

The Impact of the PQ4R Strategy on Reading Comprehension of Arabic Qur`anic Tafsir: A Study of Ninth-Grade Madrasah Students

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ABSTRACT:

This study aims to examine the impact of the PQ4R strategy (Preview, Question, Read, Reflect, Recite, Review) in enhancing the comprehension of Arabic Qur`anic Tafsir texts among ninth-grade students of Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci Regency. The research employed a quasi-experimental one group pretest-posttest design involving 17 students (11 females and 6 males) in the 2023/2024 academic year. Data were collected using multiple-choice reading comprehension test consisting of 25 items covering five aspects: main ideas, supporting details, reference, inference, and vocabulary. The data were analyzed using paired-sampel t-test with SPSS 26.0. The results revealed a significant improvement in reading comprehension scores after implementing the PQ4R strategy. The mean pre-test score was 64,12 which increased to 78,47 in the post-test. The paired t-test indicated $t\text{-value} = 5,62 > t\text{-tabel} = 2,12$ at the 0,05 significance level ($p < 0,05$), confirming the acceptance on the alternative hypothesis. Therefore, the PQ4R strategy proved effective in improving students' comprehension of Arabic Tafsir Texts across cognitive, metacognitive, and affective dimensions, while also fostering reflective and independent learning attitudes.

Keywords: *Arabic reading comprehension, PQ4R strategy, quasi-experimental design, reflective learning, tafsir text.*

ABSTRAK:

Penelitian ini bertujuan untuk mengkaji pengaruh strategi PQ4R (*Preview, Question, Read, Reflect, Recite, Review*) dalam meningkatkan pemahaman teks tafsir Al-Qur`an berbahasa Arab pada siswa kelas IX Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kabupaten Kerinci. Penelitian ini menggunakan metode kuasi-eksperimen dengan desain *one group pretest-posttest* yang melibatkan 17 siswa (11 perempuan dan 6 laki-laki) pada tahun ajaran 2023/2024. Pengumpulan data dilakukan melalui tes pemahaman membaca berbentuk pilihan ganda sebanyak 25 butir soal yang mencakup lima aspek, yaitu gagasan utama, rincian pendukung, referensi, inferensi, dan kosakata. Data dianalisis menggunakan uji *paired sample t-test* dengan bantuan SPSS versi 26.0. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor pemahaman membaca setelah penerapan strategi PQ4R. Rata-rata skor pretest sebesar 64,12 meningkat menjadi 78,47 pada posttest. Hasil uji *t* menunjukkan nilai *t* hitung sebesar 5,62 lebih besar daripada *t* tabel sebesar 2,12 pada taraf signifikansi 0,05 ($p < 0,05$), sehingga hipotesis alternatif diterima. Dengan demikian, strategi PQ4R terbukti efektif dalam meningkatkan pemahaman siswa terhadap teks tafsir berbahasa Arab, baik dari aspek kognitif, metakognitif, maupun afektif, serta mampu menumbuhkan sikap belajar reflektif dan mandiri.

kata kunci: *Pemahaman Membaca Bahasa Arab, Strategi pq4r, Desain Kuasi-Eksperimen, Pembelajaran Reflektif, Teks Tafsir.*

INTRODUCTION

The ability to comprehend Arabic texts, particularly Quranic Tafsir (Nurkholifah, 2024), is a crucial linguistic and intellectual competence in Islamic education (Putri et al., 2024). Unlike ordinary narrative texts, Tafsir texts contain complex layers of meaning (Aman & Amin, 2024), both linguistically and theologically, requiring multidimensional understanding that involves language accuracy, contextual awareness, and theological reasoning (Nirwana AN et al., 2024). Therefore, reading Tafsir is not sufficient with literal comprehension alone; it also demands critical and reflective thinking skills (Stoller et al., 2018).

Mastery of Tafsir reading is not merely a linguistic goal but also a spiritual (Saiin & Karuok, 2022) and cognitive exercise reflecting the Qur`anic value of *tafakkur* (deep contemplation) (Zaini & Fauziah, 2024). Improving students ability to read and interpret tafsir critically and reflectively (Tengku Jamil et al., 2021) is thus a primary objective of modern Islamic pedagogy (Achmad, 2025). This goal is actively promoted by institutions such as Pesantren Modern Darul Qiyam, Kerinci.

Initial observation at Madrasah Tsanawiyah Pesantren Modern Darul Qiyam revealed that many students struggle to comprehend Arabic Qur`anic Tafsir. They often read literally without identifying main ideas or implied meanings, resulting in shallow understanding (Kafi et al., 2024). Weaknesses in recognizing text coherence, references, and inferences (Haris, 2022) indicate insufficient use of metacognitive strategies (Alhaqbani & Riazi, 2012), a phenomenon also noted in second language learning studies (Flavell, 1979). These conditions underscore the need for instructional strategies that systematically guide students through reading while fostering autonomous learning (Razkane et al., 2023).

One effective strategy to address this problem is PQ4R (Preview, Question, Read, Reflect, Recite, Review) (Istiqomah & Juansah, 2024; Khasanah et al., 2024), which provides a structured approach that transforms reading into an active cognitive process (Haling, 2022). PQ4R emphasizes metacognitive control and self-reflection by engaging students from pre-reading to post-reading activities (Maranan & Diva, 2023).

