

PKM - Training on Maharatul Qiro'ah Skills through Qiroatul Khobar at MA Mambaul Ulum.

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Abstract—*This community service aims to improve the skills of Maharatul Qiro'ah through Qiroatul Khobar at MA Sukodadi Paiton Probolinggo so that students develop the ability to read and comprehend Arabic news texts comprehensively and according to the correct rules. The problem faced by our partner is that students at MA Mambaul Ulum lack knowledge in reading and writing Arabic texts. This results in a lack of motivation to understand textual information in Arabic and a shortage of learning media provided by Arabic language teachers. The solution to this problem is the Qiroatul Khobar training (reading news texts). This community service was conducted over 2 months, aligned with the school schedule, with one session per week, and involved 24 participants from the 11th-grade class. This service used a Participatory Action Research (PAR) approach. The community service activities consisted of three main stages: survey and socialization, training, and (actualization, reflection, and evaluation). Based on the results of the activities, it can be concluded that: a) The participants have high awareness of the importance of Qiroatul Khobar skills, particularly in the communication field in the workplace; b) This activity is highly relevant to students as preparation for their educational independence in the era of information technology; and c) Qiroatul Khobar skills have improved students' comprehension of reading Arabic news texts.*

Keywords—*Community, Service, Maharatul Qiro'ah, Qiroatul Khobar Methode*

1 Introduction

MA Mambaul Ulum is a private Islamic Senior High School established in 1983, aimed at integrating general knowledge and religious education. In 2022, the school achieved a B accreditation with a score of 86 from BAN-S/M, reflecting its quality in management, curriculum, and facilities. Strategically located on Jl. Raya Paiton, Sukodadi, Probolinggo, MA Mambaul Ulum operates under the auspices of Pondok Pesantren Mambaul Ulum, which was founded by KH. Abuhasan Asy'ary in 1938. Students receive religious knowledge, academic skills, and strong character development as a result of the combination of formal education and pesantren-based learning. MA Mambaul Ulum aims to enhance students' proficiency in Arabic so they can understand religious texts and broaden their literacy. This aligns with globalization, where the Arabic language plays a crucial role in Islamic cultural communication and information dissemination. The school strives to produce a generation that is globally competitive while remaining rooted in its Islamic identity and local culture through strong religious education and a focus on language.

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As a Madrasah Aliyah, MA Mambaul Ulum prioritizes Arabic language proficiency in its curriculum. Arabic is taught not only as a compulsory subject but also as a means to broaden knowledge and understand religious literature. This language is essential for the development of both classical and modern sciences. Additionally, Arabic is increasingly recognized internationally as a means of communication, particularly in the realms of religion, culture, and economics. Therefore, mastering Arabic is an important skill for students to deepen their understanding of religion and to face global challenges. The Arabic language is also highly valuable for introducing foreign cultures. By understanding Arabic, students can access and appreciate various traditions and principles from different Arabic-speaking communities. *Maharah qirā'ah*, or reading skills, is a crucial competency that students must possess. This skill encompasses the ability to read and understand the messages contained in Arabic texts (Murodi et al., 2024). Strong *qirā'ah* skills are vital for achieving effective and in-depth learning. By mastering *maharah qirā'ah*, students gain the ability to digest information, communicate, and actively participate in intellectual discussions, both in education and in everyday life.

However, the teaching of Arabic in Indonesia has not yet fully embraced effective approaches. To improve the quality of Arabic language learning, appropriate teaching methods must be implemented. *Qira'atul khobar*, or the technique of reading news in Arabic, is a promising method that allows students to actively engage with relevant and contemporary texts. This approach not only enables them to learn the language but also helps them understand the accompanying social and cultural contexts. To achieve this objective, the Community Service Program (PKM) aims to teach reading skills (*maharah qiro'ah*) through the *qirā'atul khobar* technique. It is anticipated that this training will enhance students' ability to read Arabic texts more effectively. Furthermore, this method is expected to increase students' interest in the Arabic language and boost their motivation to learn. Good reading skills will facilitate students' comprehension of information from religious literature and scholarly sources. This, in turn, will support their mastery of the Arabic language and its significance in an increasingly global society.

The teaching of Arabic at MA Mambaul Ulum is still not optimal, despite being implemented from the elementary to the secondary levels. Reading skills remain a significant challenge, as many students struggle to understand texts due to a lack of varied reading materials. Although some madrasahs have introduced Arabic news reading programs as extracurricular activities, their implementation has been less than effective. For instance, at Pondok Pesantren Darussalam Blokagung Banyuwangi, this program is conducted only on a weekly basis.

