



# Student Problems in Learning Arabic at Senior High Schools

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## Abstract

Arabic is a subject that must be studied in Islamic High Schools. However, in reality there are still students who have not mastered the rules of learning Arabic, because there are several problems. This research aims to find out what problems students actually experience in learning Arabic. This research uses qualitative methods with a case study approach (case study design). Data sources were taken from twenty informants consisting of school principals, teachers and students through individual and group interviews. To strengthen the interview data, the author also made direct observations of teachers and students. All interview and observation data were analyzed using the Miles & Huberman model Analysis Interactive. Research findings found that there were five problems in learning to learn Arabic in high school. The five problems are: i) students' previous educational background, ii) inadequate facilities and infrastructure, iii) there is still a culture of teasing, iv) students are lazy about learning and v) the way teachers teach does not attract students' attention. The results of this research can be used as initial data for future researchers to study this problem in different contexts and problems..

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## PENDAHULUAN

Language learning is basically learning to use language as a communication tool that humans use both orally and in writing (Pane, 2018). Learning Arabic aims to enable students to interact and communicate using Arabic, but many people think that learning Arabic is difficult (Tur'aeni, 2019). For this reason, strategies must be used so that learning Arabic is successful (Isbah et al., 2022). Arabic is a communication language that is closely related to Islam. Islam as a teaching to society, a guide to life in the form of the Koran and Hadith of the Prophet Muhammad SAW using Arabic. This requires Muslims to understand Arabic. Apart from being used to understand the Koran, Hadith and other Arabic books, Arabic is also used to communicate (Nurcholis & Hidayatullah, 2019).

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Arabic is a foreign language in Indonesia. Arabic has been introduced from an early age and taught from kindergarten, Ibtidaiyah, Tsanawiyah and Aliyah levels, Islamic boarding schools, to universities (Yakin et al., 2020). In learning a foreign language such as Arabic, learning methods have a crucial position in achieving learning objectives. Apart from that, learning methods can be likened to a service that will be appreciated by students and will leave an impression on their hearts and minds. So good, creative and fun learning methods will be more memorable for students. This is different from the educational game method which can be used as a reference for educators as a fun method for learning Arabic (Sam, 2016; Uliyah & Isnawati, 2019).

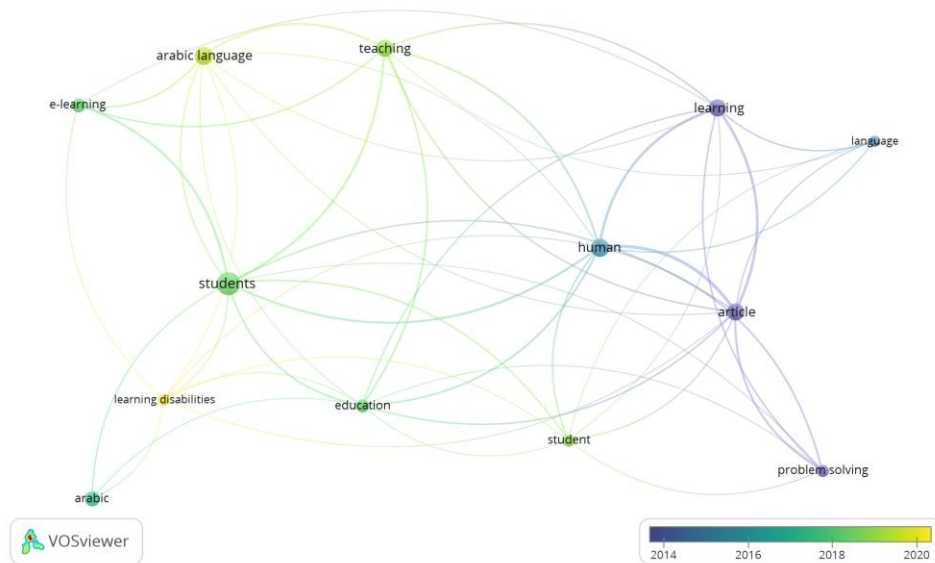
Arabic and the Koran are a unity that cannot be separated from each other (Pane, 2018). Learning Arabic and the Koran is an absolute requirement that must be mastered, likewise learning the Koran means learning Arabic (Muhtadin et al., 2022). Arabic is one of the most widely used languages in the world because many people use it. Arabic has become an international language and is recognized worldwide (Purwanto, 2018). So it is not an exaggeration that learning Arabic needs to receive emphasis and attention from elementary school to tertiary level, both public and private, public and religious, to be taught and developed according to the abilities and development of students. However, it is not easy to understand foreign languages, especially Arabic, because it is not a commonly used language for native speakers. So it cannot be denied that it has the potential to cause problems in learning Arabic (Umudini et al., 2023). Arabic is the language of the holy books and religious guidelines of Muslims throughout the world, so of course it is the language that has the greatest meaning for billions of Muslims throughout the world, both Arab and non-Arab. Arabic also has great urgency, namely to realize the true goal of Islamic education, namely improving the quality of faith and good deeds in order to form Muslim individuals who obey religious rules (Andriani, 2015).