In the context of Arabic Quranic Tafsir learning, PQ4R is highly relevant as it teaches students to read with the intention to understand rather than merely translate (Marlion, 2021). Through its six stages, students preview the text, formulate question, read actively, reflect, recite key points, and review their comprehension. These stages align with the intellectual ethos of Islamic education, emphasizing *al-tafakkur fi al-maqru`* (reflecting on what is read) and *tadabbur al-ma`na* (delving into the meaning of the text).

Recent studies have demonstrated the effectiveness of PQ4R in improving reading comprehension in English and Indonesian texts (Khasanah et al., 2024). However, research on its application in Arabic, particularly for Qur`anic Tafsir texts, remains limited (Marlion & Dardiri, 2019). Reading Tafsir requires both linguistic decoding and contextual-theological interpretation, aspects rarely addressed simultaneously in previous PQ4R studies (Zupita et al., 2021).

Reading comprehension research identifies five measurable aspects: main ideas, supporting details, references, inference, and vocabulary (Moloney, 2004). These dimensions provide an objective, multidimensional framework to evaluate comprehension (Smith et al., 2021). Integrating PQ4R with this framework allows teachers to identify which aspects improve most and supports holistic reading

instruction.

For instance, main ideas assess the student's ability to identify the central theme of a paragraph; supporting details evaluate understanding of explicit information; references examine interpretation of pronouns such as *هُوَ*; inference measures the ability to derive implicit meanings from context; and vocabulary assesses comprehension of specific words or phrases.

Based on these considerations, this study aims to examine the effectiveness of the PQ4R strategy in enhancing students' comprehension of Arabic Qur'anic Tafsir texts at Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci. It contributes to the development of reflective and metacognitive Arabic language pedagogy while providing an active learning model that integrates language comprehension (Hanif et al., 2022), logical reasoning, and spiritual awareness (Ali Aldebsi & Ahmad Eldesoky, 2023).

RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental design of the one-group pretest-posttest type (Capili & Anastasi, 2024). The population consisted of all ninth-grade students of Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci, during the 2023/2024 academic year, totaling 17 participants (11 females and 6 males) (Creswell & Creswell, 2018).

The research was conducted in three stages. The preparation stage involves the development of a reading comprehension test and PQ4R-based instructional materials. The instruments were validated by two experts in Arabic language education to ensure content validity. The treatment stage consisted of implementing the PQ4R strategy over four instructional sessions, each lasting 2 x 45 minutes. Each session used one selected tafsir text from Duruus al-tafsir book for students, a reference book officially adopted in the curriculum of Pesantren Modern Darul Qiyam. Every session followed six main steps: Preview, question, read, reflect, recite, and review. The evaluation stage involved administering a pre-test before the treatment and a post-test afterward to measure students' improvement in Arabic reading comprehension.

The main research instrument was a reading comprehension test consisting of 25 multiple-choice items, each representing five key aspects of reading comprehension: (1) main idea, (2) supporting details, (3) reference, (4) inference, and (5) vocabulary. Both the pre-test and post-test were designed to be equivalent in difficulty and content to ensure internal validity. The reading materials and test items were adapted from Arabic tafsir texts aligned with the curriculum and linguistic proficiency level of ninth-grade *madrasah* students in the pesantren context. The reliability of the instrument was calculated using Cronbach's Alpha, yielding a coefficient of 0,86, which indicates high reliability.

A total sampling technique was used, as all members of the class were included as research participants. Ethical approval for the study was obtained from the Head of Pesantren Modern Darul Qiyam, and informed consent was secured from all participants prior to data collection.

Data were analyzed using a paired-sample *t*-test (Ross & Willson, 2017) with the assistance of SPSS version 26.0 to determine whether there was a statistically significant difference between the pre-test and post-test mean score. The hypothesis was tested at a 0,05 significance level, with the decision criterion stating that if *t*-

calculated > t-table, the PQ4R strategy had a significant effect on students' Arabic reading comprehension ability (Guarde et al., 2025).

RESULT AND DISCUSSION

Description of Research Data

This study involved 17 ninth-grade students from Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci, during the 2023/2024 academic year. The research instrument consisted of a 25-item multiple-choice test designed to assess Arabic tafsir text comprehension, representing five reading skills: main idea, supporting detail, reference, inference, and vocabulary.

The research was carried out over six sessions: one session for the pre-test, four intensive sessions implementing the PQ4R strategy (Preview, Question, Read, Reflect, Recite, Review), and one final session for the post-test. Each session lasted 2 x 45 minutes and utilized selected tafsir text from duruus al-tafsir book, specially for students, adjusted to the students' linguistic proficiency level.

Descriptive Statistical Results

Statistic	Pre-test	Post-test
Number of Students	17	17
Highest Score	76	88
Lowest Score	52	62
Mean	64,12	78,47
Standard Deviation	7,03	8,45

The results showed an average score increase of 14,35 points, from 64,12 in pre-test to 78,47 in the post-test after applying the PQ4R strategy. This increase indicates the nearly all students experienced measurable improvement in their reading comprehension skills.

