



Developing Reading Arabic Skills Among University Students in South Sulawesi

Muslihin Sultan^{1*}, M. Yahya²

¹Institut Agama Islam Negeri Bone, Watampone, Indonesia. Email: sultanmuslihin@gmail.com

²Institut Agama Islam Negeri Bone, Watampone, Indonesia. Email: yahyam2810@gmail.com

*Corresponding Author

ARTICLE INFO

Cite this article in APA style as:

Sultan, M., Yahya, M. (2024). Developing Reading Arabic Skills Among University Students in South Sulawesi. *Langkawi Journal of The Association for Arabic and English*, 10(1), 1-13.

DOI:

<http://dx.doi.org/10.31332/lkw.v0i0.7040>

History:

Submitted: 2023-09-14

Revised: 2024-05-12

Accepted: 2024-05-20

Published online: 2024-06-06

Copyright holder:

The Authors

Published by:

UPT Pengembangan Bahasa IAIN Kendari.

ABSTRACT

Although research on Arabic reading skills among students has been widely documented, few studies discuss this issue from the geographical perspective of Islamic universities. Thus, this study aims to analyze the form of guidance and strategies for developing Arabic reading skills among students of Islamic Universities in South Sulawesi. This research uses an explanatory case study research design. Data collection was carried out by in-depth interviews with interested parties. Data analysis uses grounded theory. The findings showed that the form of fostering kitab kuning (Islamic classical texts) reading skills among students includes the selection of appropriate curriculum and syllabus, the use of the latest pedagogical approaches, activating mentorship, the use of peer learning, the use of multimedia and visual data sources, and the use of supporting and parallel texts. In addition, the results also show that the strategies for developing kitab kuning reading skills among students include the involvement of university stakeholders, the use of integrative learning methods, the creation of student dormitories, and increased budget allocations. This research implies the importance of a coordinated and integrated approach in designing and implementing educational strategies that educate, inspire, and empower students. In addition, the findings also offer important insights into ways that educational institutions can improve learning effectiveness and better prepare students for their future.

Keywords: Higher Education Students; Reading Skills, Skills Development, Development Strategy, South Sulawesi

1. Introduction

The issue of developing Arabic reading skills or *maharah qiraah* has gained the attention of researchers globally, not only in non-native countries such as Canada (Al-Janaideh et al., 2023) but also in Arab countries such as Saudi Arabia (Alshahrani, 2023) and Jordan (Almsbhiheen et al., 2023). These studies show the strategic study of Arabic reading skills and the high need for developing these skills in various scientific fields and educational levels ranging from basic education to kindergarten (Asadi & Kawar, 2023). (Asadi & Kawar, 2023; Khoury-Metanis & Khateb, 2022) to higher education. In Indonesia, issues related to Arabic reading skills or *maharah qiraah* are increasingly urgent, along with government policies that routinely schedule book reading competitions. The competition aims as one part of the evaluation and efforts to develop the quality of Arabic book reading in various circles, both among pesantren students and students of Islamic universities such as *Musābaqah Qirā'ah al-Kutub* (MKQ), *Scientific Week of Sports Arts and Research* (PIONIR), *Religious Olympics*, *Student Arts and*

Research (OASE), and National Sports Arts Week (PESONA). However, the results of the competition consistently show the low quality of Arabic reading skills or *maharah qiraah* of the participants from South Sulawesi universities because the number of participants who can win is very small. Several South Sulawesi universities, including UIN Alauddin (State Islamic University of Alauddin), IAIN Pare-Pare (State Islamic Institute of Pare-Pare), IAIN Palopo (State Islamic Institute of Palopo), and IAIN BONE (State Islamic Institute of BONE), cannot compete with other Islamic universities, especially in Java and Sumatra. This fact is a challenge to develop Arabic reading skills or *maharah qiraah*, especially in the Arabic Language Education study program and the Arabic Literature Study Program of each university in South Sulawesi.

Although scholars have widely documented research on the development of Arabic reading skills, few studies have been conducted in the geographical context of the island of Sulawesi. Most of the existing research studies Arabic reading skills in two main trends, namely studies from empirical and strategic-methodological contexts. Empirical context studies such as Makhoul and Sabah, (2019), Ritonga et al., (2020), Abdallaoui Maan (2021), Khoury-Metanis and Khateb (2022), Yunis and Dajani (2022), A. Alkahtani (2022), Muslim et al., (2023), Asadi et al., and Asadi and Kavar (2023). Strategic-methodological context studies such as Layes et al. (2019), Maulia et al., (2020), Ritonga et al. (2021), Almsbhiheen et al., (2023), and Afifah Akmalia et al., (2023) and Alshahrani (2023).

