

Constructivism in Qira'ah Learning for Arabic Language Development Students at UMM

Annisa Hasanah Nasution;^{a,1} Wildana Wargadinata;^{b,2} Shofil Fikri.^{c,3}

^{abc}State Islamic University Maulana Malik Ibrahim Malang

¹annisa.hasanahnasution@gmail.com; ²wildana@bsa.uin-malang.ac.id;

³h_anada@uin-malang.ac.id

Abstract:

Reading skills are an important foundation in mastering Arabic because they support in-depth understanding of texts and expand other language skills. In the Arabic Language Development Program of the University of Muhammadiyah Malang, the application of constructivism theory is very relevant. This has been proven to improve their understanding of reading skills which is reflected in their improved academic grades. The purpose of this study is to describe two things, namely explaining the process of applying the theory of constructivism in learning reading skills in students of the Arabic Language Development Program of the University of Muhammadiyah Malang. This research uses a qualitative approach and the method used is a case study. Then data collection is carried out through observation, interviews and documentation. After the data is collected, the data is analyzed by means of data reduction, data presentation and conclusion drawn. The results of the study showed that the application of constructivism theory in learning reading skills in the Arabic Language Development Program of the University of Muhammadiyah Malang is divided into three stages, namely planning, implementation and evaluation. The three stages of activity involve three learning methods, namely lecture, discussion and problem solving methods.

Keyword : Constructivism; Reading; Arabic Language Development

Abstrak:

Keterampilan Keterampilan membaca merupakan fondasi penting dalam penguasaan bahasa Arab karena mendukung pemahaman teks secara mendalam dan memperluas kemampuan bahasa lainnya. Di Program Pengembangan Bahasa Arab Universitas Muhammadiyah Malang penerapan teori konstruksivisme sangat relevan. Teori ini mendukung proses belajar keterampilan membaca dengan menekankan bahwa mahasiswa membangun pemahaman melalui interaksi, eksplorasi dan interaksi aktif. Hal ini terbukti meningkatkan pemahaman mereka terhadap keterampilan membaca yang tercermin dari peningkatan nilai akademik mereka. Teori konstruktivisme mendorong mahasiswa untuk terlibat dalam diskusi kelompok, berbagi perspektif dan memecahkan masalah bersama yang terbukti dengan meningkatnya nilai akademik mereka. Tujuan dari penelitian ini adalah untuk mendeskripsikan dua hal yaitu menjelaskan bagaimana proses penerapan teori konstrusivisme dalam

belajar keterampilan membaca pada mahasiswa Program Pengembangan Bahasa Arab Universitas Muhammadiyah Malang. Penelitian ini menggunakan pendekatan kualitatif dan metode yang digunakan adalah studi kasus. Kemudian pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi. Setelah data terkumpul data dianalisis dengan cara reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan teori konstruktivisme dalam pembelajaran keterampilan membaca di Program Pengembangan Bahasa Arab Universitas Muhammadiyah Malang terbagi menjadi tiga tahapan yaitu perencanaan, pelaksanaan dan evaluasi. ketiga tahapan kegiatan tersebut melibatkan tiga metode belajar yaitu metode ceramah, diskusi dan penyelesaian masalah.

Kata kunci : konstruktivisme; Membaca, Program Pengembangan Bahasa Arab

A. Introduction.

Arabic as one of the languages associated with Islamic religion and culture plays a vital role in the intellectual and spiritual advancement of society (Sholihin et al., 2024). Mastery of Arabic not only enables one to deeply understand Islamic religious texts, such as the Qur'an and Hadith, but also enriches one's insight into the rich and diverse culture and history of Islamic civilization (Burhanuddin & Saidah, 2024). In recent years, the need for Arabic language education has increased, especially among Indonesians who want to improve their knowledge and ability to interact with Arab and other Islamic societies (Sa'diyah & Abdurahman, 2021).

