
A PHENOMENOLOGICAL STUDY OF STUDENTS' CHALLENGES IN LEARNING *AN-NAHWU AT-TAṬBĪQI* FOR *MAHARAH AL-QIRĀ'AH* AT UNIVERSITY

Arya Yudiawan^{1*}, Muhammad Jafar Shodiq², Mahmudah³, Yunita Lestari⁴

^{1,2,3}, Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia.

⁴ Universitas Nahdlatul Nusa Tenggara Barat, Indonesia

email: 24204022002@student.uin-ac.id¹; muhammad.shodiq@uin-suka.ac.id²), mahmudah.mahmudah@uin-suka.ac.id³), yunita6458717@gmail.com⁴)

* Corresponding Author

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Abstract

This study explores the learning challenges encountered by students in using the textbook *An-Nahwu at-Taṭbīqī* in the *Mahārah al-Qirā'ah* course, identifies the underlying factors, examines students' lived experiences, and develops a conceptual model for improving nahwu instruction. Employing a qualitative phenomenological approach, the study involved 30 students of the Arabic Language Education Program, with the course lecturer serving as a supporting informant. Data were collected through in-depth interviews, participant observation, and documentation. The findings reveal that students experienced difficulties in understanding grammatical rules, applying nahwu to text analysis, mastering vocabulary, and developing self-confidence. These challenges were shaped by the interaction of internal factors (learning motivation, readiness, and educational background) and external factors (instructional methods, time allocation, textbook characteristics, and classroom environment). From a phenomenological perspective, students interpreted these challenges as lived experiences characterized by confusion, anxiety, fear of making mistakes, and, simultaneously, as opportunities to adapt and grow as Arabic learners. Based on these findings, the study proposes a conceptual model that explains how learning challenges emerge through the interplay of learner characteristics, learning experiences, and adaptive strategies developed by both students and instructors. This study contributes to Arabic language education by extending phenomenological inquiry into nahwu learning and offering a conceptual framework for designing contextual, participatory, and adaptive instruction to strengthen *Mahārah al-Qirā'ah*.

Keywords: Applied grammar; Issues in learning; Reading skills.

INTRODUCTION

Mahārah al-Qirā'ah (reading skills) is a key competency in Arabic language learning that is receiving increasing attention in higher education institutions across various countries (Mustofa et al., 2026). Reading ability is no longer understood merely as the recitation of text, but rather as the critical and contextual construction of meaning, particularly for accessing primary sources in Arabic (Nurhibbulwalidan dkk., 2024). Various institutions in the Middle East, Southeast Asia, and the West that offer Arabic as a Foreign Language (AFL) programs regard

reading skills as the foundation for mastering Islamic studies and Middle Eastern studies (Fidani dkk., 2023). However, recent studies show that qirā'ah instruction is still dominated by a mechanistic grammar-translation approach, which hinders a deep understanding of the text (Aman & Amin, 2026). As a result, there is low student engagement, limited interpretive skills, and a gap between mastery of linguistic theory and functional understanding of Arabic texts. Therefore, understanding the various challenges in qirā'ah instruction is a strategic and relevant issue for improving the quality of Arabic language instruction in higher education.

In the context of Arabic language education in Indonesia, *Mahārah al-Qirā'ah* plays a crucial role in enabling students to access classical and contemporary Arabic literature as primary sources for Islamic scholarship (Syafei dkk., 2024). For students in the Arabic Language Education Program (PBA), reading proficiency requires not only accurate pronunciation but also grammatical competence, the ability to identify main ideas, and accurate text interpretation. Nevertheless, studies consistently report that Indonesian students continue to experience difficulties in reading Arabic texts due to limited vocabulary, weak sentence structure analysis, and challenges in connecting grammatical knowledge with textual comprehension (Amanda dkk., 2025). Among the linguistic competencies supporting reading proficiency, nahwu occupies a central position because it functions not merely as a body of grammatical rules but as a tool (*wasīlah*) for analysing syntactic relationships, determining i'rāb, and ensuring accurate interpretation of Arabic texts (Simamora & Yunaldi, 2025; Sulaikho & Setyawan, 2024). Previous studies further demonstrate a positive relationship between mastery of nahwu and Arabic reading ability, highlighting its fundamental role in developing *Mahārah al-Qirā'ah* (Amir, 2023).

