The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools

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Abstract—**Arabic literacy skills are essential for Muslim learners to comprehend religious texts; however, when trying to improve these skills, students face numerous obstacles which require immediate attention. This study aims to develop and evaluate an Arabic learning model designed to enhance the capability of students in Indonesian boarding schools to read religious books. The research follows a three-stage approach: introductory study, model development, and model validation. The study takes place in Al-Jawami and Al-Falah boarding schools in West Java Province, Indonesia. These schools were selected due to the emphasis they place on the Arabic reading skills needed for comprehending religious scriptures. The findings demonstrate that the Arabic learning model utilized in this study effectively enhances the reading capacity of students. As a result, other boarding schools can also adopt this learning model to improve the Arabic literacy skills of their students.**

Index Terms—**reading skills, religious books, Arabic learning model**

I. INTRODUCTION

The mastery of Arabic reading comprehension plays a vital role in understanding Islamic sciences as a significant number of Islamic sources are written in Arabic (Ali, 2018; Anwar, 2017). It serves as a fundamental tool for comprehending religious books and facilitating access to valuable knowledge (Abu-Rabia & Hanna, 2022). Therefore, the acquisition of Arabic reading skills becomes an essential prerequisite for comprehending religious scriptures (Tibi et al., 2019). In the context of Indonesia's Islamic boarding houses, the ability to read religious books stands as a core learning competence with the ultimate goal being that of understanding the sacred texts (Ritonga, 2020). The Al-Jawami and Al-Falah boarding schools are dedicated to enhancing the reading skills of students specifically in relation to religious texts. Consequently, their Arabic language programs primarily focus on equipping students with strong reading capabilities. However, it is crucial to acknowledge that these schools face certain limitations in the implementation of Arabic learning and particularly regarding teaching methodologies. Therefore, a thorough analysis and resolution of these constraints are imperative to address the existing challenges.

The research and development of Arabic learning models has been explored in various studies, providing valuable insight into effective teaching approaches. Akla's study titled Arabic Learning by Using a Hybrid Learning Model in University highlights the benefits of applying hybrid learning models in Arabic education. The findings demonstrate that such models can foster positive attitudes, enhance student learning motivations, create an effective learning environment, and improve Arabic proficiency (Akla, 2021).

Similarly, Yogia Prihatini et al. conducted a study at UIN STS Jambi, focusing on Arabic learning through the use of multimedia computers. Their research aimed to determine whether or not students could comprehend the Arabic language without the need for translation into Indonesian. The results indicate that the multimedia quality of Arabic learning was rated favorably, thus suggesting it is a valuable tool (Prihartini et al., 2018). In another study, Takdir et al. presented the development of an Arabic language learning model based on the bi'ah lugawiyyah approach to enhance the speaking skills of students in Islamic religious colleges. The study affirms the validity, practicality, and

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effectiveness of this model in improving the ability of students to speak Arabic (Takdir et al., 2022).

Mohamad Sarip's research titled The Model of Content and Language Integrated Learning (CLIL) Strategy in Arabic Speaking Subject explores the use of the CLIL approach to reading materials such as the Quran, hadith, jurisprudence, and literature. The study suggests that this model effectively improves Arabic fluency (Sarip, 2019). Furthermore, Nurhidayati's article titled Effectiveness of the Problem-Based Learning Model (PBL) to Improve Listening Skills in Arabic Language Courses highlights the efficacy of the PBL model in enhancing listening skills, student engagement, and overall learning outcomes (Nurhidayati et al., 2020). These studies collectively contribute valuable findings to the field of Arabic language education and offer insights into various effective pedagogical approaches.

While previous studies have explored various aspects of Arabic language learning, such as multimedia quality, speaking skills, student activity, and learning outcomes, this research specifically focuses on evaluating the effectiveness of an Arabic learning model in enhancing the reading proficiency of students when it comes to reading religious scriptures. Therefore, it distinguishes itself from prior studies in terms of its objectives and outcomes.