Visualization of Average Reading Score:

Average Reading Ability Score
 Pre-test  64,12
 Post-test  78,47

The data visualization demonstrates a clear and substantial improvement in students' comprehension performance after the implementation of the PQ4R strategy. Specifically, students showed enhanced ability in identifying main ideas, making inferences, and understanding ke vocabulary in Arabic tafsir texts, which were previously their weakest areas.

Inferential Statistic Results (t-Test)

To determine whether the difference between pre-test and post-test scores was statistically significant, a paired sample t-test was conducted at the 5% significance level. The results are summarized below:

Statistical Test	Value
Mean Difference	14,35
t-calculated	5,62
t-tabel (df = 16, a = 0,05)	2,12
Significance (p-value)	0,000 < 0,05

The paired-sample t-test results show that t -calculated (5,62) > t -tabel (2,12) a 5% significance level, with $p = 0.000 < 0.05$. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, indicating that the PQ4R strategy had a statistically significant positive effect on students' comprehension of Arabic tafsir texts at Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci.

Discussion

The findings of this study reinforce the evidence that the PQ4R strategy effectively enhances students' reading comprehension through a structured, metacognitive learning process. The preview and question stages stimulate intrinsic motivation, curiosity, and goal orientation before reading. Meanwhile, the read and reflect stages foster meaning elaboration and integration with prior knowledge. During recite, students actively restate main ideas or essential information in their own words, while review consolidates comprehension through reflective engagement. This cyclical process strengthens long-term retention of the text's meaning.

The significant post-test improvement confirms that PQ4R serves as a cognitive bridge between linguistic decoding and conceptual understanding of Qur'anic exegesis. These results are consistent with findings from Rahmadia and Fatimah (Rahmadia and Fatimah 2021), Virdaus, et al., (Virdaus, Rahmasari, and Rifa'i 2024), and Sarimanah (Sarimanah 2016), who reported that PQ4R enhances deep comprehension and critical reflection among readers of religious and academic texts.

Pedagogically, the results also support the results of previous research stated that, who emphasize that reading is not merely a linguistic act but a cognitive process involving prediction, inference, and monitoring (Li et al., 2022). In the context of Qur'anic tafsir reading, the PQ4R strategy helps students move beyond literal comprehension to interpret contextual and spiritual meanings embedded within the text.

In the pesantren-based Arabic learning context, this strategy aligns with the principle of *tafaqquh fi al-din* (deep understanding of religion), as it assists students in linking textual meaning to real-life application. As Ibrahim (Ibrahim 2020) and Andi (Andi 2024) asserts, effective tafsir learning should stimulate reflective thinking, enabling learners to engage in a dialog between the and its contemporary context.

Futhermore, the strategy positively influenced students' affective and motivational aspects. Learners demonstrated greater confidence in answering comprehension questions and participating in discussion, as the recite and review stages provided opportunities for expressive understanding. This finding is consistent with Alharbi (Alharbi 2021), who found that PQ4R improves not only cognitive outcomes but also self-efficacy and learning engagement.

Methodologically, these findings reaffirm the relevance of the active reading theory (Grabe and Stoller 2013; Koda 2018) and constructivist learning theory (Olusegun

2015; Fernando and Marikar 2017), both of which highlight the importance of active learner involvement in constructing meaning through text interaction. PQ4R effectively bridges these paradigms by promoting reflective reading practices that integrate literal, inferential, and evaluative comprehension processes.

Conclusion and Recommendations

Based on the results of quantitative data analysis and qualitative observation, it can be concluded that the implementation of the PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review) proved effective improving students' comprehension of Arabic Qur'anic tafsir text among ninth-grade students of Madrasah Tsanawiyah Pesantren Modern Darul Qiyam, Kerinci. The pre-test mean score of 64.12 increased to 78.47 in the post-test, with the t -test showing t_h (5.62) > t_t (2.12) at the 5% significance level. These results confirm a statistically significant difference in reading comprehension before and after applying the PQ4R strategy, thus supporting the alternative hypothesis (H_1).

Qualitatively, the improvement covered five major aspects: identifying main ideas, recognizing supporting details, interpreting references, making inferences, and understanding vocabulary. Students became more capable of identifying text structures, grasping the meaning of verses, connecting content with broader contexts, and drawing conclusions from implicit messages in the tafsir text. The PQ4R strategy also fostered active, reflective, and independent learning attitudes, while strengthening students' critical and metacognitive thinking skills (Monika & Devi, 2022). Consequently, reading tafsir was transformed from a passive activity into an analytical and meaning-oriented intellectual process.

Overall, this study affirms that PQ4R is not merely a reading technique but a pedagogical approach that cultivates deep textual understanding and develops reflective and analytical thinking, both of which are essential competencies in contemporary Islamic education.

Moreover, the finding provide practical implication for teachers, students, and educational institutions. Teacher can adopt PQ4R to reinforce active reading strategies; students can develop reflective learning habits; and institutions can utilize it as a foundation for designing contextual and sustainable tafsir learning model.

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