

## AN ANALYSIS OF QIRA'AH INSTRUCTION IN THE DIGITAL AGE TO ENHANCE UNDERSTANDING OF QUR'ANIC TEXTS AMONG SECOND-SEMESTER ARABIC LANGUAGE EDUCATION STUDENTS AT UIN RADEN INTAN LAMPUNG

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### Abstract

This research is motivated by the low ability of students to understand the text of the Qur'an despite having the ability to read Arabic. In the digital era, Arabic language learning has developed through the use of various technological media that can support the learning process of qira'ah. This study aims to analyze the implementation of qira'ah learning in the digital era and its contribution to improving the understanding of the text of the Qur'an among Arabic Language Education students at Raden Intan State Islamic University, Lampung. This study uses a qualitative approach with a case study type. The research subjects consisted of 20 students and 1 lecturer teaching the qira'ah course. Data collection techniques were carried out through interviews, observation, and documentation. Data analysis used the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. The results show that qira'ah learning in the digital era has utilized various media such as YouTube, Google Classroom, and digital dictionary applications. The use of digital media can increase student motivation and engagement in learning and help understanding the comprehension and structure of the text. However, there are still obstacles such as limited digital literacy and difficulties in understanding the meaning of the text in depth. Thus, digital-based qira'ah learning has the potential to improve understanding of the Quranic text, but requires more effective learning development strategies to achieve optimal results.

**Keywords:** Qira'ah, Digital Era, Quranic Text, PBA Students

### Abstrak

*Penelitian ini dilatar belakangi oleh masih rendahnya kemampuan mahasiswa dalam memahami teks Al-Qur'an meskipun telah memiliki kemampuan membaca Bahasa Arab. Di era digital, pembelajaran Bahasa Arab mengalami perkembangan melalui pemanfaatan berbagai media teknologi yang dapat menunjang proses pembelajaran qira'ah. Penelitian ini bertujuan untuk menganalisis pelaksanaan pembelajaran qira'ah di era digital serta kontribusinya dalam meningkatkan pemahaman teks Al-Qur'an pada mahasiswa Pendidikan Bahasa Arab di Universitas Islam Negeri Raden Intan Lampung. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri dari 20 mahasiswa dan 1 dosen pengampu mata kuliah qira'ah. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan*

*bahwa pembelajaran qira'ah di era digital telah memanfaatkan berbagai media seperti YouTube, Google Classroom, dan aplikasi kamus digital. Pemanfaatan media digital mampu meningkatkan motivasi dan keterlibatan mahasiswa dalam pembelajaran serta membantu pemahaman kosakata dan struktur teks. Namun, masih terdapat kendala seperti keterbatasan literasi digital dan kesulitan dalam memahami makna teks secara mendalam. Dengan demikian, pembelajaran qira'ah berbasis digital memiliki potensi dalam meningkatkan pemahaman teks Al-Qur'an, namun memerlukan pengembangan strategi pembelajaran yang lebih efektif agar hasilnya optimal.*

**Kata kunci:** *Qira'ah, Era Digital, Teks Al-Qur'an, Mahasiswa PBA*

## INTRODUCTION

The Arabic language plays a crucial role in the field of Islamic Religious Education, particularly as the primary means of understanding the sources of Islamic teachings—namely, the Qur'an and the hadith—which serve as the primary references for Muslims. Mastery of this language is not merely about the ability to communicate orally or in writing, but also serves as the primary pathway to explore meaning, grasp the message, and interpret the content of religious texts in a deeper and more comprehensive manner (Agustini, 2023). (Fitri et al., 2025) emphasize that the Arabic language is the key to correctly understanding Islamic teachings, given that all primary Islamic sources are written in that language. On this basis, Arabic language instruction at religious higher education institutions must be seriously focused on strengthening students' ability to comprehend Islamic texts comprehensively, critically, and contextually.

