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Exploring the Application of Robert Slavin's QAIT Model in the Teaching of Arabic Reading Skills at Language Course Institution

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ABSTRACT

Background: The success of reading skill learning greatly depends on the effectiveness of the teaching and learning process, which involves quality, accuracy, motivation, and time management.

Aims: This research aims to analyze the teaching of reading skills from the perspective of effective learning using the QAIT model, which includes quality, appropriateness, incentive, and time.

Methods: This study employed a descriptive qualitative case study analyzed through Slavin's perspective. The subjects consist of a teacher and eight placement-based beginner students at Madrasatul Alsun Sidoarjo, Indonesia. Data were collected through observation, interviews, and documentation. The data were analyzed using the Miles and Huberman model, including data condensation, data presentation, and data verification.

Results: The quality of reading skills instruction is characterized by structured and sequential teaching materials, which are further reinforced through question-answer exchanges, direct instruction methods, and the strategic use of concrete objects and visual media. This instructional design is appropriately tailored to learners' diverse needs, as texts are developed gradually in accordance with the input hypothesis ($i+1$), while differentiated instruction allows high-ability students to engage with entire texts and lower-ability peers to read at their respective proficiency levels. Furthermore, learning motivation is actively cultivated through the teacher's deliberate efforts to build students' readiness, introduce key vocabulary at the outset of each lesson, and deliver positive feedback as a form of reinforcement. Complementing these pedagogical strategies, time is managed effectively through a consistent 90-minute allocation per session, which is further supported by the provision of a substitute teacher to guarantee uninterrupted instructional continuity.

Implications: The findings of this study indicate that the integration of material quality, strategy accuracy, learner motivation, and time management serves as an essential foundation for Arabic language learning that is more adaptive, contextual, and oriented toward students' competency achievement.

Keywords: *Learning Motivation; QAIT model; Robert Edward Slavin's Theory; reading instruction quality*

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1. INTRODUCTION

The teaching of reading skills in the context of Arabic language learning plays a very important role. Reading skills are not limited to the activity of reading texts; they also encompass the ability to understand, interpret, and critically analyze texts in depth. Effective teaching of reading skills can enhance overall competence in reading Arabic texts, both mechanistically and mentalistically (Asadi & Kasperski, 2024; Khaled, 2024; Al-Mharat et al. 2024; Abubakar Garba et al., 2023). Reading skills involve the ability to comprehend the meaning of texts in a second language. Reading skills are one of the aspects targeted in learning Arabic, alongside listening, speaking, and writing skills (Alowaydhi & Sara Omar, 2021). According to Thu'aimah (2004), reading skills involve interpreting and discovering contextual meaning through the process of reading written symbols, supported by the reader's understanding based on their experience and knowledge. Generally, students are considered to have reading skills if they can read Arabic texts with correct pronunciation and sentence structure and can comprehend the meaning of the words or sentences, they read (M. S. I. Al Haqiqy, 2024).

The success of teaching reading skills is not only about teaching well and using appropriate approaches but also about creating effective instruction as a key determinant. This includes ensuring the quality of materials aligns with students' needs to help them more easily understand texts, matching the difficulty of the materials to the students' skill levels, fostering motivation to cultivate strong interest in learning, and providing sufficient study time (S. I. Al Haqiqy et al., 2024). Effective instruction essentially requires a clear conceptual framework so that each component of the learning process can be designed and implemented in a systematic and directed manner (M. S. I. Al Haqiqy et al., 2024). Without a solid theoretical foundation, efforts to improve the quality of instruction often become partial and unintegrated (Syaifullah et al., 2020). Therefore, a model is needed to identify and organize the key factors that comprehensively influence learning success, one of which is the QAIT (Quality, Appropriateness, Incentive, and Time) effective instruction model.

The QAIT model has key characteristics in shaping effective and efficient learning, emphasizing that all elements must align to create effective teaching. This model is considered effective because it allows teachers to control critical factors in education. As Slavin identifies, there are four indicators of effective learning: quality, appropriateness, incentive, and time (Slavin, 1994).

Slavin provides indicators of effective learning, encapsulated in the QAIT model, which enables teachers to manage critical factors in the learning process. These factors include Quality, Appropriateness, Incentive, and Time (Soraya, 2022). Effective learning, as described by Slavin, relates to the quality of teaching, which should include learning materials, clear delivery of content by the teacher, and addressing key factors for student success. Students will not learn effectively if they lack the necessary skills, essential information, motivation, or sufficient time required to master a subject (Kisdamayanti & Ritonga, 2023). Each element of the QAIT model is like a link in a chain, where every link is equally strong and equally weak (Hamdy, 2024a).

