



Problems of Learning Arabic in Islamic Boarding Schools

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Abstract

This study aims to describe how the problems of implementing Arabic language learning in private Boarding School. This study used a qualitative method with a case study approach. Sources of research data were taken through direct interviews with ten informants (principal, Arabic teacher, and eight students), using a set of interview protocols, to strengthen the research data the authors made observations for three months by being directly involved in the learning process such as practical learning, theoretical learning, and midterm exams. All interview and observation data were then analyzed by means of thematic analysis using the Nvivo12 software. Overall, the research findings found eight problematic themes in the implementation of Arabic learning. The eight themes are divided into three aspects including problems originating from the students themselves, three aspects originating from the teacher's weaknesses in learning Arabic, and two aspects originating from the school itself. The results of this study, hopefully, can be used as initial data for future researchers by discussing this problem with different contexts and issues.

INTRODUCTION

Language is basically learning to use language as a communication tool used by humans as a tool, both spoken and written (Wicaksono, 2016). Learning is a process, way, and deed, and makes people who don't know. What is meant by learning in this study is the process of interaction between students and their environment, resulting in a change in behavior for the better. In learning, the teacher's most important task is to condition the environment to support behavior change for students (Sopian, 2016).

Fatchurrozaq, (2018) Arabic is one of the subjects that must be studied at Boarding School, both in public and private, especially at Islamic Boarding Schools. Wekke, (2016) Because of its relation to religion and science, Arabic is an integral part of a number of other subjects or fields of study taught at Boarding School. Learning Arabic is a mandatory requirement for mastering the contents of the Qur'an, and learning the language of the Qur'an means learning Arabic.

The role of Arabic aside from being a means of communication with fellow human beings, is also a means of communication for humans who believe in Allah, which is manifested in the form of prayer, prayers, dhikr, recitation, and so on. So, to understand

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the contents of the Qur'an, one must first be able to interpret and understand Arabic properly and correctly. According to [Masykur, \(2014\)](#), Arabic is an expression used by Arabs to express certain aims and objectives.

The problems of learning Arabic are caused by problems that occur in learning Arabic itself, namely, the method used teacher's lecture method, the teacher's reference to only one, namely books, students' difficulties in understanding Arabic vocabulary, and students' previous educational background. Regarding the issues and problems that the authors raise in this study, it is necessary to explain that research related to the problems of implementing Arabic language learning has been discussed in many previous studies. In general, there are 27,200 articles related to the problems of implementing Arabic language learning based on searches in digital academic databases such as Google Scholar. Some of these articles include [Defiani, \(2019\)](#), [Sa'adah, \(2019\)](#), however, after the author has read and made an analysis of all of these articles, in general, it can be concluded that previous research focused more on the problems of learning Arabic and students' responses to the problems faced in learning Arabic. The basic difference between the issue of this research and previous research is that none of the previous researchers discussed the problems of implementing Arabic language learning in private Boarding School.

Instead, researchers need to raise this theme in scientific work in order to enrich literature and describe the problems faced by students in learning Arabic. Based on the observations of researchers in interviews at private Boarding School schools, there are several problems that occur in the implementation of Arabic, problems that arise from individual students, teachers, and schools.

METHODS

This study uses a qualitative method with a case study approach. The data sources were taken from ten informants through in-depth interviews who were selected using a purposive sampling technique, while the selected informants met four criteria, namely having the competence to understand well the problematics being studied, being active in the field being studied, having the time to provide information to researchers, and honest in providing information according to data and facts that occur in the field [Engkizar et al., \(2018\)](#); [Rahawarin et al., \(2020\)](#); [Elkhaira et al., \(2020\)](#), this research was conducted at Boarding School. Furthermore, research data was taken through direct interviews with all informants using a set of interview protocols, each individual informant was carried out through direct interviews. To meet the criteria as an informant, all informants are active students, principals, and Arabic teachers at Boarding School. After the interview is completed, the next step is to carry out the transcription process, then the writer takes the results of the interview according to the needs of the researcher.

RESULT AND DISCUSSION

In each section of the results and discussion of this article the author will discuss all the findings during this research. To make it more interesting, all of these findings will be discussed with various theories, expert opinions and previous research results related to this issue in different contexts. The author also expresses opinions from the author's own perspective from all research findings to strengthen the results obtained.

Based on the results of interviews conducted with ten informants, the results of the analysis actually found that there were eight themes regarding the problems of implementing the Arabic language. Problem With Implementing Arabic at Boarding School, Factors from Student; mastery of vocabulary which is still minimal, students find it difficult to translate arabic into Indonesian and educational background of the students is an obstacle. Factors from School; facilities and infrastructure in schools such as the teacher's handbook and arabic language laboratories are not yet available. Factors from Teacher; only one method is used by the teacher, saturated learning process and teacher pays little attention to the condition of the students. The eight themes are shown in Figure 1.