Studies in the empirical context show that several factors support or determine the Arabic reading skills of learners ranging from kindergarten to university students. A study (Makhoul and Sabah, (2019) and Alkahtani (2022), for example, concluded the importance of policy changes and curriculum adjustments. As for the study Ritonga et al., (2020) and Muslim et al. (2023) highlighted the use of technology such as e-books and electronic teaching systems. In contrast, other researchers highlight external factors, such as Khoury-Metanis and Khateb (2022), who analyzed the effect of orthography and fine motor skills on reading ability. Asadi and Kavar (2023) analyzed the effect of oral and written linguistic abilities. Asadi et al., (2023) observed the effect of students' economic level. Abdallaoui Maan (2021) highlighted the broader factors of social, economic, and educational policies. In addition to these factors, research Yunis and Dajani highlighted three types of student errors in Arabic reading and writing skills.

As for the strategic-methodological context, there are several coaching programs and steps put forward by researchers, such as adaptive phonological training programs as conducted by Layes et al., (2019), information processing learning model by Maulia et al., (2020), active learning strategies by Almsbhiheen et al., (2023), Two Stay Two Stray learning strategy by Afifah Akmalia et al., (2023), the use of Crossword puzzle by Ritonga et al., (2021), and rapid automatic naming skills training and phonological awareness by Alshahrani (2023). The empirical and strategic-methodological context research presented has not included a study of strategies in a geographical context, especially Arabic language learning development strategies from the context of higher education in South Sulawesi.

Therefore, this study aims to fill this research gap. To that end, this research specifically aims to describe the form of fostering student reading skills and what strategies are applied to develop *kitab kuning* reading skills among students in universities in South Sulawesi. The answers to these two objectives certainly contribute to the advancement of science. Empirically, this research contributes to new

knowledge to readers about fostering *kitab kuning* reading skills among students and strategies for developing *kitab kuning* reading skills among students in Islamic religious universities.

2. Methods

This research uses an explanatory case study research design. This research design is used to reveal and uncover the form and strategy of fostering *kitab kuning* reading skills among students in several universities in South Sulawesi, such as UIN Makassar, IAIN Palopo, IAIN Parepare, and IAIN Bone. These universities were chosen because they consistently send their students to participate in *kitab kuning* reading competitions. In-depth interviews were used in collecting data. Interviews were conducted with several Arabic lecturers in the Arabic language education program and the Arabic Literature Study Program, the chairman and secretary of the Study Program, the manager of Ma'had al-Jamiah, and instructors or trainers accompanying students. Data analysis uses *grounded theory*, and the research results are based on interview data. Data collection is done by in-depth interviews. The data was then analyzed using initial coding (Each data collected was analyzed word by word or line by line to identify and categorize the phenomena that emerged from the data), focused coding (After initial coding, researchers focus on developing more organized and connected categories. This involves the process of grouping similar or related initial codes into larger themes), selective coding (At this stage, the researcher identifies 'core categories' or main themes that will be central to the resulting theory. Selective coding connects all other categories to this core category), memoing (Throughout the process, the researcher writes memos documenting ideas, analysis, and reflections on the data and relationships between categories) and theory development (Based on the analysis, the researcher develops a substantive theory that explains the phenomenon under study) and and verification (The final step involves verifying and validating the resulting theory through re-evaluating the data or collecting additional data).

3. Findings

This study aims to discuss the development of *kitab kuning* reading skills and its development strategy among students in Islamic religious universities in South Sulawesi. The results show that coaching prioritizes technical aspects and hands-on practice in *kitab kuning* reading skills. At the same time, development strategies emphasize long-term planning, innovation, and integration of skills into broader academic and practical contexts. These two aspects complement each other in *kitab kuning* education. Coaching provides a solid foundation of skills, and development strategies extend and deepen those skills in various uses and applications. The following is a description of the explanation.

3.1. Forms of Development of skills in reading the Kitab Kuning

The results of this study show that the forms of fostering students' discussion skills in universities in South Sulawesi include the selection of appropriate curricula and syllabi, the use of up-to-date pedagogical approaches, activating the role of mentorship, the use of peer learning, the use of multimedia and visual data sources, and the use of supporting and parallel texts.