II. LITERATURE REVIEW

A. Arabic Learning Model

The primary objective of this study is to assess the efficiency of the Arabic learning model for improving reading comprehension when reading religious books. Through the utilization of research and development methods, the study seeks to provide valuable insights that can serve as a reference for Arabic language learning and contribute to the enhancement of the reading skills of students at boarding schools when they read religious texts. By concentrating on this specific aspect of Arabic language education, the research aims to address a critical area of improvement. The findings hold the potential to inform educators and practitioners in the field and offer practical recommendations for the enhancement of reading abilities when reading religious texts. Consequently, this study holds significant value in advancing Arabic language learning and its application in boarding school contexts.

The learning model serves as a conceptual framework that outlines systematic procedures for organizing learning experiences to achieve specific learning outcomes (Lutfi, 2020). It provides guidance to learning designers and teachers when planning educational activities, offering a framework and direction for effective implementation (Ullman & Lovelett, 2018). When developing an Arabic learning model, it is crucial to base it on established learning theories that explain how information is processed in the minds of students (Tawfik et al., 2022). By grounding the model in learning theory, it is anticipated that Arabic learning can be optimized which will lead to improved learning processes and outcomes.

One prominent learning theory is constructivism which posits that knowledge cannot simply be transferred from the teacher to the student (Efgivia et al., 2021a). Instead, students must actively engage in constructing their own knowledge structures based on their cognitive maturity. Numerous Arabic learning studies have adopted this theory including those conducted by Nasution and Zulheddi (2018), Muid et al. (2020), Yusuf and Wekke (2015), and Ghosheh Wahbeh et al. (2021).

Constructivism emphasizes the importance of student involvement in meaningfully constructing knowledge, making connections between ideas to develop new insights, and linking concepts with new information (Padithal et al., 2019). To effectively implement this theory, Voon et al. (2020) propose several suggestions regarding learning design, such as encouraging students to express their thoughts in their own language, fostering creativity and imagination by connecting experiences to new ideas, providing opportunities for students to explore novel concepts, building on the existing knowledge of students, and creating a supportive and conducive learning environment. By integrating constructivist principles into the Arabic learning model and implementing the aforementioned recommendations, educators can foster an engaging and effective learning environment that promotes active knowledge construction, creativity, and critical thinking among students.

B. Reading Skills on Religious Scriptures

Proficiency in Arabic goes beyond theoretical knowledge and requires practical application (Alzabidi, 2019). Language proficiency is determined not only by understanding language codes, but also by gaining practical experience (Alahmadi & Foltz, 2020). The ability to read Arabic is essential for various purposes such as broadening horizons, acquiring new knowledge, understanding different cultures and traditions, and more (G. Amirova, 2020). Consequently, there have been several studies focusing on improving Arabic reading skills conducted by scholars like Ilmiani and Delima (2021), Dari and Asvio (2022), Osman et al. (2021), Hassan (2020), and Maulia et al. (2020a).

Reading Arabic religious books involves the capacity to comprehend and interpret the content of scriptures, establishing a communicative connection between the writer and the reader (Hammad, 2019). Therefore, reading Arabic religious texts requires readers to decode the intended message conveyed through written words.

In a broader context, reading Arabic religious books extends beyond cognitive and psychomotor aspects of comprehension; it also involves emotional engagement with the textual content (Setiartin, 2017). Furthermore, understanding the texts implies putting the content into practice. Thus, a proficient reader not only comprehends the written symbols and their meanings, but also incorporates them into their daily life as a guide (Al-mahrooqi & Denman, 2016). Reading in this comprehensive sense poses challenges as it encompasses multiple variables. To achieve the

ultimate goal, it is crucial to address foundational skills such as pronunciation and basic comprehension before progressing towards more advanced objectives.

III. METHODS

A. Design and Procedure

The study employs the research and development (R&D) method to develop an Arabic learning model specifically aimed at enhancing the reading skills of students when reading religious scriptures. Borg and Gall (in Aka, 2019) outline four key steps in the R&D process: preliminary research, model or instrument development, model testing, and model validation. Building on this framework, Borg and Gall (in Yulando et al., 2019) further refine the process by including research and information gathering; planning; preliminary product development; preliminary field testing and revision; main field testing and operational revision; operational field testing; and final revision, dissemination, and implementation. However, in certain cases, these stages can be condensed into three essential procedures: preliminary study, model development, and model validation (Kurniawati et al., 2017).