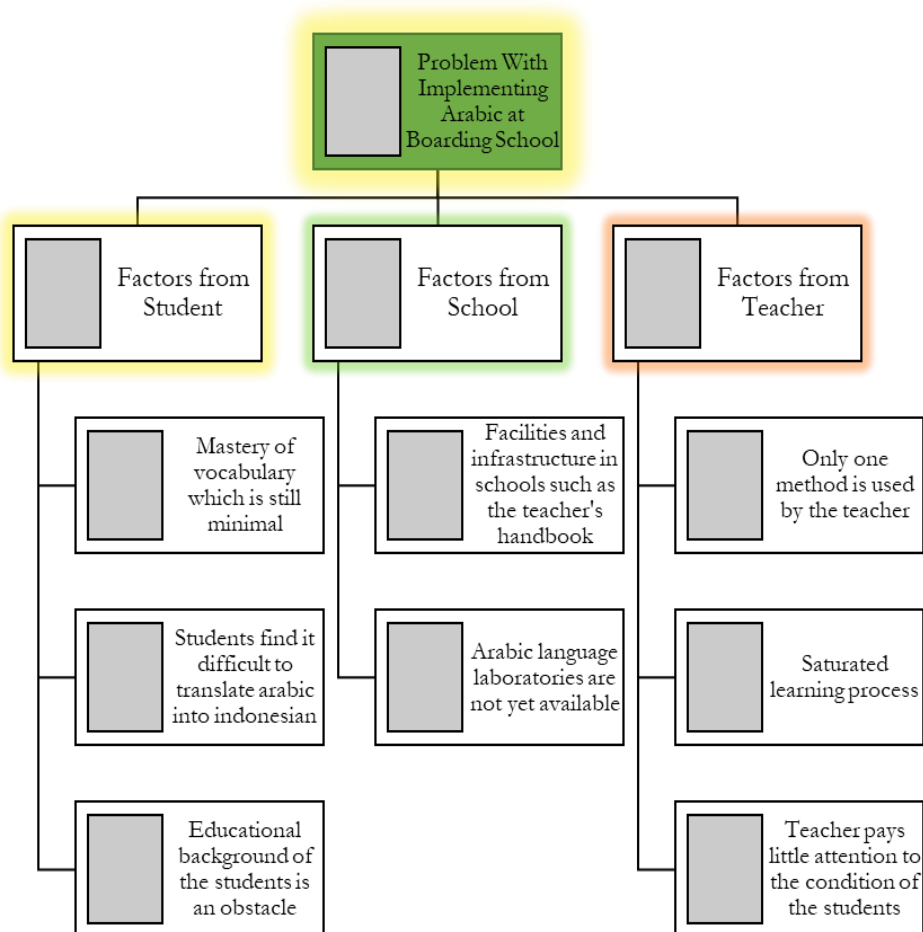


Fig 1. The Problem with implementing Arabic at Boarding School

Description of the problems in the implementation of Arabic language learning at Boarding School. So that the results of the research and discussion in this article are more interesting to read and easy to understand, the author will present short interview excerpts with informants based on three main themes which are divided into three problems that have been found. The description of the interview that the author will present is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts were submitted by the informant in a slightly different language, they actually have the same purpose and intent.

Research and issues related to the problematic aspects of the implementation of language learning have been widely studied in the world of education, especially in the process of learning Arabic at Boarding School. However, previous studies only focused on linguistic problems, or only discussed non-linguistic problems, then discussed the challenges of implementing Arabic learning and choosing the right teaching method in teaching Arabic learning.

For example in the book *Ta'limul Lughotil 'Arobiyyah* there are some interesting lessons with vocabulary accompanied by pictures, then muhadatsa (conversation) from easy to difficult, in this book there are also Qoqaid (rules) of the Arabic language from the easy to the difficult, and the book *Ta'limul Lughotil 'Arobiyyah* Or Nahwu or Honor learning and its implications for reading and understanding contemporary Arabic literature on Islamic Boarding School students (Zaenuddin, 2012). Student's difficulties in learning Arabic occur in linguistics and non-linguistics. Traditionalism and Modernism of Arabic Language Learning, Madrasah Learning Based on Muslim Minority Islamic Boarding Schools, (Wekke, 2016). From the research above, it can be concluded that the problem of implementing Arabic language learning has several aspects, namely from the aspect of

Arabic vocabulary, it is one of the skills that is very much needed in reading Arabic properly and correctly.

