

Arabic Language Learning Problems and Solutions at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School

مشكلات تعليم اللغة العربية وحلها في المدرسة المتوسطة أبو بكر الصديق

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Abstract

Learning Arabic is learning a foreign language, which will cause difficulties for students to learn it because it is not their mother tongue so problems will arise, both linguistic and non-linguistic. This research aims to describe the problems of learning Arabic and the solutions teachers implement to overcome these problems. The research method used is qualitative. The data collection technique is interviews. The results of this research state that linguistic problems in learning Arabic are found in the sound system and microdata. The non-linguistic problems include inadequate learning facilities and insufficient learning time. The solution to this problem is the repetition method so that students can pronounce the sound system correctly, giving five vocabulary words at each meeting, utilizing existing media, applying exciting methods, and implementing Arabic Day. A teacher must try to improve his competence to solve learning problems.

Keywords: *Problematic, Learning, Arabic*

ملخص البحث

تعليم اللغة العربية هو تعليم اللغة الأجنبية من شأنه أن يسبب صعوبات للطلاب لتعلمها لأنها ليست لغة الأم، لذلك ستكون المشكلات اللغوية والمشكلات غير اللغوية عديدة. يهدف هذا البحث إلى وصف مشكلات تعليم اللغة العربية والحلول التي يطبقها المعلم. طريقة البحث المستخدمة طريقة البحث النوعي. طريقة جمع البيانات مقابلة. نتائج البحث أن المشكلات اللغوية في تعليم اللغة العربية هي نطق الأصوات العربية وقلة المفردات. والمشكلات غير اللغوية هي بواسطة التعلم غير كافية ووقت الدرس ليس كافياً. حلول المشكلات هي تطبيق طرق تكرار نطق الأصوات العربية، حفظ خمس مفردات كل اللقاء، واستخدام الوسائل الموجودة وتطبيق طرق التعليم المناسبة، وتنفيذ اليوم العربي. يلزم معلم اللغة العربية قادر على حل المشكلات.

الكلمات المفتاحية: مشكلات، تعليم، اللغة العربية

1. INTRODUCTION

Learning Arabic is an effort made by educators to convey Arabic to students using appropriate methods.¹ Learning is not just conveying knowledge, but more than that, namely, conditioning students to learn.²

Currently, 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 by the world. So, it is not an exaggeration that learning Arabic needs to receive emphasis and attention in educational institutions so that it is taught and developed according to the abilities and development of students. This is done to meet community needs to support the current era of modernization.³

The more Arabic language learning is carried out, the more difficult it will be for a foreign language student to learn it because it differs from the mother tongue he or she usually uses.⁴ So, it can be denied that this will potentially cause problems in learning Arabic.

Problems in learning Arabic are the difficulties experienced in carrying out the Arabic language learning process, which can hinder the implementation of Arabic language learning. Two problems will continue to be faced in learning Arabic: linguistic and non-linguistic problems. This division is based on something other than educational level and institution but rather on the problem type. Some problems are directly related to Arabic language material, called linguistic problems, and some are not directly related to Arabic, called non-linguistic or non-linguistic problems.⁵

This research aims to find out and explain the problems of learning Arabic and the solutions teachers apply to overcome the problems of learning Arabic at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School.

In Melinda Yunisa's research entitled Problems of Learning Arabic in the Aspect of Nahwu and Sharaf Science for Class Aspects of Arabic Language Skills.

Lukman Habibul Umam and Intan Trine Chodijah's research entitled Problems of Learning Arabic in the Wali Songo Sukajadi Islamic Boarding School Environment in 2022, discusses problems seen by educators and students, which means that this research only examines non-linguistic problems and does not discuss linguistic problems.

Based on the above phenomenon, the researcher proposes the following problem formulation: 1) What are the problems of learning Arabic at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School? 2) What solutions do teachers apply to overcome the problems of learning Arabic at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School?

¹ Juwairiyah Siregar and Adamu Abubakar Muhammad, 'Upaya Guru Meningkatkan Minat Belajar Siswa Pada Pembelajaran Bahasa Arab', 11.1 (2023), 65–78.

² Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media, 2006); Rusdiana and Yeti Heryati, *Pendidikan Profesi Keguruan (Menjadi Guru Inspiratif Dan Inovatif)* (Bandung: Pustaka Setia, 2015).

³ Lukman Habibul Umam and Intan Trine Chodijah, 'Problematika Pembelajaran Bahasa Arab Di Lingkungan Pondok Pesantren Walisongo Sukajadi', *AL-AKMAL: Jurnal Studi Islam*, 1.1 (2022), 2.

⁴ Nandang Sarip Hidayat, 'Problematika Pembelajaran Bahasa Arab', 37.1 (2012); Abdurrahman Bin Ibrahim Al-Fauzan, *Idhoat* (Riyad: Arabic For All, 2015).

⁵ Aziz Fahrurrozi and Erta Mahyuddin, *Pembelajaran Bahasa Asing* (Jakarta: Bania Publishing, 2010); Albarra Sarbaini, 'Problematika Pengajaran Bahasa Arab Mahasiswa Lulusan Umum Di Prodi Pba Jurusan Tarbiyah Stain Jurai Siwo Metro 2016', *An Nabighoh*, 20.02 (2018), 44–50.



2. RESEARCH METHOD

This research was conducted at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School in West Tangkerang, Pekanbaru City. The research method used is a descriptive qualitative method. The primary data source for this research is the Arabic language teacher at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School. The secondary data sources are books and journals related to Arabic language learning.

The data collection technique in this research is interviews. Interviews were conducted by asking the Arabic teacher for the required information. The question was, "What are the problems of learning Arabic at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School and what solutions are implemented by the teacher to overcome these problems?"

The data analysis technique steps applied are data collection through interviews. Data reduction is carried out, which aims to classify the data and remove data that is not needed according to the research objectives. The next step is to present data that has been classified based on research objectives, then interpret the data that has been presented and end with a conclusion.

3. FINDING AND DISCUSSION

Learning comes from the word "study", which has the prefix *pe-* and the suffix *-an*. Learning is a natural thing for someone to do to improve their quality of life.⁶ This is supported by Slameto's opinion, which states that learning is a process of the effort carried out by a person to obtain a new change in behaviour as a whole as a result of his own experience in interaction with his environment.⁷

Learning is a relationship between students, teachers and learning resources in the learning environment.⁸ Educators and students do this to make a change from being unable to become able. The learning process also aims to change students' attitudes and behaviour by predetermined goals.

The learning process is about conveying knowledge and conditioning students to learn.⁹ So, learning is an effort made by educators so that students can learn in conditions prepared by educators, with the help of the facilities and infrastructure provided.

Language is every pronunciation people use to convey their aims and objectives.¹⁰ Several languages are used in international communication, one of which is Arabic. Arabic is the vocabulary used by the Arabs to convey their intentions. Arabic has come to us through the delivery method, preserved in the Koran and hadith and the form of Arab literary works.

One of the unique features of Arabic compared to other languages is the high-quality literary value contained in every vocabulary, and this can be known by people who study Arabic; it is also destined to be the language of the Koran, and there is a language style that is amazing for humans, and there is no one can match him.¹¹ Therefore, Arabic needs to be taught by people who understand Arabic and learn it academically and pedagogically.

⁶ Syukra Vadhillah, Alimin, and Suharmon, 'Problematika Pembelajaran Bahasa Arab Di Madrasah Aliyah Negeri (Man) Batu Mandi Tilatang Kamang', *Arabia*, 8.1 (2016), 47–69.

⁷ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2019).

⁸ Dian Ekawati and Ahmad Arifin, 'Pendekatan Dalam Pembelajaran Bahasa Arab: Teori, Konsep, Dan Implementasi', *An Nabighoh*, 24.1 (2022), 111 <<https://doi.org/10.32332/an-nabighoh.v24i1.4818>>.

⁹ Rusdiana and Heryati; Sanjaya.

¹⁰ Musthafa Al-Ghalayini, *Jami'ud Durus Al-Arabiyyah* (Qohiroh: Dar Ibnu Al-Jauzi, 2009).

¹¹ Hidayat.