3.1.1. Appropriate selection of curriculum and syllabus

Selecting an appropriate curriculum and syllabus is the first step in fostering students' reading of *kitab kuning*. In this case, a systematic and integrated curriculum structure for learning Arabic is the focus of attention. The curriculum structure includes grammatical, syntactical, and vocabulary learning and an introduction to various disciplines in Islamic studies. An interview with a lecturer in Palopo revealed that:

"Technically, *kitab kuning* reading skills are supported by several subjects in the Arabic Education Study Program taught in classes such as *muthalaah* 1-3, *nahwu-sharaf*, and translation"

These findings are in line with the findings of students in Parepare. The results of an interview are with one of the students who had participated in the *kitab kuning* reading competition.

"PBA IAIN Parepare students have a *maharatul qiraah* course which is taken for three semesters and studied in stages, namely the basic level or *asasiyyah*, intermediate level or *mutawassithah*, and upper level or *mutaqaddimah*"

In addition, one of the lecturers at UIN Makassar also teaches *Fathul Qarib* and *Fathul Muin*. It was reflected in an interview with a student from UIN Makassar.

"Before participating in the book reading competition, I was introduced to the book *Fathul Mu'in* and the chapters that would be contested. Then, I was taught intensively"

3.1.2. Use of current pedagogical approaches

Shah & Campus (2021) reported that pedagogical approaches refer to the methods and techniques educators use to facilitate learning and optimize students' understanding and retention of information. This approach includes various methods and activities to support effective and efficient learning. An interview with a lecturers in Parepare, Palopo and Makassar reveal various methods employed by instructors in teaching the *kitab kuning* to students in preparation for their participation in *Kitab Kuning* Reading Competition as in the excerpts.

"The learning of Arabic courses is done by combining several methods of reading books and qaedah, namely, the *tamyiz* method, *mumtaz*, *al-miftah li al-ulum*, *muyassarah*, and *salafiyah*. Similarly, I also teach simple *i'rab*, which introduces the identity of words and *their i'rab* laws in order to be able to read and understand the basics of Arabic" (Lecturer at UIN Makassar)

"In the learning process, the lecturers apply a system of reading the book in turn with a *halaqah* system or *tudang recitation*, namely *qiraah*, *tarjamah*, *syarah*, explained Arabic language rules. Second semester students are required to participate in the recitation of the *kitab kuning*. Similarly, students who want to take part in book reading competitions" (Lecturer at IAIN Palopo)

In its teaching, there are several methods developed, namely the *ta'sisiyah* method developed by ustaz KR, the *al-miftah li al-ulum* method developed by the teacher of the Zubdatul Asrar Islamic Boarding School in Pare-Pare, and the traditional or *salafiyah* method which retains the old *qawaid nahwu-sharaf* as the basis for being able to read the book." (Lecturer at IAIN Parepare)

"Likewise, I also pursued the *al-miftah li al-ulum* method at Pesantren Zubdatul Asrar Pare-Pare, because there was a teacher from Pesantren Sidogiri who taught the method at the pesantren. The *ta'sisiyah* method taught by ustaz Kahar with certain readings is also developed in the practice of tutoring" (Lecturer at IAIN Parepare)

Similarly, one of the lecturers at IAIN Parepare revealed that creating study groups or clubs is one form of skill development that is considered powerful and effective. However, the formation of study groups was supported by learning methods such as the *tikrariyah* (repetition) and *ta'sisiyyah* methods. The interview results show that

"Various efforts have been made to improve students' ability to read books, including forming the Study Club Arabic Language (SCBA). I am one of the team of instructors who teach at the club using the *tikrariyah* method or repetition of readings as an exercise for habituation."

"The formation of Arabic language study groups supported by learning the *ta'sisiyyah* method and PBA IAIN Pare-Pare students won third place in the reading competition of the axis book in the PTKIN environment in South Sulawesi."