The results of an interview with Mrs. Mumtazah Kamilah, M.Pd, an Arabic teacher at MA Mambaul Ulum, revealed several key issues. First, the students' low comprehension of Arabic texts leads to a decline in their motivation to learn. Second, the limited learning media, which is still predominantly reliant on the use of Student Work Sheets (LKS), contributes to the low interest in learning among students.

This Community Service Program (PKM) aims to provide training in reading skills through the method of *qirā'atul khobar*, enhance students' comprehension in reading Arabic texts, and stimulate students' interest and motivation in learning

Arabic through engaging and varied approaches. It is hoped that this activity will make a significant contribution to improving Arabic language skills at MA Mambaul Ulum and serve as a model of good practice for other Islamic Senior High School/Madrasah.

2 Method

This community service initiative employs Participatory Action Research (PAR), which facilitates the active involvement of all relevant stakeholders in the research and development process. The aim of this initiative is to generate concrete solutions to the challenges faced by our partners. *Firstly*, the program introduces a method for reading skills development (maharah qirā'ah) through qirā'atul khobar, which, based on previous research, has been shown to be effective in enhancing the ability to read Arabic texts. This method not only aids students in comprehending texts but also fosters broader literacy skills. *Secondly*, the initiative seeks to provide scholarly insights relevant to the advancements in technology and information, particularly in the field of communication. By understanding the progress in communication technology, students are expected to be better prepared to face the challenges of the digital era and effectively utilize available information resources to support their Arabic language learning. Through this approach, it is anticipated that students will not only acquire improved language skills but also gain an understanding of the social and cultural contexts underlying the use of Arabic in modern communication.

In the community service activities at MA Mambaul Ulum Sukodadi Paiton Probolinggo, the division of roles and responsibilities among team members is crucial for ensuring the smooth execution and effectiveness of the program. Several parties are involved, including: 1) the Team Leader, who is responsible for the overall project planning, coordination among team members, and ensuring that the training objectives are met; 2) the Communication Team, which manages all aspects of both internal and external communication, as well as establishing communication with relevant stakeholders; and 3) the Documentation and Evaluation Team, tasked with documenting the entire process, collecting data, and evaluating the implementation of the program. This distribution of roles ensures that all parties contribute maximally to the success of the community service program.

The MA Mambaul Ulum Sukodadi Paiton institution provides full support for the qirā'atul khobar skills training, assisting students in understanding and applying these skills. In this partnership, the institution supplies additional resources such as relevant books and articles, enabling students to deepen their understanding of the subject. This support from the school demonstrates a commitment to enhancing the quality of Arabic language education and creating synergy between formal teaching and learning resources, thereby allowing students to effectively develop their reading and literacy skills.

The community service activity in the form of skills training for maharah qirā'ah through qirā'atul khobar was conducted at Madrasah Aliyah Mambaul Ulum Sukodadi, Paiton, Probolinggo, from July 15 to September 16, 2024. This training was attended by 24 enthusiastic female participants eager to enhance their skills in

reading Arabic texts. By involving female participants, the training aims to empower them in mastering the Arabic language, thereby broadening their access to knowledge and religious literature. Furthermore, this activity is expected to strengthen the educational community within the madrasah and create a supportive learning atmosphere, while also facilitating the exchange of experiences among participants. This training represents a significant step in integrating the qirā'atul khobar method into the Arabic language curriculum at the madrasah.

The strategies employed to achieve the desired conditions include methods such as Participatory Action Research (PAR), Asset-Based Community Development (ABCD), Community-Based Research (CBR), service learning, and other community service approaches. Key stakeholders involved in this initiative include educators, community leaders, and the participants themselves, fostering a strong partnership throughout the process. The activities are conducted at the Madrasah Aliyah Mambaul Ulum Sukodadi and are scheduled over a period of two months, allowing for sustained engagement and support throughout the intervention process.

3 Finding and Discussions

3.1 Finding

The community service activity in the form of skills training for Maharotul Qiro'ah through Qiroatul Khobar is designed based on the needs of students at MA Mambaul Ulum Sukodadi Paiton Probolinggo. This program aims not only to enhance the ability to accurately read Arabic news texts but also to equip students with relevant communication skills applicable in the workplace. The training process is conducted intensively and incrementally, beginning with an introduction to the fundamental concepts of Qiroatul Khobar and progressing to practical application. Participants are actively engaged through collaborative approaches, such as group discussions and reading exercises in specific scenarios. Additionally, trainers provide personalized corrections and feedback to ensure that participants grasp the principles accurately. The community service activity, in the form of Maharotul Qiro'ah skills training through Qiroatul Khobar at MA Mambaul Ulum Sukodadi Paiton Probolinggo, is implemented through several key stages: Survey & Socialization, Training, and Evaluation;