The teaching of reading skills at the Arabic Language and Islamic Studies Learning Center of Madrasatul Alsun Sidoarjo demonstrates instructional practices that differ from those commonly found in Arabic reading instruction, particularly in new classes with diverse levels of prior proficiency. Although the instruction has been systematically designed, the extent to which it is truly effective in supporting students' comprehension of Arabic texts has not been systematically examined. Differences in students' initial proficiency levels, limited instructional time, and the demands of meaning-based text comprehension raise questions regarding the effectiveness of the reading instruction implemented. Therefore, an academic investigation is required to analyze the teaching of reading skills using Slavin's effective learning framework, the QAIT model in order to

identify the strengths and weaknesses of instructional practices that can be controlled by the teacher.

The effectiveness of Arabic language learning is highly dependent on the fulfillment of the quality, appropriateness, incentive, and time indicators as formulated in the QAIT model. Previous research indicates that instructional success cannot be achieved partially; fulfilling only the indicators of incentive and time has proven not to guarantee overall effectiveness if instructional quality and material appropriateness remain weak (Hamdy, 2024). While systematic instructional design is considered the key to success, the focus of previous studies remains dominated by the effectiveness of online learning in general and has yet to address the application of QAIT indicators to specific language skills (Hamdy, 2024; Setyosari, 2014).

Furthermore, while the integration of the QAIT model into student-centered learning has been proven to enhance instructional effectiveness at the secondary level, such analyses remain general in nature (Mahmud & Hamzah, 2020). To date, a significant research gap remains in understanding how the QAIT model is implemented in depth within the teaching of reading skills, which possess unique characteristics and pedagogical challenges (Mahmud & Hamzah, 2020; Setyosari, 2014).

1.1 Research Gap and Novelty

Based on an analysis of previous studies, research on effective learning using the QAIT model generally treats the four indicators quality, appropriateness, incentive, and time as general components applicable to Arabic language instruction as a whole. Studies by Hamdy (2024), Setyosari (2014), and Mahmud and Hamzah (2020) consistently emphasize the importance of these indicators in determining instructional effectiveness. However, these studies tend to examine Arabic language learning in a broad sense or address all language skills simultaneously, without paying sufficient attention to the distinctive characteristics of individual language skills.

Accordingly, a research gap remains in understanding how the QAIT model operates specifically within the context of Arabic reading instruction. The novelty of this study lies in its focused and in-depth analysis of the implementation of the QAIT indicators in teaching reading skills, positioning QAIT not merely as a general framework for Arabic language learning, but as an analytical model tailored to the pedagogical demands and challenges of reading comprehension.

1.2 Research Questions

This study aims to comprehensively evaluate the implementation of reading skills instruction to achieve effective learning, by examining three interconnected pillars: first, the overall quality of the instructional process, second, the degree of appropriateness between the implemented instruction and students' actual ability levels, ensuring that materials and methods are suitably differentiated; and third, the operational support mechanisms, specifically how teachers provide motivational incentives and manage instructional time, as both factors critically influence student engagement and learning efficiency. By systematically investigating these dimensions, moving from substantive pedagogical quality, to learner-centered alignment, and finally to classroom management support, this research seeks to provide a holistic account of the determinants that shape successful reading instruction. Thus, the research questions to be addressed in this study are:

1. How is the quality of reading skills instruction in supporting effective learning?
2. How is the appropriateness of reading skills instruction implemented in relation to students' ability levels?

3. How are incentives provided and time managed in the teaching of reading skills to support effective learning?

2. METHODS

2.1 Research Design

This study employed a descriptive qualitative approach with a case study design. The case study design was selected because the research focused its analysis on a single instructional context, namely the teaching of Arabic reading skills at Madrasatul Alsun Sidoarjo, Indonesia. This context is treated as a single case because it possesses specific instructional characteristics, involves beginner-level learners with diverse initial ability backgrounds, and implements structured reading instruction practices within the same institutional setting (Sugiyono, 2023a).

2.2 Research Subjects

The subjects of this study consist of one Arabic language teacher and eight beginner-level students at Madrasatul Alsun Sidoarjo during the 2024 academic year. These subjects were selected based on their heterogeneous backgrounds in initial Arabic proficiency to provide a comprehensive representation of the data and ensure that the investigation reached theoretical saturation.

