# Constructivist Principles in Arabic Reading Instruction: An Analysis of the Fathul Kutub Program in an Islamic Boarding School

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**Abstract**

This study examines how constructivist learning principles are manifested in Arabic reading instruction through the *Fathul Kutub* program in an Islamic boarding school and explores the learning processes that characterize students' engagement with Arabic texts. Employing a qualitative case study design, data were collected through classroom observations, semi-structured interviews with students and teachers, and document analysis. The findings reveal that Arabic reading instruction in the *Fathul Kutub* program is characterized by active student engagement, gradual meaning construction, and facilitated learning interactions. Text comprehension does not emerge instantly but develops through a sequence of independent reading, peer discussion, and guided clarification. Teachers play a facilitative role by prompting students' thinking and supporting meaning-making rather than providing direct explanations. The study highlights Arabic reading instruction as a learning process shaped by interaction among learners, texts, and pedagogical practices. Rather than evaluating program effectiveness, this study contributes conceptually by emphasizing a process-oriented understanding of *qira'ah* instruction within a pesantren context.

**Keywords**: *Arabic reading instruction, maharah qira'ah, constructivism, Fathul Kutub, reading skill*

**Abstrak**

Penelitian ini mengkaji bagaimana prinsip-prinsip pembelajaran konstruktivisme termanifestasi dalam pembelajaran membaca bahasa Arab melalui Program *Fathul Kutub* di sebuah pesantren, serta menelaah proses pembelajaran yang mencirikan keterlibatan santri dalam berinteraksi dengan teks-teks bahasa Arab. Penelitian ini menggunakan desain studi kasus kualitatif dengan pengumpulan data melalui observasi pembelajaran, wawancara semi-terstruktur dengan santri dan pendidik, serta analisis dokumen. Hasil penelitian menunjukkan bahwa pembelajaran membaca bahasa Arab dalam Program *Fathul Kutub* ditandai oleh keterlibatan aktif santri, proses konstruksi makna yang berlangsung secara bertahap, serta interaksi pembelajaran yang difasilitasi oleh pendidik. Pemahaman teks tidak terbentuk secara instan, melainkan berkembang melalui rangkaian kegiatan membaca mandiri, diskusi antarsantri, dan klarifikasi yang dipandu oleh pendidik. Dalam proses ini, pendidik berperan sebagai fasilitator dengan mendorong proses berpikir santri dan mendukung pemaknaan teks, bukan dengan memberikan penjelasan secara langsung. Penelitian ini menegaskan pembelajaran membaca bahasa Arab sebagai proses belajar yang dibentuk oleh interaksi antara peserta didik, teks, dan praktik pedagogis. Alih-alih mengevaluasi efektivitas program, penelitian ini memberikan kontribusi konseptual dengan menekankan pemahaman pembelajaran *qirā'ah* yang berorientasi pada proses dalam konteks pesantren.

**Kata kunci**: *pembelajaran membaca bahasa Arab, maharah qirā'ah, konstruktivisme, Fathul Kutub*

## Introduction

Arabic language instruction in Islamic boarding schools (*pesantren*) in Indonesia has distinctive characteristics, as it aims not only to develop linguistic competence but also to support students' understanding of Islamic scholarly literature.[1] Among the four language skills, *maharah qirā'ah* (reading skill) occupies a particularly central position, as reading proficiency serves as the primary gateway for students (*santri*) to access Arabic texts, both classical and contemporary. Nevertheless, Arabic reading instruction in pesantren contexts continues to face various challenges, particularly in fostering active learner

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[1] Farid, Edi Kurniawan, and Aisyatur Rodhiyah. "The Strategy of Teaching Arabic Composition in The Arabic Language Development Center at Pondok Pesantren Darul Lughah Wal Karomah Kraksaan Probolinggo Indonesia | Istirotijiyah Ta'lim al-Insya' Fiy Markaz Tabahhur al-Lughah al-'Arabiyah Bi Ma'had Darul L." *Mantiqu Tayr: Journal of Arabic Language* 2, no. 2 (July 2022): 132–45. https://doi.org/10.25217/mantiqutayr.v2i2.2370.