Arabic is vital in human life, especially for Muslims. With Arabic, Muslims can deepen their religious teachings, which come from the Koran, Sunnah and the books of the ulama. Studying and deepening Arabic is a vital need for Muslims because it can shape a person as a true Muslim, improve the quality of faith and understanding of the teachings of the Islamic religion, and even be a means of spreading the Islamic religion.¹²

Learning Arabic is an effort made by educators to convey Arabic to students using appropriate methods.¹³ Learning Arabic is learning a foreign language because Arabic is not the mother tongue used by students. Therefore, students will need help learning Arabic. These difficulties then become problematic in learning Arabic.

Problems in learning Arabic are the difficulties experienced in carrying out the Arabic language learning process, which can hinder the implementation of Arabic language learning. The problems of learning Arabic are divided into linguistic problems, which are often called linguistic problems, and non-linguistic or non-linguistic problems. The educator's knowledge about these two problems is vital so that he can find the right solution so that the objectives of learning Arabic can be achieved well. Therefore, complaining without looking for a way out is something that an educator should not do.¹⁴

Linguistic problems are linguistic barriers that occur in learning Arabic, which are caused by differences in the internal characteristics of Arabic compared to other languages, including Indonesian.¹⁵ Linguistic problems are problems students face directly related to Arabic, such as problems in ashwat 'arabiyyah, vocabulary and grammar.¹⁶

Furthermore, non-linguistic problems are problems that influence the success of the learning carried out, namely outside the Arabic language itself. This problem can be seen from several elements: educators, students, facilities and infrastructure, language environment, learning methods, and available time.

Educators significantly influence the implementation of the learning process to achieve learning goals. Only competent educators will be able to learn Arabic. Educator competency is assessed from professional, pedagogical, personality and social aspects. There is also a problem: many Arabic language educators do not have a language teacher educational background but know Arabic. Therefore, an educator with a background in Arabic language education must be recruited in this educational aspect.¹⁷

Then, the learning method chosen by the teacher must be appropriate to the objectives, according to the material, according to the available facilities and the level of ability of the students. Inaccuracy in choosing a method, let alone not knowing what method to choose, certainly dramatically influences the success of teaching and learning. An educator must stick more to one method and make variations in learning to avoid boredom among students in the learning process.¹⁸

¹² Muliatno, 'Problematika Pembelajaran Bahasa Arab', *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 1.3 (2023) <<https://doi.org/10.59548/js.v1i1.41>>.

¹³ Siregar and Muhammad.

¹⁴ Aziz Fahrurrozi, 'Pembelajaran Bahasa Arab: Problematika Dan Solusinya', *Arabiyat*, November 2014, 2014.

¹⁵ Sarbaini.

¹⁶ Fahrurrozi and Mahyuddin; Sarbaini.

¹⁷ Hamidulloh Ibda and others, 'Problematika Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah Muhammadiyah Botoputih Temanggung', *Jurnal Analisa Pendidikan Insan Cendikia*, 6.1 (2022), 1–15 <<https://doi.org/10.58194/as.v1i2.475>>.

¹⁸ Asbarin and Nabila Nailil Amalia, 'Tantangan Dan Problematika Pembelajaran Bahasa Arab Pada Santri MTs Al-Irsyad Tenggara 7 Kota Batu', 3.2 (2022), 24.



The problem that comes with students is that students do not have the motivation and interest in learning. This also includes the students' background in understanding Arabic. Learning without motivation cannot achieve maximum results, especially if a student does not like Arabic.¹⁹ This affects the results and process of learning Arabic. The solution is that an educator must use learning methods and techniques to attract students to learn well. Therefore, educators must have skills in collaborating media, strategy and evaluation to create optimal learning and encourage students' interest in learning Arabic.²⁰

The next element of learning infrastructure also influences the ongoing learning process, so it needs to be considered to support the achievement of learning objectives. Facilities are tools and equipment that are directly used and support the learning process. Meanwhile, infrastructure is all essential equipment that indirectly supports the implementation of the educational process in schools.²¹ The need for facilities for learning Arabic helps the achievement of predetermined goals. However, in this case, the teacher must have strategies and methods to support learning activities so students can understand the lessons.²²