2.3 Research Procedures

The research procedure can be determined starting from the discovery of a phenomenon in the teaching of reading skills, beginning with problem identification. At this stage, the researchers observed the reading learning process that is considered effective in its instruction, which greatly influences students' level of text comprehension. The results of this observation serve as the basis for determining the research focus, namely by exploring the implementation of the four components Quality, Appropriateness, Incentive, and Time in the teaching of reading skills.

The next stage is the literature review and data collection. The literature review is conducted to strengthen the theoretical foundation related to reading skills and the QAIT model as an analytical framework. Subsequently, data are collected through observation, interviews, and documentation that highlight the four main aspects of QAIT. Observation is used to examine the practice of teaching reading in the classroom, interviews are conducted to explore teachers' and students' perspectives, while documentation serves to strengthen the empirical evidence of the learning activities.

The final stage is data interpretation and reporting. The data obtained from observations and interviews are analyzed thematically by grouping the findings into the four components of QAIT. The results of this analysis are then organized into a report that describes the quality of instruction, the appropriateness of the material, student motivation, and time management in reading instruction. This report serves to provide a comprehensive overview and recommendations for the successful teaching of reading skills without neglecting the essential aspects of effective learning based on the QAIT model.



Graph 1. Research Procedures

2.4 Research Instruments

The research instruments were designed based on the four components of Slavin's QAIT effective learning model: Quality, Appropriateness, Incentive, and Time. Accordingly, each instrument was developed to collect data relevant to these four aspects in the teaching of Arabic reading skills.

Passive Participant Observation

Passive participant observation was employed to examine directly the implementation of Arabic reading skills instruction in the classroom without the researcher's involvement in the learning activities. The observation focused on indicators derived from the QAIT components, including: (a) Quality: clarity of the teacher's explanation, use of instructional materials, reading teaching methods, and utilization of learning media. (b) Appropriateness: alignment of the difficulty level of reading texts with the beginner-level students' initial abilities, as well as the teacher's strategies in adjusting instruction to students' needs. (c) Incentive: forms of encouragement, reinforcement, and motivational strategies provided by the teacher to increase students' engagement and interest in reading. (d) Time: management of instructional time, including time allocation for reading activities, meaning-making discussions, practice, and evaluation. Observation data were recorded using an observation sheet systematically structured according to the four QAIT components.

Structured Interviews

Structured interviews were conducted to obtain in-depth data regarding teachers' and students' perceptions and experiences related to the teaching of reading skills. The interview guide was developed based on the QAIT indicators, focusing on the following aspects: (a) Quality: perceptions of the clarity of instruction, teaching methods, and learning media. (b) Appropriateness: views on the suitability of reading materials for beginner-level students. (c) Incentive: perceived motivational strategies and encouragement experienced by students. (d) Time: perceptions of the adequacy of time allocated for reading instruction. The interviews were conducted in Indonesian, audio-recorded with participants' consent, and transcribed verbatim for data analysis.

Documentation

Documentation was used to strengthen the findings from observation and interviews through the analysis of instructional documents. The analyzed documents included: reading instructional materials, learning sequences, class schedules, and assessment tools (Ridlo, 2023).

These documents were examined in relation to the QAIT components, particularly concerning the quality and appropriateness of reading materials, time allocation, and evaluation practices that support student motivation.

2.5 Data Analysis

The data analysis technique employs the Miles and Huberman flow model, which provides a clear framework with organized stages of analysis ([Miles et al., 2014](#)). This model makes it easier for researchers to identify relevant and significant patterns from the collected data through three stages: (a) Data condensation is the process of selecting, focusing attention on simplification, abstraction, and transformation of raw data that emerges from field notes related to the teaching of reading skills from Slavin's perspective.

At the data condensation stage, the researcher selected and focused on data relevant to the teaching of reading skills. The coded data were then simplified and summarized by grouping similar findings within each QAIT component. (b) Data display is carried out by organizing the data and discussing it with supporting theories ([Creswell, 2013](#)), presented in narrative form to allow for the possibility of drawing conclusions related to the teaching of reading skills from Slavin's perspective. The condensed data were then presented in the form of an analytical narrative rather than a mere description of teaching activities. Data presentation was conducted by linking empirical findings to the QAIT indicators and was supported by excerpts from interview results, observation notes, and relevant instructional documents. (c) Conclusion drawing (verification), the researcher draws final conclusions from the data findings, which are then discussed and interpreted based on Slavin's theory as well as previous findings.

