

المراجع باللغة العربية

جبار، س. ك. (٢٠٢١). فاعلية استراتيجية التدريس التبادلي في تحصيل مادة طرائق تدريس اللغة العربية وتنمية مهارات التفكير ما وراء المعرفة لدى طلبة قسم اللغة العربية في جامعة بابل. *Journal of College of Education*، ٢(٤٤)، ٣٣٩-٣٧٠.

<https://doi.org/10.31185/eduj.Vol2.Iss44.2366>

طعيمة، ر. أ. (٢٠٠٩). *المهارات اللغوية: مستوياتها، تدريسها، صعوباتها*. القاهرة: دار الفكر العربي.



المراجع باللغة الإندونيسية والإنجليزية

- Abuhassan, A., et al. (2025). Evaluating the predictive power of metacognitive reading strategies across diverse educational contexts. *Large-scale Assessments in Education*. Springer Nature. <https://doi.org/10.1186/s40536-025-00240-3>
- Aini, K. A. N., et al. (2026). CIPP's model of curriculum evaluation focused on Arabic reading skills. *Aphorisme: Journal of Arabic Literature, Language, and Education*, 7(1), 176–192. <https://ejournal.insuriponorogo.ac.id/index.php/Aphorisme/article/view/9103>
- Arikunto, S. (2014). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Asse, A., Ahmad, A., Jabir, M., Idhan, M., & Harun, U. (2024). Al-Intiqaiyyah method to improve maharah al-qira'ah skills in Arabic language learning. *Al-Hayat: Journal of Islamic Education*, 8(4), 1245–1260. <https://doi.org/10.35723/ajie.v8i4.690>
- Cox, B. E., Fang, Z., & Schmitt, M. C. (1998). At-risk children's metacognitive growth during Reading Recovery experience: A Vygotskian interpretation. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 3, 55–76.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Fulton, E. K. (2023). So you think you can read? Generalized metacomprehension in younger and older adults. *Aging, Neuropsychology, and Cognition*, 30(2), 181–200. <https://doi.org/10.1080/13825585.2021.2006598>
- Griffith, R., et al. (2023). Pedagogical training for developing students' metacognition: Implications for educators. *Teaching in Higher Education*. <https://doi.org/10.1080/1360144X.2023.2246442>
- Hake, R. R. (1999). Analyzing change/gain scores. Unpublished manuscript. Indiana University.

- Hendaryan, H., & Noviadi, A. (2023). The role of metacognition strategies (metacomprehension) and inferential ability in improving reading comprehension ability. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 9(2), 363–375. <https://doi.org/10.22219/kembara.v9i2.26097>
- Juhkam, M., Jõgi, A.-L., Soodla, P., & Aro, M. (2023). Development of reading fluency and metacognitive knowledge of reading strategies during reciprocal teaching: Do these changes actually contribute to reading comprehension? *Frontiers in Psychology*, 14, 1191103. <https://doi.org/10.3389/fpsyg.2023.1191103>
- Kan, D. (2024). Implementation of metacognitive reading strategies to improve English reading ability: A systematic review. *International Journal of Learning, Teaching and Educational Research*, 23(8). <https://doi.org/10.26803/ijlter.23.8.14>
- Karo, T. L. B., & Lubis, Z. (2025). Strategi loud reading berbasis pop-up books dalam meningkatkan keterampilan membaca Arab. *Alibbaa': Jurnal Pendidikan Bahasa Arab*.
- Katyal, S., & Fleming, S. M. (2024). The future of metacognition research: Balancing construct breadth with measurement rigor. *Cortex*, 171, 223–234. <https://doi.org/10.1016/j.cortex.2023.11.002>
- Khellab, F., Demirel, Ö., & Mohammadzadeh, B. (2022). Effect of teaching metacognitive reading strategies on reading comprehension of engineering students. *SAGE Open*, 12(4), 1–19. <https://doi.org/10.1177/21582440221138069>
- Khoiriyyah, L., Arifin, M. M., & Mardani, D. (2023). Analisis maharatul qira'ah siswa Madrasah Tsanawiyah. *Edukatif: Jurnal Ilmu Pendidikan*, 5(2), 961–971. <https://doi.org/10.31004/edukatif.v5i2.4853>
- Machmudah, U., et al. (2025). Enhancing Arabic reading skills and competitive spirit of prospective teachers through smart learning environments in Indonesian Islamic universities. *International Journal of Learning, Teaching and Educational Research*. <https://www.ijlter.org/index.php/ijlter/article/view/15807>
- Al Haqiqy, A. W., et al. (2025). Pembelajaran efektif maharah qira'ah untuk siswa non-pesantren. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*. <https://jurnal.stiq-amuntai.ac.id/index.php/al-miyar/article/view/3987>

