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DISCOVERY LEARNING MODEL IN READING SKILL LEARNING AT MADRASAH ALIYAH AL-UMM: ANALYSIS OF IMPLEMENTATION AND STUDENT RESPONSE

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Abstract

A student who is susceptible to an erroneous understanding of Arabic texts when low reading skills. Therefore, learning reading skills must be done in a good way. This study aims to describe Madrasah Aliyah Al-Umm Malang's implementation of a discovery learning model in her 10th-grade reading comprehension learning and student responses to the application of this learning model. This study used a descriptive qualitative method. The results of this study suggest that the steps for applying the discovery learning model to learning reading skills are to provide suggestions, identify problems, collect data, process data, and prove and generalize. Indicates that there are Student responses to the use of discovery learning models that demonstrate that discovery learning models can train different aspects, starting with independence, cooperation, and self-confidence. In theory, researchers hope their research can contribute to the development of science, especially in education related to teaching Arabic in general and reading comprehension in particular. The results of this research will also provide new knowledge for researchers and readers. In the meantime, the researcher hopes his work will help Arabic language teachers choose appropriate and effective learning models to apply to their literacy materials.

Keywords: *Discovery Learning; Reading Skill, Implementation; Student Response*

مستخلص البحث

لايكاد يخفى لدى كل فرد أن الطالب شديد التأثر بالفهم الخاطئ للنصوص العربية عندما تكون مهارتهم القراءة منخفضة. لذلك، يجب أن يتم تعلم مهارة

القراءة بطريقة جيدة. تهدف هذه الدراسة إلى وصف تطبيق نموذج التعلم بالاكتشاف في تعلم مهارة القراءة لطلاب الصف العاشر من المدرسة العليا الأم مالانج واستجابات الطلاب لتطبيق نموذج التعلم. استخدمت هذه الدراسة المنهج الوصفي النوعي. تظهر نتائج الدراسة أن الخطوات المستخدمة لتطبيق نموذج التعلم بالاكتشاف في تعلم مهارة القراءة تتكون من توفير التحفيز وتحديد المشكلة وجمع البيانات ومعالجة البيانات والإثبات والتعميم. بينما تظهر استجابة الطلاب على استخدام نموذج التعلم بالاكتشاف أن نموذج التعلم بالاكتشاف يمكن أن يدرّب جوانب مختلفة، بدءًا من الاستقلال والتعاون والثقة بالنفس مما يؤدي إلى الرضا لدى كل طالب يشارك في أنشطة تعلم مهارة القراءة. تأمل الباحثة من الناحية النظرية أن يساهم هذا البحث في تنمية المعرفة، خاصة في عالم التربية المتعلقة بتعليم اللغة العربية بشكل عام وتعليم مهارة القراءة خاصة. بالإضافة إلى ذلك، أصبحت نتائج هذا البحث مرفقة جديدة للباحثة وللقراء. ومن الناحية العملية، تأمل الباحثة أن يكون هذا البحث مرجعاً لمعلمي المادة العربية في اختيار نموذج التعلم الصحيح والفعال لتعليم مهارة القراءة.

الكلمات الرئيسية: نموذج التعلم بالاكتشاف، مهارة القراءة، التطبيق، استجابة الطلبة

Abstrak

Seorang siswa sangat rentan melakukan kesalahan dalam memahami teks bahasa Arab ketika keterampilan membacanya rendah. Oleh karena itu, pembelajaran keterampilan membaca harus dilakukan dengan cara yang baik. Tujuan penelitian ini adalah untuk mendeskripsikan penerapan model pembelajaran discovery dalam pembelajaran membaca pada siswa kelas X Madrasah Aliyah Al-Umm Malang dan reaksi siswa terhadap penerapan model pembelajaran ini. Penelitian ini menggunakan metode kualitatif deskriptif. Hasil penelitian menunjukkan bahwa tahapan penerapan model pembelajaran

