



ANALYSIS OF DIFFICULTIES OF LEARNING ARABIC LANGUAGE IN LANGUAGE INTENSIVE PROGRAM OF SMP NURUL JADID (LIPS) PAITON PROBOLINGGO

Khusnul Hidayati¹, Mualim Wijaya²

^{1,2}Universitas Nurul Jadid

khusnulhsm09@gmail.com¹, mw@unuja.ac.id²

Abstract:

This study analyses difficulties in learning Arabic at the Language Intensive Program of SMP Nurul Jadid (LIPS) Paiton Probolinggo. It aims to determine the context of language learning difficulties and the efforts made to overcome difficulties in learning Arabic at (LIPS) Paiton Probolinggo. This type of research is qualitative research. The research subjects were chaperones (ustadzah) and students, using observation, interview, and documentation data collection methods. The study results show that the difficulties in learning Arabic at LIPS are: holding back speaking Arabic, having difficulty writing (making insya'), and grammar rules (nahwu-sarf), while efforts to overcome them are by habituation, both in speaking and writing language Arabic.

Keywords: *Learning Difficulties, Arabic Language Difficulties, Learning Arabic*

INTRODUCTION

In everyday life, language is a communication tool that has an important role (Mailani et al. 2022). Language, apart from functioning as a communication tool, also has many other functions, such as self-expression, a communication tool, a tool for social integration and adaptation, and a tool for social control (Nurcholis and Hidayatullah 2019). According to Ibnu Jinni, language is the sound humans use to express intentions and goals verbally (Sholeha & Al Baqi 2022). Language has various forms, one of which is Arabic.

For Muslims, Arabic is familiar because the primary sources of Islamic teachings are the Qur'an and Hadith (Nurdin 2021). Where both of them use Arabic, as well as the language of knowledge of Islamic literature, and is the language of worship for Muslims all over the world, so it can be said that Arabic is one of the languages that is urgent for Muslims to learn (Muhammadiyah & Akhsan 2020). Therefore, learning Arabic is the same as practising Islamic religious teachings (Usman 2021). Umar bin Khattab once said, learn Arabic. It is part of your religion.

Proficiency in Arabic is an ability to be achieved in learning Arabic, while Arabic skills are known as Maharoh. It is necessary to prioritize four language skills, namely: listening skills (maharotul istima'), speaking (maharotul kalam), reading (maharotul qiro'ah) and writing (maharotul kitabah) (Syamsiyah and Diana 2022).

The learning process of each individual certainly only sometimes goes as expected. Various problems will often be encountered; this is influenced by several factors, all of which are interconnected. Some problems with learning difficulties that are not immediately resolved will have a negative impact on student learning achievement (Sari 2021). Each individual's learning achievement is at least influenced by two factors, namely internal and external (Farid, Wahab, and Ansar, 2022). Internal factors, such as possible neurological dysfunction, significantly cause learning disabilities (Pratiwi 2020). while external factors, such as learning strategies that are not appropriate, management of learning activities that do not generate student motivation, and giving tests are the leading causes.

In learning Arabic, various kinds of obstacles are often found. This is because in

learning Arabic, students are often faced with complex problems, bearing in mind that Arabic is not the mother tongue for students; these problems include linguistic problems, such as sound system, vocabulary, sentence structure and writing, as well as non-linguistic problems, such as regarding socio-cultural aspects (Syaifullah & Izzah 2019). Learning Arabic also bears unpleasant stereotypes, which are considered tedious and difficult. Coupled with the cognitive abilities of students who are heterogeneous, namely students with different abilities and potential (Aufa 2019).

The ongoing learning of Arabic in schools and (Arabic) language course institutions is sometimes still far from expectations and existing achievement indicators; Arabic language observers have often felt this. Students need help understanding, absorbing and feeling the Dzauqal-Lughahal-Arabiyyah taught them.