- Maulani, H. (2025). Enhancing Arabic reading comprehension through the epistemological reference model. *ELOQUENCE: Journal of Language Education*, IAINGorontalo. <https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE/article/download/2845/1981>
- Merkebu, J., Kitsantas, A., Durning, S. J., & Ma, T. (2023). What is metacognitive reflection? The moderating role of metacognition on emotional regulation and reflection. *Frontiers in Education*, 8, 1166195. <https://doi.org/10.3389/feduc.2023.1166195>
- Nadirah, et al. (2025). The influence of nahwu knowledge on Arabic text reading skills. *Southeast Asian Journal of Islamic Education*. <https://doi.org/10.21093/sajie>
- Nelson, T. O., & Narens, L. (1990). Metamemory: A theoretical framework and new findings. *The Psychology of Learning and Motivation*, 26, 125–173. [https://doi.org/10.1016/S0079-7421\(08\)60053-5](https://doi.org/10.1016/S0079-7421(08)60053-5)
- Prinz-Weiß, A., Lukosiute, L., Meyer, M., & Riedel, J. (2023). The role of achievement emotions for text comprehension and metacomprehension. *Metacognition and Learning*, 18, 347–373. <https://doi.org/10.1007/s11409-022-09331-w>
- Razida, M., Hasaniyah, N., & Anshory, A. M. A. (2025). Blending technology and pedagogy: Optimizing maharah al-qirā'ah through the Alef Education Platform. *Al-Irfan: Journal of Arabic Literature and Islamic Studies*, 8(2), 211–225. <https://doi.org/10.58223/al-irfan.v8i2.424>
- Rianto, A. (2022). Exploring correlation between metacognitive online reading strategy use and online reading comprehension of EFL students. *Turkish Online Journal of Distance Education*, 23(2), 223–235. <https://doi.org/10.17718/tojde.1096448>
- Schmitt, M. C. (1988). The effects of an elaborated directed reading activity on the metacomprehension skills of third graders. In J. E. Readence & R. S. Baldwin (Eds.), *Dialogues in literacy research* (pp. 167–189). National Reading Conference.
- Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. *The Reading Teacher*, 43(7), 454–461.
- Schmitt, M. C. (1998, December). Development of metacognitive knowledge regarding self, task, and strategy variables during Reading Recovery

- program instruction [Paper presentation]. National Reading Conference, Austin, TX.
- Schmitt, M. C. (2001). The development of children's strategic processing in Reading Recovery. *Reading Psychology*, 22(2), 129–151.
- Schmitt, M. C. (2002). Metacognitive strategy knowledge: Comparison of former Reading Recovery children and their current classmates. *Literacy Teaching and Learning*, 7(1–2), 57–76.
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science*, 26(1–2), 113–125. <https://doi.org/10.1023/A:1003044231033>
- Sharma, M., & Manohar, S. (2024). Strategy instruction and working memory on meta-comprehension, confidence, and test prediction accuracy for expository text in students. *Cogent Education*, 11(1), 2372189. <https://doi.org/10.1080/2331186X.2024.2372189>
- Soto, C., Gutierrez de Blume, A. P., Rebolledo, V., et al. (2023). Metacognitive monitoring skills of reading comprehension and writing between proficient and poor readers. *Metacognition and Learning*, 18, 113–134. <https://doi.org/10.1007/s11409-022-09317-8>
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sun, Y., Wang, J., Dong, Y., Zheng, H., Yang, J., Zhao, Y., & Dong, W. (2021). The relationship between reading strategy and reading comprehension: A meta-analysis. *Frontiers in Psychology*, 12, 635289. <https://doi.org/10.3389/fpsyg.2021.635289>
- Tsuman, A., & Abed-Elhak, Z. (2021). Implementing meta-cognitive learning strategies to improve intertextual Arabic comprehension competences: An intervention study among Arabic-speaking tenth graders. *Theory and Practice in Language Studies*, 11(7). <https://doi.org/10.17507/tpls.1107.01>
- Ueno, S., Ikeda, M., Takeuchi, O., & Teng, M. F. (2025). Impact of reading strategy instruction on improvement of strategy use and reading comprehension: A meta-analysis. *Reading in a Foreign Language*, 37(2), 225–247. <https://doi.org/10.64152/10125/67505>
- Yang, C., Zhao, W., Yuan, B., Luo, L., & Shanks, D. R. (2023). Mind the gap between comprehension and metacomprehension: Meta-analysis of metacomprehension accuracy and intervention effectiveness. *Review of Educational Research*. <https://doi.org/10.3102/00346543221094083>