discovery dalam pembelajaran membaca terdiri dari stimulasi, identifikasi masalah, pengumpulan informasi, pengolahan, pengujian dan generalisasi. Respon siswa terhadap penggunaan model pembelajaran discovery menunjukkan bahwa model pembelajaran ini dapat digunakan untuk melatih berbagai aspek kemandirian, kerjasama dan kepercayaan diri, sehingga memberikan kepuasan bagi setiap siswa yang mengikuti kegiatan literasi. Secara teori, peneliti berharap penelitian ini dapat memberikan kontribusi bagi pengembangan ilmu pengetahuan khususnya dalam dunia pendidikan yang berkaitan dengan pengajaran bahasa Arab pada umumnya dan pengajaran membaca pada khususnya. Selain itu, hasil penelitian ini juga akan memberikan informasi baru bagi peneliti dan pembaca. Sementara itu, dalam praktiknya, peneliti berharap penelitiannya kali ini dapat menjadi acuan bagi guru materi bahasa Arab dalam memilih model pembelajaran yang tepat dan efektif untuk diterapkan pada materi keterampilan membaca.

Kata Kunci: Model Pembelajaran Discovery; Keterampilan Membaca; Penerapan; Respon Siswa

INTRODUCTION

Every learning activity requires a teacher who can guide and develop activities that can invite students to explore their thinking skills so that they become more creative and innovative. However, some learning activities carried out by teachers in schools are still carried out as before. This means that teachers have not yet fully implemented active and creative learning through student involvement and are dominated by teaching methods or simply assigning tasks, most teachers stick to textbooks as the sole source that making student passive in the classroom.¹ And the facts in the field show that in the learning process, especially in Arabic material, several problems occur. There are still many students who assume that Arabic is a difficult subject to learn. But on the other hand, many teachers support Arabic material but have not found a strategy or model for learning Arabic that can increase students' interest so that they are interested in learning Arabic material.²

¹ Uswatun Hasanah, Fatkhurrohman, dan Rifqi Aulia Rahman, "Penggunaan Model Pembelajaran Jigsaw Untuk Meningkatkan Maharah Qira'ah Siswa Kelas X MA NU Darul Islah Wonosobo," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* Vol. 2, no. 2 (2022): 155–67, <https://doi.org/10.30739/arabiyat.v2i2.1513>.

² Kanza Rufaida dan Muassomah, "Model Pembelajaran Flipped Classroom dalam Pembelajaran Ketrampilan Membaca di MTs Al-Hikmah Brebes," *Tarling: Journal of Language Education* Vol. 5, no. 1 (2021): 93–108, <https://doi.org/10.24090/tarling.v5i1.4369>.

One of the objectives of teaching Arabic material is so that students have expertise in mastering the four language skills.³ Some observers of the Arabic language argue that reading skills are one of the skills that are difficult for students to master, this is due to two main problems, namely internal aspects and external aspects of language.⁴ What is meant by the internal aspect of language is related to students' understanding of Arabic grammar, while the external aspect is related to the implementation of learning.⁵ A student is very susceptible to an erroneous understanding of Arabic texts when reading skills are low. Therefore, reading skill learning must be done in a good way, one of which is through the process of transferring knowledge carried out by the teacher using a strategy using a good learning method and model.⁶ Reading skill is an ability that includes all forms of thinking, giving judgments, making decisions, analyzing skills, and solving problems. That is why a reader must pause or even repeat a sentence that has been read to think and understand what message is contained in the reading. The criteria for good reading according to Nashir Abdul Ghali and Abdul Hamis Abdullah are the suitability of the *makharijul huruf*, understanding the text perfectly, being able to distinguish the connected and disconnected hamzahs, maintaining long and short vowels, avoiding adding and subtracting letters, being able to analyze the main ideas in the text, living reading, and eliminate doubts in reading.⁷ Among the strategies that can be applied in teaching reading skill are *qiro'ah muwajjahah*, *mudzakarath thalamidz*, *qiro'ah jahriyyah*, *akhziyat an-nash*, *talkhis*

³ KEMAS ABDUL HAI dan NELDI HARIANTO, "EFEKTIVITAS PEMBELAJARAN QIRA'AH PADA PROGRAM STUDI PENDIDIKAN BAHASA ARAB FAKULTAS ILMU BUDAYA UNIVERSITAS JAMBI," *Titian: Jurnal Ilmu Humaniora* Vol. 1, no. 2 (2017): 128-41, <https://doi.org/10.22437/titian.v1i2.4224>.