In the preliminary stage of the study, a comprehensive literature review was conducted to establish a solid theoretical foundation. Additionally, initial surveys were carried out to gain insight into the challenges faced by the boarding schools and to identify relevant factors. These early surveys aimed to identify the strengths and weaknesses of current learning models implemented within the schools. While no specific hypothesis was formulated at this stage, observations were made regarding Arabic learning activities at the schools. The survey outcomes served as a basis for formulating a suitable learning model. The initial draft of the model was reviewed and tested by Arabic learning practitioners multiple times to determine the most effective approach for the schools. Each trial involved careful observation and, if necessary, adjustments were made to refine the model for the subsequent test. Finally, at the conclusion of the trial period, students underwent a post-test to evaluate the effectiveness of the model.

B. Participants

The study was conducted at Al-Jawami and Al-Falah boarding schools located in Bandung, West Java, Indonesia. The participants of the research included both students and teachers. While the student participants were specifically those who were engaged in learning Arabic, the teacher participants were those responsible for teaching Arabic. The following table provides an overview of the subjects involved in the study.

TABLE 1
PARTICIPANTS

Subject	School	Number of Teachers	Number of Students
Arabic	Al-Jawami	4	40
Arabic	Al-Falah	4	40
Total		8	80

A total of 80 students participated in the study with 40 students from Al-Jawami and an equal number from Al-Falah. Among the participants, 20 students from each school were assigned to the experimental group while the remaining 20 students from each school formed the control group. The selection of students for both groups was done randomly to ensure fairness. Additionally, the study involved eight teachers with four teachers from each of the respective establishments.

C. Data Analysis

The data collected during the preliminary study underwent a thorough analysis using trend analysis. This analysis provides insights into the potential of innovative learning models developed through experimentation. It sheds light on how teachers plan Arabic lessons and the progress students make during these classes.

During the development stage, the gathered data is analyzed using various approaches. The data obtained from verification processes conducted by Arabic learning practitioners and experts are analyzed qualitatively. Class observations yield qualitative data that is used for further testing. Moreover, test results are analyzed quantitatively using t-test statistics. The test results are compared between Test 1 and Test 2, Test 1 and Test 3, and Test 3 and Test 4.

Validation is an essential step to verify the effectiveness of the employed model. The data obtained from class observations undergo qualitative analysis, while test data is analyzed quantitatively and compared to the results of the control group. A comparative analysis is conducted using t-test scores. The average test results between the experimental and control groups provide evidence of the model's effectiveness in improving the learning outcomes of students.

IV. RESULTS

A. Arabic Learning at Boarding Schools

Al-Jawami and Al-Falah boarding schools place significant emphasis on Arabic subjects with the goal being to enable students to understand religious scriptures. As stated in their official documentation, Al-Jawami's primary objective is to develop students' proficiency in reading religious scriptures with accuracy and precision. On the other

hand, Al-Falah focuses on enabling students to comprehend classical religious scriptures. The collection of data regarding classroom activities primarily revolves around the teaching methodologies employed by the teachers and the students' comprehension of the learning materials. Please refer to Table 2 for further details.

TABLE 2
ARABIC TEACHING-LEARNING PROCESS

Aspect	Method/Result	Frequency
Teaching Learning Material	a. Giving integrated lessons of language and religion	1
	b. Giving lessons in language subjects relating to religious subjects	2
	c. Giving independent lessons in language and religion	5
	d. Giving lessons that consist of partial language and religious topics	0
Total		8
Students' Comprehension of the Learning Material	a. Above expectation	10
	b. Adequate	25
	c. Below-expectation	40
	d. Poor	5
Total		80

The table presented above provides valuable insight into the teaching-learning materials used in Arabic classes. The data reveals that 12.5% of teachers integrate language materials with religious content, while 25% of teachers establish connections between language and religion. Additionally, 62.5% of teachers focus solely on presenting the relationship between language materials and religion, while none of the teachers present subject materials and religion on a partial basis.