engagement and enabling students to develop deep textual comprehension rather than merely engaging in mechanical reading.[2]

These challenges indicate that Arabic reading instruction cannot be understood solely as the mastery of vocabulary and grammatical structures, but must be viewed as a learning process that involves complex cognitive activities and pedagogical interactions. Reading requires sustained attention, information processing, and learners' ability to connect texts with their prior knowledge and experiences. Therefore, the success of reading instruction depends largely on how the learning process is designed and implemented, rather than merely on instructional materials or expected learning outcomes.[3]

In pesantren educational practice, Arabic reading instruction takes place not only through formal classroom activities,[4] but also through various supporting programs designed to strengthen students' ability to comprehend Islamic texts. One program that plays a significant role in this context is the *Fathul Kutub* program, implemented at Pondok Modern Darussalam Gontor, Ponorogo. This program emphasizes activities of reading and understanding Arabic texts, particularly classical Islamic books, through independent reading and guided discussion under teacher supervision. Through this program, students are expected not only to read texts accurately but also to develop a deeper understanding of their content and meaning.

Although the *Fathul Kutub* program has long been implemented and is regarded as an integral part of Arabic language instruction in pesantren, the learning practices within the program are often understood normatively as activities of reading and discussion. Such an understanding risks overlooking the learning processes experienced by students, particularly how they construct meaning through interactions

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[2] Bela Noviana Dewi. "Media Film Untuk Pembelajaran Maharah Istima' Di Pondok Pesantren Modern Gontor Putri: Implementasi Dan Analisis Respon Santriwati." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 2022): 124–40. https://doi.org/10.19105/ajpba.v3i2.6176.

[3] Abou-Elsaad, Tamer, Rawhia Ali, and Haidy Abd El-Hamid. "Assessment of Arabic Phonological Awareness and Its Relation to Word Reading Ability." *Logopedics Phoniatrics Vocology* 41, no. 4 (October 2016): 174–80. https://doi.org/10.3109/14015439.2015.1088062.

[4] Astuti, Mardiah, Fajri Ismail, Siti Fatimah, Weni Puspita, and Herlina Herlina. "The Relevance Of The Merdeka Curriculum In Improving The Quality Of Islamic Education In Indonesia." *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (June 2024): 56–72. https://doi.org/10.26803/ijlter.23.6.3.

with texts, teachers, and peers. To understand these processes more comprehensively, a theoretical framework is needed that conceptualizes reading instruction as an active and meaningful learning process.

One theoretical framework relevant to understanding reading instruction is constructivist learning theory. From a constructivist perspective, learning is viewed as a process of knowledge construction through experience, social interaction, and the integration of new information with prior knowledge.[5] In reading instruction, this approach emphasizes that textual understanding is not directly transmitted from teachers to learners, but is actively constructed by readers through cognitive and social engagement during the reading process.

A number of previous studies have examined reading instruction from various perspectives. Delgado and Salmerón demonstrate that reading processes are strongly influenced by learning conditions, such as reading medium and time pressure, which affect readers' attention and depth of information processing. These findings underscore reading as a cognitive activity that requires active reader engagement.[6] Similarly, Ma, Xiao, and Hau show that students' reading achievement is influenced by pedagogical and affective factors, such as reading self-concept and classroom climate, which mediate the reading learning process.[7]

In the context of Arabic, Asadi and Kawar emphasize that reading ability is strongly influenced by the linguistic characteristics of Arabic, particularly in situations of diglossia between spoken Arabic and standard Arabic. Their study provides important insights into the linguistic and cognitive factors affecting Arabic reading ability.[8] However, this line of research remains focused primarily on predictors

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[5] Song, Chuanxiang, Seong-Yoon Shin, and Kwang-Seong Shin. "Optimizing Foreign Language Learning in Virtual Reality: A Comprehensive Theoretical Framework Based on Constructivism and Cognitive Load Theory (VR-CCL)." *Applied Sciences* 13, no. 23 (November 2023): 12557. https://doi.org/10.3390/app132312557.