The language-intensive hostel program of SMP Nurul Jadid (LIPS) is an informal institution formally under SMP Nurul Jadid Paiton Probolinggo, where Arabic language learning at this institution is intensified and designed in a community dormitory environment with musyrif & adequate facilities. (Sholeh et al., 2021). According to observations and short interviews with the LIPS coordinator, several obstacles or problems were encountered in the learning process. One of them is the method of memorizing microdata. Students who lack the courage to speak because they are afraid of making mistakes in sentence construction, especially when they are still new students (santri) at LIPS. At the same time, the general goal of learning Arabic is for students to master the four language skills. Unfortunately, this goal has not been fully achieved.

Previously, the difficulty of learning Arabic was also researched by Muhammad Farid, Abdul Wahab, and Ansar regarding the analysis of difficulties in learning Arabic for class IX students at SMP IT Insan Cendikia Makassar, where the main objective of the problem is to find out what factors cause the Arabic language to be lacking. Are of interest in formal school institutions in general, of course, different from this research which aims to find out what factors are the obstacles in language course institutions, what learning difficulties they experience and find solutions that can be done to handle them, which, of course, are adapted to the learning environment of LIPS institutions Nurul Jadid Middle School. Other research was also conducted by Abid Nurhuda in 2022 concerning "Analysis of Difficulties in Learning Arabic for Santri Nurul Huda Kartasura", saying that the problems faced by santri nurul huda kart-asura are on linguistic and non-linguistic factors where these two factors are often a problem in language learning Arabic and need to get more attention to overcome it (Nurhuda 2022).

RESEARCH METHODS

This research is a qualitative research with a descriptive approach. Data collection was carried out using observation, interviews, and documentation. observation researchers used to obtain data about the general description of learning Arabic at LIPS, interviews were used to get answers from respondents. Documentation techniques are used to collect data that has been obtained at the LIPS dormitory. With data sources from musyrif (chaperones), mentors, and students for the 2022-2023 school year. This research is located in the language intensive program dormitory of SMP Nurul Jadid in the az-Zainiyah area. because in these institutions there are symptoms of students who experience learning difficulties in learning Arabic.

RESULTS AND DISCUSSION

In the learning process, some students have learning difficulties. This one problem is not only felt by modern schools but also by course institutions. Each student generally has intellectual abilities, a family environment, habits, and learning approaches that are sometimes very striking between one student and another. In learning Arabic there are many difficulties in the written language due to students' lack of knowledge of Arabic rules. In general, learning can be interpreted as a process of changing behavior caused by the interaction of students with the environment. This

behavior includes knowledge, understanding, skills, attitudes, and so on. Learning is a behavior change caused by interactions between individuals and other individuals (Aritonang 2020).

The difficulty is an obstacle in solving a problem (Yuni & Nelly, 2020). Learning difficulties are problems that cause a person to be unable to follow the learning process properly, which is caused by certain factors so that a person is late or cannot even reach the goal properly (Simanjuntak et al., 2023). Learning difficulties are a disorder in one or more of the basic psychological processes which include understanding and using certain languages or teachings (Harefa, 2022). According to Hammil, learning difficulties are various forms of real difficulties in listening, conversing, reading, writing, reasoning, or arithmetic activities (Romadhon & Supena, 2021).

According to (Muslem & Fahrizal, 2023) the factors that cause learning difficulties are first, internal including spiritual, physical, and psychological second, external; which includes the social and non-social environment, and third learning approach, namely strategies and methods to produce capabilities and changes in behavior. Based on the description above, the writer can conclude that learning difficulties are a situation where students cannot learn as they should because of the inhibiting factors in the students themselves, as well as inhibiting factors from outside, one of which is the environment.

In learning Arabic as a foreign language, it cannot be denied that someone will encounter difficulties both from the foreign language itself and from outside the language. A student's learning difficulties are usually evident from the decrease in their learning achievement and learning difficulties can also be seen from the way they complete assignments in class and outside the classroom (Jumadi & Nur, 2023).