In terms of the students' understanding of Arabic learning materials, the data reflects that 12.5% of the students indicated a high level of understanding, 31.25% reported understanding, 50% expressed a lesser degree of understanding, and 6.25% stated they did not understand the materials at all.

To gain further insights into the interaction between teachers and students during the Arabic learning process, questionnaires were distributed to both teachers and students. The collected data is presented in Table 3 which provides valuable information for the analysis of teacher-student dynamics in the Arabic learning environment.

TABLE 3
TEACHER-STUDENT INTERACTION DURING ARABIC CLASSES

Aspect	Choices	Frequency
Teacher-Student Interaction during Classes	a. Students are mostly encouraged to participate in the learning activities.	1
	b. Students are moderately encouraged to participate in the learning activities.	2
	c. Students are only sometimes encouraged to participate in the learning activities.	5
	d. Students are never encouraged to participate in the learning activities	0
Total		8
Interaction between Teacher and Student during the Learning Activity	a. Very actively engaging	9
	b. Moderately engaging	15
	c. Occasionally engaging	44
	d. Not actively engaging.	12
Total		80
Opportunity for Students to Ask Questions	a. Widely open	8
	b. Mostly open	11
	c. Occasionally open	43
	d. Not open	18
Total		80

The provided chart offers valuable insights into the interaction between teachers and students during the learning process. Analysis of the data reveals the following findings based on the responses of teachers: 12.5% of the participating teachers indicate implicating students for active participation in the learning process; 25% of them report always encouraging students to actively participate in their learning; 62.5% of teachers state that they occasionally invite students to participate in class activities; and none of the teachers indicate that they do not require any form of student participation.

Furthermore, student responses also provide additional insight into their level of engagement and opportunities for clarification: 11.25% of the participating students are very active in participating; 18.75% of them are occasionally active in classroom activities; 55% of these students are rarely active during the learning process; and 15% of students are not engaged in class activities.

When asked about the opportunity to seek further clarification on learning materials, student responses indicate that 10% of the participating students believe they have a great opportunity to ask questions and seek clarification; 13.75% of them consider the chance to be adequate; 53.75% of the students feel that the opportunity is limited; and 22.5% of the students state that they do not have the chance to seek further clarification.

These findings shed light on the dynamics of teacher-student interactions and the level of student engagement and access to clarification in the learning environment.

B. Model Development

The focus of this study is to develop learning models that enhance the quality of the learning process and improve religious reading skills. The development of these models is rooted in the theory of constructive learning that recognizes language acquisition as an active process where students construct their linguistic knowledge based on their existing language skills and experiences (Suhendi, 2018). In line with this perspective, Arabic language learning entails the active construction of language knowledge by students, drawing from their own experiences (Yusuf & Wekke, 2015). Consequently, reading religious texts cannot be detached from the teacher's role in fostering language skills among students who actively construct their linguistic knowledge based on their cognitive maturity.

Guided by this theory, the learning model is designed to empower students to apply their knowledge and enhance their religious reading skills (Maulia et al., 2020b). Under teacher guidance, the learning process begins with group presentations where students read the text aloud, followed by an analysis of challenging vocabulary (Mufdarat). Subsequently, students are directed and guided to analyze morphological and syntactical aspects, engaging in word, sentence, and free translation. Once these steps are completed, the focus shifts to content analysis, debriefing, assessment, and reflection, as illustrated in Figure 1.
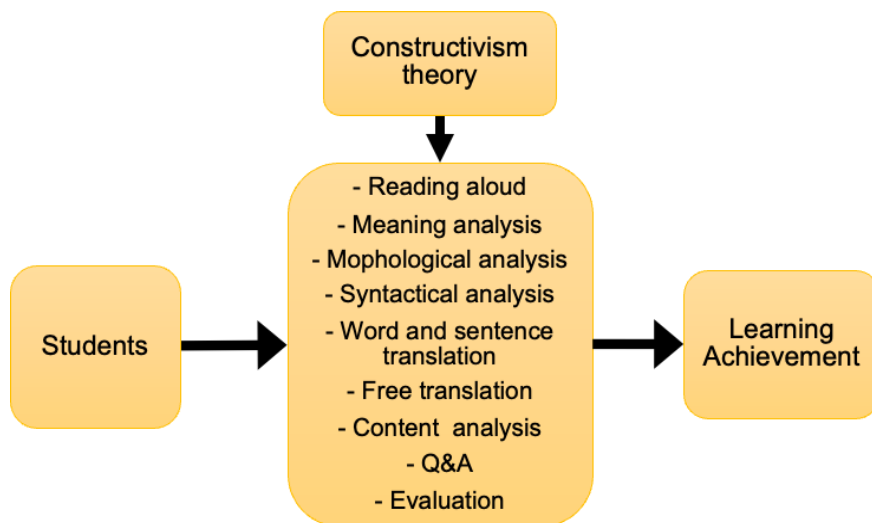