Perparation Stage; Survey dan Socialization

The site survey serves as the initial stage of this community service initiative. The purpose of this survey is to ensure that the location is prepared for implementation and aligns with the objectives of the activity. Another goal of the survey is to identify the needs and opportunities that the training program can address. The results of the survey, along with discussions with stakeholders involved in the educational institution under the Yayasan Mambaul Ulum, determined that MA Mambaul Ulum Sukodadi Paiton would be the training venue. Subsequently, the program socialization begins to introduce the objectives, content, and benefits of the training to the school and students. The aim of this community effort is to raise participants' awareness of the importance of Qiroatul Khobar skills and encourage them to actively participate in every phase of the training.

In the preparation stage, the service team conducted an initial survey and direct communication with the management of Madrasah Aliyah Mambaul Ulum Sukodadi Paiton. The purpose of this survey was to ensure the readiness of the location and to align the timing and schedule with the madrasah's pre-established agenda. Through intensive coordination, the team and the madrasah management agreed on an optimal schedule to avoid conflicts with other academic activities. Once the schedule was finalized, the team proceeded with preparations for socializing the program to participants, to introduce its objectives, benefits, and stages in more detail.



Figure 1: The PKM team coordinating with the Arabic Language teacher of MA Mambaul Ulum.

The socialization stage began by introducing the service team and explaining the purpose of their visit. The participants' response was very positive, showing their enthusiasm and readiness to participate. The team briefly explained the concept of Maharatul Qiro'ah, focusing on the skill of Qiroatul Khobar. The goal was to provide the students of MA Mambaul Ulum Sukodadi Paiton with an initial understanding of the importance and benefits of this skill. The socialization also helped participants gain a clear understanding of the training process, showing them how Qiroatul Khobar impacts both learning and daily life.



Figure 2. Survey and Socialization

As seen in Figure 2, the socialization and material delivery activities were conducted directly in the classroom. During this stage, the team provided basic

understanding of the concept of Qiroatul Khobar and the importance of this skill for the students. The material was presented to equip the participants with foundational knowledge on how to read news texts fluently and accurately. The socialization also aimed to raise awareness and motivation among the participants about the importance of reading skills, especially in the context of the communication field. Reading fluency is not only an academic skill but also an essential competency for absorbing and conveying information effectively.



Figure 3. Delivery of the Maharatul Qiro'ah concept

The participants were introduced to two types of reading skills or Maharatul Qiro'ah in this activity. The first is reading aloud (Qira'ah Jahriyah), a skill that involves the use of speech organs such as the throat and mouth to produce sound. This skill is necessary in situations like news reading or announcements, where clear and loud pronunciation is required. During the training, participants were asked to read Arabic texts aloud to assess their pronunciation accuracy, fluency, and comprehension of the text. They were also asked to practice silent reading (Qira'ah Shomitah), which involves reading with the mind and understanding the meaning without speaking. The main focus of Qira'ah Shomitah is comprehension, teaching participants to quickly and logically grasp the meaning of a text without vocalizing it. By mastering both of these skills, participants are expected to apply them in academic and professional contexts, particularly in the field of communication.

The team uses the CTL (Contextual Teaching and Learning) approach, a teaching method that connects learning materials to real-life situations, enabling students to grasp the meaning and benefits of their studies. This method teaches students not only theoretical concepts but also practical applications. By making learning relevant and useful, CTL encourages students to be more active and motivated. When individuals recognize the importance of learning for their growth and future, it can become an enjoyable habit that fosters a continuous drive to learn.

Training Implementation Stage

At this stage, the training focuses on the concept of *Qiroatul Khabar*. First, students are provided with an in-depth explanation of the skills required to fully comprehend Arabic news, including strong reading abilities, mastery of relevant vocabulary, and a solid understanding of Arabic grammar rules. Additionally, participants are taught the importance of context and news structure to help them grasp information more effectively.

Second, the training emphasizes techniques for quickly and accurately understanding and extracting information from Arabic news articles. Participants are trained to use effective reading strategies, such as skimming and scanning, enabling them to identify key information in a short time. They are also taught to apply Arabic grammar rules while reading, allowing them to analyze and interpret information effectively. With this combination of theory and practice, participants are expected to enhance their reading skills and comprehension of Arabic news content while developing critical abilities to evaluate and draw conclusions from the information presented.