Difficulties in learning foreign languages, especially Arabic, for foreign students are caused by various factors, both from the language itself (such as grammar, expressions, and so on) and factors outside the various languages (such as habits, culture, and so on). Arabic is a language that has a form of language that is different from other foreign languages. This form of language can be observed from the pronunciation, vocabulary, grammatical, grammar, ways of expressing, and the variety of sentence structures it uses, this difficulty is also one of the causes of errors in language. (Rahmawati & Rahmi, 2021). Language errors in acquiring a second language include utterances that are not by standard word conventions (Putri, 2018)

If viewed in terms of speech, in pronouncing one word or one sentence in Arabic, as well as in English, there are difficulties. Because the Arabic language does not use syakal in ordinary books, magazines, and newspapers, except for the holy Qur'an and Arabic textbooks for beginners.

Second language acquisition cannot be achieved without a good language environment. The language environment, both the viewing environment and the listening environment, greatly influence the acquisition of a second language. A good language environment includes the influence of surrounding learning such as school friends, as well as the learning process in the classroom and the parental environment in acquiring a good second language. A good language environment will help greatly influence the second language acquisition process. The language environment can be optimal with the support of professional educators. Educators here are highly demanded in learning Arabic itself because there are still many difficulties and language mistakes made by students, this is a task.

In Arabic, teaching or learning is termed Ta'lim masdhar from 'Allama. The root word alima, means knowing or understanding. Ta'lim means an activity that shows the delivery of knowledge that is being carried out in the classroom using various learning media (Farah and Muliansyah 2020) Nasution in (Najah, 2019) defines learning simply as an attempt to influence a person's emotional, intellectual, and spiritual so that he wants to learn on his own will.

Arabic according to Shaykh Mustahafa Al-Ghulayayniy is a sentence used by Arabs to express their intentions or goals (Ridwan 2019). While Ahmad Al-Hasyimi defines Arabic as sounds that contain some hijaiyah letters (Yamani 2022) another

definition explains that Arabic is the language of the Qur'an and Al-hadith, and the language of prayer, both of which are the basis of the religion of Islam as well as the language of Islamic culture such as philosophy, the science of Kalam, the science of Hadith, the science of Interpretation and so on (Mualif, 2022).

Learning is a complex system whose success can be seen from two aspects, namely the product aspect and the process aspect (Saputra et al., 2022). The success of learning seen from the product side is the success of students regarding the results obtained by ignoring the learning process. Learning success in terms of results is easy to see and criteria are determined, but it can reduce the meaning of the learning process as a process that contains educational values (Nuhayati & Lias, 2021).

Learning Arabic contains several systems that involve many components in it. Among them, some of these components will be interrelated with one another and will affect the success or failure of learning Arabic. The several components contain objectives, materials, methods, learning resources, learning media, teaching and learning interactions, evaluation of learning outcomes, educators and students (Zakaki, 2022). According to Rosyidi (Fathoni, 2021) the essence of learning Arabic is for social communication while learning Arabic is essentially developing social communication skills using Arabic.

Context of Arabic Learning Difficulties Faced by Students in the Language Intensive Program of SMP Nurul Jadid (Lips) Paiton Probolinggo

Based on the results of observations and interviews with LIPS coordinator Nurul Jadid "In the process of learning Arabic in the dormitory, learning activities are well conditioned every time. So for activities, every day it starts at 03.00 in the morning getting up for the midnight prayer the time interval between midnight and dawn is used to give mufrodat (5 mufrodat per day), and students are required to deposit mufrodat memorization in a day usually at 01.00 noon when at school or in the hostel when Afternoon KBM and submitted to each mentor. For the learning process for new students, the first three months after entering LIPS they are still in the process of getting used to using Arabic, sometimes they are still embarrassed to use Arabic because they are not used to it and they are afraid of making mistakes. In the fourth month, they start learning basic skills such as opening speeches, MC, and others. Then in the fifth month, they learn to make insya' and also learn nahwu-sarf, in the process of making insya' some students find it difficult, and there are many mistakes that should be translated into sentences but translated into words. For nahwu-sarf lessons, students also find it difficult, one of the reasons is because the previous educational background of each student is different.