A language environment can encourage students to dare to speak without feeling embarrassed or afraid of making mistakes. The higher the feeling of shame and fear of making mistakes, the more a language atmosphere will never be created. The effort made to overcome this was to form a 'arobiyyah' language environment. The Arabic language environment allows students to apply the theory and vocabulary they have mastered. This environment will also foster confidence in speaking Arabic.²³

Learning Arabic cannot be separated from the learner's habit of using it in everyday life because language is a dynamic communication tool. Therefore, more use is needed so that its capabilities can increase.²⁴

Furthermore, the time available for learning Arabic, is the available time sufficient to receive services, both in class and outside of class? The limited time provided by the school for a learning meeting in the classroom will prevent educators from finding and serving students according to each individual's differences, even though this has been planned in the teaching program that will be or is being implemented.

If the difficulties faced are indeed complicated to solve, then educators do not need to push themselves beyond their limits. At a minimum, educators can implement it at the stage they can implement it for example, For students who can absorb lesson material quickly, educators can give them additional material or assignments to do outside of school, while for students who have less ability, educators can give them material that is suitable for them. Students with outstanding talents can be given opportunities or

¹⁹ Ainur Rofiq Sofa, Abd. Aziz, and Muhammad Ichsan, 'Pendidikan Bahasa Arab: Problematika Dan Solusi Dalam Studi Pembelajaran Bahasa Arab', *Jurnal Inovasi Penelitian*, 1.9 (2021).

²⁰ Samsul Haq, 'Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media', *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 7.1 (2023), 211–22 <<https://doi.org/10.30743/mkd.v7i1.6937>>.

²¹ Vadhillah, Alimin, and Suharmon.

²² Noormaliah and Yudha Adrian, 'Problematika Guru Dalam Mengajar Bahasa Arab Pada Kelas V SD Islamic Bilingual Science Martapura', *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7.2 (2023), 638 <<https://doi.org/10.35931/am.v7i2.2045>>.

²³ Marinda Noviani and Moh. Abdul Kholiq Hasan, 'Problematika Dan Solusi Pembelajaran Keterampilan Berbicara Pada Mahasiswa Program Studi Pendidikan Bahasa Arab Di UIN Raden Mas Said Surakarta', *Rayah Al-Islam Jurnal Ilmu Islam*, 7.1 (2023), 253–55.

²⁴ Alfian Afifi Kurniawan and others, 'Pembelajaran Bahasa Arab Di Indonesia: Problematika Dan Solusi Perspektif Sosiokultural Vygotsky', *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 14.2 (2022), 161–74 <<https://doi.org/10.32678/alittijah.v14i2.7531>>.

facilities to develop them, while students who experience difficulties in learning need help to overcome their difficulties. This can be developed according to the circumstances and abilities of each school environment.²⁵

From the two problems above, it appears that the most dominant influence on the success of learning Arabic is non-linguistic problems, one of which is the learning method. Another thing that is no less important than non-linguistic problems is students' learning motivation because students will only achieve maximum learning results with learning motivation.

Problems and solutions in learning Arabic at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School were obtained through interviews with informant HK, an Arabic language subject teacher at the school. Students struggle with the Arabic sound system or Ashwat arabiyyah in learning Arabic. This is known based on the informant's answers:

"Students cannot read Arabic well and correctly, but I try to often repeat various words."(HK, 2 October 2023).

The students also faced difficulties in mufrodat because the students had not mastered many mufrodat. The informant said:

"The students still have very few mufrodats, therefore at every meeting I give five mufrodats for the students to memorize."(HK, 2 October 2023).

Then, regarding non-linguistic problems, the school experiences problems with learning Arabic because learning facilities are still lacking, but for now, it can still be overcome by using learning methods that attract students' attention. This is based on the informant's answer:

Regarding the time available for learning Arabic, it is two hours of lessons every week. This is still very insufficient for learning Arabic, the informant said:

"Every week, there are two hours of lessons for Arabic subjects. This time is still not enough, so the solution implemented is to hold Arabic Day once a month on Monday, where students are taught Arabic vocabulary, and then the students memorize it. "At certain times, their mastery of mufrodat will be tested by the teacher" (HK, 2 October 2023).