[6] Delgado, Pablo, and Ladislao Salmerón. "The Inattentive On-Screen Reading: Reading Medium Affects Attention and Reading Comprehension under Time Pressure." *Learning and Instruction* 71 (February 2021): 101396. https://doi.org/10.1016/j.learninstruc.2020.101396.

[7] Ma, Lihong, Leifeng Xiao, and Kit-Tai Hau. "Teacher Feedback, Disciplinary Climate, Student Self-Concept, and Reading Achievement:A Multilevel Moderated Mediation Model." *Learning and Instruction* 79 (June 2022): 101602. https://doi.org/10.1016/j.learninstruc.2022.101602.

[8] Asadi, Ibrahim Abdalla, and Khaloob Kawar. "Learning to Read in Arabic Diglossia: The Relation of Spoken and Standard Arabic Language in Kindergarten to Reading Skills in First Grade." *Literacy Research and Instruction* 63, no. 4 (October 2024): 360–76. https://doi.org/10.1080/19388071.2023.2217274.

of reading ability and has not specifically examined reading instruction processes within particular pedagogical contexts. Likewise, the study by Syafei, Suleman, and Rohanda, which investigates the development of Arabic reading instruction models in pesantren, demonstrates improvements in students' reading skills but places greater emphasis on model development and evaluation, leaving students' meaning-construction processes relatively underexplored.[9]

From a theoretical perspective, the work of Cervetti, Wright, and Hwang highlights reading comprehension as a meaning-construction process shaped by prior knowledge and conceptual coherence within reading experiences.[10] These findings reinforce constructivist views of reading as an active process of knowledge building. Nevertheless, the application of constructivist perspectives to Arabic reading instruction, particularly within pesantren settings, has rarely been examined in depth.

Based on the background discussion and review of previous studies, it can be concluded that Arabic reading instruction in pesantren has been widely examined from multiple perspectives, including learners' linguistic and cognitive factors, reading achievement, and instructional model development. However, much of this research has focused on learning outcomes or predictors of reading ability, while studies that examine reading instruction as an active and meaningful pedagogical experience remain limited. In particular, analyses of how constructivist learning principles are manifested in Arabic reading instruction practices in pesantren contexts are still scarce.

This study offers a novel contribution by positioning *maharah qirā'ah* instruction not merely as an outcome of reading skill acquisition, but as a process of meaning construction that unfolds through interactions among learners, texts, and learning environments. Using a constructivist perspective, this study analyzes the *Fathul Kutub* program as a pedagogical practice to understand how Arabic reading instruction is implemented and experienced by students in a pesantren context.

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[9] Syafei, Isop, Eman Suleman, and Rohanda Rohanda. "The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools." *Theory and Practice in Language Studies* 14, no. 5 (May 2024): 1381–92. https://doi.org/10.17507/tpls.1405.10.

[10] Cervetti, Gina N., Tanya S. Wright, and HyeJin Hwang. "Conceptual Coherence, Comprehension, and Vocabulary Acquisition: A Knowledge Effect?" *Reading and Writing* 29, no. 4 (April 2016): 761–79. https://doi.org/10.1007/s11145-016-9628-x.

Accordingly, this study seeks to address the following research questions: (1) How are constructivist learning principles manifested in *maharah qirā'ah* instruction through the *Fathul Kutub* program in a pesantren? and (2) What learning processes characterize students' engagement with Arabic texts in the implementation of the *Fathul Kutub* program?

**Method**

Research Design

This study employed a qualitative approach with a case study design. The qualitative approach was selected because the study aims to gain an in-depth understanding of Arabic reading learning processes, particularly how constructivist learning principles are manifested in the practice of *maharah qirā'ah* instruction.[11] case study design was used to enable a comprehensive contextual analysis of a specific pedagogical practice, namely the *Fathul Kutub* program within a pesantren setting.