In the process of learning Arabic, the skill of qira'ah (reading) is one of the most important aspects and cannot be overlooked. This skill is not only related to the ability to recite texts correctly according to the rules but also encompasses the ability to understand the content, message, and meaning contained within them in their entirety (Asse et al., 2024). In the context of Qur'anic studies, qira'ah is a fundamental competency that students must possess to interpret verses accurately and in accordance with their context (Rusyana Anzaldin Maulidan, 2025). Grabe (2009) notes that reading comprehension is a complex process because it involves linguistic aspects, cognitive abilities, and the use of effective and targeted reading strategies. Thus, mastery of qira'ah plays a strategic role in comprehensively enhancing students' religious literacy (Abdurrofi & AlGhani, 2025).

Nevertheless, field observations indicate that students' ability to comprehend Qur'anic texts remains relatively low and has not yet achieved the desired outcomes. Many students are already able to read Arabic texts fluently and phonetically correctly, yet they have not been able to grasp the meaning deeply—whether in terms of vocabulary mastery, understanding sentence structure, or the context of the verses being read (Mukhrij Sidqy et al., 2025). This issue is influenced by several factors, such as the use of learning methods that remain conventional and lack variety, the limited use of engaging learning media, and the lack of optimal integration between reading skills and comprehension of meaning. This indicates a significant gap between the ability to read

Arabic texts and the ability to comprehensively understand the content of religious texts (Dermayani & Fatma Yulia, 2025).

Amid the rapid development of the digital era, the world of education is undergoing significant and dynamic changes. Digital technology opens up vast opportunities to create a learning process that is more interactive, flexible, and aligned with the needs and characteristics of today's students. Various media, such as educational videos, language apps, and e-learning platforms, can be maximally utilized to help students understand the material more effectively and engagingly (Nuruddin et al., 2024). Hockly (2018) states that the integration of technology in language learning can enhance student engagement and foster self-directed learning during the instructional process. Additionally, technology provides easy access to various learning resources independently, anytime and anywhere (Anggi Diva Safira et al., 2024). The use of digital technology in Arabic language learning, particularly in the area of qira'ah skills, has not yet been implemented optimally or to its full potential across various educational institutions. This is due to disparities in digital literacy levels among faculty and students, meaning not all parties are able to use technology effectively during the learning process. Additionally, limited understanding of digital media usage poses a significant challenge (Izzah & Ma'sum, 2021). Mardiana (2024) emphasizes that digital literacy is a crucial competency required to maximize the use of technology in teaching and learning activities.

Based on the above discussion, it can be understood that qira'ah instruction in the digital era presents both challenges and opportunities for enhancing students' deeper understanding of Qur'anic texts. On one hand, there are various obstacles that need to be overcome; on the other hand, technology also offers numerous conveniences that can be optimally utilized (Ramadhan, 2023). Therefore, a more in-depth study is needed regarding the implementation of digital-based qira'ah instruction and its impact on the ability to understand religious texts. This research is expected to contribute to the development of Arabic language instruction that is more innovative, effective, adaptive, and relevant to the demands of an ever-changing world (Safitri, 2025).

## **METHOD**

This study employs a qualitative approach using a case study design aimed at gaining a deeper, more comprehensive, and contextual understanding of the implementation of qira'ah instruction in the digital age and its contribution to enhancing students' comprehension of the Qur'anic text (Sugiyono, 2021). This study was conducted in the Arabic Language Education Program at Raden Intan State Islamic University, Lampung, during the even semester of the 2026 academic year, with research subjects consisting of 20 students enrolled in the qira'ah course and 1 lecturer teaching the course. Subject selection was conducted using purposive sampling, based on the consideration that all subjects were directly involved in the digital-based qira'ah learning process, and were therefore deemed capable of providing relevant and in-depth