⁴ Nurul Hana Mustofa, "مشكلات تعليم مهارة القراءة وعلاجها بالمدرسة الثانوية الإسلامية المعارف "سينجاساري مالانق," *Abjadia: International Journal of Education* Vol. 2, no. 1 (2017): 64-80, <https://doi.org/10.18860/abj.v2i1.5311>.

⁵ Supriadi Ansyah, Mahyudin Ritonga, dan Fitri Alrasi, "SISTEM KAJI DUDUAK SEBAGAI STRATEGI PEMBELAJARAN MAHARAH AL-QIRA'AH DI MADRASAH BATANG KABUNG," *Arabi: Journal of Arabic Studies* Vol. 5, no. 2 (2020): 191-200, <https://doi.org/10.24865/ajas.v5i2.257>.

⁶ Abdul Hamid, Uril Baharuddin, dan Bisri Mustofa, *Pembelajaran Bahasa Arab, Pendekatan, Metode, Strategi, Materi, dan Media* (Malang: UIN Malang Press, 2008).

⁷ Abdullah Nashir dan Abdul Hamid Abdullah Al-Ghali, *Usus I'dad al-Kutub at-Ta'limiyah li Ghair an-Nathiqin bi al-Arabi* (Al-Qahirah: Daar Al-I'tisham, 1991).

jama'i, and *tartib an-nash*.⁸ Each of these strategies requires an appropriate learning model to attract students' interest in learning to achieve the desired goals and improve student learning outcomes for the better because good learning outcomes are not only supported by students' willingness to learn, but learning models that are used by the teacher will also affect student learning outcomes.⁹ Therefore, the development of reading skill learning methods and models by educational institutions requires more attention to achieve the expected learning objectives.¹⁰

There are different types of learning models can be applied to teaching and learning activities. Each learning model certainly has its advantages, disadvantages, and uniqueness.¹¹ These learning models are created and designed in such a way as to maximize learning activities and create a supportive atmosphere between teachers and their students. This aims to improve the quality of education and produce individuals with integrity in the future. Therefore, students should be allowed to be more active and independent in finding or analyzing the material to be studied.¹² Discovery learning is a learning process in which a teacher encourages students to organize and develop knowledge and skills to solve problems, rather than having all the material provided by the teacher. Application of the discovery learning model results in passive learning at first state more active. In other words, teachers can shift learning activities from teacher-centered to student-centered.¹³

⁸ Radliyah Zaenuddin dkk., *Metodologi dan Strategi Alternatif Pembelajaran Bahasa Arab* (Cirebon: STAIN Cirebon Press, 2005).

⁹ Firosalia Kristin, "Analisis Model Pembelajaran Discovery Learning Dalam Meningkatkan Hasil Belajar Siswa Sd," *Jurnal Pendidikan Dasar PerKhasa* Vol. 2, no. 1 (2016): 90–98, <https://doi.org/10.31932/jpdp.v2i1.25>.

¹⁰ Apri Wardana Ritonga, "Pengaruh Media Crossword Puzzle dalam Meningkatkan Maharah Qira'ah Siswa SMA Islam Sabilillah Malang Boarding School," *Studi Arab* Vol. 11, no. 2 (2020): 73–86, <https://doi.org/10.35891/sa.v11i2.2354>.

¹¹ Zaenol Fajri, "Model Pembelajaran Discovery Learning Dalam Meningkatkan Prestasi Belajar Siswa SD," *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* Vol. 7, no. 2 (2019): 64–73, <https://doi.org/10.36841/pgsdunars.v7i2.478>.

¹² Muhammad Fikri Sunarto dan Nur Amalia, "Penggunaan Model Discovery Learning Guna Menciptakan Kemandirian Dan Kreativitas Peserta Didik," *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra* Vol. 21, no. 1 (2022): 94–100, <https://doi.org/10.21009/bahtera.211.07>.

¹³ Nabila Yuliana, "Penggunaan Model Pembelajaran Discovery Learning Dalam Peningkatan Hasil Belajar Siswa Di Sekolah Dasar," *Jurnal Ilmiah Pendidikan dan Pembelajaran* Vol. 2, no. 1 (2018): 21–28, <https://doi.org/10.23887/jipp.v2i1.13851>.