3.1.3. *Activation of mentorship*

In general, mentorship can be defined as a process in which an individual with more experience or knowledge guides a person with less experience or knowledge (Hobson & van Nieuwerburgh, 2022). In an educational context, this kind of relationship is often used to facilitate personal and professional development by utilizing the experience and wisdom of the mentor (Burger, Bellhäuser & Imhof, 2021). The results of an interview with one of the students who had participated in the *kitab kuning* reading competition and was mentored by a lecturer at UIN Makassar showed that

"I was guided directly by ustaz Kahar. He taught me simple recitations. Then, he asked me about the position of a word in 'irab' and some questions that often arise in book reading competitions"

3.1.4. *Use of Peer-learning*

Tullis & Goldstone (2020) reported that Peer learning is an educational approach where students work together in small groups to help each other learn the subject matter. In this process, students share knowledge and develop their ability to analyze and explain the material to others, which often helps identify and correct errors in their understanding. This approach encourages collaboration and exchanging ideas, facilitating deeper learning and a better understanding of the studied material. The results of interviews with several lecturers at UIN Makasar and IAIN Palopo show that,

"After being mentored by the lecturers, students who want to participate in the book reading competition join the Arabic Club Study and *Arabic Camp* coordinated by the HMJ PBA UIN Alauddin Makassar board. There, they are mentored by senior or more advanced and experienced student colleagues."

"So far, *mutala'ah* and *sharaf* courses have been used as a medium for students to practice composing sentences using the *tahliliy bi ta'lim al-aqran method* (peer tutor method). This is because there is a gap between students and lecturers. Therefore, peer tutors can help students who are somewhat slow to understand"

3.1.5. *Use of multimedia and visual data sources*

Multimedia in educational technology combines multiple media types, such as text, images, audio, and video, to support and enhance the learning process (Abdulrahman et al., 2020). Multimedia allows educational materials to be presented in a more dynamic and interactive

format, improving students' understanding and retention of information. The results of interviews with IAIN Parepare students show that

"Apart from using the halaqah and *tudang sulekka* methods, some lecturers also use multimedia such as YouTube videos of book reading competitions in learning. It certainly helps us facilitate our understanding"

3.1.6. Use of supporting and parallel text

In the educational process, Abdallah (2021) reported that supporting and parallel texts are supplementary materials that complement the main text to enrich students' comprehension of the subject. Supporting texts expand on the information or provide new perspectives that deepen learners' knowledge. On the other hand, parallel texts offer various versions or translations of the main text, enabling students to contrast and better grasp the content within a wider framework. The results of an interview with one of the Arabic Language Education lecturers at UIN Makassar show that.

"In learning reading skills, a simple storybook entitled Qiraah Rashidah by Abdul Fattah Shabry Bek is used. This book contains short stories. Students can read and then write what the story contains and explain the vocabulary, meaning and wisdom of the story"

"Forms of improving achievement to read quickly I use reading books or handbooks, namely the book *mulakhas al-lugah al-arabiyah* by Fuad Ni'mah in *nahwu* courses one to *nahwu* four, and students must read a lot with exercises using *kitab kuning* as competition material so that they can excel in various competitions".

3.2. Skill Development Strategy for Reading the Yellow Islamic Classic Book

The results showed that the strategy for developing yellow-classic reading skills includes several things, namely the involvement of university stakeholders, increasing budget allocations, creating student dormitories, independent study, reading skills training, and active learning methods.

3.2.1. University stakeholder engagement

University stakeholders' involvement is an important strategy in developing *kitab kuning* reading skills among students. The involvement takes the form of decision-making about the participants, coaches, and methods and instruments used to participate in the competition. It can be observed in the following interview excerpt.

"The development of students' reading skills has been handled by the Rectorate, especially with regard to the issue of participation in the PIONOER reading competition. The participants come from PBA and BSA (Arabic Language and Literature) study programs. The assistants come from PBA and BSA lecturers or lecturers from other faculties who have the ability to guide the *kitab kuning*"

"So far, the Rector has been very supportive of the development of *maharah qiraah*, which is the teaching of the yellow scriptures. In Mahad Al-Jamiah, the book "*ta'lim al-muta'allim*" is taught after maghrib prayer in the campus mosque"

"PBA students are expected to have the ability of *maharah qiraah*, especially in the *Ma'had Al-Jami'ah* program. This was then followed up by the Rector by making *takhassus* classes for reading the *kitab kuning* and *takhassus* classes for religious moderation"

3.2.2. Increased budget allocation

The activity budget is a very crucial thing in determining whether an activity runs smoothly or not. An interview with one of the lecturers at UIN Makassar shows that.