Figure 4. The Concept of Qiroatul Khabar Material

In the *Qiroatul Khabar* concept material, students are introduced to the essential skills needed for reading news texts. First, they are taught to read Arabic news texts aloud with correct pronunciation and intonation. Second, they learn to understand the sentences used in news text paragraphs and their interrelated meanings. During this process, the instructor invites one of the students to practice reading the news text aloud, providing a direct assessment of their abilities.

The aim of the *Qiroatul Khabar* material is to equip students with the ability to read news texts with proper intonation and to comprehend the overall message and meaning conveyed. At this stage, students are provided with a basic explanation of how to understand news texts using the 5W 1H components (what, where, who, when, why, and how). This approach helps them more easily grasp the content of news texts. The activity uses news texts as the primary support for reading practice, as news typically contains the 5W 1H elements that facilitate students' understanding of the information presented.

At this stage, after explaining the general concept of *Qiroatul Khabar*, the service team engages participants in a discussion about the material presented. The purpose of this discussion is to encourage participants to be more proactive in understanding the concepts explained. The facilitators also pose several relevant questions, prompting students to respond and interact actively during the session. Through this approach, participants are expected to gain a clearer and more comprehensive understanding of the application of *Qiroatul Khabar* in reading news texts. As a result, they not only receive information passively but also develop critical thinking skills and prepare to practice the skills they have learned.

Evaluation Stage (Actualization & Reflection)

The news actualization stage is conducted to provide students with the opportunity to practice their Arabic news reading skills in accordance with the rules that have been taught. In this session, participants are asked to read news texts directly, focusing on pronunciation, intonation, and comprehension of the meaning conveyed. This process serves not only as a skill practice but also as an evaluation to assess how well participants can apply what they have learned.

After the reading practice, the service team invites participants to reflect on their experience during the activity. This reflection aims to help participants analyze the strengths and weaknesses in their reading skills and identify areas that need improvement. Through this evaluation and reflection, participants are expected to enhance their reading abilities and be better prepared to apply *Qiroatul Khabar* in a broader context in the future.

In the reflection and evaluation stage, this activity aims to identify the mistakes and strengths that emerged during the program's implementation, which is crucial for future learning, both for the service team and in designing more effective activities. By analyzing the results of the activities carried out, the research team can determine the necessary improvements to enhance the quality of future service efforts. In the evaluation stage, the service team can assess the students' abilities and understanding during the Arabic language learning process. This evaluation aims to determine how well participants can apply the skills taught and provide constructive feedback. Thus, reflection and evaluation serve not only to assess outcomes but also as a foundation for improving the program's effectiveness in the future.



Figure 5: Students Practicing the Actualization of *Qiroatul Khabar*

As shown in Figure 5, the actualization stage involves students directly practicing *Qiroatul Khobar* according to the educator's guidance. This actualization is a tangible step by the service team aimed at providing students with the opportunity to apply and demonstrate their skills in reading news. Through this stage, participants not only learn theoretically but also hone their abilities practically, enabling them to better understand and internalize the concept of *Qiroatul Khobar*. By providing the opportunity to take action, it is hoped that students will be able to enhance their confidence and reading skills.

Before the actualization, students are required to continuously practice by reading the provided text repeatedly. This practice process is crucial so that they can read the text fluently and confidently in front of the class. By repeating the reading, participants can improve their pronunciation, intonation, and comprehension of the text's content. This not only prepares them to perform well during the actualization but also helps strengthen the reading skills that have been taught.



Figure 6: Actualization of *Qiroatul Khobar* in Front of the Class

In this actualization stage, students are assigned display numbers to practice in front of their peers. This approach aims to encourage students to motivate each other in improving their skills, particularly in *Qiroatul Khobar*. By performing in front of the class, students not only learn from their own experiences but also get inspired by the performances of their classmates. This is expected to create a supportive learning atmosphere and encourage students to practice more diligently. Through this process, students are expected to continuously express their reading skills and significantly improve their knowledge quality.

In the *Qiroatul Khobar* skill actualization stage, the service team prepares a variety of reading materials tailored to the students' interests. The purpose of selecting diverse texts is to prevent students from feeling bored and to increase their engagement in the reading activity during the performance or actualization. Some of the selected topics include news texts about education, inspirational figures, local wisdom, and other interesting themes. By providing relevant and engaging

readings, it is hoped that students will be more motivated to practice and effectively develop their reading skills.

During the reflection stage, students are given the opportunity to process and consider their learning experiences. They can compare the understanding they have gained and reflect on the material they have studied. Additionally, students are encouraged to engage in self-discussion to evaluate their performance. Both the actualization and reflection stages are part of the evaluation process aimed at measuring participants' understanding of the training conducted. Through actualization, participants can apply the skills they have learned, while reflection gives them the chance to contemplate their learning experiences. Subsequently, the evaluation stage continues with the distribution of questionnaires as feedback to the participants, aimed at gathering information on the effectiveness of the training and helping the service team design better programs in the future.

