



## Effectiveness of Flipped Classroom–Based Instruction for Developing Arabic Reading Skills

Lalu Maulana Malik<sup>1\*</sup>, Bakri Muhammad Bakhit<sup>2</sup>, Dewi Chamidah<sup>3</sup>

<sup>1,2,3</sup> State Islamic University of Maulana Malik Ibrahim Malang, Indonesia

Received:

09 July 2025

Revised:

27 October 2025

Accepted:

03 November 2025

Published:

17 December 2025

### Abstract:

Reading skill (*maharatul qirā'ah*) is a fundamental component of Arabic language learning, yet many students experience difficulties due to limited vocabulary mastery and low reading fluency. This study aims to determine the effectiveness of the “flipped classroom” model in improving Arabic reading skills among 5th-grade B students at Madrasah Diniyah Darul Muhajirin. The method employed a quasi-experimental nonequivalent control group design. The sample comprised 60 students, divided into an experimental and a control class. Data collection techniques included oral tests, pretest and posttest written assessments, questionnaires, and observations. The data analysis technique uses SPSS assistance. The results showed an increase in the experimental class's average posttest score to 85.5, compared with the pretest score of 74.8. Meanwhile, the control class did not show a significant increase. The result of the t-test (Sig. 2-tailed) is 0.000. Since the calculated t-value is greater than the critical t-value at the 1% significance level (2.392) and the 5% significance level (1.671), the null hypothesis ( $H_0$ ) is rejected. The alternative hypothesis ( $H_a$ ) is accepted. These findings suggest that the “flipped classroom” is a practical approach to enhance the quality of Arabic language instruction, particularly in the aspect of *maharah qirā'ah at-tafailiyah* (interactive reading skills). This study contributes empirical evidence that the flipped classroom model effectively enhances pronunciation accuracy, reading fluency, and text comprehension in Arabic reading instruction. It is recommended that educators integrate flipped learning strategies to promote active, independent, and meaningful Arabic language learning.

**Keywords:** *flipped classroom, Arabic reading skills, maharatul qirā'ah, student-centered learning*

### Abstrak:

Kemampuan membaca (*maharatul qirā'ah*) merupakan komponen fundamental dalam pembelajaran bahasa Arab, namun banyak siswa mengalami kesulitan karena penguasaan kosakata yang terbatas dan kelancaran membaca yang rendah. Penelitian ini bertujuan untuk mengetahui efektivitas model “kelas terbalik” dalam meningkatkan kemampuan membaca bahasa Arab di kalangan siswa kelas 5 B di Madrasah Diniyah Darul Muhajirin. Metode yang digunakan adalah desain kelompok kontrol non-ekuivalen kuasi-eksperimental. Sampel terdiri dari 60 siswa, dibagi menjadi kelas eksperimen dan kelas kontrol. Teknik pengumpulan data meliputi tes lisan, penilaian tertulis pretest dan posttest, kuesioner, dan observasi. Teknik analisis data menggunakan bantuan SPSS. Hasil penelitian menunjukkan peningkatan rata-rata skor posttest kelas eksperimen menjadi 85,5, dibandingkan dengan skor pretest 74,8. Sementara itu, kelas kontrol tidak menunjukkan peningkatan yang signifikan. Hasil uji t (Sig. 2-tailed) adalah 0,000. Karena nilai t yang dihitung lebih besar dari nilai t kritis pada tingkat signifikansi 1% (2,392) dan tingkat signifikansi 5% (1,671), hipotesis nol ( $H_0$ ) ditolak. Hipotesis alternatif ( $H_a$ ) diterima. Temuan ini menunjukkan bahwa “kelas terbalik” merupakan pendekatan praktis untuk meningkatkan kualitas pengajaran bahasa Arab, khususnya dalam aspek *maharah qirā'ah at-tafailiyah* (keterampilan membaca interaktif). Studi ini memberikan bukti empiris bahwa model kelas terbalik secara efektif meningkatkan ketepatan pengucapan, kelancaran membaca, dan pemahaman teks dalam pengajaran membaca bahasa Arab. Disarankan agar pendidik mengintegrasikan strategi pembelajaran terbalik untuk mempromosikan pembelajaran bahasa Arab yang aktif, mandiri, dan bermakna.

**Kata Kunci:** *kelas terbalik, keterampilan membaca bahasa Arab, maharatul qirā'ah, pembelajaran berpusat pada siswa*

## INTRODUCTION / المقدمة

In the era of global knowledge exchange, reading literacy has become a fundamental competence that determines individuals' access to information, religious understanding, and intellectual development. For Muslim communities, Arabic reading skills play a strategic role because Arabic is not only a means of communication but also the language of primary Islamic sources (Al-Ghul, 2021; Ritonga et al., 2020; Suhaimi et al., 2020). The ability to read Arabic texts enables learners to directly engage with religious knowledge, moral values, and intellectual traditions without full dependence on translation. However, evidence from various educational contexts shows that students' Arabic reading competence remains relatively low, particularly at the foundational level. This condition limits learners' capacity to comprehend classical and contemporary Islamic texts critically. Consequently, improving Arabic reading instruction is not merely an academic concern but a societal necessity to strengthen religious literacy, intellectual independence, and educational equity (Al-Razgan & Alshaarri, 2021; Alkadhi et al., 2020). Therefore, innovative and effective instructional models are urgently needed to address this broader educational challenge.