Figure 1. Model for Enhancing Arabic Reading Skills

C. Model Implementation

This model emphasizes the active involvement of students in the learning process, allowing them to apply their knowledge and enhance their reading skills in the context of religious texts. By incorporating constructive learning principles, the model seeks to foster a deeper understanding of and engagement with the subject matter. Effective implementation of the developed learning models relies on the teacher's expertise in the planning stage. This initial step is crucial as it sets the foundation for successful model implementation. When planning the learning process, teachers must consider at least four key steps. First, formulating the learning objectives is essential. The objective of implementing this learning model is to enable students to master the necessary skills for reading religious material in Arabic with the aim of achieving comprehensive learning outcomes. Secondly, selecting appropriate learning materials is crucial. These materials should focus on reading texts from religious books that are specifically designed to develop students' reading skills and comprehension. The third step involves determining suitable learning procedures. The learning procedures in this model are designed to encompass three stages: introduction, core activity, and conclusion. During the introduction stage, students are provided with an explanation of the learning objectives before they are motivated, grouped, and engaged in discussions related to religious scripture writings. The fourth step is to establish evaluation tools. Evaluation is carried out through assessments that test the proficiency of students in reading religious texts.

Once the learning plan has been formulated, the implementation of the learning model requires careful attention from the teacher during classroom activities. This stage involves following three key stages: the introduction stage, the core activity, and the conclusion. While the model does not require specific tools, it necessitates adequate study spaces and seating arrangements to ensure effective implementation. The three stages are summarized below in Table 4:

TABLE 4
ARABIC LEARNING LESSON STEPS

Step	Time	Teacher Activity	Student Activity
Introduction	10 minutes	Dividing the class into groups	Going to groups
		Distribute text	Accepting text
		Explaining learning procedure	Understanding procedure
Main Activity	65 minutes	Facilitating group presentation	Doing presentation
		Facilitating groups' reading aloud	Reading aloud
		Facilitating groups to analyze mufradat	Analyzing mufradat
		Facilitating groups to do morphological analysis	Analyzing word formation
		Facilitating groups to do syntactical analysis	Analyzing sentences
		Facilitating groups to make word and sentence translation	Translating text word by word and sentence by sentence
		Facilitating groups to make a free translation	Translating in freestyle
		Facilitating groups to present the content of the text	Giving a presentation of the text content
		Leading Q&A	Giving questions
Closing	15 minutes	Giving evaluation	Doing evaluation
		Giving reflection	Listening to reflection

By meticulously planning and executing the learning activities according to the model's stages, teachers can create a favourable learning environment and effectively facilitates student acquisition of religious reading skills.

The model was implemented and tested three times, with three validation tests conducted. Prior to the tests, pre-tests were administered to assess students' initial abilities. In the first test that was implemented, students were still adapting to the applied model in Arabic learning which required teachers to provide more guidance and organization as it was a new experience for the students. In the second test, students showed increased focus and understanding of the model's application which resulted in a more conducive learning environment. By the third test phase, students not only demonstrated focus, but they also enjoyed the learning process facilitated through the model which indicated a high level of engagement. Testing was concluded once students achieved the desired grade.