Table: Participants' Responses Regarding the *Qiroatul Khobar* Training

| No | Statement | Strongly Disagree | Disagree | Agree | Strongly Agree |
|----|---|-------------------|----------|--------|----------------|
| 1 | I am enthusiastic about participating in the <i>Qiroatul Khobar</i> training | - | - | 77 % | 26,3 % |
| 2 | The <i>Qiroatul Khobar</i> training material meets my needs | - | - | 68 % | 32 % |
| 3 | The material provided in the training makes it easier for me to read Arabic new | - | - | 67 % | 33 % |
| 4 | The method used in the training makes it easier for me to understand the material | - | - | 86,6 % | 13,4 % |
| 5 | The <i>Qiroatul Khobar</i> training I received is very beneficial for improving my skills and abilities | - | - | 53,6 % | 46,4 % |

The results of the questionnaire distribution show participants' feedback regarding the *Qiroatul Khobar* training. In the first statement, 77% of participants agreed, and 26.3% strongly agreed that they were enthusiastic about attending the training, indicating a high level of interest. In the second statement, 68% of participants felt that the material provided met their needs, while 32% strongly agreed, showing the relevance of the training content. Furthermore, 67% of participants agreed, and 33% strongly agreed that the training material made it easier for them to read Arabic news. The fourth statement showed that 86.6% of participants agreed, and 13.4% strongly agreed that the method used in the training made it easier to understand the material, indicating the effectiveness of the method applied. Finally, in the fifth statement, 53.6% of participants agreed, and 46.4% strongly agreed that the *Qiroatul Khobar* training was beneficial in improving their

skills and abilities. Overall, the questionnaire results indicate that the training successfully enhanced participants' enthusiasm, the relevance of the material, and their understanding of reading Arabic news.

3.2 Discussions

3.2.1 Relevance of the Training Program

The survey results show that 68% of participants felt that the training material met their needs. This indicates that the *Maharotul Qiro'ah* program through *Qiroatul Khobar* was well-designed, taking into account the context and desires of the participants. The approach, which focuses on reading Arabic news, is an essential part of preparing students to face communication challenges in the professional world, particularly in the media field.

3.2.2 Introduction to Concepts and Reading Techniques

In the training stage, participants were introduced to two types of reading skills: *Qira'ah Jahriyah* (reading aloud) and *Qira'ah Shomitah* (silent reading). The results indicate that this activity helped participants understand different reading techniques and improved their ability to interpret texts. This is reflected in the positive responses, with 67% of participants agreeing that the training material made it easier for them to read Arabic news.

3.2.3 Effective Teaching Methodology

The use of the CTL (Contextual Teaching and Learning) method has proven effective in increasing participant engagement. The results show that 86.6% of participants felt that the method used made it easier to deliver the material. By linking theory with real-life practice, participants not only learn reading techniques but also experience the direct benefits of these skills.

3.2.4 Actualization and Reflection as a Learning Process

The actualization stage provides participants with the opportunity to apply the skills they have learned. According to the evaluation results, this process contributed to an increase in participants' confidence, making them more prepared to face real-life situations in reading news. The reflection conducted after the reading session allows participants to analyze their strengths and weaknesses, making the learning experience more meaningful. Reflection is an essential component of the learning process that encourages deep thinking about what has been learned.

3.2.5 Participants' Enthusiasm and Motivation

The high level of enthusiasm, with 77% of participants showing a strong interest in the training, indicates that the program successfully captured the students' attention. This suggests that when participants feel engaged and motivated, they are more likely to actively participate in the learning process. Engagement during the training also adds value to what they gain from the experience.

3.2.6 Feedback and Program Development

The results of the questionnaire provide valuable insights for evaluating this program. With more than half of the participants experiencing significant benefits from the training, the service team has strong data to develop the program in the future. Analyzing the feedback will help design a more specific and adequate curriculum to meet students' needs, as well as improve teaching methodologies and techniques.

4. Conclusion

Overall, the *Maharotul Qiro'ah* training through *Qiroatul Khobar* successfully achieved its objectives, with results showing positive reception from the participants. The skills acquired, the relevance of the material, and the effective teaching methods were key factors in the success of this program.

Through a comprehensive and holistic approach, this program not only enhanced the ability to read Arabic news but also prepared participants to communicate effectively in the professional world. Therefore, it is essential to continuously evaluate and develop the program to ensure its relevance to the needs of future participants.

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