

## Challenges in Learning Mahārah Qira'ah through the Amtsilati Method: A Gagné Concept Learning Analysis

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### ABSTRACT

*Learning maharah qirā'ah plays a crucial role in Islamic boarding schools as it enables students to understand classical Islamic texts (kutub al-turāth). One widely used method to facilitate Arabic grammar learning is the Amtsilati method, which emphasizes the use of grammatical examples to simplify the understanding of nahwu and šarf. However, its effectiveness in developing deeper conceptual understanding has not been widely examined from a cognitive perspective. This study aims to analyze the challenges faced by students in learning maharah qirā'ah using the Amtsilati method based on Robert Gagné's Concept Learning theory. This research employed a qualitative descriptive approach conducted at Nahdlatut Thullab Islamic Boarding School, involving one teacher and eight students selected purposively. Data were collected through observation, in-depth interviews, and documentation, and analyzed using an interactive model. The findings reveal that students are able to understand grammatical examples effectively but experience difficulties in generalizing concepts and relating grammatical structures when reading classical texts. These findings indicate that while the Amtsilati method is effective at the initial stage of concept recognition, it requires reinforcement in conceptual integration and transfer of learning. This study implies that Arabic language instruction in pesantren should integrate concept-based learning strategies that promote conceptual linkage and application, in order to enhance students' deep reading comprehension of classical texts.*

**Keywords:** Amtsilati Method, Concept Learning, Maharah Qira'ah, Reading Comprehension, Arabic Grammar

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## INTRODUCTION

Arabic language learning holds a central position in the educational system of Islamic boarding schools (*pesantren*), as it serves as the primary tool for students to understand classical Islamic texts (*kutub al-turāth*) (Ubaidillah, Abidin, & Hilmi, 2025). Among the four language skills, *maharah qirā'ah* (reading comprehension) is considered one of the most demanding competencies because it requires a solid mastery of Arabic grammar, particularly *nahwu* and *ṣarf*, as well as the ability to relate meanings across words and sentence structures within a coherent textual context (Nugrahawan & Akbar, 2023). However, various studies indicate that many students experience significant difficulties in reading classical texts due to their limited understanding of grammatical structures and the relationships between linguistic elements that construct meaning. In practice, students often struggle to determine the *i'rāb* of words, identify syntactic roles within sentences, and integrate these elements into a comprehensive understanding of the text. As a result, reading activities frequently become mechanical, where students are able to decode words but fail to grasp the overall meaning of the text (Unok, 2023). Therefore, an instructional approach is needed that does not merely emphasize memorization of grammatical rules but also promotes conceptual understanding through concrete examples and repeated practical exercises (Mustofa & Puspitasari, 2025).

One of the instructional methods widely used in Islamic boarding schools to enhance reading competence is the *Amtsilati* method. This method was developed by KH. Taufiqul Hakim with the primary objective of simplifying the learning of Arabic grammar through the presentation of direct examples of sentence patterns (Ghoni, 2023). These examples are memorized and gradually understood by students so that they can be applied in reading classical texts. Previous studies have demonstrated the effectiveness of the *Amtsilati* method in improving students' ability to understand Arabic grammatical structures. For instance, studies conducted in various *pesantren* contexts report that the method significantly enhances students' ability to identify grammatical patterns and read classical texts more fluently (Mufidah, 2012). More recent research also indicates that example-based instructional approaches, such as the *Amtsilati* method, contribute to faster internalization of *nahwu* and *ṣarf* rules and support more active and contextual learning experiences. Furthermore, contemporary studies in Arabic language pedagogy emphasize that learning models based on concrete examples and repetitive practice can improve both grammatical awareness and reading comprehension, particularly in traditional learning environments such as *pesantren* (Nuraeni, Hidayatullah, Inayatulloh, & Hidayat, 2024).