data in line with the research needs. In the data collection process, the researcher employed several techniques, namely semi-structured interviews aimed at gathering information more flexibly regarding students' learning experiences, the utilization of digital media, and the challenges faced during the learning process, followed by direct observation during learning activities to observe interactions between instructors and students as well as the use of digital media, and documentation involving the collection of various supporting data such as instructional materials, learning media, and learning activities related to the research focus. The data obtained were then analyzed using the qualitative data analysis model by Miles and Huberman (2014), which includes the stages of data reduction, data presentation, and drawing conclusions, where the entire analysis process was conducted iteratively, systematically, and continuously until valid and scientifically accountable findings were obtained. The criteria in this study refer to indicators of Quranic text comprehension among students, including the ability to read texts correctly according to grammatical rules, mastery of Arabic vocabulary, understanding of sentence structure, and the ability to comprehend text meaning contextually, which were then linked to the level of digital media utilization in qira'ah instruction, such as the use of instructional videos, digital dictionary applications, and e-learning platforms that support the learning process (Sutarmi et al., 2025). To ensure the validity of the data obtained, this study employs source triangulation by comparing data from students and instructors, as well as methodological triangulation by comparing results from interviews, observations, and documentation, thereby ensuring the data produced is more accurate and reliable, with the overall research methodology adhering to the principles of qualitative research in the field of education as outlined by Sugiyono (2019).

## **RESULTS AND DISCUSSION**

### **A. The Implementation of Qira'ah Instruction in the Digital Age**

Based on observations conducted at the Arabic Language Education Program at Raden Intan State Islamic University of Lampung, the implementation of qira'ah instruction has shown significant progress in tandem with the utilization of digital technology in the learning process. Learning activities, which were previously dominated by conventional methods, are now beginning to change by integrating various digital media as supporting tools, making the learning process more varied and no longer centered solely on traditional methods (Raudatussolihah et al., 2025). In practice, instructors teaching the Qira'ah course apply various learning strategies to help students understand the material. Learning activities generally begin with reading the text together, followed by an explanation of vocabulary and a discussion of the sentence structures found in the text. This process is further supported by the use of digital media, such as instructional videos, the Google Classroom platform, and digital dictionary applications. The use of these various media aims to help students understand the Qur'anic text in a more focused, systematic, and in-depth manner.

Interview results with students indicate that the use of digital media has a positive impact on their learning process. Most students admitted that the use of educational videos and digital applications helped them understand word meanings, recognize sentence structures, and clarify the content of the studied text. One student noted that with digital media, the process of understanding verses becomes easier and is not entirely dependent on the instructor's explanations in class (Didin Hidayat et al., 2025). However, the implementation of this digital-based learning has not yet been fully optimized. Some students still face challenges in participating in the learning process, particularly regarding adaptation to technology use. These difficulties generally relate to the ability to access digital media and utilize them effectively in the learning process, making this a distinct challenge in implementing qira'ah instruction in the digital era (Vivi Sutinalvi et al., 2024).

### **B. The Utilization of Digital Technology in Qira'ah Instruction**

The utilization of digital technology in qira'ah instruction at UIN Raden Intan Lampung encompasses the use of various media, such as YouTube, Google Classroom, and Arabic dictionary applications, which are employed to support the learning process. These media are utilized not only as a means of delivering course material but also for assigning tasks and assisting students in understanding the Qur'anic text more effectively. With the availability of digital technology, the learning process becomes more flexible and is not limited to in-class interactions alone (Faiqoh et al., 2025). Based on research findings, the use of digital media has a significantly positive impact on students' learning activities. Students tend to be more proactive in independently looking up the meanings of vocabulary and strive to understand the text's content more deeply. Additionally, the availability of digital media facilitates students' access to learning materials anytime and anywhere according to their needs, thereby making the learning process more self-directed and sustainable (Maisarah et al., 2024).

This finding aligns with Hockly's (2018) assertion that the use of digital technology in language learning can enhance student engagement. The use of technology in language learning contributes to improving the ability to understand texts contextually, especially when supported by interactive and easily accessible media. However, several challenges remain in its implementation. Limited internet connectivity remains one of the primary obstacles affecting the smooth operation of digital-based learning. Furthermore, the uneven level of students' digital literacy also acts as a factor hindering the optimal use of technology. This indicates that while digital technology holds great potential in supporting qira'ah learning, its utilization still needs to be improved and developed to function more effectively and maximally (Kusyana et al., 2024).