Research Context

The study was conducted at Pondok Modern Darussalam Gontor, Indonesia, which consistently implements the *Fathul Kutub* program as part of its Arabic language instruction. The program is designed to support students' ability to read and comprehend Arabic texts, particularly Islamic scholarly works, through independent reading activities and guided discussions facilitated by teachers. The *Fathul Kutub* program serves as the primary research context because it provides intensive interaction among students, texts, and teachers, making it highly relevant for analysis from a constructivist learning perspective.

Research Participants

The research participants consisted of students who were actively involved in the implementation of the *Fathul Kutub* program and teachers who served as facilitators within the program. Participants were selected using purposive sampling, with consideration given to their direct involvement in the Arabic reading learning process. The selection criteria included: (1) active participation in the *Fathul Kutub* program, and (2) direct experience in interacting with Arabic texts during program activities. This approach enabled the researcher to obtain data that were

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[11] Yin, R. K. *Case Study Research and Applications: Design and Methods (6th Ed.).* SAGE Publications, 2018.

directly relevant to the research focus, namely reading learning processes and student engagement.

Data Collection Techniques

Research data were collected through multiple techniques, including observations, interviews, and document analysis. Observations were conducted to directly examine the *maharah qirā'ah* learning processes within the *Fathul Kutub* program. The observation focused on students' reading activities, interactions between students and teachers, the forms of discussion that occurred, and the ways in which students constructed their understanding of texts. Semi-structured interviews were conducted with students and teachers to explore their perspectives, experiences, and perceptions regarding the reading learning process in the *Fathul Kutub* program. The interviews focused on learning experiences, strategies for text comprehension, and the role of teachers in facilitating learning. Document analysis was conducted on instructional materials, reading texts, learning notes, and other documents relevant to the implementation of the *Fathul Kutub* program. Documentary data were used to complement and corroborate findings from observations and interviews.

Data Analysis Techniques

Data analysis was conducted thematically, using constructivist learning principles as the analytical framework. The analysis process involved the following stages: (1) data reduction, (2) data display, and (3) conclusion drawing.[12] Data from observations, interviews, and documents were coded to identify themes related to the manifestation of constructivist principles, such as active learner engagement, meaning construction, social interaction, and the role of teachers in providing scaffolding. This analytical approach enabled the researcher to interpret the data systematically and to relate the findings to the theoretical framework without altering or extending conclusions beyond the available empirical evidence.

Trustworthiness of Data

To ensure the trustworthiness of the data, this study employed triangulation of techniques and sources. Data obtained from observations, interviews, and document analysis were compared and cross-validated to ensure the consistency of findings. In addition,

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[12] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2014.

sustained researcher engagement within the research context was conducted to gain a deep and comprehensive understanding of the learning processes under investigation.

**Results and Discussion**

The findings of this study were derived from direct observations of the implementation of the *Fathul Kutub* program, semi-structured interviews with students and teachers, and analysis of instructional documents used in the program. Data were analyzed thematically by examining the reading learning processes that occurred, from the initial stages of the activities to the interactions that took place during instruction. Based on this analytical process, the findings indicate that *maharah qirā'ah* instruction within the *Fathul Kutub* program unfolds through a series of interrelated processes that form a distinctive learning pattern.

In general, reading instruction in the *Fathul Kutub* program begins with independent reading activities. Observational data show that students read the assigned Arabic texts individually at their own pace. At this stage, students do not merely read the texts mechanically; rather, they identify and mark sections they perceive as challenging, such as unfamiliar vocabulary, complex sentence structures, or passages whose meanings are unclear. These findings were consistently observed across multiple sessions and were further supported by interview data, in which students reported that the independent reading stage serves as an initial effort to understand the text before engaging in collective discussion.