"Increasing the budget allocation for language activities is a form of our strategy in developing *kitab kuning* reading skills for students"

3.2.3. Construction of student dormitories

The development of *kitab kuning* reading skills will never be separated from infrastructure issues. Infrastructure is one of the instruments that determine the success or failure of an activity. The results of an interview with one of the UIN Makassar lecturers revealed:

"In a joint working meeting with the rectorate, the results decided on a plan to build a dormitory for students of the Arabic Language Education Study Program and the Arabic Language and Literature Study Program"

3.2.4. Use of Integrative Learning Methods

The integrative learning method is a learning method that emphasizes many aspects so that it can be planned comprehensively and thoroughly. An excerpt from an interview with one of the lecturers at IAIN Bone shows that:

"The development of reading skills is determined by the acquisition of *nahwu sharaf* with reference to the book *Mulakhas al-Lughah al-Arabiyyah*. It is intended that students are able to analyze sentence by sentence. In addition, mastering vocabulary is one of the important aspects that must be owned by students in addition to the *Mumtaz*, *Tamyiz* and other methods used"

Similarly, Al-Azhar University alum lecturers are also used to develop students' *kitab kuning* reading skills, increase reading practice, and encourage them to join Arabic language organizations. Excerpts from interviews with lecturers at IAIN Palopo show that:

"Lecturers with Middle Eastern alumni backgrounds, such as al-Azhar University Egypt, are included as teaching staff in the Arabic Language Study Program in addition to the procurement of several cooperation agreements or MOUs with *salafiyah* Islamic boarding schools in Polman. In addition, the use of vacation time to study at the Cempalagian Islamic boarding school in Polewali Mandar Regency and other courses is also carried out"

"To improve the quality of book reading among students, a lot of practice is needed. As a teacher, I try to combine several Arabic learning methods such as *tamyiz*, *mumtaz*, *al-miftah*, *muyassarah*, and *salafiyah* methods. Alhamdulillah, after teaching these mixed methods, there is an increase in the understanding of both students and mahasantri to participate in book reading competitions"

"Students of Arabic Language Education at IAIN Palopo have been incorporated in the ITLA' (*ittihad talabah al-lughah al-arabiyyah*) organization as a forum for developing Arabic language skills and supported by alumni. It is quite helpful for them to be able to learn to read the *kitab kuning* together"

4. Discussion

The results of this study indicate that the forms of fostering *kitab kuning* reading skills among university students include the selection of appropriate curriculum and syllabus, the use of the latest pedagogical approaches, activating mentorship, the use of peer learning, the use of multimedia and visual data sources, and the use of supporting and parallel texts. An explanation of why the research results are important is outlined in the following description.

The selection of an appropriate curriculum and syllabus is crucial in the educational process as it determines the relevance and effectiveness of the material taught to students' learning needs and context. A curriculum designed with the specific needs of students and their learning environment in mind facilitates better understanding and increases student motivation and engagement. This is especially important in complex materials such as *kitab kuning*, which may require a specialized approach to facilitate understanding. In addition, using research-based teaching methodologies and active teaching are important pedagogical strategies. Research-based teaching encourages students to be directly involved in the learning process through exploration, experimentation, and research, all of which help them build understanding and skills independently. Active teaching, which may include group discussions, problem-based projects, or case-based learning, makes class sessions more interactive and allows students to apply theory to practice, which can deepen understanding and retention of information.

Similarly, mentorship and peer learning are other important components in supporting collaborative and interactive learning. Through mentorship, students get the opportunity to learn from the experience and knowledge of their mentors, who often have expertise in relevant fields. Peer learning, where students learn alongside their peers, facilitates the exchange of knowledge and perspectives, which can greatly enrich the learning process and develop critical thinking skills and the ability to work in teams. Similarly, multimedia and visual data sources help learn complex texts, such as *The Kitab kuning*. Visualization of difficult concepts and presenting material in various formats - such as video, graphics, and animation - can clarify difficult aspects and increase student understanding and engagement. Visual resources enrich the course material and offer alternatives for students who may be more visually inclined. Similarly, supporting and parallel texts, which supplement the main material with additional resources and related readings, broaden the scope of learning and provide additional context that assists students in understanding the material from multiple perspectives. Using these additional resources allows students to explore the topic more deeply and from different angles, strengthening their understanding of the main material and broadening their overall knowledge.