Discovery Learning is a learning model that guides students towards an activity that can develop students' skills through discovery and investigation of a concept of learning material so that students gain knowledge with their findings not by memorizing or recognizing a set of facts.¹⁴ The discovery learning model provides many opportunities for students to participate directly in learning activities to increase their learning motivation because it is tailored to the interests and needs of each student. This model also focuses on the mental and physical abilities of students which will strengthen enthusiasm and concentration in participating in each learning activity.¹⁵ In general, the phases and processes involved in implementing learning using discovery learning models are stimulation (initiate the learning activity by asking questions, suggesting books to read, or doing other activities that lead to problem solving); exposition (how students identify themselves); Select as many or possibly as few agenda items related to the topic as possible, one in all which is chosen and formulated withinside the shape of speculation or initial solution to the problem), information collection (encourage students to It allows you to gather a lot of information (probability, to prove whether the hypothesis is correct), data processing (to process the data and information obtained for later interpretation), validation (to establish the hypothesis and perform careful checks to prove whether it is linked to data processing of the results), and generalizations (consideration of the verification results that can be derived.¹⁶

The researcher found several studies related to this research. Among them is research about the learning model of discovery learning on *mubtada' khabar* material for class VII Mts Al-Musyawahar Lembang.¹⁷ Based on his research, the planning of the *mubtada' khabar* teaching materials using the discovery learning model follows the curriculum of 2013. Moreover, in other research, the dictatorial learning process of discovery learning is based on

¹⁴ Lisda Qodariyah dan Heris Hendriana, "MENGEMBANGKAN KEMAMPUAN KOMUNIKASI DAN DISPOSISI MATEMATIK SISWA SMP MELALUI DISCOVERY LEARNING," *Edusentris Jurnal Ilmu Pendidikan dan Pengajaran* Vol. 2, no. 3 (2015): 241-52, <https://doi.org/10.17509/edusentris.v2i3.177>.

¹⁵ Gina Rosarina, Ali Sudin, dan Atep Sujana, "Penerapan Model Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Perubahan Wujud Benda," *Jurnal Pena Ilmiah* Vol. 1, no. 1 (2016): 371-80, <https://doi.org/10.17509/jpi.v1i1.3043>.

¹⁶ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT. Remaja Rosdakarya, 2014).

¹⁷ Fina Khairunnisa, "Penggunaan Model Pembelajaran Discovery Learning Pada Materi Mubtada khabar Kelas VII Mts Al-Musyawahar Lembang," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* Vol. 2, no. 2 (2019): 126-36, <https://doi.org/10.17509/alsuniyat.v2i2.23612>.

exposure and observation and it is shown to consist of four phases, including analysis and preparation. Or formulate language rules and enforce them. This method is very effective in teaching Imla' as it improves students' understanding of the material. It can be seen from the results of the t-test performed on the pre-test and post-test values that the calculated t-value is larger than the t-table, namely $2.09 < 21 > 2.86$.¹⁸ And the last research aims to determine whether the use of discovery learning models can improve student learning outcomes.¹⁹ The percentage of student learning outcomes was 87.6% in the first cycle and 96.3% in the second cycle. Therefore, we can conclude that this model can be used as an effective method for learning Arabic. From these studies, the researchers took the latest findings and applied the discovery-learning model to student-level reading comprehension learning in madrasah aliyah.

From these studies, the researchers took the latest findings and applied the discovery-learning model to student-level reading skills learning in *madrasah aliyah*. Therefore, in this research, we need to solve her two problems: 1) What is Madrasah Aliyah Al-Umm Malang's implementation of the discovery learning model in learning reading skills in her grade 10? 2) How will students respond to using the discovery learning model?

METHOD

In this research, the researcher uses a qualitative descriptive method, which is a method of studying the state of natural objects in which the researcher acts as a central tool. This method is used to get detailed or meaningful data.²⁰ Descriptive research intends to explain or present details of the problems in the research, and from this research, the root causes will be found which will be discussed and provide solutions to existing problems. This study also describes the implementation of a discovery learning model in the learning of reading comprehension in 10th-grade madrasah aliyah students. The location used for data collection was Madrasah Aliyah Al-Umm Malang.

¹⁸ Ardyansyah dan Laily Fitriani, "Efektifitas Penerapan Metode Discovery Learning Dalam Pembelajaran Imla'," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangkaraya* Vol. 8, no. 2 (2020): 229-44, <https://doi.org/10.23971/altarib.v8i2.2257>.