The independent reading stage subsequently develops into group discussion, which constitutes a central component of the learning process in the *Fathul Kutub* program. Observations reveal that after reading, students actively discuss the content of the text in small groups. These discussions function as a means for exchanging interpretations, posing questions, and clarifying aspects of the text that remain unclear. Interview data indicate that students perceive discussion as a valuable strategy for deepening comprehension, as explanations offered by peers often help them understand the text from different perspectives. This process demonstrates that student engagement in reading extends beyond individual activity and evolves through intensive social interaction.

Through the combined processes of independent reading and group discussion, this study identifies a gradual process of meaning construction. Observational findings indicate that students' understanding of the text does not emerge immediately during the first

reading, but develops through repeated reading, discussion, and clarification. In the initial stages, students tend to approach the text at a literal level, focusing on word meanings and sentence structures. However, following discussion, students begin to connect the content of the text with prior knowledge acquired from previous lessons or from their learning experiences in the pesantren. Interviews with students confirm that their comprehension becomes clearer after engaging in discussion and shared explanation, indicating that textual meaning-making is the result of a reflective and iterative learning process.

Another key finding concerns the role of teachers in facilitating the reading learning process. Observational data show that teachers do not function as the primary providers of explanations from the outset; instead, they act as facilitators who guide the course of discussion. During discussion sessions, teachers tend to pose guiding questions that encourage students to articulate their own understanding of the text. When students encounter difficulties, teachers offer additional prompts, such as directing attention to specific sections of the text or asking students to relate the text to previously learned concepts. Interviews with teachers indicate that this approach is intentionally employed to sustain active student engagement and to encourage learners to construct understanding independently.

Analysis of instructional documents and cross-session observations further indicate that the learning pattern within the *Fathul Kutub* program is characterized by a relatively consistent yet flexible structure. Learning activities generally follow a sequence of independent reading, group discussion, and collective clarification. Nevertheless, the duration and depth of discussion vary depending on the complexity of the text and students' learning needs. This flexibility allows students to raise questions, deepen discussion, and further develop their understanding of the text without being rigidly constrained by predetermined content coverage targets.

In synthesis, the findings demonstrate that *maharah qirā'ah* instruction in the *Fathul Kutub* program is shaped by the integration of individual and collaborative learning processes. Instruction begins with students' individual engagement in reading the text, followed by discussion as a means of negotiating and clarifying meaning, and is facilitated by teachers who maintain the direction of learning. Text comprehension is constructed through a gradual process involving reading, discussion, and collective reflection, rather than through the direct transmission of explanations. Accordingly, these findings portray

Arabic reading instruction as a learning process oriented toward active student engagement, gradual meaning construction, and pedagogical interaction that supports learning.

### Discussion

The findings indicate that students' engagement in reading Arabic texts is not passive, but rather occurs through independent reading activities followed by collective discussion and clarification. This pattern aligns with the view that reading is a cognitive process that requires readers' attention and mental engagement.[13] Kashmiri and Hayat emphasize that reading comprehension is strongly influenced by readers' ability to manage attention and process information deeply.[14] Within the context of the *Fathul Kutub* program, students' active involvement in reading and discussing texts reflects sustained attention and deeper meaning processing, ensuring that reading does not remain at a merely mechanical level.

The gradual process of meaning construction observed in *maharah qirā'ah* instruction further reinforces constructivist perspectives that conceptualize learning as a process of knowledge building through experience and interaction.[15] The findings show that students do not achieve full comprehension during the initial reading, but instead develop understanding through rereading, discussion, and connections to prior knowledge. This is consistent with Han's study, which emphasizes that reading comprehension develops when readers simultaneously build knowledge through coherent reading experiences.[16] In the pesantren context, this process is evident when students relate

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[13] Afnita, Efrianto, Siti Ansoriyah, Fitriani Lubis, Ifnaldi, Zulfikarni, Vicno Triwira Dhika Jr., et al. "Developing CTL-Based Digital Media E-Worksheet for Second Language Learning." *Forum for Linguistic Studies* 7, no. 6 (June 2025). https://doi.org/10.30564/fls.v7i6.9665.