To bridge the gap between grammatical knowledge and reading comprehension, many universities employ the applied grammar textbook *an-Naḥwu at-Taṭbīqī*, which emphasizes contextual examples, sentence analysis, and practical exercises to connect grammatical concepts with authentic language use (Hamdi dkk., 2025). Beyond serving as a grammar reference, the textbook is intended to foster analytical reading skills; however, its conceptual complexity, intensive analytical tasks, and the need for sustained instructional support often present significant challenges for students with diverse levels of Arabic proficiency (S dkk., 2026). Consequently, investigating the use of *an-Naḥwu at-Taṭbīqī* in *Mahārah al-Qirā'ah* is essential for understanding how its instructional characteristics shape students' learning challenges and experiences.

Previous studies consistently show that students' difficulties in *Mahārah al-Qirā'ah* are associated with limited vocabulary, insufficient mastery of nahwu, weak reading strategies, and instructional factors. Other studies have demonstrated that grammatical competence positively contributes to Arabic



reading performance and that the use of *An-Nahwu at-Taṭbīqī* can improve students' ability to analyse Arabic texts. Collectively, these studies establish that linguistic competence and instructional design are important determinants of reading achievement (Afifuddin, 2022). However, despite this growing body of evidence, previous research has largely conceptualised learning difficulties as cognitive or instructional problems (Alam dkk., 2023). Students' learning experiences are generally treated as outcomes of inadequate grammar mastery, vocabulary knowledge, or teaching methods, while the affective dimensions through which students interpret, negotiate, and respond to these challenges remain insufficiently theorised (Fauziah dkk., 2023). Existing studies have not adequately explained how cognitive challenges, emotional experiences, and adaptive learning strategies interact during the process of learning nahwu for *Mahārah al-Qirā'ah* (Hamdi dkk., 2025).

This theoretical gap is particularly important because learning nahwu involves not only grammatical competence but also students' confidence, emotional engagement, and adaptive responses when interpreting Arabic texts (Nurul Mustofa dkk., 2026). Understanding these interconnected dimensions is essential for developing a more comprehensive model of Arabic language learning in higher education. Based on the various phenomena and research gaps described above, this study focuses on the challenges of teaching the textbook *An-Nahwu at-Taṭbīqī* in the *Mahārah al-Qirā'ah* course for students at UIN Sunan Kalijaga Yogyakarta. More specifically, this study seeks to answer questions regarding the nature of the challenges faced by students and the factors underlying these challenges.

This study aims not only to describe the learning challenges encountered in studying *An-Nahwu at-Taṭbīqī* and identify their underlying factors, but also to explore students' lived experiences and develop a conceptual model explaining the relationship between grammatical learning, affective experiences, and adaptive strategies in *Mahārah al-Qirā'ah*.

METHOD

This study employed a qualitative approach with a descriptive phenomenological design to explore students' lived experiences of learning *An-Nahwu at-Taṭbīqī* in the *Mahārah al-Qirā'ah* course (Supriyono, 2024). The research was conducted in the Arabic Language Education Program at UIN Sunan Kalijaga Yogyakarta during the even semester of the 2025/2026 academic year. The researcher acted as an outsider to the participants' formal assessment process and implemented bracketing by maintaining a reflexive journal and continuously comparing personal assumptions with participants' accounts to minimize interpretive bias throughout the study.

Participants were selected through purposive sampling based on their direct experience with the phenomenon (Nisa et al., 2026). The study involved 30 second-semester students enrolled in the *Mahārah al-Qirā'ah* course using *An-Nahwu at-Taṭbīqī* and one course lecturer as a supporting informant. Data were collected from February to May 2026 through classroom observation, semi-structured in-depth interviews, and document analysis. Student interviews lasted approximately 45–60 minutes, while the lecturer interview lasted approximately 70 minutes. The interview guide was reviewed by two experts in Arabic language education and qualitative research. All participants provided written informed consent, and pseudonyms were used to ensure confidentiality and anonymity.

Data were analysed following Moustakas, (1994) descriptive phenomenological procedure. After epoché, interview transcripts were repeatedly read to identify significant statements through horizontalisation and open coding. Similar codes were clustered into meaning units and subsequently synthesised into phenomenological themes representing students' learning challenges, lived experiences, and adaptive strategies. These themes were then developed into textural descriptions (what participants experienced), structural descriptions (how the experiences occurred), and finally integrated into the essential structure of the phenomenon, which formed the basis for the proposed conceptual model of learning challenges in *Mahārah al-Qirā'ah*.