As Muslims, it is believed that Arabic is more special than other languages. Because Arabic is the language of the Koran and the rules of the Islamic religion. The language has been used in worship, Islamic sciences and literature since the decline of the Prophet Muhammad SAW and the Koran as well as the language of hadith. The connection between Arabic and the Islamic religion makes it special from other languages in terms of language. Its connection to the Koran also makes it a powerful and eternal cause. Many scholars have mobilized their abilities to reveal the secrets of the Koran. Because the text of the Koran is the main source of knowledge for all Muslims (Salida & Zulpina, 2023). Teaching and learning activities are a situation that is deliberately created, it is the teacher who makes it to teach students (Prasetyo, 2022). In teaching and learning activities, teachers and students are involved in interaction with the subject matter as the medium. Teaching and learning activities are a purposeful process. The objectives are stated in the formulation of behavior that students are expected to have after completing their learning experience (Reflina, 2020).

Strategy is needed to achieve success. Students who want to achieve optimal learning must use strategies in learning. Before teaching the material, the teacher must design learning activities which include selecting learning strategies and methods. Choosing the right strategy and method can increase efficiency and effectiveness in the learning process (Siregar, 2015). If teachers are able to choose and apply appropriate learning strategies and methods, students will be able to achieve the competencies set by the curriculum. Using appropriate methods is one way to increase student competence. Forms of participatory learning with active learning methods and cooperative learning are very necessary in learning (Syaodih & Wulansari, 2019).

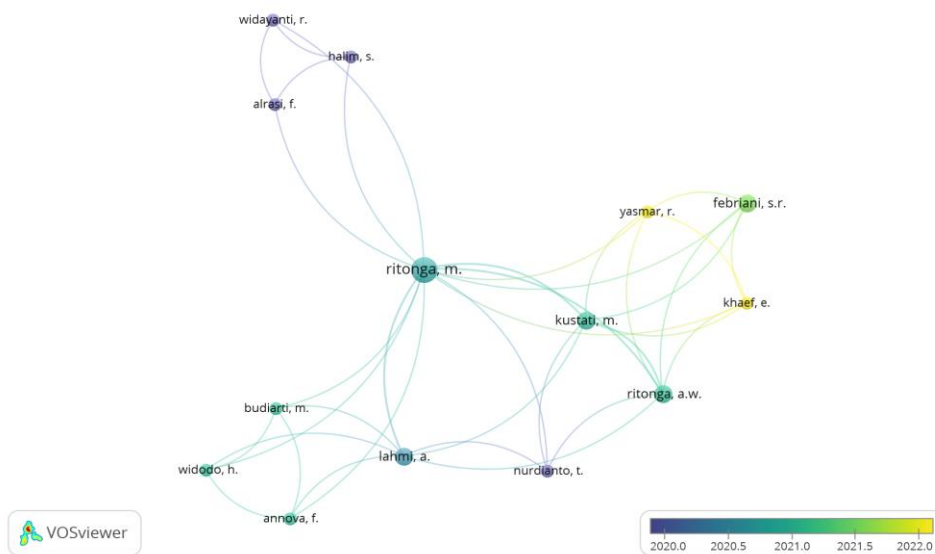
Based on the results of interviews at one of the high schools in Indonesia, it shows that Arabic teachers experience difficulties in teaching from the passive aspect of students in responding to Arabic language learning. Then there is a lack of basic Arabic language teaching and inadequate school infrastructure. Some students are interested in Arabic and some do not like Arabic, but they will be happy if the teaching method used is fun and they understand what has been explained (Khomsah & Imron, 2020). In Indonesia, studies that discuss students' problems in learning have been widely studied by previous researchers, but there are still few that study students' problems in specifically learning Arabic.

Based on a Scopus data search using the keywords problems, learning, and Arabic, there were 152 articles discussing problems related to students learning Arabic. However, no documents have been found that discuss Senior High Schools. As in figure 1 below.



**Fig 1. Several keywords that refer to problems, learning, Arabic by world researchers (Scopus database)**

Furthermore, if we look at the same literature, based on an author search, 14 documents are found. As seen in figure 2 below.