This is in line with what was conveyed by Nayla when she was just learning Arabic at the LIPS dormitory, the one that was quite difficult to learn was nahw-sarf because from the previous school, she did not like learning nahw-sarf, because she had to learn Tashrif, but over time finally did. Meanwhile, Lidiya, and other students, said learning Arabic at LIPS was very fun because sometimes it was interspersed with singing Arabic songs so it didn't get boring.

From the discussion above, it can be seen that the difficulties in learning Arabic that occur in Lips Nurul Jadid Paiton Probolinggo students are: Difficulty in speaking, Difficulty in writing (making insya'), Arabic grammar rules (nahwu-sarf).

Efforts To Overcome The Difficulties Faced By Intensive Language Students Of Middle School Nurul Jadid (Lips) Paiton Probolinggo

Some of the difficulties in learning Arabic that have been found in this study are difficulties in speaking because they are not used to it, in the book, namely making insya' and learning nahwu-sarf. Various kinds of efforts were made by several parties, both companions (ustadzah), mentors, and from the students themselves to overcome the difficulties in learning Arabic that were faced by students at the LIPS institution.

Difficulty Speaking Arabic

The failure of students in learning Arabic is caused by many fundamental factors, they must be able to pronounce Arabic letters well before learning Arabic, because mispronouncing letters results in wrong meanings. Following the main

function of language as a means of interaction and communication, of course, getting used to speaking Arabic and using Arabic as a tool for communication can improve speaking skills.

The Efforts Made by The Companion

“Provide support in the form of motivation so that students are enthusiastic and not easily discouraged in learning, and invite students to interact using Arabic.”

The Efforts Made by The Mentor Are:

“Maximum assistance, sharing experiences, also providing motivation for new students, to get used to speaking Arabic.”

Efforts Made by Students:

“The habit of speaking Arabic every day both in the school and dormitory environment, as well as memorizing a lot of mufrodat, and often asking the guiding mufrodat that has not been mastered”

Difficulty Writing (Insyah)

In learning Maharoh Kitabah, especially writing essays (insyah), of course, you have to practice translating a lot, open a dictionary, and master the rules and techniques of translation.

Efforts Made by The Mentor:

Correcting errors from essays or students' wishes. after that, it was returned to be justified.

Efforts Made by Students:

Frequently open the dictionary and memorize vocabulary, also ask lots of questions that are not understood either to mentors or assistants, and often practice writing insyah yourself.

Nahwu-Sarf Difficulties

Nahwu is a branch of Arabic science that discusses the rules that can be identified by the assignment or position in an Arabic sentence. The science of sorof often explains the change from one form to another starting from shigoh, bina' and the close relationship between the two things. This knowledge is of course very important to learn because starting from this knowledge a person will be helped in learning other Arabic languages. According to the data provided by the companion in the field, they had "difficulties in learning nahwu-sarf" due to their environment, because they did not come from MI but elementary school and their school did not teach Arabic.

Efforts made by The Mentor:

Accompanying them in learning also always opens up to students so they are not embarrassed to ask questions, and provides songs to memorize to make it easier.

Efforts made by female students:

Study seriously to understand the material being taught ask a friend or mentor who already understands better and also muroj'ah material.

CONCLUSION

Based on the results of research, data analysis, and discussion of the analysis of difficulties in learning Arabic in the Language Intensive Program of SMP Nurul Jadid (LIPS) Paiton Probolinggo, namely:

- a. Difficulty speaking Arabic
- b. Difficulty writing (making insyah),
- c. Grammatical rules (nahwu-sarf)

Efforts made to overcome difficulties in learning Arabic in the language intensive program of SMP Nurul Jadid (Lips) Paiton Probolinggo are:

- a. Accustomed to speaking Arabic.
- b. Get used to practice writing insyah'.
- c. Muroja'ah the material given and also asking questions about material that is not yet understood.