RESULTS AND DISCUSSION

RESULTS

Learning Challenges in Studying *An-Nahwu at-Taṭbīqī*

The findings revealed that students encountered four major challenges while studying *An-Nahwu at-Taṭbīqī* in the *Mahārah al-Qirā'ah* course: (1) difficulty understanding grammatical concepts, (2) difficulty applying grammatical rules to text analysis, (3) limited Arabic vocabulary, and (4) low self-confidence when reading Arabic texts. These challenges emerged consistently across interviews, classroom observations, and document analysis. The most frequently reported challenge was understanding grammatical concepts presented in *An-Nahwu at-Taṭbīqī*. Although students were able to memorize certain grammatical rules, many experienced difficulty understanding their functions when encountering authentic Arabic texts. One participant explained:

"I understand the explanation during the lecture, but when I read another Arabic text, I become confused about determining the *i'rāb* because the sentence patterns are different from the examples in the textbook."



Another participant similarly stated:

"The rules seem easy during class, but when I analyse a paragraph independently, I often forget which rule should be applied."

Classroom observations supported these interview findings. Several students repeatedly consulted the textbook and discussed grammatical rules with their peers before deciding the syntactic function of particular words. Some students also relied on digital dictionaries and online grammar resources while completing classroom exercises. These observations indicate that understanding grammatical concepts remained a major obstacle despite continuous instructional support. A second challenge involved applying nahwu knowledge to reading comprehension. Students explained that knowing grammatical rules did not automatically enable them to interpret Arabic texts correctly. They frequently experienced uncertainty when connecting sentence structure with textual meaning. One participant described this experience:

"I can identify mubtada' and khabar separately, but when reading a complete text, I still struggle to understand the overall meaning because every sentence seems connected."

Interview data further revealed that grammatical analysis often required students to move repeatedly between identifying syntactic structures and interpreting textual meaning. This process was perceived as cognitively demanding, particularly when texts contained unfamiliar vocabulary and complex sentence constructions. Limited vocabulary emerged as another significant challenge. Students reported that unfamiliar lexical items often interrupted their grammatical analysis and slowed the reading process. Even when they successfully identified sentence structures, insufficient vocabulary prevented them from understanding the complete meaning of the text. Classroom observations likewise showed that many students frequently paused their reading activities to consult digital dictionaries before continuing with grammatical analysis.

The fourth challenge concerned students' self-confidence during learning activities. Several participants expressed anxiety when asked to analyse grammatical structures in front of the class because they feared making mistakes. One participant commented:

"I hesitate to answer because I'm afraid my analysis is incorrect. When I make mistakes, I lose confidence to participate again."

This hesitation was also observed during classroom discussions, where only a limited number of students actively volunteered to analyse Arabic sentences, while others preferred to remain silent or wait for explanations from their peers or

the lecturer. These findings demonstrate that learning challenges in *An-Nahwu at-Taṭbīqī* extended beyond mastering grammatical rules. Students experienced interconnected linguistic and psychological difficulties that influenced their engagement with Arabic texts. These empirical findings provide the basis for understanding the factors shaping these challenges, which are presented in the following section.

Underlying Factors Shaping Students' Learning Challenges

The findings indicate that students' learning challenges were shaped by the interaction of internal and external factors rather than by a single cause. Interview data, classroom observations, and document analysis consistently showed that these factors influenced how students understood grammatical concepts, applied nahwu in text analysis, and participated in classroom learning.

Three internal factors emerged from the data: learning motivation, educational background, and learning readiness. Learning motivation significantly influenced students' persistence in studying *An-Nahwu at-Taṭbīqī*. Students with stronger intrinsic motivation tended to review learning materials independently, practise analysing Arabic texts outside the classroom, and actively seek clarification when encountering grammatical difficulties. Conversely, students with lower motivation often limited their learning to classroom activities and rarely revisited the material independently. One participant stated:

"I only study nahwu when there is an assignment or examination. Outside the classroom, I rarely review the material because I think it is too difficult."