Despite the central role of Arabic reading skills, many Islamic educational institutions still struggle to achieve optimal learning outcomes in this area. Traditional teacher-centered instructional practices remain dominant, emphasizing rote memorization and passive reception rather than active meaning construction (Jusubaidi et al., 2024; Ronaghi, 2024). As a result, students often view Arabic reading as difficult, monotonous, and disconnected from their daily learning experiences. This problem is further intensified by limited instructional time and students' lack of exposure to Arabic texts outside the classroom. In many cases, learning activities focus on decoding vocabulary without sufficient attention to comprehension, interpretation, and critical engagement with texts (Ogbuanya, 2022; Panova et al., 2023). Such conditions hinder the development of higher-order reading skills and reduce students' motivation to learn Arabic. These systemic problems indicate that the challenge is not merely linguistic but pedagogical, requiring a shift toward learning models that actively involve students and optimize both in-class and out-of-class learning time.

Field observations in Islamic educational settings reveal that students' Arabic reading proficiency often develops slowly despite years of instruction. Learners tend to struggle with understanding sentence structures, recognizing vocabulary in context, and extracting meaning from texts fluently (Moreno Ortiz, 2025; Premawardhena, 2020). Learning activities are predominantly confined to face-to-face sessions, leaving minimal opportunity for pre-class preparation or post-class reinforcement (Soliman & Khalil, 2022). This phenomenon results in low classroom participation, limited discussion, and superficial comprehension of texts. In the case of fifth-grade students at Madrasah Diniyah Darul Muhajirin, similar patterns were observed, where reading instruction had not

produced significant improvement in students' maharatul qira'ah. These realities highlight a gap between instructional objectives and actual learning outcomes, emphasizing the need for pedagogical innovation that encourages active engagement and continuous learning beyond the classroom.

Previous studies have explored various strategies to improve Arabic reading skills. Ali et al. (2020) and Barnawi (2022) emphasized the importance of structured reading strategies to enhance comprehension. While Demir (2021), Iqbal et al. (2020), and Nailasariy et al. (2023) highlighted the role of teacher competence and instructional methods in Arabic literacy development. Lafrarchi (2021) and Almufarreh et al. (2023) introduced the flipped classroom as a student-centered model capable of increasing learning engagement, and they also demonstrated its effectiveness in promoting active learning and deeper understanding. Additionally, Allmnakrah (2020) and Allmnakrah (2020) found that flipped learning environments foster learner autonomy and critical thinking. Although these studies provide valuable insights, most of them focus on general subjects or higher education contexts. Limited attention has been given to Arabic reading instruction at the diniyah or elementary religious education level, particularly in relation to maharatul qira'ah at-tafailiyah.

Despite the growing body of research on flipped classroom implementation, several gaps remain (Aşkan, 2020; Mazzolini, 2024). First, existing studies rarely examine the application of the flipped classroom model specifically for Arabic reading skills among young learners in Islamic institutions. Second, many studies emphasize student engagement and motivation but provide limited empirical evidence on reading comprehension outcomes. Third, contextual factors such as students' religious learning environment and instructional traditions are often overlooked. Consequently, there is insufficient understanding of how flipped classroom strategies can be adapted to support Arabic reading development in diniyah education (El Ouahabi et al., 2024; Mazzolini, 2024). This gap indicates the need for context-sensitive research that integrates pedagogical innovation with the unique characteristics of Arabic language learning. Addressing this gap is essential to develop evidence-based instructional models that are both pedagogically sound and culturally relevant.

This study introduces a novel contribution by integrating the flipped classroom model into maharatul qira'ah at-tafailiyah learning for diniyah-level students. Unlike previous studies that apply flipped learning in general or secular contexts, this research situates the model within Arabic reading instruction focused on foundational comprehension skills (Ahsanuddin et al., 2022; Fall, 2020). The novelty lies in optimizing pre-class exposure to Arabic texts through video-based learning while utilizing classroom time for guided reading, discussion, and meaning construction. This approach represents a state-of-the-art pedagogical adaptation that aligns technology-enhanced learning with religious language education. By shifting passive activities outside the classroom and emphasizing interactive reading practices during face-to-face sessions, this model addresses both cognitive and motivational aspects of learning (Facchin, 2020). Thus, the study offers an innovative framework that bridges modern instructional models with traditional Islamic education.

The importance of this study lies in its potential to improve Arabic reading instruction in Islamic educational institutions. By providing empirical evidence on the effectiveness of the flipped classroom model, this research contributes to the

development of more engaging and effective learning strategies for young learners. It also supports teachers in rethinking instructional design to maximize learning time and student participation. Furthermore, enhancing students' maharatul qira'ah strengthens their ability to access Islamic knowledge independently, fostering lifelong learning and intellectual autonomy. From a broader perspective, this study contributes to educational innovation by demonstrating how technology-assisted models can be adapted to religious language learning without compromising pedagogical values. Therefore, the findings are expected to have both theoretical and practical implications for Arabic language education.

Based on the issues and gaps identified, this study addresses the research problem of whether the flipped classroom model is effective in improving students' maharatul qira'ah at-tafailiyah. The main argument of this research is that structured pre-class exposure combined with interactive in-class activities can significantly enhance students' reading comprehension and engagement. The originality of this study lies in its focus on diniyah-level Arabic reading instruction and its systematic implementation of the flipped classroom model. The research contributes by offering an empirically tested instructional alternative that enriches Arabic pedagogy and provides a replicable model for similar educational contexts. Ultimately, this study seeks to strengthen the quality of Arabic language education through innovative, learner-centered approaches.

