

ABSTRAK

Kemampuan memahami teks berbahasa Arab, terutama kitab-kitab keislaman, sangat dipengaruhi oleh keberhasilan pembelajaran *Maharatul Qiro'ah*. Meskipun demikian, pelaksanaannya di lingkungan pesantren masih dihadapkan pada sejumlah hambatan yang dapat memengaruhi ketercapaian tujuan pembelajaran secara optimal. Kajian ini memusatkan perhatian pada identifikasi berbagai kendala yang dialami guru dan siswa selama proses pembelajaran *Maharatul Qiro'ah* sekaligus menelaah langkah-langkah yang diterapkan guru untuk mengatasinya di Pondok Pesantren Darush Sholihin Panggang.

Pendekatan kualitatif dengan desain studi kasus digunakan dalam penelitian ini. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi dengan melibatkan guru bahasa Arab serta siswa yang mengikuti pembelajaran *Maharatul Qiro'ah* sebagai informan. Pengolahan data mengacu pada model Miles dan Huberman yang mencakup tahap reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian memperlihatkan bahwa hambatan yang dialami siswa mencakup aspek linguistik berupa kesulitan membaca harakat dan memahami kosakata, aspek akademik berupa rendahnya penguasaan kaidah bahasa Arab, dan aspek non-akademik yang ditandai kondisi kelas yang kurang kondusif dan tingginya intensitas kegiatan pesantren.

Di sisi lain, guru menghadapi keragaman kemampuan awal siswa, keterbatasan metode dan media pembelajaran, serta kurikulum yang belum tersusun secara optimal. Untuk mengurangi hambatan tersebut, guru menerapkan penguatan keterampilan dasar bahasa Arab melalui *istima'* dan *kalam*, memperkenalkan kosakata secara kontekstual, meningkatkan kompetensi pedagogik melalui pelatihan, dan memanfaatkan media pembelajaran yang tersedia. Ruang lingkup penelitian ini terbatas pada satu lokasi dan berfokus pada pembelajaran *Maharatul Qiro'ah*. Temuan yang diperoleh dapat menjadi landasan dalam pengembangan strategi pembelajaran bahasa Arab yang lebih efektif di lingkungan pesantren, sementara penelitian berikutnya disarankan melibatkan lokasi, subjek, dan pendekatan yang lebih beragam guna menghasilkan pemahaman yang lebih komprehensif.

Kata kunci: bahasa Arab, guru, kendala pembelajaran, *Maharatul Qiro'ah*, santri.

ABSTRACT

The ability to comprehend Arabic texts, particularly Islamic classical books, is highly influenced by the effectiveness of *Maharatul Qiro'ah* learning. However, its implementation in Islamic boarding schools still encounters various obstacles that may affect the achievement of learning objectives. This study focuses on identifying the challenges experienced by teachers and students during the *Maharatul Qiro'ah* learning process and examining the efforts made by teachers to overcome these challenges at Darush Sholihin Islamic Boarding School, Panggang.

This research employed a qualitative approach with a case study design. Data were collected through observation, semi-structured interviews, and documentation involving Arabic language teachers and students participating in *Maharatul Qiro'ah* learning as research informants. Data analysis followed the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The findings reveal that students' difficulties include linguistic aspects, such as problems in reading vowelized Arabic texts and understanding vocabulary; academic aspects, including inadequate mastery of Arabic grammatical rules; and non-academic aspects, such as an uncondusive classroom environment and the demanding schedule of boarding school activities.

Meanwhile, teachers face challenges related to students' diverse initial abilities, limitations in teaching methods and instructional media, and a curriculum that has not been optimally structured. To address these issues, teachers strengthen students' basic Arabic language skills through *istima'* (listening) and *kalam* (speaking), introduce vocabulary contextually, enhance pedagogical competence through training programs, and utilize available instructional media. This study is limited to a single research site and focuses specifically on *Maharatul Qiro'ah* learning. The findings provide a foundation for developing more effective Arabic language learning strategies in Islamic boarding school settings. Future studies are recommended to involve broader research locations, participants, and approaches in order to obtain a more comprehensive understanding.

Keywords: *Arabic language, learning challenges, Maharatul Qiro'ah, students, teachers..*