Constructivism is an educational theory that states that knowledge is actively constructed by individuals through experience and interaction with the environment, with the teacher acting as a facilitator. Knowledge is not simply taken for granted but constructed based on personal experience, background, and interpretation. The researcher's purpose of constructivism is Vygotskian perspective, i.e., team collaboration and problem solving. (Aziz & Sanwil, 2022). This theory asserts that learning is not about passively receiving information, but involves the active participation of the individual who is learning. In this process, each person constructs understanding and meaning personally based on their own experiences (Clark, 2018). In addition, learning is also influenced by social interaction, where the exchange of ideas and discussions with others help to enrich understanding and deepen the knowledge gained. Thus, direct experience and social communication become important factors in shaping the way a person understands the world around him (Saksono et al., 2023). In the context of learning maharah qira'ah for students of the Arabic Language Development Program at Muhammadiyah University of Malang, the application of constructivism theory has a significant role in increasing the effectiveness of learning, especially through group discussion methods. This is reflected in the increase in student exam results.

According to Vygotsky an important figure in constructivism theory,

learning occurs within a concept called the ZPD zone of proximal development (Salsabila & Muqowim, 2024). This zone refers to the distance between the abilities a person has when learning independently and the potential he can achieve when getting help or guidance from others who are more experienced, such as peers or teachers. In this context, students can improve their understanding to a higher level through collaboration and interaction with individuals who have better knowledge or skills. In other words the learning process becomes more effective when there is social support that helps bridge the gap between what is already known and what is being learned. Group discussion in learning maharah qira'ah allows students to exchange ideas, ask questions, and provide responses that support their understanding of the reading text (Sharma & Bansal, 2017). This activity encourages critical thinking and the development of better reading skills.

Piaget revealed that an effective learning process occurs when individuals are actively involved in activities that challenge their thinking abilities (Ardianti et al., 2021). This means that learning does not only take place by passively receiving information, but requires active participation in activities that encourage exploration and analysis. One effective way to encourage active learning is through group discussions, where students have the opportunity to test their understanding of the material they have learned. In the discussion, students can propose hypotheses about the meaning or content of the reading material, listen to the views and criticisms of other group members, and receive feedback that can help them see weaknesses or shortcomings in their interpretations. Based on this feedback, students can revise and improve the way they understand the text or concept being studied. This process of critical thinking and reflection not only broadens their horizons but also deepens their understanding of text structure (how information is organized) and lexical meaning (the meaning of words or terms used).

Reading skills or maharah qira'ah do not only involve the ability to recognize words and understand the literal meaning of sentences. More than that, students must be able to critically analyze the text, which includes understanding the structure of the text, identifying the main and supporting ideas, and knowing the hidden intentions behind the words used (Mutholib & Setiawan, 2021). In addition, understanding the cultural context behind the text is also very important, as language is often influenced by unique cultural values and norms. Students need to develop the ability to draw logical conclusions and organize interpretations based on the information presented in the text. Group discussion is an effective method for developing analytical skills. In discussions, students can share experiences, exchange ideas, and provide diverse viewpoints, which enriches the learning process (Humairoh, 2023). This collaboration helps to correct misunderstandings, broaden

horizons, and improve critical thinking skills, creating an environment that supports deep understanding of Arabic texts.

The application of group discussions based on constructivism theory also increases students' learning motivation (Sukmayadi et al., 2024). When students feel supported in a collaborative environment, they are more motivated to actively participate in learning. This engagement creates a dynamic and interactive learning atmosphere, which in turn increases their interest in learning more complex Arabic texts. In addition, group discussions provide space for the development of communication skills between group members. Students learn to express opinions, listen to other points of view, and formulate arguments based on the information they obtain from the reading text (Jufri et al., 2023). These skills are not only relevant for improving maharah qira'ah but also important in the development of language competence in general.

Muhammadiyah University of Malang as one of the leading educational institutions in Indonesia, has committed to improving the quality of Arabic language education through the Arabic Language Development Program Institute. The application of constructivism theory plays an important role in learning maharah qira'ah. This can be seen from the archive of student exam scores which shows an increase in average scores from year to year. In the class of 2022/2023, the mid-semester exam score was recorded at 80.00 and the final exam score was 77.52, this is before the application of constructivism theory to maharah qira'ah learning. Meanwhile, in the class of 2023/2024, constructivism theory began to be applied to maharah qira'ah learning, the average score for the mid-semester exam increased to 83.78 and the average score for the final exam became 84.32. In 2024/2025 the average midterm exam score will increase to 85.25.