## RESEARCH METHOD / المنهجية

This study is a quasi-experimental study using two groups, namely the experimental group and the control group (Sugiono, 2021). The experimental group was given a specific treatment in accordance with the needs of the study, while the control group did not receive the treatment (Prof. Dr. Sugiyono, 2010). The design used is the Nonequivalent Control Group Design (Kenny, 1975). In this design, the experimental and control groups already exist before the study begins, and the researcher does not fully manipulate the independent variable. The research location is Pondok Pesantren Darul Muhajirin. The population in this study is all students, from which a sample of 60 students was taken using purposive sampling, and divided into two relatively balanced groups based on similar initial results (Campbell et al., 2020).

Data gathering methods employed included tests, questionnaires, and observations. Test data were analyzed in several stages, namely mean testing, normality testing, homogeneity testing, and hypothesis testing. Questionnaire data were analyzed using a Likert scale, while questionnaire validity and reliability were analyzed using the Product Moment technique. This study also followed a systematic procedure consisting of four stages: the preparation stage (planning and instrument development), the implementation stage (pre-test, treatment, and post-test), the data processing stage, and the conclusion stage.

## FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

### Result

Researchers describe research data through two stages, namely the preparation stage and the implementation stage. In the preparation stage, researchers conducted observations during six meetings held from February to March 2025. Three meetings were held in class 5A as the control class and three others in class 5B as the experimental class at Pondok Pesantren Darul Muhajirin. These observations aimed to understand the conditions of interactive Arabic language learning, students' reading abilities, and the

teaching methods used by teachers in teaching Arabic at that time.

During the implementation stage, researchers conducted a pretest of students' Arabic reading abilities using an interactive approach model. Before the treatment in this study, which involved a text on the theme of “traveling” (السفر), the students were divided into several groups. Each group consisted of five students. After that, Students were asked to respond to questions about the material they had read. For both the experimental class and the control class, there were ten items on the pretest and posttest. In this instance, the students also took an oral exam.

**Pretest and Posttest Results Data of the Control Class and Experimental Class**

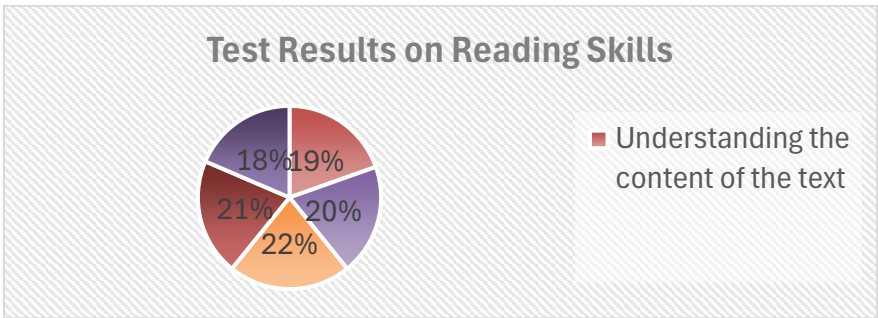
This section presents the pretest and posttest results for both the control and experimental classes, which were designed to measure students' Arabic reading ability before and after the implementation of the instructional treatment. The pretest data provide an initial overview of students' baseline competence, while the posttest data reflect changes in learning outcomes after the learning process was completed. By comparing the results of the two classes, this section aims to describe differences in students' learning outcomes and to systematically and objectively illustrate the effect of the applied learning model on the development of *maharatul qirā'ah*.

**Pretest results in the form of percentages for the control class with the following results:**

**Table 1. Percentage results of the pretest for class 5 A control**

No	Grade Category	Score Range	Number of Students (Pretest)	Percentage (Pretest)
1	Excellent	91–100	-	0%
2	Very Good	81–90	1	3.3%
3	Good	71–80	5	16.6%
4	Fair	61–70	10	33.3%
5	Poor	0–60	14	46%
Total			30	100%

The assessment of this pretest covers five aspects of reading ability (*maharah qiraah*), namely comprehension of text content, accurate pronunciation of words and sentences, fluency in reading, knowledge of vocabulary, and conformity with the rules of *Nahwu* and *Sharaf*. These aspects are used to measure the extent to which students are able to read and understand Arabic texts interactively and meaningfully.



**Figure 1. Percentage of Pretest Control Class in Reading Skills Aspect**

Figure 1 shows that the aspect of understanding the content of the text among students in class 5 A Kontol Madrasah Diniyah Darul Muhajirin was 19%, the aspect of knowing the meaning of vocabulary was 20%, the aspect of pronouncing words and sentences correctly was 22%, the aspect of fluency in reading was 21%, and the aspect of compliance with *Nahwu* and *Sharaf* rules at 18%. Overall, after the pretest was

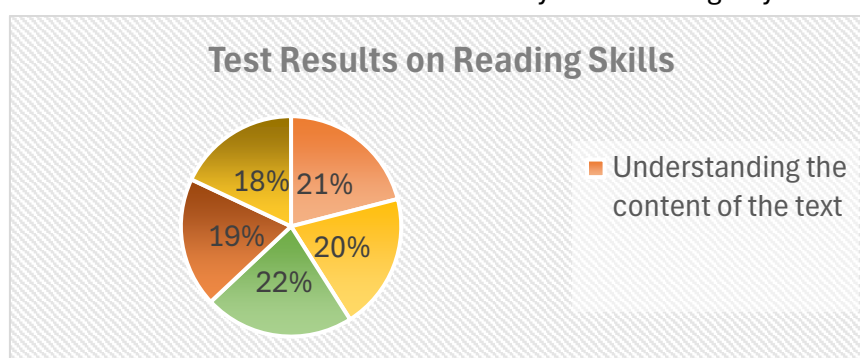
Completed, it was found that students in class 5A at Madrasah Diniyah Darul Muhajirin had mastered the aspect of accurate pronunciation of words and sentences, and had low scores in the aspect of compliance with *Nahwu* and *Sharaf* rules.

