line with the concept of *higher-order thinking skills*, which is a key objective in modern higher education (Barseghyan & Hovakimyan, 2024).

The increase in student engagement observed in this study indicates that integrative strategies are effective in creating a more interactive learning environment. Active student participation is a crucial factor in successful learning outcomes (Haerawan et al., 2024). Therefore, integrative strategies not only improve comprehension but also enhance student involvement. From an affective perspective, integrative strategies also contribute to improving students' motivation and confidence. A supportive and collaborative learning environment encourages students to participate without fear of making mistakes. This finding aligns with motivation theory, which suggests that a positive learning environment can significantly enhance learning outcomes (Clayton et al., 2010).

The findings also reveal that integrative strategies support the development of higher-order thinking skills. Students are not only able to understand texts at a literal level but also capable of analyzing and interpreting deeper meanings. This indicates that the learning process has reached a higher cognitive level (Rusdiana & Hikmat, 2020). The shift from translation-based learning to strategy-based reading represents another important outcome of this study. Students begin to apply strategies such as inferencing and prediction when interpreting texts. These strategies are characteristics of proficient readers (Azizmohammadi, 2013).

However, several challenges were identified in the implementation of integrative strategies. One of the main challenges is the limitation of instructional time, as integrating multiple activities requires more time compared to traditional approaches. This finding suggests that innovative teaching methods require careful planning to be effectively implemented (McElvany & Artelt, 2009).

The variation in students' proficiency levels also presents a challenge in classroom implementation. Students with different abilities require different instructional approaches. Therefore, differentiated instruction becomes necessary to accommodate diverse learning needs (Park, 2019). The lecturers' efforts to address these challenges demonstrate the importance of flexibility in teaching. Strategies such as forming heterogeneous groups and providing additional support are effective in creating an inclusive learning environment. This aligns with the principles of adaptive teaching (K & Hameed, 2024).

In addition, the pedagogical competence of lecturers plays a crucial role in the successful implementation of integrative strategies. Lecturers are not only knowledge transmitters but also facilitators of learning. This reflects modern educational perspectives that emphasize the active role of educators in guiding student learning (Astuty, 2015). Overall, this study confirms that integrative strategies provide an effective approach to teaching *maharah qirā'ah*. The integration of multiple instructional techniques enhances reading comprehension, student engagement, and critical thinking skills. Therefore, integrative strategies can be considered a valuable alternative to conventional teaching methods in Arabic language education.

4. Conclusion

Based on the findings of this study, it can be concluded that the implementation of integrative strategies in teaching *maharah qirā'ah* at the Arabic Language and Literature Program at STAIN Madina has a significant positive impact on both the learning process and students' reading comprehension abilities. The integration of various instructional strategies, such as vocabulary enrichment, contextual reading, collaborative discussion, and guided interpretation, successfully creates a more interactive, participatory, and student-centered learning environment.

The findings further indicate that integrative strategies not only enhance students' engagement and motivation but also improve their ability to comprehend Arabic texts. Students demonstrate progress in identifying main ideas, understanding vocabulary in context, and applying various reading strategies independently, such as inferencing and contextual guessing. In addition, integrative strategies

contribute to the development of students' higher-order thinking skills, particularly in analyzing and interpreting texts more deeply.

However, the implementation of integrative strategies also faces several challenges, particularly related to time constraints and variations in students' proficiency levels. Therefore, careful instructional planning, effective time management, and the application of adaptive teaching strategies are required to ensure that all students can participate optimally in the learning process.

Based on these findings, this study recommends that lecturers continuously develop and implement integrative strategies as an effective alternative in teaching *maharah qirā'ah*. Furthermore, future research is suggested to explore the application of integrative strategies in broader contexts and to examine their long-term impact on students' language proficiency.

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