Some Several previous studies that support the application of constructivism theory in reading learning include a study conducted by (Marwiguna et al., 2024) showing that cooperative learning, namely group discussions, significantly improves the learning outcomes of students at elementary school 01Nambangan Lor and allows students to share knowledge and experiences, which in turn enriches the teaching and learning process. (Marpaung, 2024) found that small group collaboration significantly improves students' cognitive skills through the process of teaching each other, where each group member contributes with their unique ideas and perspectives, thus creating a more collaborative learning environment. Meanwhile, research by (Nursa'adah et al., 2024) also emphasized that collaborative learning encourages increased conceptual understanding and analytical skills of students in chemistry learning compared to individual learning because students can actively discuss, exchange ideas, and provide feedback to each

other, thereby deepening their understanding of the material being studied. Different from previous studies, this study focuses on the use of group discussions as the main approach to support the ability to read Arabic texts in the specific context of students of the Arabic Language Development Program at the University of Muhammadiyah Malang. The purpose of this study is to determine how the process of applying constructivism theory in maharah qira'ah learning is carried out with three stages of activities, namely opening, core and closing activities.

B. Methods.

This research uses a qualitative approach with a case study type. Qualitative research is used to understand social phenomena in depth, explore the meaning behind individual or group behavior, and explore the perspectives and subjective experiences of participants (Fadli, 2024). Meanwhile case studies are used to more deeply analyze a particular phenomenon, event, or situation in a real context (Assyakurrohim et al., 2023). The data sources in this study were five students of the Arabic language development program and one lecturer teaching the maharah qira'ah course. The data collection technique is through three ways, namely direct observation, interviews with students and lecturers freely and documentation (Sugiono, 2020). Observations were made to find out and directly observe the learning process of reading skills using constructionism theory in the Arabic language development program. Interviews are conducted for information on how students respond to learning reading skills with constructivism theory in depth. Documentation is done to obtain written or recorded evidence that supports the information collected through observation and interviews. This technique provides a more comprehensive picture of the research topic as well as ensuring more valid and accountable data.

The analysis techniques used are data reduction, data parsing, and conclusion drawing. Data reduction means summarizing, selecting key aspects, and focusing on important things (Sugiono, 2020). The data reduction process began at the beginning of the research and continued during data collection to focus on the important things obtained during the research. Meanwhile, data parsing is the process of organizing information systematically to obtain conclusions as research findings (Sugiono, 2020). Data parsing in this study is in the form of narrative text descriptions. The last step is drawing conclusions based on the results of data analysis obtained from observation field notes and documentation during the research. This conclusion is generated through analysis that can be used to make a credible final conclusion Arabic language development program.

C. Results and Discussion.

The application of constructivist theory in teaching reading skills in the context of this study is intended to include planning, implementation, and evaluation. The implementation of constructivist theory in Maharah Qira'ah learning emphasizes the importance of active interaction between students, especially through group discussions to understand the reading text in depth. According to Vygotsky, the learning process occurs through social interaction in which individuals build knowledge in context. In this approach, students not only act as recipients of information, but also as builders of knowledge through collaboration. Group discussions allow students to share perspectives, question each other's understanding, and collectively solve problems that arise from the text being read. This process

strengthens the understanding of complex concepts and improves critical analysis skills.

A. Planning

Planning for reading skills learning at the Arabic Language Development Program of the University of Muhammadiyah Malang is carried out through several systematic stages, starting from analyzing student needs, determining learning objectives, compiling teaching materials, and designing evaluations. At the planning stage, lecturers have prepared a learning plan that focuses on active student involvement. Lecturers conduct a needs analysis to identify students' initial abilities, which allows them to design activities that are appropriate to the student's level of understanding. Teaching modules and learning materials are carefully selected to be relevant and challenging, so that students can actively participate in the learning process. Lecturers also set clear learning objectives, including mastery of correct pronunciation of letters and understanding the meaning of texts. Furthermore, lecturers carefully select and arrange learning materials, ensuring that each material used is relevant, challenging, and able to stimulate students' critical thinking. The material presented not only aims to improve technical reading skills, such as correct pronunciation of letters, but also enriches their understanding of the meaning of the text they read and encourages critical thinking. Thus, students not only recognize letters and words, but also are able to interpret the content of the reading more deeply and solve problems.

1. Analysis of student needs

The first step in learning planning is to conduct a student needs analysis. At this stage, the lecturer identifies the initial level of students' ability to read Arabic texts through an initial assessment. This allows for grouping of students based on their understanding and skills later on.