**The pretest results in the form of percentages for the experimental class are as follows results:**

**Table 2. Percentage Results of the Pretest for Grade 5 B Experiment**

No	Grade Category	Score Range	Number of Students (Pretest)	Percentage (Pretest)
1	Excellent	91–100	-	0%
2	Very Good	81–90	-	0%
3	Good	71–80	3	10%
4	Fair	61–70	15	50%
5	Poor	0–60	12	40%
	<b>Total</b>		<b>30</b>	<b>100%</b>

The assessment of this pretest covers five aspects of reading ability (maharah qiraah), namely comprehension of text content, accurate pronunciation of words and sentences, fluency in reading, knowledge of vocabulary, and conformity with the rules of *Nahwu* and *Sharaf*. These aspects are used to measure the extent to which students are able to read and understand Arabic texts interactively and meaningfully.



**Figure 2. Percentage of Pretest Scores in the Experimental Class in Reading Skills Aspect**

Figure 2 shows that the aspect of understanding the content of the text in the 5th grade B experimental class at Madrasah Diniyah Darul Muhajirin was 20%, the aspect of knowing the meaning of vocabulary was 20%, the aspect of pronouncing words and sentences correctly was 21%, the aspect of fluency in reading was 21%, and 18% in terms of compliance with *Nahwu* and *Sharaf* rules. Overall, after the pretest was completed, it was found that students in class 5 A of Madrasah Diniyah Darul Muhajirin had aspects of



accurate pronunciation of words and sentences and fluency in reading, and had low scores in terms of compliance with *Nahwu* and *Sharaf* rules.

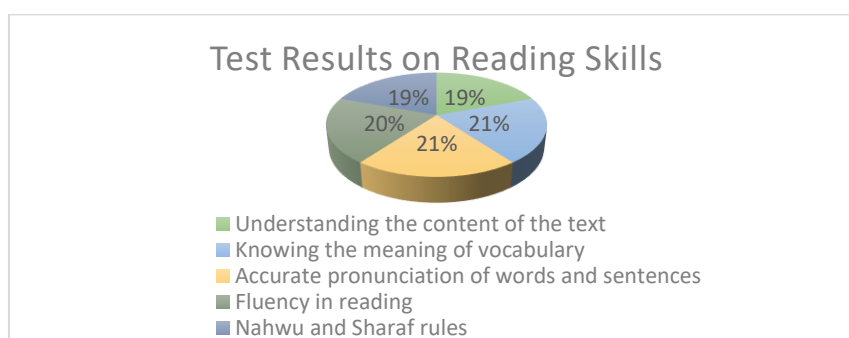
The results of the post-test for students in classes 5 A&B can be seen in Tables 3 and 4, as well as the comparison of student percentages between the pre-test and post-test as follows:

**Posttest results in the form of percentages for the control class with the following results:**

**Table 3. Percentage Results of the Posttest for Grade 5 A Control**

No	Grade Category	Score Range	Number of Students (Posttest)	Percentage (Posttest)
1	Excellent	91–100	1	3.3%
2	Very Good	81–90	6	20%
3	Good	71–80	13	43.3%
4	Fair	61–70	10	33.3%
5	Poor	0–60	-	-
<b>Total</b>			<b>30</b>	<b>100%</b>

The assessment of this pretest covers five aspects of reading ability (maharah qiraah), namely comprehension of text content, accurate pronunciation of words and sentences, fluency in reading, knowledge of vocabulary, and conformity with the rules of *Nahwu* and *Sharaf*. These aspects are used to measure the extent to which students are able to read and understand Arabic texts interactively and meaningfully.



**Figure 3. Percentage of Prosttest Grade 5 A Control Aspect of Reading Skills**

Figure 3 shows that the aspect of understanding the content of the text in class 5A of Madrasah Diniyah Darul Muhajirin was 19%, the aspect of knowing the meaning of vocabulary was 21%, the aspect of pronouncing words and sentences correctly was 21%, the aspect of fluency in reading was 20%, and the aspect of conformity with *Nahwu* and *Sharaf* rules was 19%. Overall, after the posttest was completed, there was a slight improvement in all aspects compared to the results of the previous pretest

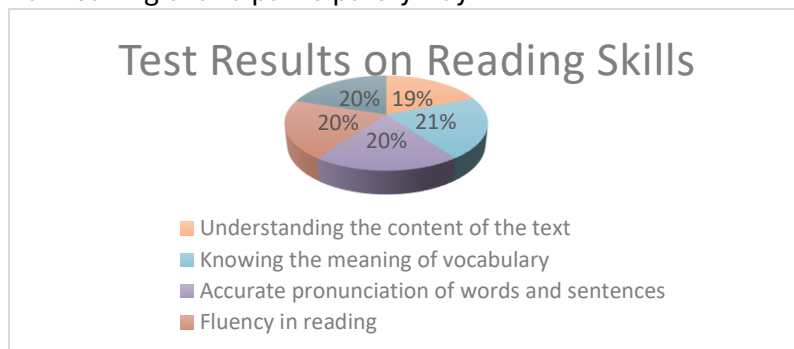
**Posttest results in the form of percentages for the experimental class with the following results:**