The final stage of the analysis involved drawing conclusions and interpreting the data. At this stage, the findings for each QAIT component were theoretically interpreted by referring to the concept of effective learning proposed by Robert Edward Slavin as well as findings from previous studies, so that the conclusions were not merely descriptive but also analytical and theory-based.

Data Validity

The validity test of the data in this study was carried out to ensure the validity and credibility of the research results. The techniques used include: (a) Triangulation, triangulation was conducted by comparing data obtained from different sources and methods namely classroom observations, interviews with teachers and students, and documentation such as lesson plans, learning materials, and evaluation results. Through this process, the researcher ensured that the description of the QAIT elements Quality, Appropriateness, Incentive, and Time in the implementation of reading instruction was consistent and supported by multiple forms of evidence ([Carter et al., 2014](#); [Sugiyono, 2023a](#)). (b) Member Checking, after data analysis, the researcher shared the interpreted findings with the teachers and students involved in the study. This step aimed to verify whether the researcher's interpretation of the QAIT-based teaching implementation, such as the quality of instruction or time management in class, accurately represented the participants' real experiences ([Sugiyono, 2022](#)). (c) Peer Debriefing, the researcher discussed the analytical results with academic peers and supervisors to ensure that interpretations regarding the implementation of QAIT-based teaching were free from researcher bias and aligned with the principles of effective learning. (d) Prolonged Engagement and Persistent Observation, the researcher conducted extended and repeated classroom observations to capture the actual process of reading skill teaching. This allowed a deeper understanding of how the teacher applied each QAIT component in practice such as presenting quality material, ensuring the appropriateness of activities, motivating students, and managing learning time effectively.

3. FINDINGS AND DISCUSSION

3.1 Findings

The researchers aim to present the observations and findings related to reading skills instruction at Madrasatul Alsun through the lens of the theory proposed by Slavin. This study specifically analyzes how the elements of Quality, Appropriateness, Incentive, and Time are implemented to support effective instruction in a beginner-level reading class. By examining these four indicators, the researchers provide a comprehensive overview of the instructional practices and pedagogical strategies that facilitate students' comprehension of Arabic texts within this specific institutional context.

Quality of Reading Skills Learning

According to Slavin, the quality of effective teaching includes several aspects, such as teaching materials, clear delivery of information through the use of appropriate methods and media that meet the students' needs in understanding the text, as well as active interaction between the teacher and students, and among students themselves. This can be outlined as follows:

Teaching Materials

Madrasatul Alsun has developed printed teaching materials based on a needs analysis to help students understand texts in line with the learning objectives of reading skills, which include obtaining information and comprehending the reading material thoroughly. The quality of the reading texts at Madrasatul Alsun is adapted from various renowned teaching materials, such as *Al-'Arabiyyah li al-Ḥayāh* and *Al-'Arabiyyah li al-Nāsyī'īn*. The reading texts in the teaching materials use language that is easily recognizable by students, employing vocabulary that is easy to remember. The texts are designed with themes that are contextual and relevant to the students' lives.

Based on the results of observation and document analysis, the texts included in the teaching materials are designed with consideration for the students' needs, neither too easy nor too difficult, using language that is easily understood by the students. The teaching materials are organized into several volumes in a progressive manner. For new students, they use Book 1, and once they have finished (completed), they move on to Book 2. For returning students who have not yet completed Book 1, they are not allowed to immediately use Book 2 and so on. After completing Books 1, 2, and 3, students proceed to use more complex texts, such as book *Uṣfūriyyah* and *Badā'i*.



Figure 1. Teaching Materials

The reading material learned from the teaching books is tailored to the context of the students' daily environment. The material includes themes relevant to everyday life,

such as activities at home with family, learning activities at school, and others. The presentation of the reading texts includes grammatical and morphological structures that are related to the text. As follows:

Table 1 Reading Texts and Grammatical Material

Lesson	Reading Text Theme	Grammatical
1	<i>Āilat Bakar</i>	-
2	<i>Fī ghurfat al-maktabah</i>	-
3	<i>Yaumiyyāt al-tilmīdh</i>	-
4	<i>Ansyīṭat 'Āilah</i>	-
5	<i>Al-ḥadīqah</i>	-
6	<i>Nashāṭ fī yaum al-jum'ah</i>	<i>Jumlatur Mufīdah</i>
7	<i>Al-ghiyāb fī al-ḥiṣṣah</i>	<i>Ismun Mudhakkār wa Mu'annath</i>

Based on Table 1, it can be observed that the reading skills materials are designed by considering the alignment between the texts and the students' daily lives. This aims to make it easier for students to read and comprehend the texts. From the analysis presented by the researcher, it can be concluded that the presence of teaching materials in Arabic language instruction is a fundamental aspect.