REFERENCES

- Aritonang, Saur Marita. 2020. "Meningkatkan Aktivitas Belajar Literasi Buku Fiksi Dan Non Fiksi Melalui Model Think Write Talkdi Kelas IX.A Smp Negeri 4 Sibolga." 4(1):1-13.
- Aufa, Faiz Mazdha. 2019. "Al-Madkhal Al-Makrify Dan Pembelajaran Bahasa Arab." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 2(2):173-90. doi: 10.32699/liar.v2i02.649.
- Farah, Aziza Lady, and Ariadi Muliensyah. 2020. "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif." 19(1):56-71.
- Farid, Muhammad, Abdul Wahab, and Ansar Ansar. 2022. "Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas IX Di SMP IT Insan Cendikia Makassar." *Education and Learning Journal* 3(1):36. doi: 10.33096/eljour.v3i1.148.
- Fathoni. 2021. "Pembelajaran Dan Sistem Pengajaran Bahasa Arab Di Madrasah Ibtidaiyah: Inovasi Atau Tantangan." *MODELING: Jurnal Program Studi PGMI* 8(2):257-68.
- Harefa, Darmawan. 2022. "Student Difficulties in Learning Mathematics." *Afore: Jurnal Pendidikan Matematika* 1(2):1-9.
- Jumadi, and Masithoh Isninda Nur. 2023. "Strategi Dosen Mengatasi Kesulitan Belajar Mahasiswa Non- Muslim Dalam Pembelajaran Bahasa Arab Di Universitas Pendidikan Muhammadiyah Sorong." *Jurnal PAIDA* 2(1):156-69.
- Mailani, Okarisma, Irna Nuraeni, Sarah Agnia Syakila, and Jundi Lazuardi. 2022. "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia." *Kampret Journal* 1(1):1-10. doi: 10.35335/kampret.v1i1.8.
- Mualif, A. M. A. 2022. "Realitas Pendidikan Bahasa Arab Dalam Perspektif Perubahan Sosial Masyarakat." *Yudabbiru Jurnal Administrasi Negara* 4:1-11.
- Muhammadiyah, Ahmadi, and Akhsan. 2020. "Model Belajar Dan Pembelajaran Bahasa Arab Generasi Milenial." *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1(2):105-19.
- Muslem, Fahrizal, Rishazatul Aisy. 2023. "Pengaruh Penerapan Pembelajaran Sejarah Berbasis Media Benteng Portugis (Mess Kupaleh) Sebagai Revitalisasi Culture Education Enthusiast : " *Education Enthusiast: Jurnal Pendidikan Dan Keguruan* 3(4):141-58.
- Najah, Muhajirun. 2019. "Penerapan Pembelajaran Shorof Bagi Pembelajar Tingkat Pemula Menggunakan Metode Pemerolehan Bahasa." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5(1):117-40. doi: 10.14421/almahara.2019.051-07.
- Nuhayati, Lias Hasibuan, Kasful Anwar. 2021. "Manajemen POAC Pada Masa Pandemi Covid-19 Terhadap Pembelajaran Luring Pendahuluan." 13.
- Nurcholis, Ahmad, and Syaikhu Ihsan Hidayatullah. 2019. "Tantangan Bahasa Arab Sebagai Alat Komunikasi Di Era Revolusi Industri 4.0 Pada Pascasarjana IAIN Tulungagung." *Arabiyatuna: Jurnal Bahasa Arab* 3(2):283. doi: 10.29240/jba.v3i2.999.
- Nurdin, Fauziah. 2021. "Moderasi Beragama Menurut Al-Qur'an Dan Hadist." *Jurnal Ilmiah Al-Mu'ashirah* 18(1):59. doi: 10.22373/jim.v18i1.10525.
- Nurhuda, Abid. 2022. "Analisis Kesulitan Belajar Bahasa Arab Pada Santri Nurul Huda Kartasura." *Al-Fusha Arabic Language Education Journal* 4(1):23-29.
- Pratiwi, Cerianing Putri. 2020. "Analisis Keterampilan Membaca Permulaan Siswa Sekolah Dasar: Studi Kasus Pada Siswa Kelas 2 Sekolah Dasar." *Jurnal Pendidikan Edutama* 7(1):1. doi: 10.30734/jpe.v7i1.558.
- Putri, Nimas Permata. 2018. "Kesalahan Morfologi Di Masyarakat Pacitan." *Jurnal Penelitian Pendidikan* (3):1538-42.
- Rahmawati, R. ..Putri, and Novita Rahmi. 2021. "Analisis Kesalahan Morfologi Dalam Insha." *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22(2):243. doi: 10.32332/an-nabighoh.v22i02.2311.
- Ridwan. 2019. "Urgensi Bahasa Arab Dalam Memahami Syari'at Islam." *Al-*