**Table 4. Percentage Results of the Posttest for Grade 5 B experimental**

No	Grade Category	Score Range	Number of Students (Posttest)	Percentage (Posttest)
1	Excellent	91–100	6	20%
2	Very Good	81–90	18	60%

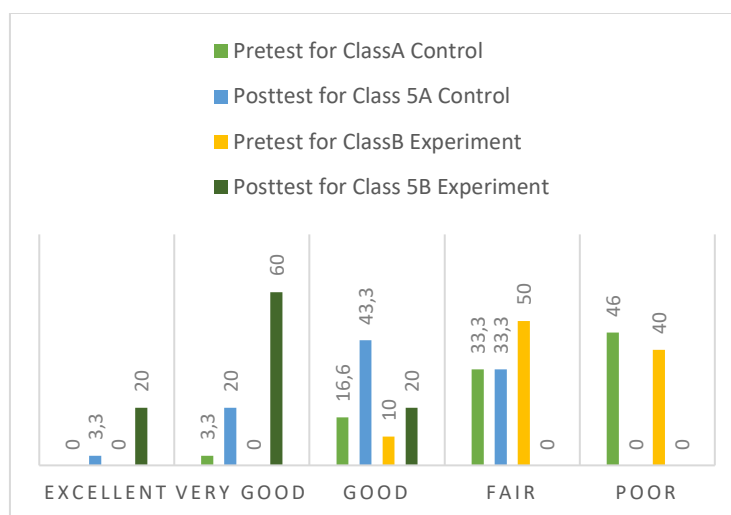
3	Good	71–80	6	20%
4	Fair	61–70	-	-
5	Poor	0–60	-	-
<b>Total</b>			<b>30</b>	<b>100%</b>

The pretest assessment covers five aspects of reading ability (maharah qiraah): comprehension of text content, accurate pronunciation of words and sentences, reading fluency, vocabulary knowledge, and adherence to the rules of *Nahwu* and *Sharaf*. These aspects are used to measure the extent to which Students can read and comprehend Arabic texts in a meaningful and participatory way.



**Figure 4. Percentage of Prosttest Grade 5 A Control Aspect of Reading Skills**

Figure 4 shows that the aspect of understanding the content of the text in the 5th grade B experimental class at Madrasah Diniyah Darul Muhajirin was 19%, the aspect of knowing the meaning of vocabulary was 21%, the aspect of pronouncing words and sentences correctly was 20%, the aspect of fluency in reading was 20%, and the aspect of conformity with *Nahwu* and *Sharaf* rules was 20%. Overall, after the posttest was completed, there was a significant improvement in all aspects compared to the results of the previous pretest.



**Figure 5. Differences between Pre-test and Post-test for Class 5A Control and 5B Experiment**

The study's findings show that 5B-grade students at Madrasah Diniyah Darul Muhajirin's reading abilities are significantly enhanced by the use of the "flipped classroom" paradigm in Maharatul Qira'ah At-Tafailiyah instruction. This is demonstrated



by the fact that the experimental class's posttest results significantly improved as compared to the control class, especially in the "Very Good" and "Good" categories, and that fewer pupils fell into the "Average" and "Poor" categories. According to the research findings, the experimental class's average posttest score increased from 74.8 on the pretest to 85.5 on the posttest. In the meantime, there was no discernible improvement in the control group. 0.000 was the t-test result (Sig. 2-tailed).  $H_0$  was rejected while  $H_a$  was approved because the computed t-value was higher than the table t-value at the 1% significance level (2.392) and 5% significance level (1.671).

Conversely, Some students continued to fall into the lower-middle scoring range, and the control class's progress was not particularly noticeable. Therefore, it has been demonstrated that the "flipped classroom" model improves mastery. of Arabic text reading skills more effectively and meaningfully than traditional learning.

## OBSERVATION DATA

Before the implementation of the flipped classroom model, students' maharah qirā'ah was observed descriptively by two observers using five indicators: pronunciation accuracy, comprehension of text content, reading fluency, vocabulary mastery, and conformity with *Nahwu* and *Sharaf* rules. The observations showed that most fifth-grade students at Darul Muhajirin were generally able to pronounce Arabic words and sentences correctly, although some still hesitated when reading full sentences. In terms of comprehension, several students could understand the text reasonably well, yet many experienced difficulties distinguishing mu'annats and mudzakkar forms, which affected overall understanding. Reading fluency was moderate, as most students could read smoothly while others still stumbled. Vocabulary mastery was limited to basic words, with noticeable difficulty in recognizing unfamiliar or less frequent vocabulary. Regarding grammatical accuracy, students demonstrated basic awareness of *Nahwu* and *Sharaf*, though consistent application of these rules still required guidance.

After the flipped classroom model was implemented, notable improvements were observed across most aspects of reading skills. Pronunciation accuracy showed significant progress, with students articulating words and sentences more clearly and confidently. Text comprehension also improved, as students were able to grasp meaning more quickly and accurately, including better differentiation between mu'annats and mudzakkar forms, although some still struggled with complex sentence structures. Reading fluency increased considerably, with fewer students stumbling during oral reading, even though a small number continued to face challenges with longer words or syntactically complex sentences.

In addition, students' vocabulary comprehension developed positively following the implementation of the flipped classroom model. Most students were able to identify word meanings more rapidly and accurately, indicating increased lexical familiarity gained from pre-class exposure to learning materials. Compliance with *Nahwu* and *Sharaf* rules also improved, as students demonstrated greater attentiveness to grammatical accuracy while reading. Overall, post-observation findings indicate that the flipped classroom model contributed to meaningful improvement in students' maharah qirā'ah, particularly in pronunciation, fluency, and comprehension. The model supported a more active and independent learning process, enabling students to engage with Arabic texts more confidently and effectively.