Learning Methods

Learning at Madrasatul Alsun can be identified in its application of helping students understand texts by using a communicative approach through the question and answer method. On the other hand, students are given the opportunity to ask and answer questions from their peers. Through this communicative approach, Madrasatul Alsun has modified the learning of reading skills into several stages: introduction, expansion, and deepening.



Graph 2. Stages of Reading Skills Learning

In the introduction stage, the teacher reads the text aloud to the students slowly, paragraph by paragraph. While reading, the teacher also introduces vocabulary related to concrete objects around the students that are connected to the content of the text. In the expansion stage, after students engage in kinesthetic activities (physical responses), they are asked to orally imitate several vocabulary words. After that, the students are introduced to interrogative sentences (*Adawāt al-istifhām*). In the deepening stage, students begin to learn more structured material, namely nahwu and shorof (grammar and morphology).

Learning Media

One of the media used by Madrasatul Alsun to help students understand texts is the use of concrete visual media, which are media based on real objects. Teachers use various visual aids, such as images and real objects, that are relevant to the text being studied. These concrete visual media are presented directly in front of the students. Each classroom is equipped with real objects tailored to the content of the reading text being learned by the students, as illustrated in the following image.



Figure 2. Concrete Media and Images

Based on Figure 2, the concrete media have been designated and prepared by the teacher in each classroom to assist students in understanding vocabulary related to nouns (*mufrodat isim*), such as motorbikes, trees, houses, vegetables, and more. Meanwhile, image-based media are prepared by the teacher to explain vocabulary in the form of verbs (*fi'il*) related to the text being read. These visual aids are expected to help students understand each vocabulary item in the reading text, enabling them to grasp the text's content fully.

Appropriateness of Instructions in Reading Skills Learning

The steps taken by Madrasatul Alsun to ensure appropriate teaching can be explained based on the indicators of teaching effectiveness as outlined by Slavin, which include the level of material difficulty and the suitability of differentiated instruction, as the researcher can describe as follows:

Level of Material Difficulty

Madrasatul Alsun's approach in organizing texts for teaching materials is tailored to students' needs to facilitate their reading according to their proficiency levels. This is done by applying the input hypothesis theory of Stephen Krashen and Tracy Terrell, which is expressed as $i + I$ (where lowercase "i" represents the material already stored in the students' minds, and uppercase "I" represents the material that can be absorbed by the students). The "I" refers to input material slightly above the students' current abilities, as material that is too far above their level will be too difficult to absorb and will not be effectively internalized as input.

The teacher's effort in applying the input hypothesis formula is carried out through direct observation of students during lessons. If students are able to understand and respond to the material but still encounter some challenges, it indicates that the input is at the right level ($i+1$). This means the material is slightly above the students' current abilities, signaling that the class level is appropriate.

If during the learning process, students at the *mubtadi'* level find the material too easy to understand, it indicates that the input is not at the ($i+1$) level. In such cases, the difficulty level of the material should be increased by moving these students to the next level, such as the *mutawasshit* or *mutaqaddim* class. Conversely, if students at the *mutawasshit* or *mutaqaddim* levels struggle to understand the material, the difficulty level should be lowered by moving them to a class one level below their current one.

Grouping students based on their abilities helps identify where their "i" level lies. This approach ensures that each student receives the appropriate input, making the material

learned accessible to them. Learning becomes more effective when students are provided with input that is not too easy but slightly above their current abilities. This method helps the material become meaningful input for the students.

Based on the results of the observations and data presented, the researcher discusses the findings in relation to Krashen's theory, which emphasizes that for effective language learning, learners must receive comprehensible input that is just above their current level of fluency. This input allows students to naturally fill in the gaps in their language knowledge. By providing input slightly above their level, learners are able to progress and internalize new language concepts more effectively.