The obtained data revealed that the average score for the pre-test was 48.5. During the testing phase of the model, the average score for the first post-test was 72.8. The second post-test average was 79.7, and the third post-test average was 85.6. In the validation stage, the average score for the first post-test was 75.4, the second post-test was average was 83.5, and the third post-test average was 88.7. These results indicate the effectiveness of implementing this model for enhancing religious reading skills.

D. Model Effectiveness

To evaluate the effectiveness of the developed Arabic learning model, a three-time experimental test was conducted comparing the learning outcomes of students in the experiment group (EG) using the new model with those in the control group (CG) using the existing model. The average post-test scores for the first validation test were 74.40 for the EG and 60.30 for the CG. For the second post-test, the average scores were 66.05 for both the EG and the CG. Finally, for the third post-test, the average scores were 88.74 for the EG and 71.20 for the CG. These results indicate a significant difference between the students who received treatment with the developed learning model (EG) and those who did not (CG) with the treatment group showing higher effectiveness.

To gather insight into students' perspectives on the developed model, their opinions were sought. The data revealed that 62% of students responded very positively to the reading skills developed through the model, while 36% responded favourably, and only 2% had an unfavourable opinion. Additionally, all students (100%) expressed agreement with the teacher's motivation for learning Arabic. The students showed a strong positive response (100% agreement) to innovative learning models implemented by their teachers. Moreover, 87.5% strongly agreed with their teachers when discussing their mistakes, and 80% agreed that the tasks given during Arabic studies helped them grasp the practical meaning of the language. The developed learning model aimed to motivate students to read religious texts both in the classroom and in their daily lives, and 85% of the students found pleasure in self-directed Arabic learning.

The questionnaire responses from students who underwent the developed Arabic learning model indicated a positive interaction with the model. Almost all students were receptive to the model and experienced improvement in their reading skills as a result of the treatment.

V. DISCUSSION

A. Arabic Learning Outcomes at the Islamic Boarding Schools

The attainment of learning encompasses the knowledge, understanding, and abilities that students aspire to acquire through their educational journey (Firmansyah & Rahmawati, 2020). It encompasses a wide range of competencies and

subject matter domains (Schoepp, 2019). In the context of Arabic learning within the Al-Jawami and Al-Falah boarding house, the focus has primarily been on developing mechanical reading skills, neglecting the vital aspect of comprehension and interpretation. Understanding religious scripture is paramount for obtaining meaningful knowledge from the texts (Erlina, 2018). Being a communication process between the reader and the writer through written text, reading establishes a cognitive link between spoken and written language (Dalman et al., 2021).

In order to facilitate effective learning, teachers employ various strategies to enhance the reading skills of students through the presentation of learning materials. The presentation of learning materials refers to the methods and techniques used by teachers to effectively deliver content to students in a manner that can be comprehended, understood, and applied (King & Madill, 1968). It can be viewed as a vital aspect of teaching as it enables teachers to achieve specific objectives and goals in the learning process. Additionally, because teaching effectiveness is contingent upon the mastery of appropriate presentation techniques, teachers need to possess proficient presentation skills that are aligned with the desired outcomes (Hartina, 2019).

In the Arabic learning setting at the Al-Jawami and Al-Falah boarding houses, it has been observed that 62.5% of teachers predominantly focus on teaching religious materials alone. This indicates that Arabic language instruction often overlooks the integration of religious texts, and vice versa. Additionally, the study of religious books lacks indicators that can enhance extensive Arabic reading skills. Areas such as sharaf, nahwu, balaghah, hadith, theology, jurisprudence, and other subjects are studied independently without a comprehensive analysis of the texts.

Efforts to improve the scripture reading skills of students and promote effective Arabic learning require teachers to actively involve students in the learning process. Effective Arabic learning should engage students in active participation and encourage their input. However, research reveals that a significant percentage of teachers (62.5%) have limited student involvement which results in decreased active participation (55%) and fewer opportunities for students to ask questions (53.75%). This teacher-centric approach restricts the active engagement of students and prevents them from developing critical thinking skills and expressing their opinions freely.