The results of this study are also in line with some previous relevant research. First, previous research on reading skill reinforcement showed that task-based instruction significantly improved reading comprehension and second language (L2) learning motivation. In this study, students who followed the task-based approach showed better improvement in reading comprehension compared to those who did not (Ismail, Wang & Jamalyar, 2023). This approach is similar to the use of active and collaborative teaching strategies found in research on coaching *kitab kuning* reading skills, where current pedagogies and peer learning are thought to improve comprehension of the material. Furthermore, some studies emphasize the importance of selecting appropriate learning materials and using diverse strategies to improve reading comprehension. For example, using intensive reading materials proved effective in developing productive (speaking and writing) and receptive (reading and listening) skills among university students. This is in line with the findings in the research on coaching *kitab kuning* reading skills, which suggested the importance of an appropriate curriculum and the use of supporting and parallel texts to enrich the learning process. Both studies show that integrating innovative and adaptive teaching methods and appropriate support from educators and fellow learners can

substantially improve the quality and effectiveness of reading learning in academic and second language contexts. This provides useful insights for educational institutions developing or updating their curriculum and teaching methods to meet modern and multicultural learning needs.

In addition, the development of *kitab kuning* reading skills in this study aligns with the theory of constructivism. The theories proposed by Piaget and Vygotsky are very relevant in this context. Both theorists emphasize that learning is an active process in which knowledge is constructed through social interaction and manipulation of the environment. Piaget proposed that knowledge is formed through assimilation and accommodation. At the same time, Vygotsky added the importance of the zone of proximal development and the significant role educators or other more competent people play in guiding students through this zone. In the context of this study, the application of constructivism theory is reflected through peer learning and mentorship. Peer learning allows students to collaborate and learn from each other, encouraging knowledge exchange and co-construction of understanding. Conversely, mentorship plays a role in providing more structured guidance through the mentor's experience and expertise, which greatly supports students' self-learning and helps them achieve deeper understanding.

Furthermore, multimodal learning theory, which expands our understanding of how humans process information through various sensory channels, supports multimedia and visual data sources in this study. This theory, developed by theorists such as Gunther Kress, emphasizes the importance of using multiple modes of communication - including text, audio, and visual - to support effective learning. In this study, multimedia and visual resources helped clarify difficult concepts from the yellow classic texts and enriched the student's learning experience by enabling them to absorb information in various ways that reinforce learning.

The results of this study imply several things. *First*, Improving the Quality of Education. Educational institutions can improve the quality of learning by integrating these approaches into their study programs, ensuring that the education provided is theoretical, applicable, and relevant to students' needs. *Second*, the building of critical and collaborative competencies. Using strategies such as peer learning and mentorship, students develop critical thinking skills and the ability to work collaboratively. These skills are essential in the modern world of work, thus preparing students in an academic and professional context. *Third*, adaptation to new technologies and learning resources. Using multimedia and visual data sources shows the importance of integrating technology in learning. This means that educational institutions must continue to adapt to the latest technology and use it to support teaching, preparing students to work in an increasingly digital environment. *Fourth*, the expansion of access and inclusiveness in education. Education becomes more inclusive by using supporting and parallel texts and visual learning resources. Students who may struggle with traditional methods can benefit from a more diverse approach, which can reach various learning styles and backgrounds. *Fifth is the* readiness of institutions to deal with change. The results of this study also imply that educational institutions need to be flexible and responsive to changes in educational needs. They should be ready to continuously update and refine their curriculum and teaching methods based on feedback from student experiences and the latest developments in pedagogy. Overall, the results of this study offer important insights

into ways that educational institutions can improve learning effectiveness and better prepare students for their future. It encourages educational institutions to adopt a more holistic and evidence-based approach to designing and implementing their programs.

Furthermore, the results of this study also show that the strategies for developing *kitab kuning* reading skills among students include the involvement of university stakeholders, the use of integrative learning methods, the creation of student dormitories, and increased budget allocations. The results of this study underscore the importance of a comprehensive approach to education, where the integration of institutional support, innovative learning methods, supporting facilities such as dormitories, and budget adequacy all play a vital role in shaping a memorable and effective learning experience. By looking deeper into each of these elements, we can understand how higher education can adapt and evolve to meet the challenges of the times and the changing learning needs of students. The results of this study are in line with existing research showing that stakeholder participation has a significant influence on student academic performance. A study conducted by Sattar et al. found that the learning context generated by stakeholder participation, including clarity of purpose and a supportive learning environment, strongly influences student engagement and academic performance. This study also revealed that stakeholder participation, although providing a low variance to academic performance, still has an important role in improving student engagement and learning outcomes (Sattar, Ullah & Ahmad, 2022). In addition, there is an emphasis on the important role that governance and participation play in supporting educational success. According to Wise et al. (2020), effective engagement of government and university management in setting policies and support for learning activities can significantly impact student learning outcomes and engagement (Wise, Dickinson, Katan & Gallegos, 2020).