As the author explained earlier, the problems of implementing Arabic language learning are not only from the linguistic aspect of mufradat (vocabulary) of Arabic but from non-linguistic aspects (teachers, students, schools, learning methods, materials, the surrounding environment, and the background of previous students). This also greatly influences the problems of implementing Arabic language learning at Boarding School, the results of the research actually get three main themes, and each of the three main themes gets eight problems of implementing Arabic learning. To be more interesting, the eight problems of this research will be discussed by the author. based on the theory that occurred, expert opinion, and the results of previous research that discussed this problem in more or less the same context and issues.

At the beginning of this, the author will describe the problems from the aspects of students learning Arabic.

First, is mastery of vocabulary which is still minimal and makes students bored with learning Arabic. In this topic, it has indeed become a common problem that almost all students experience. In the results of previous studies by (Hizbullah & Mardiah, 2015), this study, this article discusses very little motivation of students in learning Arabic, this problem focuses more on learning orientation and students' abilities in the field of Arabic. This problem is more specifically directed to learning orientation and students' abilities in the field of Arabic. So that the teacher can see the interests and abilities of students in learning Arabic. This article says that an environment in Arabic is very necessary, being in an environment such as extracurriculars encourages students to increase their vocabulary in learning Arabic. Hashim et al., (2020) in his paper said that the cause of the failure of learning Arabic in Indonesia was teachers who neglected the importance of vocabulary in learning Arabic. As a basic provision in learning Arabic, students should already have between 300-600 vocabularies, because according to him people who are learning Arabic are the same thing as having children, they already have the provisions to care for and know their respective characters so that all they have to do is to instruct and hone his abilities. According to Idris, (2009), learning difficulties with dyslexia are now starting to attract the attention of the world of education. Dyslexia learning difficulties are difficulties in learning to read caused by brain disorders that affect children's language skills. Dyslexic children are not children who have low IQ or high IQ, but the risk of dyslexia can be experienced by anyone and is not limited to one's age.

Takdir, (2020) says that the transfer of Arabic breakfast words to Indonesian occurs in the sound process, the movement of articulation points is not all Arabic sounds in Indonesian, changes in the way of articulation, meaning that in this sound a change occurs in language, elimination of empathetic symbols in Arabic there is a thick sound the way it is pronounced, while in Indonesian there is no thick sound, sound deletion in Arabic has a certain sound while in other words, it does not exist (Amran et al., 2021). Based on some of the results of the research above, it is clear that problems with vocabulary among students have been a problem for a long time, especially at private Boarding School. This happens because of the influence of foreign language cultures from the country of origin or the influence of foreign cultures which makes the Arabic vocabulary not in accordance with the actual meaning.

Second, students find it difficult to translate Arabic into Indonesian, according to Rahman, (2017), students do not understand the position of Arabic sentences, in Arabic there are many words, terms, or expressions in Arabic caused by the development of scientific knowledge. In the Wibowo, (2016) students can translate Arabic into Indonesian but are not serious, based on the expert above saying students have difficulty translating Arabic into Indonesian, and some students are capable of translating but not serious about learning to translate.

Third, the educational background of the students is an obstacle, [Baroroh & Rahmawati, \(2020\)](#) in the process of learning Arabic there are many problems faced by students such as the previous educational background, there are students who understand learning and there are those who are silent when the Arabic learning process takes place. [Thoah, \(2012\)](#) Various problems occur in students with educational backgrounds which become obstacles in learning Arabic. The success of educators is inseparable from support, one of which is educators, even so, all of this is not only borne by educators but also the potential of the students concerned, one of which is their educational background. One that is often encountered in learning is the characteristics of each individual related to their educational background, the process of accepting new students is considered to be one of the causes of the varying quality of students in one class. The variety of educational backgrounds of students makes the level of quality of their knowledge of Arabic varied, because some of them have studied Arabic and others have never studied it at all.

[Sya'bani & Anwar, \(2020\)](#) many students encounter various problems in learning Arabic, with an educational background, especially education with Islamic nuances but a lack of knowledge of Arabic. [Pransiska & Aulia, \(2018\)](#) educational background and initial knowledge (Entry Behavior). Their previous educational background provides and equips them with knowledge of Arabic. So that in this way, it makes it easier for them to learn and develop their Arabic language skills. [Syamaun, \(2016\)](#) the lack of success in learning there is a weakness in students' mastery of Arabic due to a lack of motivation in participating in learning Arabic. According to [Afaria, \(2020\)](#) in tertiary institutions, language learning is expected to be more in-depth and detailed, but this will be a challenge if students come from different backgrounds and levels of knowledge. The majority of students from madrasah aliyah and Islamic Boarding Schools have the ability to understand Arabic better than students from public high schools such as high school and vocational high school.