**Fig 2. Research author in several countries related to the keywords problems, learning, Arabic by world researchers (Scopus database)**

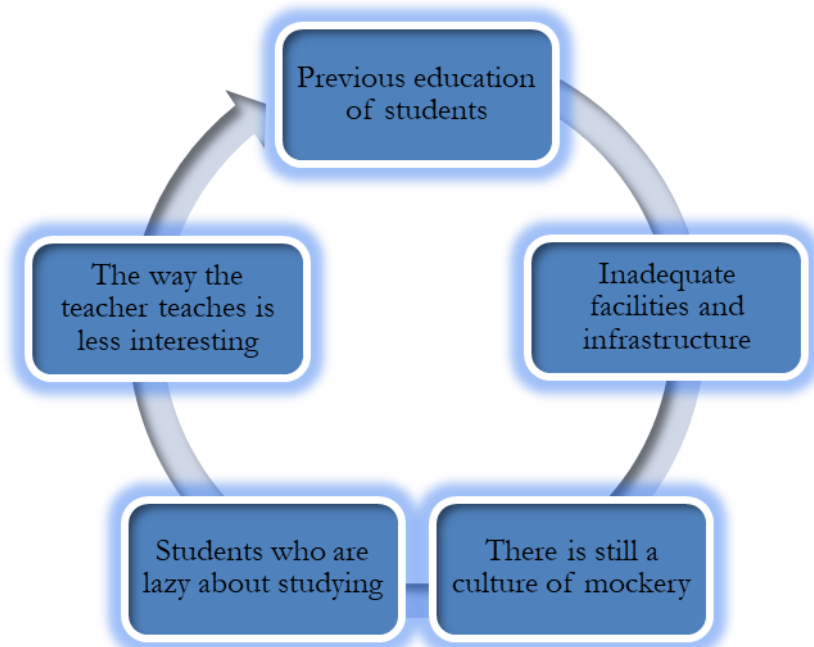
In fact, this article is important because it specifically discusses the problems faced by students in learning Arabic. Apart from that, this article can be a reference for readers to reduce and find solutions related to problems that students can face in learning Arabic, so that they can minimize other problems in learning Arabic.

**METODE**

This research uses qualitative methods with a case study approach (Cresswell et al., 2011; Crowe et al., 2022; Jaafar et al., 2023; Qomari et al., 2022; Rahman et al., 2018). Data sources were taken from twelve informants through in-depth interviews selected using the Miles & Huberman Interactive Analysis Model. According to Miles and Huberman, qualitative data analysis activities are carried out interactively and continuously until completion, which is described in four steps. These four steps include data collection (data collection), data reduction (data reduction), data presentation (presentation of data), and drawing conclusions/verification (inference and verification) (Fatahudin et al., 2019; Kamaluddin, 2019). All informants were selected using purposive sampling techniques. The informants in this research were school principals, teachers and students. The selected informants have met four criteria, namely; understand well the problems being researched, remain active in the field being researched, have time to provide information to researchers, and provide information according to facts that occur in the field (Jaafar et al., 2023; Mahmudi & Fernandes, 2021; Namira et al., 2023).

**HASIL DAN PEMBAHASAN**

Based on the results of interviews conducted with twenty informants consisting of school principals, teachers and students. The results of the analysis found five problems in learning Arabic in high schools. These five problems can be seen in figure 3 below.



**Fig 3. Student Problems in Learning Arabic**

Based on the picture above, the author can explain that after conducting in-depth interviews with informants, there are five problems students face in learning Arabic in high school. These problems are i) the students' previous educational background, ii) inadequate facilities and infrastructure, iii) there is still a culture of

teasing, iv) students are lazy and v) the way teachers teach is less attractive to students. To make it more interesting, below the author will describe excerpts from interviews with informants based on the five problems described above. The description of the interview that the author will present is a quote from a short statement from the informant at the time the interview was conducted.

First, the previous educational background of students. According to the informant, one of the problems students have in learning Arabic at school is previous education. This theme was conveyed by the school principal as in the following interview excerpt.

*One of the obstacles in learning Arabic for students is because the students come from a public school background, not an Islamic-based school, where at the general junior high school level the students have never studied Arabic. However, this is not a big problem, but if the students come from an Islamic-based junior high school, it will certainly make it easier for students to understand Arabic language lessons (I-1).*

The success of the quality of education cannot be separated from the existence of a teacher. However, this success is not entirely borne by the teachers who accompany their students but also depends on the potential that exists within the students (Wahyudin, 2018). One potential influence is the educational background of students. The diverse educational backgrounds of students greatly influence the level of quality of their understanding of Arabic language lessons. There are some of them who have studied Arabic and there are also those who have never studied Arabic. This causes students who already understand Arabic to feel bored because of the similarity of the material they are studying. Meanwhile, other people who have never studied Arabic will have difficulty attending Arabic language courses (Sehra, 2022).