¹⁹ Meliza Budiarti, "Implementasi Model Pembelajaran Discovery of Learning dengan Pendekatan Saintifik untuk Meningkatkan Motivasi dan Hasil Belajar Bahasa Arab," *Diwan: Jurnal Bahasa dan Sastra Arab* Vol. 10, no. 1 (2018): 878-88, <https://doi.org/10.15548/diwan.v10i19.167>.

²⁰ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2005).

The facts series strategies used in this examine have been withinside the shape of observations, interviews, and documentation. Before conducting the study, the researchers observed the Madrasah Aliya al-Um Maran, validated and directly observed the teaching and learning activities there. Also in the interviews, the researchers used staff members as informants, including her 10th-grade Arabic teacher Madrasah Aliyah Al-Umm as the person responsible for the activity. In addition, the researchers surveyed all attending 10th graders to gather information on their responses to using discovery learning models for learning reading skills. As for documentation, the researcher referred to the textbook used for Arabic material, namely *kitab silsilah ta'lim lughah al-'arabiyah*.

Furthermore, analysis of the collected data is performed using a qualitative data analysis technique based on the Miles and Huberman model, i.e. data collection (collected field data are rewritten in narrative form, i.e. observations and pure data sets obtained during interviews). Data organization (data organization means to collect only important points and summarize the data. Since the amount of data obtained is enormous, the researcher should classify the information for each survey), data display (this research collected, summarized, and presented in narrative text format the data collected from researchers, described procedures for using discovery learning models in learning to read and student responses to them), and provided conclusions. Once derived (after data have been collected, summarized, and presented), researchers draw conclusions to clarify and clarify study findings. Co-inclusions must be able to demonstrate the compatibility of knowledge from theory and practice).²¹

RESULT AND DISCUSSION

Implementation of the Discovery Learning Model in Reading Skill Learning for Grade 10 students of Madrasah Aliyah Al-Umm Malang

A learning model is how a topic is taught to help students achieve their learning goals or predetermined competency standards. To achieve the learning objectives of reading skill this time, the teacher applies the form of *tartib an-nash* (arranging random sentences into whole stories) using the discovery learning model. This strategy is used to determine students' ability to read and understand Arabic texts and is suitable for advanced-level students who are familiar with Arabic sentence structures. In this application, students are divided into several small groups where each group is given a

²¹ A.Michael Huberman dan Matthew B. Miles, *Analisis Data Kualitatif Terj. Tjejep Rohidi* (Jakarta: UI Press, 1992).

complete text entitled “المساواة في الإسلام” which is still random. Each group was asked to arrange the scrambled sentences so that they become sequential story text. After the sequence is good, each group will read it aloud and explain the meaning of the story to other friends. As for the application of the discovery learning model itself, six stages must be taken by the teacher. To clarify the stages can be seen in the following table:

Table 1.
Learning Activities Using the Discovery Learning Model

No	Syntax	Learning Activities
1	Stimulation	Before entering the material "المساواة في الإسلام", the teacher will provide an introduction by explaining the phenomenon of "racism" which is contrary to Islamic teachings.
2	Problem statement	The teacher distributes papers containing stories that are still not sequential. Then, the teacher allows students to identify the problems in the text.
3	Data collection	Each group is given 5 minutes to collect the problems that have been found by each individual in the group from the text that was previously distributed by the teacher.
4	Data processing	After all the problems were collected, each group discussed solving and analyze these problems.
5	Verification	After finding the answer, the teacher gives instructions to each group to arrange random sentences in the text into a complete and sequential story
6	Generalization	In the last stage, each group presented their findings by reading and explaining the contents of the stories that had been arranged in front of the class.