Educational background also shaped students' learning experiences. Students who had previously studied in Islamic boarding schools generally reported greater familiarity with Arabic grammatical terminology and sentence analysis, enabling them to participate more confidently in classroom discussions. In contrast, students from general secondary schools required more time to understand basic grammatical concepts and frequently depended on explanations from lecturers and peers before completing reading tasks. Learning readiness emerged as another important factor. Several participants acknowledged that inadequate preparation before class reduced their ability to follow explanations and complete grammatical analysis during learning activities. Classroom observations similarly showed that students who reviewed previous materials before class were more actively involved in analysing Arabic texts, whereas those who came unprepared tended to remain passive during discussions.

Besides individual characteristics, the findings revealed four external factors that contributed to students' learning challenges: instructional methods, time allocation, textbook characteristics, and the classroom learning environment. Participants explained that the effectiveness of instructional methods depended largely on the balance between theoretical explanation and practical application.



Although lecturers provided detailed explanations of grammatical rules, several students considered the available classroom time insufficient to practise applying these rules to authentic Arabic texts. One participant remarked:

"The explanation is clear, but we need more opportunities to practise analysing complete texts because understanding the rules alone is not enough."

The characteristics of *An-Nahwu at-Taṭbīqī* also influenced students' learning experiences. Participants described the textbook as systematic and comprehensive; however, they considered its grammatical explanations and analytical exercises increasingly demanding as the lessons progressed. Students often encountered unfamiliar sentence structures that required repeated reading and consultation with additional learning resources before they could determine the correct i'rāb. Classroom observations further demonstrated that the learning environment shaped students' engagement. Collaborative discussions encouraged some students to clarify grammatical concepts through peer interaction, while others preferred listening to explanations without actively participating. The availability of digital resources, including online dictionaries and grammar applications, also became an important source of support during classroom learning.

The classroom situation shows students participating in various learning activities, including note-taking, peer discussion, and the use of digital learning resources. These observational findings support the interview data, suggesting that classroom interaction, collaborative learning, and access to supporting resources constituted important external factors influencing students' learning experiences and their ability to overcome learning challenges as illustrated in Figure 1.



Figure 1. Classroom Learning Activities during Mahārah al-Qirā'ah Instruction Using *An-Nahwu at-Taṭbīqī*

The findings suggest that students' learning challenges cannot be attributed solely to limited mastery of nahwu. Instead, they emerged through the dynamic interaction between learner characteristics and instructional conditions, creating diverse learning experiences that required continuous adaptation by both students and lecturers. These findings provide the foundation for understanding students' lived experiences, which are presented in the following section.

Students' Lived Experiences and Adaptive Learning Strategies

Beyond the cognitive challenges associated with learning *An-Nahwu at-Taṭbīqī*, participants described a range of lived experiences that shaped how they perceived themselves as learners of Arabic. Rather than viewing grammatical difficulties solely as academic obstacles, students interpreted these experiences as emotionally demanding yet meaningful processes that influenced their confidence, motivation, and persistence in learning *Mahārah al-Qirā'ah*. Four dominant lived experiences emerged from the analysis: confusion, anxiety, fear of making mistakes, and the gradual development of confidence through adaptation.

Many participants described confusion as their initial response when encountering unfamiliar grammatical structures. Although they understood individual grammatical rules explained during lectures, they often became uncertain when applying these rules to authentic Arabic texts. One participant explained:

"When I analyse a sentence, I sometimes know the rule, but I still do not know where to begin. Every sentence seems different, and I become confused about determining the correct *i'rāb*."

Participants also expressed feelings of anxiety during classroom learning. This anxiety became particularly apparent when they were asked to analyse grammatical structures in front of their classmates or answer questions posed by the lecturer. Several students reported worrying that incorrect answers would negatively affect how their peers perceived their abilities. As one participant stated:

"I often hesitate to answer because I am afraid my analysis will be wrong. If I make mistakes, I feel embarrassed in front of my classmates."

Fear of making mistakes further reduced students' willingness to participate actively in classroom discussions. Classroom observations confirmed that some students preferred to remain silent and waited for explanations from the lecturer or their peers before attempting grammatical analysis independently. Despite these challenges, participants did not perceive their learning experiences entirely negatively. Many described the process as gradually encouraging them to become more independent and persistent in learning Arabic.