[14] Ahmad Kashmiri, Hayat. "Communication Challenges: Saudi EFL Speaking Skills and Strategies to Overcome Speaking Difficulties." *Arab World English Journal*, no. 267 (December 2020): 1–61. https://doi.org/10.24093/awej/th.267.

[15] Taha, Haitham, Samah Sawaed, and Samaher Jabareen-Taha. "Are Reading Difficulties Associated With Poor Verbal Learning Skills? Evidence From the Fast-Mapping Paradigm." *Theory and Practice in Language Studies* 12, no. 3 (March 2022): 431–36. https://doi.org/10.17507/tpls.1203.02.

[16] Han, Feifei. "The Relations Between Motivation, Strategy Use, Frequency, and Proficiency in Foreign Language Reading: An Investigation With University English Language Learners in China." *Sage Open* 11, no. 2 (April 2021). https://doi.org/10.1177/21582440211008423.

textual content to their existing Islamic knowledge, thereby rendering textual interpretation more meaningful and contextually grounded.

The discussion of these findings must also be situated within the broader context of Arabic reading instruction, which involves distinctive linguistic complexities. Intan et al. demonstrate that Arabic reading ability is influenced by linguistic and cognitive factors, particularly in specific instructional contexts.[17] The present findings complement this line of research by showing that linguistic factors alone are insufficient to explain successful text comprehension.[18] Pedagogical processes that enable students to construct meaning gradually through discussion and collective clarification also play a crucial role in Arabic reading instruction.[19] Accordingly, Arabic reading instruction can be understood as the outcome of an interaction between learners' linguistic competence and pedagogically designed learning processes.[20]

The role of teachers as facilitators within the *Fathul Kutub* program constitutes another important aspect of this discussion. The findings reveal that teachers do not dominate the learning process by providing direct explanations; instead, they guide students through prompting questions and strategic cues. This pattern reflects a shift in the teacher's role from the primary source of knowledge to a facilitator of learning processes. Such findings align with constructivist perspectives that underscore the importance of teachers in creating learning

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[17] Dewi, Intan, Ahmad Nurcholis, Izzatul Laila, Juan Acevedo, and Moumen El-Sayed. "Curiosity-Driven Learning in Arabic: A Case Study on the 'Inquiring Minds Want to Know' Approach." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 2025): 42–64. https://doi.org/10.19105/ajpba.v6i1.17881.

[18] Abdelghany, Samaa Zaki Abdeen. "STUDENTS' ATTITUDES TOWARDS USING DUOLINGO AS A SELF-LEARNING ARTIFICIAL INTELLIGENCE-BASED APP IN DISTANCE LEARNING DURING THE PANDEMIC IN THE UNITED ARAB EMIRATES." المجلة العربية للعلوم التربوية والنفسية 6, no. 29 (September 2022): 567–601. https://doi.org/10.21608/jasep.2022.258830.

[19] Bonde, Siti Nur Holisa, Muhammad Nur Iman, and Suharia Sarif. "The Effect of Group Investigation Method on Mahārah Qirāah of Grade VII Students of Madrasah Tsanawiyah Al-Huda Gorontalo City." *Al-Kalim : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (July 2023): 71–88. https://doi.org/10.60040/jak.v2i1.18.

[20] Qureshi, Mustapha, Dinnah Mahdiyyah, Yassine Mohamed, and Mounika Ardchir. "Scale For Measuring Arabic Speaking Skills In Early Children's Education." *Journal International of Lingua and Technology* 1, no. 2 (August 2022): 114–30. https://doi.org/10.55849/jiltech.v1i2.81.

environments that support active learner engagement.[21] Moreover, these findings are consistent with Gharaibeh's research, which demonstrates that pedagogical environments and teacher-student interactions contribute to reading achievement through mediating factors such as learner engagement and self-concept.[22]

When compared with Akmaliyah's study, which emphasizes the development and evaluation of Arabic reading instruction models in pesantren, the present study offers a different perspective.[23] Rather than assessing the effectiveness of a particular instructional model, this study focuses on the learning processes that occur within the program. Consequently, the findings are not intended to evaluate the effectiveness of the *Fathul Kutub* program, but to understand how reading instruction is implemented and experienced by students in a pesantren context. This process-oriented approach contributes to a richer understanding of Arabic reading instruction as a pedagogical practice centered on learning processes.