To address this issue, there is a need for a paradigm shift from teacher-centered leaning to student-centered learning. This approach empowers students to actively construct knowledge, develop positive attitudes, and enhance their skills. It is essential to provide students with opportunities and resources to actively participate in their own learning, thereby fostering deep understanding and meaningful knowledge acquisition. By embracing student-centered learning, teachers can facilitate a more dynamic and engaging Arabic learning environment at the schools.

The learning model serves as a conceptual framework that provides systematic guidelines for organizing learning experiences to achieve specific learning objectives. It offers educators and learning designers a structured approach in planning and implementing effective learning activities. In the case of Arabic learning, the developed model in this study is based on the constructive learning theory which emphasizes active engagement and interaction in the learning process (Murphy et al., 2021).

B. Model Development

The learning model serves as a conceptual framework that provides systematic procedures to organize learning experiences and achieve specific learning objectives (Irvy, 2020). It offers guidance for educators and learning designers when planning and implementing learning activities, ensuring a structured and purposeful approach to education (Balakrishnan et al., 2018). Consequently, learning activities become more systematic and effective.

In this study, the Arabic learning model is based on the constructive learning theory which asserts that Arabic skills are not acquired passively but through active engagement (Siswanto, 2022). The theory highlights the significance of students actively manipulating and interacting with their environment to foster cognitive development (Farina, 2016). Consequently, the characteristics of Arabic learning align with this theory emphasizing the active role of students, the personal construction of language competence, and the importance of meaningful language construction and connections between ideas (Nasution & Walad, 2022).

Constructivism emphasizes that language skills cannot be acquired passively but rather through active engagement of the cognitive structures of students where cognition functions adapt and organize through experiences (Muhajirah, 2020). Furthermore, because building upon existing knowledge facilitates learning, the theory emphasizes the role of prior knowledge in learning (Efgivia et al., 2021b). Consequently, the past experiences of learners shape their learning process and underscore the influence of prior learning on acquiring new materials.

Overall, these principles from the constructivist theory highlight the active role of students in constructing language knowledge, the importance of meaningful connections between ideas, and the impact of prior experiences on the learning process. By incorporating these principles, educators can enhance student engagement and optimize language learning outcomes.

C. Model Implementation

(a). The Role of Teachers in the Implementation

Learning is a dynamic process that involves a collaborative relationship between teachers and students, aimed at creating effective and efficient learning activities (Kumar Basak et al., 2018). It is through this interactive process that teachers assist students in acquiring knowledge, skills, and values in a learning environment, transforming and

transferring these elements from teachers to students for predetermined purposes (Aspin & Chapman, 2000). In the classroom, teachers play an active and responsible role, working in partnership with students (Bdiwi et al., 2019). Negotiation emerges as a crucial strategy for fostering this partnership, as it leads to learning experiences that cater to students' individual needs, interests, and abilities (Danli, 2017). Collaboration between teachers and students builds trust and fosters a shared understanding of the learning activity.

In the implementation of the learning model developed in this study, teachers assumed two primary roles: facilitating effective communication among all students in the class and acting as independent participants in the learning group. These roles have significant implications, giving rise to other minor roles such as organizational, guidance, research, and learner roles within the teaching process. These secondary roles are closely intertwined with the primary role, stemming from its purpose. Additionally, teachers take on the role of resource organizers, serving as sources of knowledge and instruction and guiding classroom procedures and activities, all while maintaining their role as researchers (Webb, 2009). These multifaceted roles enable teachers to effectively implement the learning model and create a favourable learning environment for their students.

In summary, teachers have dual roles in the learning process: facilitating communication and actively participating as learners. These roles imply additional responsibilities such as organizing resources, providing instruction, and conducting research, all aimed at creating a meaningful and effective learning environment. By embracing these roles, teachers can foster a productive learning atmosphere that empowers students and promotes their overall development.

(b). The Role of Students in the Implementation

In the developed learning process, students possess certain characteristics that shape their role in implementing the learning model. According to Carhill-Poza (2018), these characteristics include a constant desire to accurately interpret speech, a preference for communicative language use, the absence of shame in making communication mistakes, the continuous adaptation of communication in terms of form and meaning, an increased focus on language training frequency, and a constant monitoring of speech patterns to ensure acceptance and understanding within the community.