The findings revealed that students employed various adaptive strategies to overcome the challenges encountered while studying *An-Nahwu at-Tatbīqī*. The most frequently reported strategy was self-directed learning. Participants reviewed lecture materials independently, completed additional grammar exercises, and practised reading Arabic texts outside scheduled class sessions. Many students also relied on digital dictionaries and online grammar resources to verify unfamiliar vocabulary and grammatical structures during independent study.

Collaborative learning emerged as another important strategy. Students frequently formed small study groups in which they discussed sentence analysis, compared grammatical interpretations, and assisted one another in determining *i'rāb*. Interview data indicated that peer discussions reduced anxiety and increased students' confidence because they were able to exchange ideas before presenting their analyses in class. Adaptation also occurred at the instructional level. According to participants, lecturers regularly reviewed previously learned material before introducing new concepts, provided step-by-step guidance during sentence analysis, offered constructive feedback, and varied instructional approaches according to students' learning needs. Classroom observations similarly showed that lecturers encouraged interactive discussions, allowed sufficient time for collaborative analysis, and integrated digital learning resources to facilitate students' understanding of grammatical concepts.

The findings demonstrate that students' lived experiences and adaptive learning strategies were closely interconnected. Feelings of confusion, anxiety, and fear of making mistakes did not merely represent barriers to learning but also stimulated students and lecturers to develop adaptive responses that gradually strengthened students' engagement and confidence in *Mahārah al-Qirā'ah*. These interconnected experiences form the empirical foundation for the conceptual model presented in the following section.

A Conceptual Model of Nahwu Learning in *Mahārah al-Qirā'ah*

The phenomenological analysis revealed that students' learning challenges cannot be understood as isolated difficulties in mastering grammatical rules. Instead, the findings demonstrate a dynamic process in which internal learner characteristics and external instructional conditions interact to shape students' lived experiences and the adaptive strategies they develop throughout the learning process. Based on this synthesis, a conceptual model was developed to explain the mechanism underlying nahwu learning in *Mahārah al-Qirā'ah* based on Figure 2.