The results of this study imply several things. *First, the* implication of university stakeholder engagement is important. By involving lecturers, administrators, and even alums in the learning process, the university can ensure that its programs and initiatives support the overall learning needs of students. This engagement also strengthens the connection between the university and its community, increasing transparency and trust, which are critical to maintaining high academic standards and meeting stakeholder expectations. *Secondly, integrative learning methods*, which blend disciplines, pedagogical approaches, and technology, open opportunities for a more adaptive and responsive approach to diverse learning styles. It facilitates the development of critical and analytical thinking skills, which are crucial in understanding complex texts such as *kitab kuning*. This approach also suggests that learning occurs not only in the classroom but also through various activities that support the integration of knowledge and practice. *Thirdly, the* construction of student dormitories as part of this strategy increases student engagement by facilitating collaboration and exchange of ideas outside the classroom and helps build a strong academic community. Dormitories are often centers of intensive learning activities, where students can delve deeper into course material and collaborate on joint projects, strengthening cross-disciplinary understanding and interpersonal skills. *Fourth, increased budget allocations* reflect recognition of the need for adequate resources to support ambitious educational initiatives. Larger budgets allow universities to invest more in learning technology, infrastructure, and human resources, all vital to nurturing a productive learning environment. These investments also demonstrate the

institution's commitment to educational excellence ensuring that learning facilities and equipment remain up-to-date. In addition, this research underscores the importance of supporting diversity and inclusion in the academic environment. Universities can improve access and equity in higher education by providing diverse learning resources and attending to the needs of students from different backgrounds. This is important for social justice and preparing students for an increasingly globalized and multicultural world. Overall, the implications of this research are highly relevant for policymakers, university administrators, and educators who strive to improve the quality and relevance of higher education. This research demonstrates the importance of a coordinated and integrated approach in designing and implementing educational strategies that educate, inspire, and empower students. In the future, universities may need to continuously evaluate and adjust their approaches to ensure they remain aligned with changing educational needs and effectively prepare students for future challenges.

5. Conclusion

The results of this study indicate that the form of development of yellow classic book reading skills among students includes the selection of appropriate curriculum and syllabus, the use of the latest pedagogical approaches, activating mentorship, the use of peer-learning, the use of multimedia and visual data sources, and the use of supporting and parallel texts. In addition, the results of this study also show that the strategies for developing *kitab kuning* reading skills among students include the involvement of university stakeholders, the use of integrative learning methods, the creation of student dormitories, and increasing budget allocations. The implications that can be obtained from this research include practical and policy implications. Nevertheless, this research also has many limitations. The research location focusing on South Sulawesi can be expanded to Sulawesi Island and complemented with other Island to better understand.

References

- Alkahtani. (2022). The Role of Parents in Teaching Arabic Language Skills (Reading and Writing) to Primary School Students in the Corona Pandemic Crisis. *Information Sciences Letters*, 11(6), 1973-2003. <https://doi.org/10.18576/isl/110613>
- Abdallaoui Maan, N. (2021). Improving Arabic reading ability and acquiring ICTs skills of a newly-literate adult learner. *Studies in the Education of Adults*, 53(1), 23-41. <https://doi.org/10.1080/02660830.2020.1791521>
- Abdallah, A. (2021). Impact of Using Parallel Text Strategy on Teaching Reading to Intermediate II Level Students. *International Journal on Social and Education Sciences*, 3(1), 95-108.
- Abdulrahaman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., ... & Azeez, A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *Heliyon*, 6(11), e05312.
- Afifah Akmalia, Moh. Ainin, & Irhamni. (2023). The Two Stay Two Stray Learning Strategy and Its Effect on the Motivation and Ability of Arabic Reading Skills. *Journal of Higher Education Theory and Practice*, 23(12). <https://doi.org/10.33423/jhetp.v23i12.6245>