Despite these findings, most previous studies on the *Amtsilati* method have focused primarily on its general effectiveness in improving reading ability or grammatical memorization (Imtiyaaazah & Asdlori, 2025). Limited attention has been given to the deeper cognitive aspects of learning, particularly how students construct conceptual understanding from the examples provided and how they connect different grammatical concepts when interpreting complex texts (Ubaidillah, Hasaniyah, & Anshory, 2025). In fact, these aspects lie at the core of concept learning as explained in Robert Gagné's learning theory. According to

Gagné's Concept Learning theory (1985), learning a concept involves the ability to recognize, classify, and relate various examples and non-examples of a concept, enabling learners to transfer their understanding to new situations (Curry, Johnson, & Peacock, 2020). This theory emphasizes the importance of presenting varied examples and strengthening relationships among concepts in order to achieve deeper understanding (R. M. Gagne, 1967). Recent studies Al-Mahrooqi, 2021; Rahman, 2022 also suggest that concept-based learning approaches can enhance analytical thinking and knowledge transfer in language learning contexts (R. M. Gagne, 1984).

Despite the growing body of research on the effectiveness of the Amtsilati method in improving students' grammatical understanding and reading ability, studies that explicitly examine this method through the lens of Robert M. Gagné's Concept Learning theory remain very limited. Most previous research has focused on learning outcomes, such as increased reading fluency or grammatical mastery, without critically analysing the underlying cognitive processes that shape students' understanding. In particular, little attention has been given to how students construct conceptual understanding from grammatical examples and how they relate and integrate multiple grammatical concepts when reading complex classical texts (Strauss, 1972). This indicates a significant gap between the practical implementation of the Amtsilati method and its theoretical explanation within a cognitive learning framework. Therefore, this study seeks to fill this gap by providing a cognitive analysis of students' abilities in understanding and utilizing grammatical examples, as well as relating interconnections among grammatical concepts, based on Gagné's Concept Learning theory (Agustina, Koderi, & Kusuma, 2025).

Understanding these two aspects is crucial to determine whether the Amtsilati method truly fosters conceptual competence that underlies deep reading ability (Ansyah, Ritonga, & Alrasi, 2020). Therefore, this study offers novelty in two main aspects. First, it provides a cognitive analysis of students' abilities to understand and connect grammatical concepts based on the Concept Learning framework. Second, it applies Gagné's theory as an analytical framework to examine the effectiveness of the Amtsilati method within the context of maharah qirā'ah learning in Islamic boarding schools (Supriyani & Sa'diyah, 2024).

This article aims to analyze the challenges faced by students in learning maharah qirā'ah using the Amtsilati method from the perspective of Robert Gagné's Concept Learning theory (A. A. S. Hidayat, 2023). The study focuses on two main aspects: students' ability to understand and utilize grammatical examples presented in the Amtsilati method, and their ability to connect and apply relationships among grammatical concepts when reading classical texts. Through this perspective, the study seeks to reveal how students' cognitive processes develop in the context of example-based grammatical learning (Gagné, 1964).

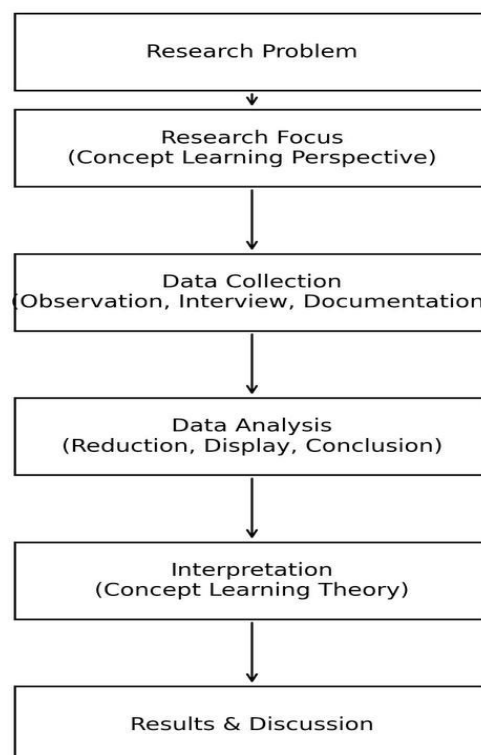
From an academic perspective, this research is expected to contribute to two important areas (Dilla & Anwar, 2023). Theoretically, it expands the application of Concept Learning theory within the context of Arabic language learning, particularly in maharah qirā'ah and the use of the Amtsilati method. Practically, the findings are expected to provide references for teachers and curriculum