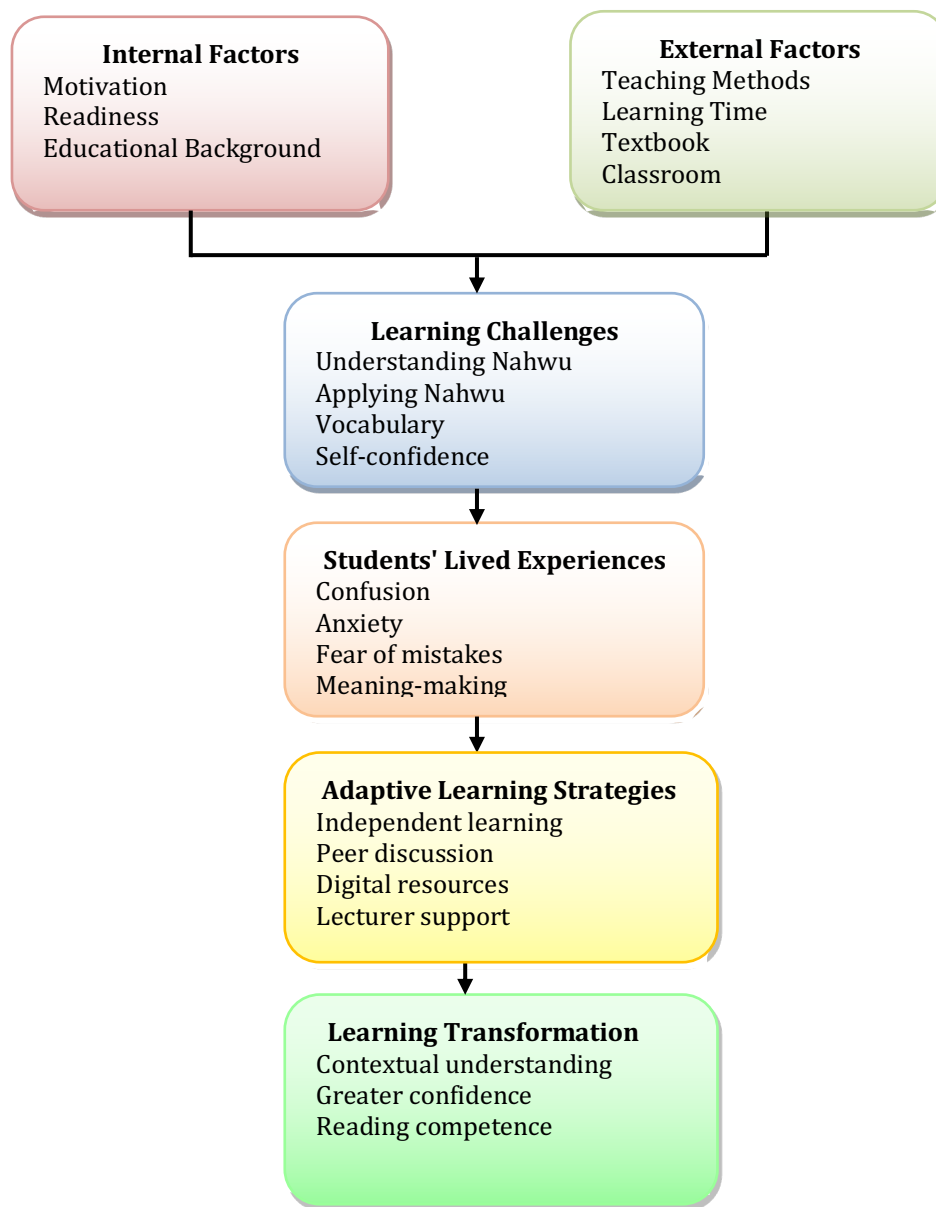


Figure 2. Presents the Conceptual Model Generated from The Findings

As illustrated in Figure 2, the learning process begins with the interaction between internal factors including motivation, educational background, and learning readiness, and external factors, such as instructional methods, textbook characteristics, time allocation, and the classroom environment. These interacting conditions give rise to various learning challenges, including difficulty understanding grammatical concepts, applying nahwu to text analysis, limited vocabulary, and low self-confidence.

Rather than ending at these challenges, students interpret them through lived experiences characterised by confusion, anxiety, fear of making mistakes, and gradually increasing confidence. These lived experiences subsequently stimulate adaptive learning strategies, including self-directed learning, peer collaboration,

the use of digital learning resources, and continuous instructional support from lecturers. Through this adaptive process, students progressively reconstruct their understanding of nahwu as a functional tool for reading comprehension rather than merely a collection of grammatical rules. This conceptual model extends previous perspectives by demonstrating that successful nahwu learning depends not only on grammatical competence but also on the interaction between cognitive, affective, and pedagogical dimensions that continuously shape students' learning experiences.

DISCUSSION

The findings demonstrate that students' learning challenges in *An-Nahwu at-Taṭbīqī* extend beyond difficulties in mastering grammatical rules and involve a complex interaction between linguistic competence and reading comprehension. Previous studies have consistently identified limited vocabulary, inadequate grammatical knowledge, and weak sentence analysis as major barriers to Arabic reading comprehension among Indonesian learners (Mahmudah, 2026). Nahwu has long been regarded as an essential linguistic tool for determining syntactic relationships and interpreting the meaning of Arabic texts accurately (Hariantodkk., 2025). The present findings support these studies by confirming that grammatical competence remains a prerequisite for *Mahārah al-Qirā'ah*. However, the findings also indicate that knowing grammatical rules alone does not necessarily enable students to comprehend Arabic texts effectively, suggesting that reading proficiency develops through the integration of grammatical knowledge with contextual meaning construction rather than through rule memorisation alone (Arthadkk., 2025).

Another important finding concerns the influence of internal and external factors on students' learning experiences. Learning motivation, educational background, and readiness interacted with instructional methods, textbook characteristics, classroom environment, and time allocation to shape students' engagement in learning. These findings reinforce previous studies showing that the effectiveness of *An-Nahwu at-Taṭbīqī* depends not only on its systematic presentation of grammatical concepts but also on the quality of instructional support and students' preparedness to engage in analytical learning activities (Ali & Rahman, 2025; Bahri, 2025). Furthermore, the findings suggest that learning difficulties should not be interpreted solely as individual deficiencies but as outcomes of the dynamic interaction between learner characteristics and pedagogical contexts. This perspective broadens previous explanations that primarily focused on cognitive achievement by highlighting the importance of learning environments that accommodate students' diverse backgrounds and levels of grammatical competence (Hammou, 2024; Wijaya, 2022).