- Al-Janaideh, R., Tibi, S., Gottardo, A., Paradis, J., & Chen, X. (2023). Morphology and Reading Skills in Arabic-Speaking Syrian Refugee Children. *Reading Research Quarterly*, 58(3), 391-405. <https://doi.org/10.1002/rrq.495>
- Almsbhiheen, M. M., Aljazi, S. F. F., Alhasanah, H. A. A., & Rababah, M. A. (2023). The effect of active learning strategies on developing oral reading skills in low-achieving native-speaker Arabic students. *International Journal of English Language and Literature Studies*, 12(4), 384-400. <https://doi.org/10.55493/5019.v12i4.4923>
- Alshahrani, A. (2023). The Contribution of Rapid Automatized Naming Skills and Phonological Awareness to Arabic Language Reading Fluency: A Path Analysis. *PSYCHOLINGUISTICS*, 33(1). <https://doi.org/10.31470/2309-1797-2023-33-1-26-40>
- Asadi, I. A., Kasperski, R., & Sarid, M. (2023). The cumulative effect of socioeconomic status and dyslexia on linguistic, cognitive and reading skills among Arabic-speaking children. *Dyslexia*, 29(2), 78-96. <https://doi.org/10.1002/dys.1735>
- Asadi, I. A., & Kavar, K. (2023). Learning to Read in Arabic Diglossia: The Relation of Spoken and Standard Arabic Language in Kindergarten to Reading Skills in First Grade. *Literacy Research and Instruction*, 1-17. <https://doi.org/10.1080/19388071.2023.2217274>
- Burger, J., Bellhäuser, H., & Imhof, M. (2021). Mentoring styles and novice teachers' well-being: The role of basic need satisfaction. *Teaching and Teacher Education*, 103, 103345.
- Hobson, A. J., & van Nieuwerburgh, C. J. (2022). Extending the research agenda on (ethical) coaching and mentoring in education: embracing mutuality and prioritizing well-being. *International Journal of Mentoring and Coaching in Education*, 11(1), 1-13.
- Ismail, S. M., Wang, C., & Jamalyar, R. (2023). The impact of task-based instruction on learners' reading comprehension, L2 grit, anxiety, and motivation for L2 reading. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 42.
- Khoury-Metanis, A., & Khateb, A. (2022). Exploring the writing-reading connection among Arabic-speaking kindergarten children: the role of fine motor skills and orthographic knowledge. *Reading and Writing*, 35(7), 1525-1547. <https://doi.org/10.1007/s11145-021-10235-5>
- Layes, S., Lalonde, R., & Rebai, M. (2019). Effects of an Adaptive Phonological Training Program on Reading and Phonological Processing Skills in Arabic-Speaking Children With Dyslexia. *Reading & Writing Quarterly*, 35(2), 103-117. <https://doi.org/10.1080/10573569.2018.1515049>
- Makhoul, B., & Sabah, K. (2019). Academic Vocabulary Knowledge and Reading Comprehension Skills Among Seventh-Graders in Arabic as L1. *Journal of Psycholinguistic Research*, 48(4), 769-784. <https://doi.org/10.1007/s10936-019-09630-5>
- Muslim, B., Zikrina, Z., & Mukhlisah, M. (2023). Taṭwīr Kitāb al-Qirā'at al-Rasyīdah li Tarqīyyah Mahārah al-Qirā'ah 'Inda al-Ṭālibah bi Istikhdām al-Kitāb al-Elektrūny al-Tafā'uliy fi al-Madrasah al-Mutawassīṭah Insān Qur'āny Aceh Besar. *Futura Islamic Scientific Journal*, 23(2), 347. <https://doi.org/10.22373/jiif.v23i2.19489>
- Ritonga, A. W., Ritonga, M., Septiana, V. W., & Mahmud. (2021). Crossword puzzle as a learning media during the covid-19 pandemic: HOTS, MOTS or LOTS? *Journal*

- of Physics: Conference Series*, 1933(1), 012126. <https://doi.org/10.1088/1742-6596/1933/1/012126>.
- Sattar, T., Ullah, M. I., & Ahmad, B. (2022). The role of stakeholder participation, goal directness and learning context in determining student academic performance: Student engagement as a mediator. *Frontiers in Psychology*, 13, 875174.
- Shah, R. K., & Campus, S. (2021). Conceptualizing and defining pedagogy. *IOSR journal of research & methods in education*, 11(1), 6-29.
- Tullis, J. G., & Goldstone, R. L. (2020). Why does peer instruction benefit student learning? *Cognitive research: principles and implications*, 5, 1-12.
- Yunis, I., & Dajani, B. (2022). Acquiring Reading and Writing Skills among Beginner Learners of Arabic Language, An Applied Analytical Study of the First and Second Books of the University of Jordan's Arabic Curriculum for Non-native Speakers. *Dirasat: Human and Social Sciences*, 49(5), 275-286. <https://doi.org/10.35516/hum.v49i5.3474>.
- Wise, G., Dickinson, C., Katan, T., & Gallegos, M. C. (2020). Inclusive higher education governance: managing stakeholders, strategy, structure and function. *Studies in Higher Education*, 45(2), 339-352.