## SURVEY DATA

Data on how to use the "flipped classroom" paradigm to enhance reading skills was obtained from student survey data. The survey consisted of 20 statements for the experimental class. The data obtained will be used to determine the range of scores to determine the category of students' reading skills. The criteria for interpreting the survey scores based on the intervals for answering the overall statements of students for the experimental class are as follows:

Table 5. Survey Data

No.	Student Score	Category
1	84% - 100%	Strongly Agree
2	67% - 83%	Agree
3	50% - 66%	Neutral
4	33% - 49%	Disagree
5	16% - 32%	Strongly Disagree

Next, the final conclusion was reached by summarizing the results of all respondents' statements. Considering the outcomes of the questionnaire analysis related to improving students' reading skills, most students agreed that using the "flipped classroom" approach could improve their Arabic reading skills.

## Discussion

The findings of this study demonstrate that the flipped classroom model significantly improves students' *maharatul qirā'ah* at-tafailiyah compared to conventional instructional practices. This result is consistent with previous studies by Dol (2020) and Zhu et al. (2020), which emphasize that flipped learning shifts passive content delivery outside the classroom and maximizes active engagement during face-to-face sessions. In this study, the experimental class showed substantial improvement in posttest scores, particularly in the "Very Good" and "Good" categories, while the control class exhibited only marginal progress. This pattern confirms that active, student-centered learning environments are more effective in developing receptive language skills, such as reading comprehension, than teacher-centered approaches that dominate traditional Arabic instruction.

In terms of specific reading skill components, the improvement observed in pronunciation accuracy, reading fluency, and text comprehension aligns with the findings of Fakhoury et al. (2021) and Abdulghani et al. (2022), who reported that flipped classroom environments enhance learners' confidence and linguistic performance through repeated exposure and guided practice. Pre-class video materials allowed students to familiarize themselves with vocabulary, sentence patterns, and pronunciation before classroom interaction. Consequently, in-class activities could focus on deeper comprehension, clarification, and application of *Nahwu* and *Sharaf* rules (M. & Punawan, 2020; Ramadan, 2023). However, this study also reveals that some students continued to struggle with complex sentence structures, indicating that flipped learning, while effective, still requires differentiated scaffolding for learners with lower proficiency levels.

The significant statistical difference between the experimental and control groups, indicated by the t-test result (Sig. 2-tailed = 0.000), provides empirical support for

constructivist learning theory, which posits that knowledge is actively constructed through interaction and engagement. The flipped classroom model facilitated this process by encouraging students to actively participate in group discussions, oral reading, and problem-solving tasks during class time (Corrales, 2024 Cosculluela et al., 2021). This finding supports prior research suggesting that learner autonomy and meaningful interaction are key determinants of successful language acquisition, particularly in reading skills that require cognitive processing beyond surface-level decoding.

From a theoretical perspective, this study contributes to Arabic language pedagogy by extending the application of the flipped classroom model to *maharatul qirā'ah* at the diniyah education level, a context that has received limited scholarly attention. The findings reinforce the relevance of student-centered and technology-enhanced learning models in religious language education, demonstrating that modern pedagogical approaches can be effectively integrated without undermining traditional instructional goals. The study also enriches the theoretical discourse on receptive skill development by highlighting the role of pre-class exposure in strengthening comprehension and grammatical awareness.

Practically, the results suggest that Arabic language teachers should consider adopting the flipped classroom model as an alternative instructional strategy to improve reading skills. The positive responses from student survey data indicate that learners perceive this model as engaging and beneficial for their learning. Teachers can utilize simple digital media, such as instructional videos, to support independent learning outside the classroom and dedicate classroom time to interactive reading activities. For educational institutions, this model offers a feasible approach to enhancing learning quality without requiring extensive technological infrastructure, making it particularly suitable for diniyah and pesantren-based education settings.

## CONCLUSION / الخلاصة

The implementation of the “*flipped classroom*” model has proven to be effective in improving the reading skills (*maharah qirā'ah*) of fifth-grade students in Class 5B at Darul Muhajirin. This is evident from the comparison of pretest and posttest scores between the experimental class and the control class. In the experimental class, the average posttest score reached 85.5, higher than the average pretest score of 74.8. In addition to the increase in average scores, the distribution of students' score categories also changed significantly, from a majority in the “adequate” and ‘poor’ categories during the pretest to all students in the “good,” “very good,” and “excellent” categories during the posttest. Meanwhile, improvement in the control class occurred but was not as high as in the experimental class.

The test instruments used in this study included pretest and posttest designed based on five aspects of reading skills, namely accurate pronunciation of words and sentences, understanding of text content, reading fluency, vocabulary mastery, and compliance with *Nahwu* and *Sharaf* rules. In addition, the results of observations conducted before and after Reading proficiency significantly improved after the model was put into practice. Pupils improved their fluency, comprehension of the text's substance, and ability to use linguistic rules when reading. Students were given the opportunity to participate more actively in the learning process through the use of the “flipped classroom,” both independently at home and through more targeted classroom activities. Furthermore, the results of the questionnaire given to students in the experimental class showed that 63% of students agreed that using the “flipped classroom” style would help

them enhance their Arabic reading skills. This number indicates that the majority of pupils perceived the advantages of the learning approach used., particularly in helping them understand the reading material better and more systematically.