This study extends previous research by demonstrating that students interpreted grammatical challenges as lived experiences characterised by confusion, anxiety, fear of making mistakes, and gradually increasing confidence through continuous practice. Although previous studies have established the contribution of nahwu to reading achievement Snezhko dkk., (2022), they have paid limited attention to how students emotionally experience these challenges during the learning process. The present findings indicate that affective experiences influence students' willingness to participate, their confidence in analysing Arabic texts, and their persistence in overcoming learning difficulties. Consequently, successful nahwu learning depends not only on grammatical competence but also on students' ability to negotiate emotional experiences through supportive classroom interaction, collaborative learning, and continuous feedback from lecturers (Shaki & Shakil, 2024).

The conceptual model proposed in this study provides a broader understanding of nahwu learning in *Mahārah al-Qirā'ah* by explaining the mechanism through which learning challenges emerge and are transformed into adaptive learning processes. The model demonstrates that internal learner characteristics and external instructional conditions jointly generate learning challenges, which are subsequently interpreted through students' lived experiences and addressed through adaptive learning strategies. This perspective moves beyond earlier studies that primarily examined grammatical competence or textbook effectiveness in isolation (Amir, 2023). Instead, it reconceptualises nahwu learning as a multidimensional process integrating cognitive, affective, and pedagogical dimensions. In doing so, the study contributes a conceptual framework for designing contextual, participatory, and adaptive instruction that strengthens *Mahārah al-Qirā'ah* while responding to the diverse learning needs of Arabic language learners (Syafei dkk., 2024).

CONCLUSION AND SUGGESTION

This study revealed that learning *An-Nahwu at-Taṭbīqī* in the *Mahārah al-Qirā'ah* course involves multidimensional challenges encompassing cognitive, affective, and pedagogical aspects. Students experienced difficulties in understanding grammatical concepts, applying nahwu to Arabic text analysis, mastering vocabulary, and developing self-confidence in reading activities. These challenges emerged through the interaction of internal factors, including learning motivation, educational background, and learning readiness, with external factors such as instructional methods, textbook characteristics, time allocation, and the classroom learning environment. From a phenomenological perspective, students interpreted these challenges as lived experiences characterised by confusion, anxiety, fear of making mistakes, and gradual confidence gained through continuous practice and collaborative learning. Based on these findings, this study



proposes a conceptual model demonstrating that effective nahwu learning is shaped by the dynamic relationship between learner characteristics, instructional contexts, lived experiences, and adaptive learning strategies. This model extends existing perspectives by positioning nahwu not merely as grammatical knowledge but as a multidimensional learning process that integrates cognitive, affective, and pedagogical dimensions to strengthen *Mahārah al-Qirā'ah*.

This study is subject to several limitations that provide opportunities for future research. First, the participants were limited to one class in a single Arabic Language Education program, which may restrict the transferability of the findings to different institutional and cultural contexts. Second, the study focused on students' lived experiences within one course using *An-Nahwu at-Taṭbīqī* and did not examine how these experiences evolve over time or across different instructional approaches. Future studies are therefore encouraged to involve participants from multiple universities, compare various nahwu learning models or instructional materials, and employ longitudinal or mixed-methods designs to examine changes in students' learning experiences and reading achievement. Further research may also validate and refine the conceptual model proposed in this study by investigating the relationships among grammatical competence, affective experiences, adaptive learning strategies, and *Mahārah al-Qirā'ah* performance using broader empirical evidence.

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AUTHOR CONTRIBUTIONS

AY: Conceptualization, methodology, investigation, data curation, and writing original draft. MJS: Methodology, formal analysis, writing, review and editing. M: Supervision, validation, and critical revision of the manuscript. YL: Data collection, investigation, visualization, and manuscript preparation. All authors contributed to the interpretation of the results, reviewed the manuscript, and approved the final version.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest regarding the publication of this article.

DECLARATION OF AI

The authors declare that ChatGPT (GPT-5.6) was used solely to assist with language editing, grammar correction, and improving the clarity and readability of the manuscript. AI tools were not used to generate research data, perform data analysis, or make scientific interpretations. The authors remain fully responsible for the content, accuracy, and integrity of the manuscript.

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