Through the process of grouping students according to their class levels, the needs of students are met, making it easier for them to understand reading texts. This approach is designed to stimulate students' abilities in understanding concepts they have not yet mastered. Therefore, language learning at Madrasatul Alsun does not remain stagnant at the level of understanding students already have. Instead, it actively works to develop and enhance that understanding, ensuring continuous improvement from their previous knowledge.

Thus, from the explanation, the level of material difficulty can be perceived as neither too easy nor too difficult for students because the input material is appropriately aligned. Regarding the difficulty of the material, this can be confirmed through interviews about students' perceptions concerning the difficulty level of the material they are learning. This approach ensures that the material is at the right level to promote effective learning and understanding.

Table 2 Students' Opinions of the Difficulty Level of the Material

Student Initials	Student Opinions	Coding
AA	"The material studied in class is easy for me, but there are some obstacles. There are certain parts of the material that I find difficult to understand"	"Moderate"
IK	"The material provided is fairly easy for me."	"Moderate"
TW	"The material for beginner classes, in my opinion, is moderate, some parts are easy, while others are difficult"	"Moderate"
MN	"For me, the material provided is balanced; there are easy parts and difficult parts as well"	"Moderate"

Based on Table 2, the results of the interviews were coded by the researcher to analyze students' opinions on the difficulty level of the material they studied. The data indicate a positive perception, as all respondents stated that the difficulty level of the material, they encountered was appropriate. Observing the respondents' ability to respond to the material with relative ease while still facing some challenges suggests that the input is at the correct level ($i+1$). This means the input material is slightly above the students' current abilities, confirming that their class placement is appropriate.

Differentiated Learning

In the context of teaching reading skills in Arabic, applying instructions that align with students' abilities is crucial, especially when using a communicative approach. The communicative approach in language teaching focuses on students' ability to interact and understand texts with authentic meaning, rather than solely on grammatical or phonetic aspects. This approach emphasizes meaningful communication and

comprehension, helping students engage with the language in a more natural and effective way.

During the lesson, the teacher applies instruction that is tailored to students with different abilities. For students with higher abilities, a variety of deep and thought-provoking questions related to the content of the text are typically provided. These high-ability students also serve as peer tutors for students with lower abilities, helping to reinforce their understanding of the material and fostering a collaborative learning environment.

For low-ability students, difficult questions are intentionally avoided; instead, the teacher adjusts the level of difficulty to align with the students' comprehension capacity, while also introducing vocabulary interactively before they begin reading the text. This approach aims to provide appropriate instructional guidance. These practices are consistently confirmed through interviews with several informants, where one informant (MN.23/09/2024) stated that "for differentiated learning, students with higher abilities usually receive deeper questions, while students with intermediate or lower abilities are given slightly easier questions," and another informant (I.23/09/2024) further elaborated that "in reading texts, for students with higher abilities, I usually provide only a few vocabulary introductions because they are already familiar with them. However, for students with intermediate or lower abilities, I offer a more varied vocabulary introduction." Both statements corroborate the finding that adjusting difficulty levels and providing tiered vocabulary scaffolding are key strategies in effectively teaching students with diverse reading abilities.

Based on previous observations and interviews, it can be confirmed that the teacher has taken into account the diverse abilities of students. As a result, differentiated learning is applied in text reading lessons. An interactive learning process with a communicative approach is implemented in the classroom, aiming for high-ability students to share information and understanding that can support low-ability students. Likewise, low ability students are encouraged by the teacher through vocabulary introduction during text reading sessions.

Motivation and Time Management in Reading Skills Learning

In terms of motivation, the teacher does not always emphasize the importance of learning Arabic because Madrasatul Alsun is a language course institution. This means that students attending classes already have a high interest in learning. They are here solely to study Arabic, without being involved in other subjects, indicating a strong focus and interest in Arabic learning. This is different from formal schools, where students have to study various subjects, resulting in a more diverse academic background.

At Madrasatul Alsun, to motivate students, teachers provide learning encouragement through practical steps. The teacher begins by greeting the students, asking about their well-being, and inquiring about their readiness to learn Arabic. Additionally, the teacher introduces vocabulary at the start of the lesson to create a language acquisition atmosphere, also known as a constructed classroom, with the aim of encouraging students to understand the reading text effectively. By providing vocabulary during the text-reading process, the teacher facilitates students in easily comprehending the content of the text.