## REFERENCES / المراجع

- Abdulghani, H. M., Sattar, K., Ahmad, T., Halepoto, D. M., & Akram, A. (2022). An Insightful Estimation of Undergraduate Medical Students' Experience about the Flipped Classroom. *Pakistan Journal of Medical Sciences*, 38(1), 69–75. <https://doi.org/10.12669/pjms.38.1.4256>
- Ahsanuddin, M., Ainin, M., & Asrori, I. (2019). the Mapping of Arabic Language Learning in Senior High Schools and Vocational Schools in Malang Regency. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 6(1), 18–35. <https://doi.org/10.15408/a.v6i1.7308>
- Al-Ghul, O. A. (2021). An Early Islamic Papyrus with Surat Al-Falaq. In *Jordan Journal for History and Archaeology* (Vol. 15, Issue 2, pp. 205–221). <https://doi.org/10.54134/jjha.15.2.4>
- Al-Razgan, M., & Alshaarri, S. (2019). Design and Development of A Mobile Spelling Game for Elementary Students using Genetic Algorithms. In *ACM International Conference Proceeding Series* (pp. 205–209). <https://doi.org/10.1145/3369255.3369311>
- Ali, N., Abdullah, M. H., & Rahman, A. H. A. (2020). The Content Analysis of the Self-Learning Module on Arabic Reading Comprehension Strategies. *International Journal of Scientific and Technology Research*, 9(4), 2440–2445.
- Alkadhi, B., Alnafisi, G., Aljowair, L., Alotaibi, L., Alduaifi, N., & Alhumood, R. (2020). Co-design of Augmented Reality Storybooks for Children with Autism Spectrum Disorder. In *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics): Vol. 12426 LNCS* (pp. 3–13). [https://doi.org/10.1007/978-3-030-60149-2\\_1](https://doi.org/10.1007/978-3-030-60149-2_1)
- Allmnakrah, A., & Evers, C. (2020). The Need for A Fundamental Shift in the Saudi Education System: Implementing the Saudi Arabian Economic Vision 2030. *Research in Education*, 106(1), 22–40. <https://doi.org/10.1177/0034523719851534>
- Almufarreah, A., Noaman, K. M., & Saeed, M. N. (2023). Academic Teaching Quality Framework and Performance Evaluation Using Machine Learning. *Applied Sciences (Switzerland)*, 13(5). <https://doi.org/10.3390/app13053121>
- Aşkan, T. (2020). A Study and Critical Edition of Yūsuf Ibn ʿUsayn Al-Kirmāstī's Uṣūl Al-Iṣṣilāḡāt Al-Bayāniyya. *Islam Arastirmalari Dergisi*, 2020(44), 167–246. <https://doi.org/10.26570/isad.754315>
- Barnawi, O. Z. (2022). Resisting and Creating Alternatives to Neoliberalism in ELT: A Case Study of Three Transnational Language Teachers in Saudi Arabia. *Critical Inquiry in Language Studies*, 19(4), 377–399. <https://doi.org/10.1080/15427587.2022.2102015>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Corrales-Serrano, M. (2024). Edutubers and Teaching of Social Sciences. A Case Study.

- Revista Interuniversitaria de Formacion Del Profesorado*, 99(38.2), 261–282.  
<https://doi.org/10.47553/rifop.v99i38.2.100404>
- Demir, H. (2021). The Inscription Written by Hussain Avni: Enquiry and Assessment. *Hitit Theology Journal*, 20(1), 405–432. <https://doi.org/10.14395/hid.864529>
- Dol, S. M. (2020). Use of Self-Created Videos for Teaching Structured Query Language (SQL) using Flipped Classroom Activity. *Journal of Engineering Education Transformations*, 33(Special Issue), 368–375.  
<https://doi.org/10.16920/jeet/2020/v33i0/150205>
- El Ouahabi, F. Z., El Bouzaidi, R. D., Chaiba, A., Hamdaoui, L., & Erragragui, M. (2024). Effective Teaching Strategies for Multilevel Classes: A Focus on Alternating Instructional Modes. *Journal of Curriculum and Teaching*, 13(2), 22–32.  
<https://doi.org/10.5430/jct.v13n2p22>
- Facchin, A. (2020). Whole-Part-Whole Reading Instruction in the Teaching and Learning of Arabic as a Foreign Language at Beginner Level. In *Annali di Ca Foscari Serie Orientale* (Vol. 56, pp. 177–196). <https://doi.org/10.30687/ANNOR/2385-3042/2020/56/007>
- Fakhoury, H. M. A., A. Fatoum, H., Bawahab, Y., Masuadi, E. M., Obeidat, A., & Lumsden, C. J. (2021). Flipping a Biochemistry Class within a Medical Curriculum: Impacts on Perception, Engagement, and Attainment. *Biochemistry and Molecular Biology Education*, 49(4), 625–632. <https://doi.org/10.1002/bmb.21521>
- Fall, M. (2020). The Impact of Mother Tongue Illiteracy on Second Language Acquisition: The Case of French and Wolof in Senegal. In *The Impact of Mother Tongue Illiteracy on Second Language Acquisition: The Case of French and Wolof in Senegal*.  
<https://doi.org/10.4324/9780367817060>
- Iqbal, M. Z., Könings, K. D., Al-Eraky, M., AlSheikh, M. H., & van Merrienboer, J. J. G. (2020). Development of an Entrustable Professional Activities (EPAs) Framework for Small Group Facilitators through a Participatory Design Approach. *Medical Education Online*, 25(1). <https://doi.org/10.1080/10872981.2019.1694309>
- Jusubaidi, Lindgren, T., Mujahidin, A., & Rofiq, A. C. (2024). A Model of Transformative Religious Education: Teaching and Learning Islam in Pondok Modern Darussalam Gontor, Indonesia. *Millah: Journal of Religious Studies*, 23(1), 171–212.  
<https://doi.org/10.20885/millah.vol23.iss1.art6>
- Kenny, D. A. (1975). A Quasi-Experimental Approach to Assessing Treatment Effects in the Nonequivalent Control Group Design. *Psychological Bulletin*, 82(3), 345–362.  
<https://doi.org/10.1037/0033-2909.82.3.345>
- Lafrarchi, N. (2021). Intra-and Interreligious Dialogue in Flemish (Belgian) Secondary Education as a Tool to Prevent Radicalisation. *Religions*, 12(6).  
<https://doi.org/10.3390/rel12060434>
- Latorre-Coscolluela, C., Suárez, C., Quiroga, S., Sobradiel-Sierra, N., Lozano-Blasco, R., & Rodríguez-Martínez, A. (2021). Flipped Classroom model before and during COVID-19: using technology to develop 21st century skills. *Interactive Technology and Smart Education*, 18(2), 189–204. <https://doi.org/10.1108/ITSE-08-2020-0137>
- M., A., & Punawan, A. S. bin. (2020). Nahwu, Origin and Its Urgences in Arabic Learning. *Online Submission*, 24(6), 6894–6900.
- Mazzolini, A. P. (2024). Lessons Learned and Unlearned: A Lifelong Journey with ‘Active Learning’ as a Constant Companion. In *Challenges in Physics Education: Vol. Part F2281* (pp. 3–18). [https://doi.org/10.1007/978-3-031-48667-8\\_1](https://doi.org/10.1007/978-3-031-48667-8_1)