Second, the problem faced in learning Arabic is inadequate facilities and infrastructure. According to the informant, this is one of the causes of less than optimal learning of Arabic at school. This theme was conveyed by the informant as the interview excerpt is as follows.

*...we have to provide available facilities such as Arabic dictionaries, Infocus and laptops as teachers, because schools cannot yet facilitate them (I-2); In order to help students understand Arabic, schools should provide special Arabic language laboratories in schools (I-3), ... language laboratories have an important role because they can be used as a place of practice for students, so that it is not just theory, but can be directly practiced (I-4); There is a lack of handbooks for students so that some students do not have handbooks (I-5).*

Learning facilities and infrastructure can become a problem if they are inadequate and not conducive. The facilities themselves are meant by tools that function directly (their existence is very determining) such as teaching aids, teaching aids, practical tools and educational media, while educational infrastructure has indirect functions (their existence is not very determining) such as land, yards, fences, plants, school buildings, road networks, water, electricity, and furniture (Nisa et al., 2023). Classroom learning will run well if it is supported by adequate facilities and infrastructure. These facilities and infrastructure have a very important role. Without these facilities and infrastructure, it will be difficult for all school activities to run according to the targeted goals. Especially in learning Arabic, with adequate facilities and infrastructure, it is likely that students will quickly understand learning Arabic (Sopian, 2019).

Third, there is still a culture of ridicule. According to the informant, the culture of teasing in class by laughing at friends if they answer questions or spelling Arabic incorrectly is a problem in learning Arabic as in the following excerpt.

*...Like other foreign languages, of course it requires courage and especially eliminating the culture of teasing in the classroom (I-6); sometimes students feel insecure when practicing directly in class because they are afraid of being laughed at by their friends (I-7); there are students who are*

*afraid to speak Arabic because they are afraid of making mistakes and are afraid of being laughed at by their friends (I-8).*

The culture of teasing in the classroom will be the cause of students not being confident in speaking or having Arabic conversations privately or with friends. This culture of teasing is a habit in the classroom that must be eliminated because of the bad consequences it causes (Yulianti & Bulkani, 2018).

Fourth, the lazy personality of students. According to informants, students' lazy nature is the main problem in learning Arabic at school. As in the following interview excerpt.

*...laziness makes students not interested in learning Arabic (I-9); many students do not understand the use of learning a language, so there is no enthusiasm for learning the language (I-10); lack of motivation makes students not enthusiastic about learning Arabic (I-11); Some students make Arabic a difficult subject so that there is no enthusiasm for learning and a feeling of laziness appears (I-12).*

As a student, the main goal that must always be done is learning, learning can open up a student's thinking horizons. However, in studying there are obstacles or problems that must be faced, one of which is laziness. Laziness in students is a difficulty that often occurs among students, usually caused by a lack of motivation and boredom in learning. Feelings of laziness make students learn in vain because the mind does not work well in absorbing information (Hamdah, 2022). As a professional teacher, there must be action taken to make students not lazy and enthusiastic about learning.

Fifth, teachers' way of teaching is less attractive to students. According to the informant, the reason why students find it difficult to understand Arabic language material is because the teacher is less interesting and monotonous in providing learning material. As in the following interview excerpt.

*...sometimes the lessons taught by the teacher are not easy to understand because the teacher's way of explaining the lesson is less interesting (I-13); there are Arabic teachers who only use the lecture method in learning, making it difficult and boring for students to understand the lesson (I-14); The teacher should adapt the method to the material to be studied so that it makes it easier for students to understand the learning material (I-15).*

Teachers who provide learning to students in an interesting way will be able to make students focus on learning, not get bored, not sleepy and can quickly understand learning, especially learning Arabic which requires seriousness in learning it (Jamilah, 2019). Choosing the right method really determines the teacher's success in explaining the lesson. Therefore, teachers must be able to understand and find methods or methods that suit students' needs.

## CONCLUSION

Learning Arabic is a long and complex process, and not a series of easy steps that can be observed or programmed in a short guide. There are so many problems that are not simple in learning a language. Because it concerns phenomena that can be broken down into thousands of separate or composed parts. This research succeeded in uncovering five problems for students learning Arabic in high school in Indonesia. five problems of students learning Arabic in high school. These problems are i) the students' previous educational background, ii) inadequate facilities and infrastructure, iii) there is still a culture of teasing, iv) students are lazy and v) the way teachers teach is less attractive to students. So it is very important for a teacher to master the right method or strategy. At least this research can be used as a basis and reference for future researchers to study this problem in different contexts and problems.

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