- Syakhshiyah : Jurnal Hukum Keluarga Islam Dan Kemanusiaan* 1(2):183–200.
- Romadhon, Muhamad, and Asep Supena. 2021. “Penanganan Siswa Learning Disabilities Di Sekolah Dasar Inklusi.” *Jurnal Basicedu* 5(3):1471–78.
- Saputra, Domi, Muhammad Fidri, Fatoni, and Nurhayati. 2022. “Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata.” *Jurnal As-Said* 2(1):127–37.
- Sari, N. I. 2021. “Pendampingan Guru Dalam Menemukan Dan Mengatasi Kesulitan Belajar Siswa Di Mi Miftahul Huda.” *PEDULI: Jurnal Pengabdian Kepada ...*
- Sholeh, Mohammad, Muhammad Farid, and Muallim Wijaya. 2021. “Manajemen Pembelajaran Bahasa Arab Di Lenguange Intensif Program (LIP) SMP Nurul Jadid Paiton Probolinggo.” *Jurnal Al-Qodiri* 19(2):554.
- Sholeha, Fathma Zahara, and Safiruddin Al Baqi. 2022. “Kecemasan Peserta Didik Dalam Pembelajaran Bahasa Arab.” *MAHIRA: Journal of Arabic Studies* 1(1):1–12.
- Simanjuntak, Riski Erisah, Risma Darma, Ulina Banurea, Rospita Pasaribu Thrid, Princes Siregar, Maria Widiastuti, and M. K. Pd. 2023. “Kasus Pada Peserta Didik Yang Mengalami Kesulitan Belajar.” *Pediaqu: Jurnal Pendidikan Sosial Dan Humaniora* 2:105–15.
- Syaifullah, Muhammad, and Nailul Izzah. 2019. “Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab.” *Arabiyatuna : Jurnal Bahasa Arab* 3(1):127. doi: 10.29240/jba.v3i1.764.
- Syamsiyah, Lilis, and Diana Diana. 2022. “Efektivitas Media Fuzzy Felt Untuk Meningkatkan Kosakata Anak Usia Dini.” *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6(4):2700–2710. doi: 10.31004/obsesi.v6i4.1421.
- Usman, Misnawaty. 2021. “Hubungan Antara Penguasaan Mufradat (Kosakata) Dengan Kemampuan Membaca Teks Bahasa Arab Siswa Sekolah Menengah Atas Islam Terpadu Di Kota Makassar.” 1(2):144–50.
- Yamani, Ahmad Zaki. 2022. “Keterpaduan Bahasa Arab Dan Integrasinya Dengan Mata Kuliah Ilmu-Ilmu Keislaman Pada STIT Darul Ulum Kota Baru.” *Jurnal Ilmiah Keagamaan, Pendidikan Dan Kemasyarakatan* 13(1):92–115.
- Yuni Sapitri, Nelly Fitriani, Gida Kadarisma. 2020. “Analisis Kesulitan Siswa SMP Dalam Menyelesaikan Soal Pada Materi Aritmetika Sosial.” *Jurnal Pembelajaran Matematika Inovatif (JPMI)* 3(2):61. doi: 10.26740/jrpipm.v3n2.p61-67.
- Zakaki. 2022. “Penerapan Metode Mubasyarah Dalam Pengajaran Bahasa Arab Di Kelas 10 MA Nahlatul Shaufiah Wanasaba.” *ALSYS (Jurnal Keislaman Dan Ilmu Pendidikan* 2:732–43.