Table.1 explains that before entering into the core material, the teacher as a facilitator provides an explanation that leads to the material. From this activity, students can find out that the material to be learned is stories about equality in Islam. This is following Ainin's opinion that stimulation will generate curiosity so that students are enthusiastic about engage in learning.²² Engage in learning. At this stage, students are asked to pay close attention to the teacher's explanations to prepare them to discover problems such as find new or difficult vocabulary that they don't understand. The teacher then divides the students into her eight groups and members of each group work together to find the meaning of new or difficult vocabulary using a dictionary. This activity is in line with Siti's opinion that collaboration can help students to strengthen their self-concept because they gain the trust of other friends.²³ Having discussions in a group is also useful for looking for possible temporary answers regarding the meaning of vocabulary and also the content of the reading text. After discussing, each group was given the task of arranging scrambled sentences into a complete, sequential story. And finally, each group presented the story by reading it aloud in front of their friends and explaining the plot of the story that had been prepared. Successful application of discovery learning models in learning reading skills also supported by well-prepared teacher planning and preparation. This is following the opinion of Mia et al that in the application of discovery learning educators must prepare to learn optimally, both in terms of learning facilities, learning tools, and conditioning of students who can support learning activities so that these methods facilitate students to learn independently.²⁴

Student Responses to the Use of the Discovery Learning Model in Reading Skill Learning at Madrasah Aliyah Al-Umm Malang

Response results were obtained by distributing questionnaires to all students who took part in learning activities. The questionnaire contains questions related to students' opinions or perceptions of the implementation of reading skill learning activities using the discovery learning model. The

²² Mohammad Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: Hilal Pustaka, 2015).

²³ Siti Nurilngin, "Model Discovery Learning pada Pembelajaran Maharah Qira'ah di Sekolah Menengah Atas," *ATHLA : Journal of Arabic Teaching, Linguistic And Literature* Vol. 3, no. 1 (2022): 89–106, <https://doi.org/10.22515/athla.v3i1.5125>.

²⁴ A Miatun dan Muntazhimah, "The effect of discovery learning and problem-based learning on middle school students' self-regulated learning," *Journal Physics: Conference Series* Vol. 948 (t.t.), <https://doi.org/10.1088/1742-6596/948/1/012021>.

results of the recapitulation of student responses can be seen in the following table:

Table 2.
Recapitulation of Student Responses

No	Informant	Student Statement	Indication
1	1,3,6,7,10,11,28	I prefer learning reading skill with the discovery learning model compared to conventional learning because it is not boring	
2	10,14,16,17,18,19,20,24,25	The teacher makes the learning atmosphere more interesting with a new learning model	Satisfaction
3	1,2,3,4,7,8,9,14	Reading skill learning with the discovery learning model makes me more motivated to learn	
4	17,18,19,21,22,23,25,26,27,28,30,31	This makes me more focused in learning because I have to find solutions to problems independently	Independence
5	5,9,12,17,26,30,31	Learning with the discovery learning model makes it easier for me to understand the material because there are discussion sessions with friends	
6	24,25,26,28,29,30,31,32	Group activities make it easier for me to socialize with friends	Cooperation
7	1,3,4,6,20,21,26,27,28,29,31	Discussion activities in learning with this model make me more active while studying	

8	13,14,15,16,18, 19,20,21,25,26, 27,29,31,32	Learning with the discovery learning model makes me more courageous to express answers in front of my friends	Self-confident
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Table.2 explains that there are 17 informants giving responses indicating satisfaction with the use of the discovery learning model in reading skill learning, 12 informants providing responses indicating that this model trains students' independence in learning, 18 informants providing responses indicating that this model makes students can work together in solving problems found during learning activities, and 14 informants commented that the discovery learning model made students more confident in expressing opinions in front of classmates.

CONCLUSION

Students with low reading comprehension tend to misunderstand Arabic texts. Therefore, the acquisition of reading comprehension must be done in a good way. One of them is the process of imparting knowledge, which is carried out by teachers using good learning methods and model-based strategies. And based on the research findings, teachers supporting Arabic teaching materials in Madrasah Aliyah Al-Umm Malang found that learning reading skills begins with stimuli, problem identification, data collection, data processing, and evidence provision. We can conclude that we are applying a learning model and generalizing it. Furthermore, student responses to the use of discovery learning models indicate that this model can train various aspects such as independence, cooperation, and self-confidence, resulting in a sense of satisfaction for all students participating in learning. The study is limited to only one of her learning models applied to learning reading comprehension: discovery learning. Therefore, researchers hope that other researchers will do more research on the application of discovery learning models to materials other than reading comprehension and that learning models other than discovery learning models will be used, so that the learning models used will be more diverse. We propose to conduct research on teaching reading comprehension using it to make the teaching of learning activities more

interesting and increase students' interest in continuous learning and easily assimilating the material.

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