From some of the experts above, the writer can conclude that background is also a problem in learning Arabic, if students come from Madrasah Ibtidaiyah, they already have Arabic vocabulary and understand learning Arabic, but different from general schools, such as elementary schools, they do not know the vocabulary. Arabs only know Arabic, which is a language that is like the verses of the Qur'an, and does not yet understand the meaning of Arabic. From this aspect, the teacher focuses more on students whose educational background is from the general public.

Fourth, only one method is used by the teacher, which makes students bored in learning Arabic, teaching methods are very influential in increasing student motivation in learning Arabic if the teacher only teaches with only one method, namely the lecture method, then students will be bored, and make him not interested in doing the learning. Conventional learning methods, it is characterized by lectures accompanied by explanations, as well as the division of tasks and exercises. Since the first teacher in an effort to transmit knowledge to students, namely orally or through lectures. Conventional learning in question is learning that is usually carried out by teachers. Conventional (traditional) learning generally has certain characteristics, for example prioritizing memorization rather than understanding, emphasizing numeracy skills, prioritizing results rather than process, and teacher-centered teaching. [Jailani et al., \(2021\)](#) Teachers who teach Arabic use the lecture method, without involving active students in learning. It can be seen from the method used by the teacher to make students passive, one-way learning cannot encourage students to be able to speak Arabic.

Based on the experts above, say that the lecture method is very difficult for students to understand in learning Arabic, this method only uses one-way communication, and teachers are required to be active in this learning process so students tend to be silent because they are bored with lectures, but not forgetting or ignoring them. this lecture method, but it is more effective to use a method that requires students to be active in it and participate in practicing Arabic learning so that students are happy in learning. So the

teacher should focus more on new methods such as discussions, question and answer, and groups so that students are more active in interacting with the teacher.

Fifth, the learning process is too monotonous, as argued by [Ansyah et al., \(2020\)](#) in the implementation of learning Arabic using the qiraah (reading method) so not all learning processes are said to be successful. The process of learning Arabic is carried out in a traditional and conventional way so that monotonous and tense learning makes students bored. From some of the experts above, learning that is carried out in a monotonous or inflexible manner, especially stressful, will result in difficulties for students to understand Arabic.

Sixth, the teacher pays little attention to the condition of the students, according to [Makruf, \(2016\)](#) the teacher is not qualified in teaching Arabic. Some teachers do not meet the pedagogical competency standards, so the teacher lacks the ability to organize class conditions. Every teacher must have Arabic pedagogical competence. From the expert opinion above, it can be concluded that every teacher must have pedagogical competence in order to be able to control the class in the Arabic language learning process so that no students feel foreign in the class.

Seventh, facilities and infrastructure in schools such as the teacher's handbook, on the other hand, the media used by books is lacking and there is no direct practice. There are many cases where students use Arabic vocabulary and need to make pocketbooks for students so that students can read anywhere. [Mughtar, \(2015\)](#) The last factor that also has a large influence on the mastery of students' skills in the Arabic language facility and infrastructure factors Suharismi and Arikunto explain the influence of facilities on improving the quality of learning, that the quality of learning varies with the differences in learning media used for foreign information that the problem of learning facilities is an obstacle in teaching and learning activities. From some of the experts above, it can be concluded that infrastructure in Arabic is very much needed, such as books so that students can borrow books and can understand Arabic itself so that students' vocabulary increases without teacher guidance. As was the case with the Boarding School that the author had visited, there the school only had one teacher's handbook.

Eighth, Arabic language laboratories are not yet available, Arabic language laboratory management is needed to increase understanding in learning. The use of labor in learning is greatly influenced by students' mufrodat (vocabulary). [Tamaji, \(2018\)](#) the process of determining the implementation of learning that is needed both in the classroom and in the laboratory is very much needed in the learning process so that students' memorization increases. According to some of the experts above, it can be concluded that labor in Arabic is needed so that students improve their vocabulary memorization, and learn Arabic more actively because Arabic needs to be learned by Muslims, Arabic is the verses of the Koran and need to practice.

CONCLUSION

This research has succeeded in uncovering eight problems in the implementation of Arabic language learning at Boarding School. The eight problems are the student's mastery of the student's vocabulary is small, the students have difficulty translating Arabic into Indonesian, the previous background of the students, the implementation of learning Arabic using the lecture method, the learning process is too tense, the teacher pays little attention to students, the teacher's handbook is lacking, labor Arabic is not yet available.

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