This is as stated by a lecturer:

We conduct an initial assessment to find out the students' abilities, so that the approach we use is more appropriate to their needs. This statement reflects the importance of initial evaluation in learning planning. By understanding the students' initial abilities, lecturers can design more appropriate and effective learning activities. This approach is in line with the principle of constructivism, which emphasizes collaboration in group learning. Students are encouraged to share their understanding and reading experiences with each other, thus creating a more dynamic and interactive learning environment.

2. Preparation of learning objectives

After conducting a needs analysis, the next step is to set clear and measurable learning objectives. These objectives include students' ability to pronounce letters correctly, understand the meaning of the text, and be able to solve problems through social interaction in study groups. This is as explained by the lecturer who said: We set measurable learning objectives so that students have clear achievements in each stage of learning. We also emphasize the importance of cooperation in understanding the text, so that students can complement each other in building understanding. Well-designed objectives help students understand their development and increase learning motivation through active involvement in discussions and collaboration.

3. Preparation of teaching materials

After the learning objectives are set, the next step is to compile learning materials that are relevant to the needs of students and the objectives that have been designed. The material chosen must be in accordance with the level of understanding of students and be able to encourage them to think critically and interact in study groups. The materials chosen are those related to their daily lives. This is as explained by the lecturer: We choose texts that are interesting and appropriate to the context of students' lives so that they are more motivated to read and discuss. The selected themes include everyday topics, such as campus life, introductions, eating and drinking, transportation and so on. With the right text, students not only learn to read, but also practice analyzing and interpreting meaning in a broader context. When students can relate the text to their experiences, they will be more motivated to learn. This creates a stronger connection between theory and practice.

4. Method selection

The next stage is the selection of learning methods. The selection of learning methods is an important step in the process of teaching maharah qira'ah. The method used must be able to encourage

exploration, interaction, and active learning experiences of students. The main method applied is group discussion, which allows students to interact actively, share understanding, and build shared knowledge through dialogue and collaboration. As stated by the teaching lecturer: We want students not only to read, but also to understand and discuss the text in groups. This helps them build a better understanding. By discussing, students can express their opinions, hear other people's views, and explore the various meanings contained in the text. The problem-solving method is used to deal with challenges that arise in understanding the text, this method encourages students to think creatively and find solutions collaboratively .

5. Evaluation design

The final stage in learning planning is designing evaluations. Evaluations aim to measure students' understanding through various instruments, such as group assignments, presentations, and learning reflections. By using various evaluation methods, lecturers can obtain a comprehensive picture of students' abilities and developments. Every session, we always give students the opportunity to reflect on what they have learned. This helps them evaluate their own understanding." This reflection process creates a continuous learning cycle, where students not only learn to understand the text but also to relate the knowledge they have gained to personal experiences. The lecturer explained, "When students reflect on their learning, they can identify their strengths and weaknesses, and set goals for further development.

B. Implementation

The implementation of Qira'ah learning based on constructivism theory in the Arabic Language Development Program, University of Muhammadiyah Malang begins with organizing students into study teams. This approach aims to hone reading skills through collaborative learning, where students can support each other and share knowledge. This learning process consists of several stages designed to create an interactive and in-depth learning experience. Maharah Qira'ah learning is divided into three stages, namely opening, core, and closing activities. Each stage is designed to facilitate social interaction and collaboration among students, in accordance with the principles of constructivism which emphasize that knowledge is built through shared experiences. Thus, this approach not only improves reading skills but also builds a productive and mutually supportive learning community.



Picture.1

Implementation of Constructivism Theory in Learning Maharah Qira'ah

1. Opening Activities

At this stage, the lecturer greets and greets and provides an apperception regarding the importance of maharah qira'ah in the context of Arabic language learning. The lecturer explains that reading skills are not only essential for understanding texts but also for improving pronunciation of letters, enriching vocabulary, building self-confidence in communicating and being able to solve problems. In this context, students are expected to be able to realize the relevance of maharah qira'ah in everyday life. After the apperception, students are given a text to read individually. This text functions as an initial mapping of their reading ability, where the lecturer can find out the students' initial skill level and adjust the next learning activities.