Based on the results of the interviews described above, the problems that exist in learning Arabic from a linguistic perspective are found in ashwat arabiyyah or sound system and mufrodat. The results of this research are in line with the problems of learning Arabic as stated by Albarra Sarbaini, namely the problems of ashwat arabiyyah or sound system and mufrodat as well as qawa'id and tarakib,²⁶ However, there were no problems with qawa'id and tarakib in this research. This is because the textbooks used mostly discuss conversation and do not really focus on qawa'id and tarakib. Even so, teachers are still required to explain qawa'id and tarakib.

As for from a non-linguistic perspective, there are insufficient learning facilities and insufficient time available. The problems found are also included in the problems stated by Aziz Fahrurrazi, namely learning motivation, learning facilities, teacher competence, insufficient time available, and learning methods.²⁷

There are no problems related to learning motivation at this school because the students are so enthusiastic about participating in learning, the students get satisfactory

²⁵ Ineu Nurtresnaningsih, 'Problematika Siswa Dalam Pembelajaran Bahasa Arab Serta Upaya Dalam Menanggulangnya', *Alsuniyat*, 1.1 (2020), 17–29 <<https://doi.org/10.17509/alsuniyat.v1i1.24196>>.

²⁶ Sarbaini.

²⁷ Fahrurrozi.



grades, and the teacher's competence and learning methods. The Arabic language teacher at the school does not have a background in Arabic language education but rather in Islamic religious education. However, the teacher can easily teach Arabic because he graduated from an Islamic boarding school. As for learning methods, he can apply various learning methods.

The solution to the problems of Arabic language learning implemented in this school is modelling the correct sounds and applying the repetition method so that students can pronounce the correct Arabic sound system, followed by providing five vocabulary words at each meeting to increase the student's vocabulary. There are learning tools that are still inadequate by utilizing existing media and applying exciting methods, such as memorization and talaqqi methods. This solution is also in line with Albarra Sarbaini's opinion. The way to overcome sound system problems is to model the pronunciation of each sound and repeat it repeatedly.²⁸

The Arabic language teacher at Abu Bakar Ash-Syiddiq Integrated Islamic Junior High School has tried to improve his capabilities by continuing his education to a higher level, and this aims to develop skills in teaching so that learning goals are achieved. Teachers also target students to memorize microdata for each meeting. To overcome insufficient learning time, teachers implement Arabic Day to increase students' Arabic vocabulary. Arabic day is also aimed at familiarizing Arabic-speaking students with the vocabulary they have memorized. The solutions implemented by the teacher are also in line with the findings put forward by Marinda Noviani and Moh. Abdul Kholiq Hasan. The solution is to increase teacher capability, target mufrodats memorization, and form *bah al-'arobiyyah*.²⁹

In learning Arabic, problems will continue to be encountered, both linguistic problems and non-linguistic problems. Hence, a good teacher is a teacher who, if he finds problems in learning, will try to overcome each of these problems. Therefore, it is vital to continue to improve a teacher's competence, whether by participating in training that supports teacher quality or continuing education to a higher level. This was also expressed by Sunarsih that teachers can improve their competence by attending training, forming teacher groups to exchange ideas and experiences, and holding discussions to solve problems.³⁰ This is done to improve the quality of learning so that the predetermined learning objectives are achieved well.

Professional competency is expertise which includes mastery of teaching materials that will be carried out in the learning process. From the scope of this teacher's competence, it can be identified that the teacher can apply a learning theory appropriate to the development of the students themselves. Teachers are also able to carry out evaluations of student learning.

Pedagogical abilities are the abilities that a teacher has from managing a teacher in carrying out learning for his students in the learning process. Ability can be seen from a teacher's ability to carry out learning and learning process programs, carrying out good interactions and managing them with students and the teacher's ability to carry out assessments of his students.

Personality competency, each person has their personality, which can only be seen through appearance, speech, etc. This personality competency must be possessed by a

²⁸ Sarbaini.

²⁹ Noviani and Moh. Abdul Kholiq Hasan.