developers in pesantren to design more effective learning strategies grounded in strong learning theories. Consequently, this article contributes not only to enriching the literature on Arabic language teaching methodologies but also to providing practical implications for improving the quality of learning in Islamic educational institutions.

## METHOD

This study employed a qualitative approach to explore students' cognitive processes in learning maharah qira'ah through the Amtsilati method within the natural setting of an Islamic boarding school (Hidayati, 2024). The research focused on examining how students understand grammatical examples and relate grammatical concepts when reading classical texts. To enhance methodological clarity, the overall research process is illustrated in a flowchart, which outlines the stages of research from problem identification to data interpretation.

A descriptive-analytical design was applied in this study to systematically describe the learning process and analyze it based on the framework of Concept Learning proposed by Robert M. Gagné (Sugiyono, 2013). In practice, this design was implemented by first documenting classroom learning activities, then identifying patterns in students' understanding of grammatical examples, and finally analyzing how students relate and apply grammatical concepts when reading classical texts (Amruddin, 2022). This approach allowed the researcher to connect empirical findings with theoretical constructs, particularly in terms of concept recognition, concept identification, and transfer of learning.



**Figure 1.** Research Flow

The research was conducted at Nahdlatut Thullab Islamic Boarding School in Omben, Sampang Regency, Madura. The site was selected purposively due to its consistent and systematic implementation of the Amtsilati method in Arabic language instruction. The participants consisted of one Amtsilati instructor and eight intermediate-level students who had participated in the program for at least one year. The classification of “intermediate level” refers to students who have completed the basic level of Amtsilati and are able to read simple classical texts but still experience difficulties in analyzing grammatical structures independently (L. Pratama, 2025). The selection of eight students was based on purposive sampling, aiming to obtain in-depth and information-rich data rather than broad generalization, which is consistent with qualitative research principles (Merjani, 2025).

Data were collected through three primary techniques: observation, in-depth interviews, and documentation (Miles & Huberman, 1992). Classroom observations were conducted to examine how grammatical examples were presented by the teacher and how students responded to and processed these examples during reading activities. In-depth interviews were carried out with both the teacher and the students to explore their perceptions of the learning process, the challenges they encountered, and the strategies they used to understand grammatical concepts. Documentation was used to support the data, including Amtsilati textbooks, students’ notes, assignments, and the classical texts used during instruction (Miles, 1992).

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on relevant data related to students’ ability to understand grammatical examples and relate grammatical concepts. Data display was carried out by organizing the findings into thematic categories to illustrate patterns of learning and cognitive challenges. Finally, conclusions were drawn through interpretative analysis based on Gagné’s Concept Learning theory, particularly in the aspects of presentation of examples, concept identification, and transfer of learning (Adji, 2024). The trustworthiness of the data was ensured through triangulation and member checking. Source triangulation was conducted by comparing data obtained from observations, interviews, and documentation to ensure consistency. Method triangulation involved the use of multiple data collection techniques to strengthen the validity of the findings (Sugiono, 2014). In addition, member checking was carried out by confirming the researcher’s interpretations with the participants to ensure that the findings accurately reflect their experiences.