2. Core Activities

Core activities in learning qira'ah focus on three main aspects, namely pronunciation of letters, understanding the meaning of the text, and problem solving. These three aspects are interrelated and support the development of reading skills as a whole. By mastering the pronunciation of letters, students can read more fluently, while understanding the meaning of the text allows them to capture the essence of the reading. In addition, the ability to solve problems in the context of the text being read helps students think critically and apply the knowledge gained in real situations. Therefore, the integration of these three aspects is very important in creating an effective and meaningful learning experience. At the first core stage, what is to be achieved is the correct pronunciation of letters. At this stage, students practice reading in small groups of 3-5 people, where they correct each other. This method involves students in

providing feedback on their friends' pronunciation of letters. In this way, they can learn from each other's mistakes and improve their pronunciation collectively. In addition, this supportive environment encourages students' confidence to speak and read in front of the group, thereby improving their ability to pronounce letters correctly. This collaborative approach also creates a sense of shared responsibility in the learning process, so that each student feels more involved and motivated to achieve progress.

3. Closing activities

Closing activities at the final stage of learning, representatives from each group presented the results of their discussions. This activity provides an opportunity for students to share the understanding they have gained and demonstrate their public speaking skills. Lecturers provide constructive feedback to improve students' understanding and presentation skills. After the presentation session, a joint reflection is carried out, where students and lecturers provide feedback to each other regarding the learning process that has taken place. Thus, the implementation of maharah qira'ah learning does not only focus on mastering the material, but also on developing students' social and critical skills in a collaborative context. Through this approach, it is expected that students can achieve competency in maharah qira'ah, namely correct pronunciation of letters, deep understanding of the meaning of the text, and the ability to solve problems effectively in groups. This interaction-oriented and collaboration approach is expected to improve the quality of learning and produce a more meaningful learning experience.

C. Evaluation

The evaluation stage is carried out to measure student development continuously. Initial, mid-semester, and end-of-semester evaluations are carried out to ensure the achievement of learning objectives. carried out through free questions by randomly selecting students. This evaluation is carried out to measure the extent of their understanding of the text and to build student activity. For mid-semester and end-of-semester evaluations, it is carried out by holding exams. The exam is carried out directly on the spot and supervised by the teacher, but using a digital platform called a hybrid exam or mixed exam. The exam questions consist of 20 multiple choice questions and 10 essays taken from books that students have studied in class. This is done so that lecturers can find out their abilities individually and objective assessments. With this comprehensive evaluation approach, it is hoped that students can achieve the expected competencies in the predetermined maharah qira'ah, namely being able to pronounce letters correctly, understand the meaning of the text and solve problems.

D. Conclusion.

Based on the results and discussions that have been obtained by the researcher from observations, interviews and documentation on the application of constructivism theory to learning reading skills in students of the Arabic language development program of the University of Muhammadiyah Malang, the researcher concluded the results of the study as follows. The application of constructivism theory in learning reading skills in the Arabic Language Development Program of the University of Muhammadiyah Malang is carried out through three main stages, namely planning, implementation, and evaluation. Planning includes analyzing student needs, setting learning goals, and selecting appropriate materials and methods, such as group discussions. The implementation of learning is carried out through three stages, namely opening with perception, core activities in the form of pronunciation exercises, text comprehension, and problem solving through discussion, and closing activities in the form of presentations and reflections. Evaluation is carried out in three stages, namely each meeting at the end of the study, mid-semester, and the end of the semester, with a hybrid exam method that combines digital tests and live exams. Learning maharah qira'ah by applying the theory of constructivism will motivate students to learn, think critically and collaborate in solving problems.

E. References

- Aprina, E. A., Fatmawati, E., & Suhardi, A. (2024). Penerapan Model Problem Based Learning Untuk Mengembangkan Keterampilan Berpikir Kritis Pada Muatan IPA Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 13(1), 981–990.
- Ardianti, R., Sujarwanto, E., & Surahman, E. (2021). Problem-based Learning: Apa dan Bagaimana. *DIFFRACTION: Journal for Physics Education and Applied Physics*, 3(1), 27–35.
- Assyakurrohim, D., Ikhrum, D., Sirodj, R. A., & Afgani, M. W. (2023). Metode studi kasus dalam penelitian kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1–9.
- Aziz, M. A., & Sanwil, T. (2022). Teori Belajar Konstruktivisme dan Aplikasi Nya dalam Pembelajaran Bahasa Arab. *Jurnal Pendidikan Dan Pengajaran*, 1(1), 76–83.
- Burhanuddin, B., & Saidah, M. (2024). Peran Bahasa Arab Terhadap Al-Hadis Dalam Dakwah Islam: Tafsir Dan Interpretasi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(4), 14270–14279.
- Clark, K. R. (2018). Learning theories: constructivism. In *Radiologic technology* (Vol. 90, Issue 2, pp. 180–182). Am Soc Radiol Tech.