Meanwhile, Madrasatul Alsun allocates time for reading skills learning and text comprehension, with each class given one and a half hours per session. By providing this duration, both teachers and students make the most of the allocated time for learning. All attention is focused on in-class activities, and no assignments are allowed outside the classroom. Based on observations and document analysis, the learning time allocation at Madrasatul Alsun can be detailed as follows:

Table 3 Learning Time Allocation

Activity	Time
The teacher reads the text, and the students repeat it.	15 minutes
The reading text should be taught without unnecessary elaboration, directly explaining its vocabulary.	It should not exceed 30 minutes
The question-and-answer phase, where students analyze the content of the reading text.	30-45 minutes
The reading text is read collectively, the vocabulary is explained again, followed by a question-and-answer session, and then a conclusion (grammar rules).	10-15 minutes

Based on Table 3, within the one-and-a-half-hour duration, both the teacher and students maximize their time as best as possible in learning Arabic, especially reading texts, along with question-and-answer sessions to collectively understand the content of the text. In this case, the teacher minimizes wasted time by maximizing the question-and-answer segment. There is no reason for students to remain silent during this time, as they are instructed to continuously ask questions and take turns answering each other. This way, each student gets an equal opportunity to read the text and can ask and answer questions with one another. Additionally, the main teacher has prepared a substitute teacher in case the main teacher is unavailable, in order to ensure that the class remains uninterrupted.

3.2 Discussion

One of the main findings of this study is that the effectiveness of reading instruction at Madrasatul Alsun is not merely determined by the availability of teaching materials, methods, or media individually, but by how these components are systematically integrated into a structured pedagogical design. The learning process begins with the introduction of contextual vocabulary, followed by communicative interaction, and gradually proceeds to grammatical understanding through *nahwu* and *shorof*. This sequence enables students to build comprehension progressively without experiencing cognitive overload. Such findings support Slavin’s argument that instructional quality depends on clear presentation, appropriate instructional materials, and meaningful interaction during learning (Slavin, 1994). Moreover, teaching materials function not only as instructional resources but also as learning facilitators that encourage students to study independently (Asrul et al., 2014; Pannen, 1996). Likewise, the integration of communicative methods and visual media contributes to clearer comprehension of reading texts by providing contextualized language input (Lufri et al., 2020; Sumiharsono & Hasanah, 2017). This interpretation is consistent with Salma et al. (2026), who argue that instructional media become pedagogically meaningful only when they are systematically designed according to learners’ cognitive characteristics and integrated into classroom instruction rather than functioning merely as supporting tools. Therefore, this study suggests that effective reading instruction requires comprehensive instructional planning in which teaching materials, methods, and media function as an integrated pedagogical system rather than as isolated instructional components.

Another important finding demonstrates that reading instruction at Madrasatul Alsun applies a gradual sequence of language input, allowing students to acquire linguistic knowledge progressively before being introduced to more complex grammatical concepts. Instead of presenting grammatical rules from the beginning, students first develop vocabulary recognition and communicative competence before learning *nahwu* and *shorof*. This instructional sequence reflects Krashen’s Input Hypothesis, which

argues that language acquisition occurs when learners receive comprehensible input slightly beyond their current competence (Krashen, 1982). Furthermore, the repetitive communicative interaction observed in this study also aligns with Bruner's cognitive learning theory, emphasizing that repeated processing of information strengthens retention and facilitates meaningful learning (Arumsari et al., 2024). Similarly, Salma et al. (2026) emphasize that contextual visual support combined with gradual learning activities strengthens learners' vocabulary retention and facilitates comprehension because students construct associations between linguistic forms and meaningful contexts. Consequently, the gradual introduction of linguistic knowledge enables students to develop reading comprehension naturally and systematically while reducing learning anxiety associated with early exposure to grammatical rules.

The findings further reveal that effective reading instruction is closely associated with learner-centered teaching practices. Teachers continuously adjusted instructional activities according to students' learning needs and individual abilities through differentiated instruction and interactive questioning. Rather than delivering identical instruction to all learners, teachers created opportunities for students to ask questions, respond actively, and interact with their peers. These findings are consistent with Slavin's concept of instructional appropriateness, which emphasizes aligning instructional difficulty with learners' readiness to maximize learning outcomes (Slavin, 1994). Similarly, differentiated instruction has been widely recognized as an effective strategy for accommodating learner diversity and promoting equitable learning opportunities (Azmy & Fanny, 2024). This finding is also comparable to Marzuki et al. (2026), who found that effective instruction emerges when teachers continuously adapt instructional strategies according to learners' responses and classroom conditions instead of relying on fixed teaching procedures. Such adaptive pedagogy encourages greater learner participation and meaningful classroom interaction. Therefore, the effectiveness of reading instruction identified in this study appears to stem from adaptive teaching practices that actively involve students throughout the learning process.