## RESULTS AND DISCUSSION

Based on classroom observations, in-depth interviews with one teacher and eight students, as well as the analysis of learning documentation, several findings were identified regarding students’ ability to understand grammatical examples and their ability to relate grammatical concepts when reading kitab turats (classical Islamic texts). These findings were analyzed using the Concept Learning framework proposed by Robert M. Gagné, particularly focusing on the aspects of

presentation of examples, concept identification, and transfer of learning. In addition, the discussion is also linked to several relevant theories of language learning and cognitive psychology to provide a more comprehensive interpretation of the dynamics of maharah qirā'ah learning in the Islamic boarding school context.

### **Students' Ability to Understand and Use Grammatical Examples**

The findings indicate that students are generally able to understand and recall grammatical examples presented through the Amtsilati method (Haris, 2021). This ability is largely supported by the structured and repetitive presentation of examples, which facilitates the initial stage of concept recognition. From the perspective of Robert M. Gagné's Concept Learning theory, this process corresponds to concept formation, where learners begin to recognize patterns and categorize linguistic elements based on repeated exposure. The systematic nature of the Amtsilati method enables students to internalize basic grammatical structures efficiently, particularly in identifying common sentence patterns found in Arabic texts (Haqiqi, 2023).

However, a closer examination reveals that students' understanding tends to remain at a procedural and surface level (Basyir, Dinana, & Devi, 2022). While they are able to memorize and reproduce examples accurately, many students encounter difficulties when required to apply these patterns to new or slightly varied contexts (Y. A. Pratama, 2024). This indicates that learning is often limited to pattern recognition rather than progressing toward deeper conceptual understanding. In Gagné's framework, this reflects a gap between concept identification and concept generalization, where learners are unable to extend their knowledge beyond the specific examples provided during instruction (Ramma, Bhola, & Watts, 2025). This limitation becomes more evident when students are exposed to unfamiliar sentence structures in classical texts (Curry, Johnson, & Peacock, 2021). In such cases, students often rely heavily on previously memorized patterns and struggle to adapt their understanding to new grammatical configurations. As a result, their reading tends to be mechanical, focusing on decoding rather than meaningful comprehension (Ubaidillah., 2025). This phenomenon suggests that the learning process has not fully reached the stage of transfer of learning, which is essential for applying knowledge in diverse contexts (Gagné, 2020).

These findings are consistent with previous studies that highlight the effectiveness of example-based instruction in accelerating the recognition of grammatical structures (Muqoddam, 2025). However, they also support more recent perspectives that emphasize the limitations of relying solely on fixed examples. While earlier research tends to measure success in terms of fluency and memorization, this study demonstrates that such indicators do not necessarily reflect conceptual mastery. In contrast, the present findings underline the importance of promoting variability in examples and encouraging students to actively engage in analyzing grammatical patterns. From a pedagogical standpoint, this implies that teachers need to move beyond repetitive example delivery and incorporate strategies that promote deeper cognitive processing (Syarofi, Thayyibah, & Ubaidillah, 2023). Activities such as comparing different

sentence structures, identifying variations within patterns, and reconstructing sentences can help students develop a more flexible understanding of grammar. Such approaches are essential for bridging the gap between memorization and conceptual understanding, which ultimately supports more effective reading of classical texts (N. Hidayat, 2024).

### **Students' Ability to Relate Grammatical Concepts in Reading**

The second finding concerns students' ability to relate grammatical concepts when reading kitab turats. Based on the classroom observations, students are generally capable of identifying grammatical concepts individually. They are able to determine the *i'rāb* of specific words and explain the grammatical rules underlying those forms when the analysis is conducted separately (Fauzi & Nabila, 2022). However, when students read longer and more complex passages, their ability to integrate multiple grammatical concepts simultaneously appears to be limited. Students tend to analyze sentences in a fragmented manner by focusing on the grammatical status of each individual word without fully connecting it to the overall sentence structure. As a result, although the word-level grammatical analysis is often accurate, the overall meaning of the sentence or paragraph is not always comprehended effectively.