Based on these characteristics, students have distinct roles in the implementation of the developed learning model. First, they act as negotiators, facilitating interactions between themselves, the teacher, the learning process, and the subject of learning. As Sokmen (2021) suggests, students' role as negotiators necessitates the acknowledgment that formal learning is preferred by all participants in the learning process. This role is both influenced by and influences the collaborative negotiation within the group, thereby shaping the overall procedures and activities of learning and granting students the freedom to study autonomously.

Second, engaging actively with their peers and establishing meaningful interactions with their teachers, students assume the role of interactors (M. A. Hassan et al., 2021). In the context of Arabic learning, it becomes crucial to emphasize that communication failures are shared responsibilities rather than solely the errors of the listener or speaker. Similarly, successful communication is a collaborative achievement.

Third, students serve as both recipients and contributors of knowledge. Alongside receiving instruction and guidance from the teacher, they actively participate in learning interactions (Van der Kleij et al., 2019). This dual role recognizes that students are not only passive recipients, but also that they actively shape the learning process through their engagement and contributions.

By embracing these roles, students contribute to the dynamic and collaborative nature of the learning model. Their active involvement, negotiation skills, meaningful interactions with peers, and willingness to give and receive knowledge foster an engaging and effective learning environment.

(c). Learning Material's Role in the Implementation

Learning materials are a vital component of the learning system as they encompass the knowledge, skills, and attitudes to be imparted to students (Siagian et al., 2019). These materials hold significant importance in facilitating the learning process and assisting students in attaining the desired level of competence. Therefore, it is crucial to carefully select appropriate learning materials that align with students' experiences and abilities, ensuring they effectively support the intended learning outcomes.

In the developed learning model, learning materials assume a central role in its implementation. Three commonly employed types of learning materials in language learning are text-based materials, assignment materials, and materials based on authentic sources. Each of these material types serves a specific purpose and offers unique benefits in fostering language acquisition and proficiency.

D. Model Effectiveness

To assess the effectiveness of the implemented learning model in enhancing religious reading skills, a validation test was conducted. The effectiveness of a learning model can be evaluated by examining the performance of the learning activities and comparing the learning outcomes of those students to whom the model was applied against the learning outcomes of those students to whom the model was not applied. Research data indicate that the developed learning model as proven to be effective in enhancing the quality of the learning process and improving Arabic proficiency for religious reading skills.

Based on the validation test, significant improvements were observed in teacher performance during the Arabic learning process for enhancing reading skills in religious scriptures, as compared to their performance during the introductory study. The application of this model resulted in several notable enhancements in teacher performance. First, there was improved time effectiveness. That is, the implementation of this model allowed for timely completion of learning materials, enabling students to progress towards achieving proficient reading skills in religious texts. This can be attributed to the design of the teaching approach which specifically focuses on improving reading abilities.

Second, the learning process became more concentrated. The developed learning model necessitates active involvement of all students in their efforts to enhance their religious reading skills. By engaging all students in the learning process, the model operates smoothly. Therefore, teachers, as facilitators, need to effectively manage and guide students to ensure the desired learning outcomes are achieved.

Finally, the learning activities became more controlled. The developed learning model provides teachers with greater control over the learning activities and allows for easier assessment of the religious reading competencies of students. Additionally, as students remain focused and actively participate in the learning process, the learning environment remains relatively undisturbed.

These improvements in teacher performance and the enhanced learning environment stem from the active involvement of students throughout the learning process and result in a more effective and controlled learning experience.

VI. CONCLUSION

This study represents a research and development endeavour aimed at constructing an Arabic learning model based on constructivism principles with the goal of enhancing the reading skills of boarding school students when it comes to reading religious books and other written texts in Arabic. The effectiveness of this learning model in improving the reading abilities of students has been demonstrated and makes it a valuable resource for implementation in other boarding schools. By adopting this research and development model of Arabic learning, educators can promote effective reading practices among students in diverse educational settings.

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