- Fadli, M. (2024). Metode Penelitian Kombinasi. *Metode Penelitian Kombinasi (Mixed Method)*, 44.
- Hapudin, H. M. S. (2021). *Teori belajar dan pembelajaran: menciptakan pembelajaran yang kreatif dan efektif*. Prenada Media.
- Humairoh, F. (2023). *Mengoptimalkan Pembelajaran Melalui Diskusi Kelompok: Strategi dan Manfaatnya*.
- Jufri, A. P., Asri, W. K., Mannahali, M., & Vidya, A. (2023). *Strategi Pembelajaran: Menggali Potensi Belajar Melalui Model, Pendekatan, dan Metode yang Efektif*. Ananta Vidya.
- Mariyono, D. (2024). *Strategi Pembelajaran dari Teori ke Praktik Pendekatan Pembelajaran Kolaboratif di Perguruan Tinggi*. Nas Media Pustaka.
- Marpaung, L. (2024). Teknik Pembelajaran Berkelompok Pada Kurikulum Merdeka. *Komprehensif*, 2(1), 138–146.
- Marwiguna, I., Widiyanto, J., & Wahyuni, S. (2024). Penerapan Pembelajaran Menggunakan Model Teams Games Tournament Berbantuan Media Wordwall Untuk Meningkatkan Hasil Belajar Siswa Di Kelas 2 Sdn 01 Nambangan Lor. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3).
- Mutholib, A., & Setiawan, C. E. (2021). *Pendidikan bahasa Arab: "Arabic Teacher, Who, How and Why in Digital Era?"* IAIN Kudus.
- Nursa'adah, F. P., Rosa, N. M., & Septhiani, S. (2024). Efektivitas Penggunaan Metode Diskusi Dalam Pembelajaran Kimia. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(4), 17667–17675.
- Sa'diyah, H., & Abdurahman, M. (2021). Pembelajaran Bahasa Arab di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing. *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5(1), 51–69.
- Saksono, H., Khoiri, A., Dewi Surani, S. S., Rando, A. R., Setiawati, N. A., Umalihayati, S., KM, S., Ali, I. H., MP, M. E., & Adipradipta, A. (2023). *Teori Belajar dalam Pembelajaran*. Cendikia Mulia Mandiri.
- Salsabila, Y. R., & Muqowim, M. (2024). Korelasi antara teori belajar konstruktivisme lev vygotsky dengan model pembelajaran problem based learning (pbl). *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(3), 813–827.
- Sharma, U., & Bansal, D. (2017). Constructivism as a paradigm for teaching and learning. *International Journal of Physical Education, Sports and Health*, 4(5), 209–212.
- Sholihin, M. D. S. M. D., Salwa, M., Kusuma, S. R., & Nasution, S. (2024).

URGENSI BAHASA ARAB DALAM PENDIDIKAN ISLAM MENGHADAPI ERA SOCIETY 5.0. *Argopuro: Jurnal Multidisiplin Ilmu Bahasa*, 4(5), 61–70.

Sugiono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan kombinasi (Mixed Methods)*. Alfabeta.

Sukmayadi, T., Maarif, M., Fitri, H. R., Dewi, A. K., Merkuri, Y. G., & Haryanti, A. N. (2024). Membangun keterampilan berpikir kritis mahasiswa melalui literasi kewarganegaraan di Universitas Ahmad Dahlan. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 12(2), 245–256.

Umamah, A. (2024). *Analisis Kemampuan Membaca Teks Bahasa Arab Siswa Kelas XI Madrasah Aliyah Pondok Pesantren DDI As-Salman Allakuang (Studi Perspektif Psikolinguistik)*. IAIN Parepare.