Conceptually, this discussion demonstrates that *maharah qirā'ah* instruction within the *Fathul Kutub* program can be understood as a learning practice aligned with constructivist principles, particularly in terms of active student engagement, gradual meaning construction,[24] and the teacher's role as a facilitator. Nevertheless, these findings are subject to limitations, as they are derived from a case study design focusing on a single instructional program within a specific pesantren context, and therefore are not intended for broad generalization across pesantren settings. In addition, the study emphasizes analysis of reading learning processes and does not include quantitative measurement of reading

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[21] Erbil, Deniz Gökçe. "A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory." *Frontiers in Psychology* 11 (June 2020). https://doi.org/10.3389/fpsyg.2020.01157.

[22] Gharaibeh, Mahmoud, and Abed Alrazaq Alhassan. "Role of Teachers in Teaching Arabic Letters to Young Children of UAE: Exploring Criteria of Arabic Letters Teaching." *Cogent Education* 10, no. 1 (December 2023). https://doi.org/10.1080/2331186X.2023.2191392.

[23] Akmaliyah, Akmaliyah, Yasir Hudzaifah, Nisrina Ulfah, and Muhammad Ibnu Pamungkas. "Child-Friendly Teaching Approach for Arabic Language in Indonesian Islamic Boarding School." *International Journal of Language Education*, March 30, 2021, 501–14. https://doi.org/10.26858/ijole.v5i1.15297.

[24] Al-Abdullatif, Ahlam Mohammed, and Merfat Ayesh Alsubaie. "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia." *Sustainability* 14, no. 19 (September 2022): 11868. https://doi.org/10.3390/su141911868.

achievement, which limits empirical explanation of the relationship between identified learning processes and students' reading outcomes. By positioning the *Fathul Kutub* program as a case study, this research contributes conceptually to the field of Arabic reading instruction by illustrating how constructivist principles can be manifested in pedagogical practice within a pesantren context, while also opening avenues for future research that explores more diverse instructional contexts and approaches to reading instruction.

**Conclusion**

This study aims to analyze how constructivist learning principles are manifested in *maharah qirā'ah* instruction through the *Fathul Kutub* program in an Islamic boarding school, as well as to examine the learning processes that characterize students' engagement with Arabic texts. The findings indicate that Arabic reading instruction in the *Fathul Kutub* program functions as a learning process that positions students as active agents in constructing textual understanding. Reading comprehension does not develop instantaneously or mechanically; rather, it evolves through a sequence of independent reading, collaborative discussion, and clarification and reinforcement facilitated by teachers. In this context, teachers act as learning facilitators who guide students' thinking processes through prompting questions and guidance, rather than serving as the primary source of knowledge. These findings demonstrate that *maharah qirā'ah* instruction in the *Fathul Kutub* program exhibits characteristics aligned with constructivist learning principles, particularly in terms of active learner engagement, gradual meaning construction, and pedagogical interactions that support the learning process.

Nevertheless, this study has limitations due to its case study design, which focuses on a single instructional program within a specific pesantren context; therefore, the findings are not intended to be generalized across all Arabic reading instruction practices. In addition, the study emphasizes analysis of learning processes and does not include quantitative measurement of students' reading achievement. Accordingly, future research may extend this work through comparative approaches across different pesantren or by employing mixed-methods designs that integrate qualitative and quantitative data to examine the relationship between constructivist learning processes and reading achievement outcomes. Further studies may also investigate in greater depth the role of teachers in facilitating reading instruction, including

scaffolding strategies and the dynamics of pedagogical interaction, to enrich understanding of process-oriented and meaning-centered *qirā'ah* instruction.

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