### **C. Understanding of the Qur'anic Text Among Students**

Students' ability to understand the Qur'anic text shows a wide range of variation. Based on interviews with 20 students, the majority of them were able to read Arabic text well and fluently; however, they still faced difficulties when it came to comprehending the

meaning of verses in a deeper and more comprehensive manner. This indicates that their reading ability has not yet been fully accompanied by the ability to comprehensively understand the text's content. Generally, students are already able to recognize basic vocabulary frequently found in the Qur'anic text (Sudrajat, 2023). However, they still face challenges in understanding more complex sentence structures and accurately grasping the context of the verses. These difficulties become apparent when students are asked to explain the full meaning of a verse, as some of them still rely on assistance from instructors or digital media. One student noted that although they can read the text well, a complete understanding of the verse's meaning still requires additional support (Malanua, 2021).

This situation indicates that students' qira'ah skills remain at the basic comprehension stage—limited to reading and recognizing vocabulary—and have not yet progressed to higher-level comprehension stages such as analysis and interpretation of meaning. In other words, there is a gap between technical reading skills and the ability to deeply comprehend the text's content. This finding aligns with the view of Munawwaroh (2021), who states that reading comprehension is a complex process because it involves various aspects, both linguistic and cognitive. Therefore, more appropriate learning strategies are needed so that students' qira'ah skills do not stop at the reading stage but develop to the point where they can understand and interpret Qur'anic texts more comprehensively.

#### **D. Analysis and Discussion**

Based on the results of the research conducted, it can be understood that qira'ah instruction in the digital era makes a significant contribution to efforts to enhance students' understanding of Qur'anic texts. The presence of digital technology facilitates access to various learning resources while simultaneously boosting students' motivation to engage in the learning process (Sore, 2024). With the support of digital media, students are not solely reliant on instructors' explanations but can also learn independently through the available resources. The effectiveness of digital-based qira'ah instruction has not yet been fully optimized. This is influenced by several interrelated factors, including students' varying levels of digital literacy, instructors' competence in utilizing technology as a learning medium, and the availability of facilities and infrastructure supporting the learning process. These three factors are key determinants in the success of implementing qira'ah instruction in the digital era (Ajeng, 2023).

This finding aligns with the view (Umar & Kuryani, 2025) that digital literacy is a key factor in the success of technology-based learning. Furthermore, the use of technology in learning cannot stand alone but must be supported by appropriate learning strategies to yield optimal results aligned with the intended learning objectives. From the perspective of Islamic Religious Education, Arabic language learning—particularly in the area of qira'ah skills—plays a crucial role in enhancing students' Qur'anic literacy.

Therefore, qira'ah instruction should not only focus on the ability to read texts correctly but also be directed toward developing the ability to understand the meaning of texts more deeply and comprehensively. Thus, it can be concluded that qira'ah instruction in the digital age holds great potential for enhancing students' understanding of Qur'anic texts. Nevertheless, further development efforts are still needed, particularly regarding the formulation of effective learning strategies and the optimization of technology utilization, so that the outcomes achieved can be maximized and aligned with the learning needs of the modern era.

## CONCLUSION

Based on the research findings, it can be concluded that qira'ah instruction in the digital age for Arabic Language Education students at Raden Intan State Islamic University of Lampung has evolved through the use of various digital media, such as YouTube, Google Classroom, and digital dictionary applications. The use of these technologies facilitates the learning process, particularly in helping students understand the vocabulary and textual structure of the Qur'an. The research results indicate that the use of digital media in qira'ah instruction is capable of enhancing students' learning motivation and engagement in the learning process. Most students feel assisted in understanding the text through the use of digital media, although challenges remain regarding the comprehension of sentence structure and the deeper meaning of the text. Students' ability to understand Qur'anic texts remains at a basic level of comprehension, meaning they can read the text well but are not yet fully capable of comprehending the meaning comprehensively. This indicates that qira'ah instruction in the digital era is not yet fully optimized and still requires development, particularly regarding instructional strategies and enhancing students' digital literacy. Digital-based qira'ah learning has great potential to improve students' understanding of Qur'anic texts, but its effectiveness depends heavily on instructors' ability to manage the learning process and students' readiness to utilize technology optimally.

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