Beyond instructional design, this study indicates that classroom motivation and effective time management are complementary factors that sustain successful reading instruction. Positive reinforcement, such as verbal appreciation and constructive feedback, encourages students to participate actively and strengthens their confidence in reading Arabic texts. These findings support previous studies indicating that motivation serves as a major determinant of successful language learning (Ali et al., 2022; Hilda et al., 2023). Marzuki et al. (2026) similarly reported that student engagement increases when teachers actively scaffold learning activities and continuously evaluate classroom responses rather than merely implementing predetermined instructional procedures. This suggests that learner motivation is sustained not only by reinforcement but also by teachers' reflective pedagogical decisions throughout the learning process. In addition, efficient classroom time management enables teachers to maximize instructional opportunities while minimizing unproductive learning time. This finding reinforces Slavin's QAIT model, which identifies instructional time as one of the essential determinants of teaching effectiveness (Slavin, 1994). Likewise, M. S. I. Al Haqiqy et al. (2025) argued that effective time management contributes significantly to maintaining instructional quality. Therefore, motivation and instructional time should be regarded as mutually reinforcing factors that support sustainable development of students' reading competence (M. S. I. Al Haqiqy et al., 2024).

The effectiveness of reading instruction at Madrasatul Alsun cannot be attributed to a single instructional component but rather to the systematic integration of pedagogical design, gradual language input, learner-centred instructional practices, motivational support, and effective time management. These interconnected elements collectively

reflect the principles of Slavin's QAIT model while simultaneously extending its application within the context of Arabic reading instruction. Unlike previous studies that have tended to examine these dimensions separately, the present study highlights how their integration creates a coherent instructional system that supports students' reading comprehension and active engagement. Consequently, this study contributes to the growing body of literature by providing empirical evidence that effective maharah qirā'ah instruction is achieved through a holistic pedagogical approach in which instructional quality, appropriateness, motivation, and time function as mutually reinforcing components rather than independent instructional variables.

4. CONCLUSION

After undergoing a long process in the research conducted by the researchers, which focused on the analysis of reading skills instruction from the perspective of effective learning according to QAIT by Robert Edward Slavin, the researcher obtained the final results of this study. The main findings of this research can be presented in four key points.

Based on the findings and discussion of this study, reading skills instruction at Madrasatul Alsun reflects the implementation of the four QAIT components quality, appropriateness, incentive, and time in classroom practice. The quality of instruction is reflected in the preparation of teaching materials aligned with students' needs and clear material delivery. Appropriateness is evident in the selection of materials relevant to students' proficiency levels and the application of differentiated instruction. Incentives are provided through motivational strategies and feedback, while time management demonstrates the teacher's efforts to utilize instructional time effectively in reading lessons.

Despite these findings, this study has several limitations. It was conducted in a single educational setting with a limited number of participants, which restricts the generalizability of the results. In addition, the study focuses on reading instruction from the QAIT perspective without quantitatively measuring its impact on students' learning outcomes. Future research should extend this investigation by examining the implementation of the QAIT model across diverse educational settings, such as Islamic boarding schools, universities, and formal secondary schools, to explore how different institutional contexts influence the effectiveness of reading instruction. Given that this study employed a qualitative case study design focusing on a single institution, subsequent studies are encouraged to adopt mixed-method or quasi-experimental approaches to examine the relationship between QAIT components and students' reading achievement quantitatively.

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Authors' Contribution

The first author served as the principal investigator in this study and was responsible for developing the conceptual framework, designing the research, formulating the research questions, conducting the study, and coordinating the overall research process. He carried out the primary data analysis, interpreted the research findings,

and led the drafting and structuring of the manuscript. In addition, he ensured the theoretical alignment of the study with the QAIT model and finalized the main arguments presented in the article. The second author contributed by assisting in data processing and organization, supporting the interpretation of the analytical results, and revising and refining the manuscript to enhance clarity, linguistic accuracy, and academic coherence.

AI Generative Statement

In the preparation of this manuscript, the author used OpenAI's ChatGPT to assist with language editing and improving clarity of expression. All ideas, data analysis, interpretations, and conclusions presented in this article remain the sole responsibility of the authors.

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