This finding suggests a gap between micro-level grammatical analysis and macro-level textual comprehension. In second language reading, comprehension does not rely solely on the recognition of grammatical forms but also on the ability to integrate various linguistic elements simultaneously (Isnaeni & Faedurrohman, 2023). When this integration process does not occur effectively, the resulting understanding of the text becomes fragmented. From the perspective of Gagné's learning theory, the ability to relate grammatical concepts represents a higher stage of learning, namely rule learning and transfer of learning (Soulsby, 1975). At this stage, learners are expected to combine multiple concepts to interpret more complex linguistic structures. The findings of this study suggest that this stage has not yet fully developed in the observed learning process (M. Gagne, Flynn, Andrew, & Flebbe, 2023).

This limitation is also related to the cognitive load experienced by students when reading classical Arabic texts that contain complex syntactic structures. According to Cognitive Load Theory, human working memory has a limited capacity for processing information simultaneously (Ansyah et al., 2020). When students attempt to analyze numerous grammatical structures at once, their attention tends to focus primarily on determining the grammatical status of individual words, thereby limiting their ability to integrate the overall meaning of the sentence. Several studies in second language reading also emphasize that successful reading comprehension requires the integration of grammatical knowledge, vocabulary mastery, and the ability to connect structural relationships within sentences (Nur, 2023). When these components do not develop in a balanced manner, reading comprehension becomes more difficult and less efficient.

### **Critical Analysis of the Amtsilati Learning Approach**

Based on the two main findings related to students' ability to understand grammatical examples and their ability to relate interconnections among

grammatical concepts, it can be concluded that the Amtsilati method has a particular strength in the initial stage of concept learning through the systematic presentation of grammatical examples (Munawwaroh, 2021). The method effectively helps students recognize grammatical patterns and build a basic understanding of Arabic sentence structures (Ubaidillah, Elyas, Hamidah, & Daroini, 2025). Nevertheless, from the perspective of Concept Learning, effective learning is not solely measured by the ability to recognize examples but also by learners' ability to generalize concepts and transfer their understanding to new situations (Nurcholis, Syammary, & ..., 2021). In this regard, while students demonstrate adequate ability in understanding grammatical examples, they still face challenges in relating and integrating multiple grammatical concepts during the reading of complex texts (Nugrahawan & Akbar, 2023). This indicates a gap between concept recognition and higher-level conceptual integration.

This analysis suggests that example-based learning should be complemented by pedagogical strategies that encourage the exploration of structural variations and the analysis of relationships among grammatical concepts. Such an approach is necessary to ensure that students' grammatical understanding does not remain limited to pattern recognition but develops into a more flexible and applicable conceptual competence. Therefore, the Amtsilati method remains highly relevant for maharah qirā'ah learning in Islamic boarding schools (Humairoh & Ubaidillah, 2025). However, in order to address the challenges identified in both understanding examples and relating grammatical concepts, its effectiveness can be further enhanced by incorporating instructional strategies that emphasize conceptual integration, varied structural analysis, and the strengthening of students' ability to transfer grammatical knowledge when reading authentic and complex kitab turats texts (Ni'amah & Hafidzulloh, 2021).

## CONCLUSION

This study shows that learning maharah qirā'ah through the Amtsilati method enables students to understand and use grammatical examples effectively, particularly in recognizing familiar sentence patterns. However, their ability remains limited to pattern reproduction, as they encounter difficulties in generalizing grammatical concepts when facing new or more complex structures. In addition, students' ability to relate and apply interconnections among grammatical concepts in reading kitab turats texts is still partial, as they tend to focus on isolated elements rather than constructing a comprehensive understanding of the text. From the perspective of Robert M. Gagné's Concept Learning theory, these findings indicate that learning has been effective at the stage of concept recognition but requires further development in conceptual integration and transfer of learning. Therefore, Arabic language instruction in Islamic boarding schools should integrate concept-based learning strategies that promote the connection and application of grammatical concepts, such as guided text analysis and contextual exercises, in order to enhance students' deep reading comprehension of classical texts.

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