³⁰ Sunarsih, 'Peningkatan Kompetensi Guru Dalam Pembelajaran Melalui Workshop Multi Metode', *JURNAL IDEGURU*, 3.2 (2018), 2-7.

teacher whose personality is stable, authoritative, mature, has a noble character, and is wise in order to become a role model for his students. There are several abilities that must be possessed in teacher personality competency, namely the ability to actualize oneself, communicate well with other people, carry out professional development and have a complete personality because the personality of a teacher will relate to the example of students in imitating and observing the personality of a teacher.

Lastly, social competency, this competency is not only that the teacher can understand himself but can also understand society and at the same time be able to develop his duties as a good member of Indonesian society. This social competency ability concerns the school environment for students and the surrounding environment for society. There are several competencies that a teacher can interact with effectively, for example, respect for human dignity and nature, having a good attitude, having an appreciation for social awareness, knowledge of democracy, knowledge of culture and also knowledge of religious and social customs.

Developing teacher competency is part of developing quality human resources in learning. With this development, it will impact the development of good sources of human capability for the advancement of education in Indonesia itself. Continuous development will increase teacher competency. By increasing the competency of quality teachers, teachers can be responsible for their duties professionally. Increasing development can encourage changes in students and society from the challenges of this increasingly rapid era.³¹

To improve the four competencies, teachers should have self-awareness so they can keep up with developments in educational science and technology. A teacher will only develop his competence once he is willing to continue self-development.

The government's efforts to improve teacher competency include educational levels, workshops, training and special programs. Through Educational Levels The main requirement to become a competent teacher is. Not all Strata 1 graduates can become teachers. A person must have a certificate IV to qualify as a professional teacher.

Through Workshops and Training Workshops and training are carried out to broaden teachers' knowledge in education at local and regional levels. Through Seminars and Workshops Seminars and workshops are one of the government's efforts to discuss educational problems and find solutions. Through seminar activities, teachers are also developed on an ongoing basis.

Through unique programs such as the PPG Teacher Professional Education (PPG) Program, namely higher education taken after the undergraduate program prepared by the government to become a teacher. Through the teacher professional education program, the government is more selective in determining subject teacher qualifications. The material contained in this program includes essential competencies, academic potential, pedagogical and professional competencies. This shows seriousness in improving the quality and competence of teachers in Indonesia.³²

Apart from the research results that have been presented, the limitations of this research must be considered. Even though the research carried out using only interview techniques can answer the problem formulation posed, for further research, it is

³¹ Rahimah, 'Pengembangan Kompetensi Guru Dalam Meningkatkan Kualitas Pembelajaran Dan Mutu Pendidikan', *Seri Publikasi Pembelajaran*, 1.2 (2021).

³² Nafisatul Fuadah, Sheila Nashiba, and Zakiyah Arifa, 'Upaya Peningkatan Kompetensi Guru Bahasa Arab Melalui Forum MGMP Bahasa Arab Se-Indonesia', *Arabia*, 11.2 (2019), 1 <<https://doi.org/10.21043/arabia.v11i2.5213>>.



recommended to carry out observations on Arabic language learning to obtain a more accurate picture of the subject and object of research.

4. CONCLUSION

In learning Arabic, you will encounter problems, both linguistic and non-linguistic problems. Linguistic problems are problems faced by students directly related to Arabic, such as problems in ashwat 'arabiyyah and vocabulary. Furthermore, non-linguistic problems are problems that influence the success of the learning carried out, namely outside the Arabic language itself. This problem can be seen from several elements, namely educators, students, facilities and infrastructure, language environment, learning methods, and available time.

The solution to the problems of Arabic language learning implemented in this school is the application of the repetition method so that students can pronounce Arabic sounds correctly, followed by the provision of five vocabulary words at each meeting to increase students' vocabulary. The learning facilities that are still lacking are addressed by utilizing existing media and applying exciting methods. To overcome insufficient learning time, teachers carry out Arabic days to increase students' Arabic vocabulary and train students to apply the mufrodats they have memorized. Arabic language teachers also try to improve their capabilities by continuing their education to a higher level, and teachers target microdata that students must memorize.

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