- Moreno Ortiz, M. (2025). Emotional Management in the Classroom: Socio-Emotional Competencies of Teachers in Basic Education. *Revista de Ciencias Sociales*, 31(11), 558–571.
- Nailasariy, A., Habibi, B. Y., Kubro, K., Nurhaliza, & Setyaningrum, A. R. (2023). Implementation of the Design for Change (DFC) Method through Project-Based Learning in Developing Intrapersonal and Interpersonal Skills of Islamic Religious Education Students. *Jurnal Pendidikan Agama Islam*, 20(1), 132–149. <https://doi.org/10.14421/jpai.v20i1.6668>
- Ogbuanya, T. C., & Shodipe, T. O. (2022). Workplace Learning for Pre – Service Teachers' Practice and Quality Teaching and Learning in Technical Vocational Education and Training: Key to Professional Development. *Journal of Workplace Learning*, 34(4), 327–351. <https://doi.org/10.1108/JWL-02-2021-0015>
- Panova, E., Tiumentseva, E., Jumanova, Z., Dustmamatova, N., Gorokhova, A., & Sekerin, V. (2023). Distance Learning in Teaching the Russian Language (the Experience of Tashkent State University). *Journal of Language Teaching and Research*, 14(2), 278–285. <https://doi.org/10.17507/jltr.1402.02>
- Premawardhena, N. C. (2020). Defying Learning Traditions: From Teacher-Centred to Student-Centred Foreign Language Education Through Digital Transformation at Sri Lankan Universities. In *Advances in Intelligent Systems and Computing* (Vol. 916, pp. 229–238). [https://doi.org/10.1007/978-3-030-11932-4\\_23](https://doi.org/10.1007/978-3-030-11932-4_23)
- Prof. Dr. Sugiyono. (2010). Prof. Dr. Sugiyono, metode penelitian kuantitatif kualitatif dan r&d. intro ( PDFDrive ). In *Prof. Dr Sugiyono* (Vol. 10).
- Ramadan, H. I. (2023). Arabic Rules Between Philosophy of Language and Grammar Criterion: A Modernist Approach. *Darulfunun Ilahiyat*, 34(2), 453–469. <https://doi.org/10.26650/DI.2023.34.2.1262493>
- Ritonga, A. W., Ritonga, M., Nurdianto, T., Kustati, M., Rehani, Lahmi, A., Yasmadi, & Pahri. (2020). E-learning Process of Maharah Qira'ah in Higher Education during the COVID-19 Pandemic. *International Journal of Higher Education*, 9(6), 227–235. <https://doi.org/10.5430/ijhe.v9n6p227>
- Ronaghi, M. H. (2024). A New Approach to Business Ethics Education: Virtual Reality-Based Flipped Learning. *International Journal of Management Education*, 22(3). <https://doi.org/10.1016/j.ijme.2024.101076>
- Soliman, R., & Khalil, S. (2022). The Teaching of Arabic as a Community Language in the UK. *International Journal of Bilingual Education and Bilingualism*, 27(9), 1246–1257. <https://doi.org/10.1080/13670050.2022.2063686>
- Sugiono. (2021). Penelitian Kualitatif.pdf. In *Penelitian Kualitatif*.
- Suhaimi, S. Bin, Yatim, Idrus, S. Z. S., & Suhaimi, S. Bin. (2020). Jawi-AR Apps: Single Jawi Character Connecting Method to single words using AR Technology. In *Journal of Physics: Conference Series* (Vol. 1529, Issue 3). <https://doi.org/10.1088/1742-6596/1529/3/032001>
- Zhu, L., Lian, Z., & Engström, M. (2020). Use of a Flipped Classroom in Ophthalmology Courses for Nursing, Dental and Medical Students: A Quasi-Experimental Study using a Mixed-Methods Approach. *Nurse Education Today*, 85. <https://doi.org/10.1016/j.nedt.2019.104262>